

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020-2021 ACADEMIC YEAR

ADS 2010	SCULPTURE
ADS 3110	ART AND DESIGN TEACHING METHODS
AED 1110	PHILOSOPHICAL FOUNDATIONS AND DEVELOPMENT OF ADULT EDUCATION IN ZAMBIA
AED 1210	PSYCHOLOGY OF ADULT LEARNING
AED 1410	SOCIOLOGY OF ADULT EDUCATION
AED 3110	PARTICIPATORY APPROACHES TO DEVELOPMENT
AED 3310	GUIDANCE AND COUNSELLING IN ADULT EDUCATION
AED 3515	RESEARCH METHODS IN ADULT EDUCATION
AED 3525	APPLICATION OF STATISTICS TO ADULT EDUCATION
AED 4110	LITERACY AND THE LEARNING ENVIRONMENT
AED 4210	ORGANISATION THEORY AND MANAGEMENT
AED 4310	MASS EDUCATION AND DEVELOPMENT
AED 4411	HUMAN RESOURCES DEVELOPMENT
AED 4715	INTRODUCTION TO GERONTOLOGY
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CSE 2010	CURRICULUM DEVELOPMENT AND IMPLEMENTATION
CSE 9010	EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM
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CVE 2010	CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS

CVE 2020

CVE 3010 CULTURE ,GENDER AND DEVELOPMENT

CVE 9020 PUBLIC POLICY AND LEGAL EDUCATION

DPE 1042 PHYSICAL EDUCATION 2021

DPE 1072 FUNDAMENTAL CONCEPTS OF INTEGRATED PRIMARY SCIENCE

DPE 1111 FUNDAMENTAL CONCEPTS OF MATHEMATICS

DPE 1181 NATURE OF CHILDRENS LEARNING

DPE 2012 ARTS EDUCATION IN PRIMARY SCHOOLS
MUSIC EDUCATION IN PRIMARY SCHOOLS

DPE 2052 CHILDREN’S COMMUNITY AND THE PHYSICAL ENVIRONMENT

DPE 2071 FOUNDATIONS OF PRIMARY SCIENCE

DPE 2111 FUNDAMENTAL CONCEPTS OF MATHEMATICS

DPE 2120 HOME ECONOMICS TEACHING METHODS

DPE 3022 PRIMARY TECHNOLOGY EDUCATION

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DPE 3052 SOCIO-ECONOMIC DEVELOPMENT OF MAN AND THE ENVIRONMENT

DPE 3071 TEACHING AND LEARNING PRIMARY SCIENCE

DPE 3081 LITERACY TEACHING METHODS

DPE 3112 TEACHING AND LEARNING PRIMARY MATHEMATICS

EAP 1020 LEGAL ISSUES IN EDUCATIONAL MANAGEMENT

EAP 2010 EDUCATIONAL PLANNING

EAP 3010 MANAGEMENT OF FINANCIAL & MATERIAL RESOURCES IN EDUCATION

EAP 3020 HUMAN RESOURCE MANAGEMENT IN EDUCATION

EAP 3025 INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION

EAP 4030 EDUCATIONAL POLICY ANALYSIS

EAP 9012 EDUCATIONAL ADMINISTRATION & MANAGEMENT

EAP 9055 THE POLITICAL ECONOMY OF EDUCATION

EAP 9075 INTRODUCTION TO ECONOMICS OF EDUCATION

ECE 2011 SCIENCE AND EXPLORATION

ECE 2021 LITERACY AND LANGUAGE EDUCATION

ECE 2022 NUMERACY DEVELOPMENT FOR EARLY CHILDHOOD EDUCATION

EDU 1010 EDUCATION AND DEVELOPMENT IN ZAMBIA

EDU 1012 EDUCATIONAL PSYCHOLOGY

EDU 2011 SOCIOLOGY OF EDUCATION

EDU 3011 LEARNING THEORIES

EDU 3012 LEARNING PROCESSES – A SOCIOLOGICAL PERSPECTIVE

EED 1010 INTRODUCTION TO ENVIRONMENTAL EDUCATION

EED 1020 INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION

EED 1030 ENVIRONMENTAL GOVERNANCE

EED 2010 INTRODUCTION TO ENVIRONMENTAL MANAGEMENT

EED 2030 ENVIRONMENTAL HEALTH

EED 3010 EDUCATION FOR SUSTAINABLE DEVELOPMENT

EED 4030 ENVIRONMENTAL PROJECT MANAGEMENT

EED 4040 SAFETY IN PUBLIC & OCCUPATIONAL HEALTH

EED 9011 ADVANCED ENVIRONMENTAL MANAGEMENT

EED 9042 CLIMATE CHANGE EDUCATION

EED 9062 ENVIRONMENTAL HAZARDS AND DISASTERS EDUCATION

EPS 1010 DEVELOPMENTAL OUTCOMES

EPS 1020 COGNITIVE AND LANGUAGE DEVELOPMENT

EPS 1021 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

EPS 1022 DEVELOPMENTAL OUTCOMES : CONCEPTION TO ADOLESCENCE

EPS 1040 INTRODUCTION TO SOCIOLOGY

EPS 2015 SOCIAL PSYCHOLOGY

EPS 2021 PERSONALITY AND SOCIAL DEVELOPMENT

EPS 2022 SPECIAL EDUCATIONAL NEEDS AND LEARNING DISABILITIES

EPS 2042 COMMUNICATION DISORDER

EPS 3010 SOCIAL ORGANISATIONS AND MANAGEMENT

EPS 3011 LEARNING THEORIES

EPS 3020 VISUAL IMPAIRMENTS

EPS 3021 CLASSROOM MANAGEMENT

EPS 3022 CULTURE, COGNITION, AND EDUCATION

EPS 3030 HEARING IMPAIRMENT

EPS 3031 INTRODUCTION TO RESEARCH METHODS IN SPECIAL EDUCATION

EPS 3040 LEARNING AND MOTIVATION

EPS 3050 TEACHING METHODS I SPECIAL EDUCATION

EPS 4020 GUIDANCE AND COUNSELLING

EPS 4022 EDUCATIONAL MEASUREMENT AND EVALUATION

EPS 4025 PROBLEM SOLVING AND CREATIVITY

EPS 4032 INTELLECTUAL DISABILITIES

**EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL
EDUCATION**

EPS 4330 GUIDANCE AND COUNSELLING

EPS 4332 WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES

EPS 9010 PROFESSIONALISM IN TEACHING

EPS 9045 BRAILLE EDUCATION

EPS 9065

EPS 9075 INCLUSIVE EDUCATION

GCE 1010 GUIDANCE

GCE 1020	COUNSELLING
GCE 2012	PSYCHOMETRICS IN GUIDANCE AND COUNSELLING
GEC 2010	PERSONALITY AND DISORDERS
HME 2020	FOOD PREPARATION AND MENTAL MANAGEMENT
HME 2320	TEXTILE SCIENCE AND CLOTHING
ICT 1110	COMPUTER SYSTEMS AND ARCHITECTURE
ICT 2021	COMPUTATIONAL MATHEMATICS
ICT 2022	COMPUTER AND INFORMATION SYSTEMS SECURITY
ICT 3010	DATABASE AND WEB TECHNOLOGIES
ICT 3030	EDUCATIONAL TECHNOLOGY AND TEACHING METHODS
ICT 4021	SCHOOL MEDIA AND RESOURCE CENTRE MANAGEMENT
ICT 4022	ADVANCED TEACHING METHODS IN INFORMATION AND COMMUNICATION TECHNOLOGY
ICT 9025	MOBILE APPLICATION AND TECHNOLOGIES
ICT 9065	FUNDAMENTALS OF MULTIMEDIA
LSE 3010	CIVIC EDUCATION TEACHING METHODS
LSE 3020	GENERAL PRINCIPLES OF TEACHING AND ASSESSMENT
LSE 3030	ENGLISH TEACHING METHODS – SECONDARY
LSE 3040	TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL ED.
LSE 3060	METHODOLOGY IN GEOGRAPHY EDUCATION
LSE 3069	FUNDAMENTAL TOPICS IN SECONDARY SCHOOL GEOGRAPHY
LSE 3080	AFRICAN LANGUAGES TEACHING METHODS
LSE 4030	ADVANCED ENGLISH LANGUAGE TEACHING
LSE 4040	TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL ED.
LSE 4100	ADVANCED LITERACY TEACHING METHODS
LSE 9000	LITERACY PRACTICES AND SOCIAL LIFE SKILLS

LTC 1000 ORIGINS AND DEVELOPMENT OF LITERACY

LTC 1100 ACADEMIC WRITING AND STUDY SKILLS

LTC 3000 TEACHING LANGUAGE AND LITERACY IN DIVERSE CONTEXTS

MSE 3030 MATHEMATICS EDUCATION

MSE 3040 BIOLOGY TEACHING METHODS

MSE 3080 AGRICULTURAL SCIENCE TEACHING METHODS

MSE 9030 ADVANCED MATHEMATICS EDUCATION

MSE 9060 ADVANCED CHEMISTRY TEACHING METHODS

MUS 1030 MUSIC THEORY

MUS 3030 MUSIC OF OTHER CULTURES

PHI 2030 PHILOSOPHY OF SOCIAL SCIENCE

PES 2240 THEORY & PRACTICE OF PHYSICAL EDUCATION & SPORTS

RAM 2020 MANAGEMENT OF MUSEUMS AND HERITAGE SITE

RED 3030 SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS

RED 4030 ADVANCED RELIGIOUS EDUCATION TEACHING METHODS

RES 3010 RELIGIOUS CONVERSION AND ITS IMPACT IN AFRICA

RES 3020 SCRIPTURES OF WORLD RELIGIONS

RES 9040 PSYCHOLOGY OF RELIGION

RES 9080 SOCIOLOGY OF RELIGION

ZCC 2000 INTRODUCTION TO ZAMBIAN CULTURES AND CEREMONIES

ZCC 3000 TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

ZCC 4020 ADVANCED TEACHING METHODS IN ZAMBIAN CULTURES & CEREMONIES

ZCC 4110 ETHICS, VALUES & ATTITUDES IN ZAMBIAN CULTURES & CEREMONIES

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
ADS 2010: SCULPTURE
AUGUST-SEPTEMBER 2021 FINAL EXAMINATION
DURATION: 3 HOURS
100 MARKS

INSTRUCTIONS TO THE CANDIDATES

1. Write only your computer number.
2. Answer only FOUR questions in this Paper.
3. Question ONE is compulsory.

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1. Sculpture is a Latin word *Sculptura*, which means to carve or cut something and mostly in three dimensions. Explain with examples clear examples what is meant by three dimension sculpture. (25 Marks)
2. Explain the steps involved in the preparation of clay from the time it is dug to when it is used. (25 Marks)
3. Carving is an act of using tools shape something from wood and stones by scraping away portions of the unwanted parts. What are the advantages of wood carving and solutions to the effect it has to the environment. (25 Marks)
4. Paper Mache is a composition material consisting of paper strips or pulp. Give details of how to make Paper Mache using a wire frame. (25 Marks)
5. Sculpture deals with non-living things such as; Casting, Carving, Modelling and Assembling of wood, clay metal, fabrics etc. What is the importance of sculpture to the society? (25 Marks)
6. Identify three common statures in Zambia and explain their significances to the country in general. (25 Marks)

7. Outline the steps involved in the making of a cement sculpture. (25 Marks)

=====THE END=====



THE UNIVERSITY OF ZAMBIA

ADS 3110: ART AND DESIGN METHODS TEACHING METHODS

FINAL EXAMINATION –REGULAR PROGRAMME, 2021

DURATION: 3 HOURS

MARKS: 100%

INSTRUCTIONS

1. There are seven questions in this paper, answer four questions. Question 1 is compulsory.
 2. The weight of each question is 25 Marks.
 3. Clearly indicated your computer number on the front cover of your answer booklet.
-
1. Write a detailed lesson plan for a Grade 11 class on a topic of your choice in Art and Design e.g *Still Life, Graphics or Flower pot making*. (25 Marks)
 2. Explain the importance of Art and Design in Secondary School Curriculum.
(25 Marks)
 3. i) Discuss the importance of the Art syllabus to a teacher of Art and Design. (5 Marks)
ii) Suggest five topics from Secondary Art and Design syllabus you would teach using project method. (5 Marks)
iii) Also explain the project method of teaching. (15 Marks)
 4. Discuss the challenges an Art and Design teacher is likely to face in secondary schools. In the final analysis suggest solutions to those challenges.

5. Discuss the importance of hands on activities in Art lessons. In the final analysis discuss the importance of displaying pupils work for sometime with the Art room after practical work. *(25 Marks)*
6. i) Describe how you would demonstrate a lesson on perspectives and balance of a drawing in Art lessons. *(5 Marks)*
- ii) What are some of the disadvantages of demonstration methods? *(10 Marks)*
- iii) Show an eagles eye view of the seating arranging that could support demonstration methods in Art and Design. *(10 Marks)*
7. Discuss the importance of the following teacher's professional documents: schemes of work, Weekly Forecast and the Lesson Plan in Art and Design for the teacher and for the pupils. *(25 Marks)*

===== THE END OF THE TEST =====

THE UNIVERSITY OF ZAMBIA

**DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING
AED 1110: PHILOSOPHICAL FOUNDATIONS AND DEVELOPMENT OF ADULT
EDUCATION IN ZAMBIA**

2020/2021

TIME: 3 HOURS

INSTRUCTIONS:

- 1. Question one (1) from section A is compulsory.**
- 2. Answer any three (3) questions from section B.**

SECTION A

- 1. Explain the type of indigenous education that existed in pre-colonial Zambia. (40 Mark)**

SECTION B

- 2. Explain the term critical thinking from the radical adult education philosophy.(20 Marks)**
- 3. Write brief notes on the following means of financing Adult Education Organisation.**
 - a. Cost sharing schemes**
 - b. Fees**
 - c. Loan scheme**
 - d. Income- contingent loan repayment scheme (20 Marks)**
- 4. Discuss Knowles five assumptions about the characteristics of adult learners. (20 Marks)**
- 5. Describe with examples how adult education can be used as a tool for human resource development. (20 Marks)**

End of Examination.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING
AED 1210 -PSYCHOLOGY OF ADULT LEARNING
2020/2021 FINAL EXAMINATION

Instructions:

1. There are **6** questions in this paper.
2. Answer **ANY three (3)**
3. Your answers should be in an academic essay format

SECTION A

1. Education psychologists and researchers have come up with different theories to explain how individuals acquire, organize and deploy skills and knowledge. Select one (1) theory of learning of your choice and explain how it can be used to influence adult learning.
2. Explain, in detail, the meaning and goals of psychology: Using relevant examples from your own experience, outline and explain (5) reasons why adult educators should have a sound knowledge of psychology of adult learning?
3. With clear examples drawn from the Zambian context, categorise and critically discuss the five (5) makers of adulthood. Focus your discussion on the description, strength and limitations of each category.
4. Discuss how psychology of adult education can contribute to your society and national development. What are the advantages and disadvantages of psychology as a scientific discipline?
5. There are several factors that affect adult learners. Identify 5 of them and discuss how they affect adult learners in their learning.
6. Explain what is meant by motivation in adult learning. What 4 strategies can you use to motivate adult learners and why?

THE END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING
2020/2021 ACADEMIC YEAR EXAMINATIONS

AED 1410: SOCIOLOGY OF ADULT EDUCATION

DURATION: 3 HOURS

INSTRUCTIONS: Answer three (4) questions only.

- 1) Define Sociology and show how it is related to Radical Adult Education.
- 2) With examples based on the Zambian situation, describe how social stratification can cause gender-based violence (GBV). How can GBV be eliminated?
- 3) World's societies have been hit by numerous forms of crime. What has led to the increase in crime and what are the effects? What would you, as an adult educator, recommend, in the fight against crime?
- 4) Identify and explain society typologies and how they are relevant to the study of Sociology of Adult Education.
- 5) With examples discuss the various stages of society development as propounded by August Comte.
- 6) How and why does the development of language illustrate the importance of culture? Provide evidence for the sociological perspective.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING
2020/21 ACADEMIC YEAR FINAL EXAMINATION

COURSE: AED 3110- PARTICIPATORY APPROACHES TO DEVELOPMENT

TIME: 3 HOURS

INSTRUCTIONS:

- a. There are six (6) questions in this paper
 - b. Answer question **ONE (1)** and **ANY** other 2
 - c. All answers must be in essay format
 - d. Question 1 carries **twenty (20)** marks while the remaining ones carry 15 marks each
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Questions:

1. Citizens participation in National Development is considered to be crucial.
 - a. Briefly explain what is meant by National Development
 - b. Identify and explain any 4 common principles of citizen participation in developmental programmes.
 - c. How can Zambia utilize the principles of participation, you identified above, in her quest to accelerate *development efforts towards vision 2030 without leaving anyone behind (7NDP)*?
2. Sherry Arnstein summarized his 8-step ladder of participation into 3 major categories: i) nonparticipation; ii) Tokenism; and iii) Citizen Control
 - a. Explain how *manipulation* and *therapy* qualify to be under the 'nonparticipation' category of this ladder of participation.
 - b. As a change agent, how would you ensure that the community programme you are facilitating attains total citizens' control?
3. State and describe the characteristics of the *intransitive* stage of consciousness and show how they can potentially limit a person's active participation in the development process.

4. Briefly explain the levels of participation as advanced by the United Nations Development Programme (UNDP) and exemplify how change agents can rely on them in their day-to-day developmental works.
5. Discuss the concept of *triangulation* as an element of participation and show how it can be used to promote citizens' active participation in national development.
6. The Seventh National Development Plan (7NDP) runs under the theme: *Accelerating development efforts towards vision 2030 without leaving anyone behind*.
 - a. How does this theme speak to the general idea of participatory development?
 - b. How was *consultation*, as a level of participation, used in the process of developing the 7NDP?

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING

2020/2021 ACADEMIC YEAR FINAL EXAMINATION

COURSE: AED 3310 (GUIDANCE AND COUNSELING IN ADULT EDUCATION)

DURATION: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions only

- 1) Discuss unethical practices in the counseling process. Why is ethics in counselling important?
- 2) Describe the spiraling relationship between adult education and guidance and counseling.
- 3) HIV/AIDS patients are generally marginalized by other people in society. As an adult educator and counsellor, demystify the myths of HIV/AIDS infection and show how these patients can be cared for.
- 4) With concrete real life examples, discuss the Rogerian counseling process and describe the role of the counselor during the counseling process.
- 5) Identify the three (3) parts of the concept of personality in the psychodynamic theory and explain how they function individually as well as interdependently.

END OF EXAMINATION

The University of Zambia
School of Education
Department of Community Education and Lifelong Learning

FINAL EXAMINATION FOR 2020/21 ACADEMIC YEAR

AED 3515: RESEARCH METHODS IN ADULT EDUCATION

Instructions

- i. This paper has three (3) sections, namely A, B and C.
 - ii. Read instructions for each section before attempting any question.
 - iii. You are expected to answer only three (3) questions.
 - iv. Duration: Three (3) hours
-

Section A: The question that follows is compulsory.

1. Propose a research title or topic for a research study and include the following aspects: (a). A background to the study of 80 to 120 words followed by a justification of the need for the study in less than 50 words, and (b). Three objectives and three research questions based on your chosen topic.

Section B: In this section, there are two questions. Answer only one.

2. UNZASU has been invited by CBU Students' Union to participate in a literature review debate. UNZASU has chosen you to represent the University of Zambia. Prepare a well-balanced argument focusing on why literature review is necessary.
3. Assume that you have been appointed to coordinate a research project. Describe the main sources of literature review that you could rely on.

Section C: There are three questions in this section. Answer only one.

4. Discuss the key features of a good research problem.
5. a. Distinguish between independent and dependent variables.
b. Distinguish between population and sample.
c. Provide two examples of research ethics that should be followed by a researcher.
6. Questionnaires can be closed-ended, open-ended or a combination of both. For **each one** of them, provide three examples based on the research topic you proposed in question 1.

The End

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE: AED 3525-APPLICATION OF STATISTICS TO ADULT EDUCATION

RESEARCH

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. The marks for a group of students in mathematics paper 1 and paper 2 are listed below:

Paper 1	Paper 2
34 32 48 42 41	25 34 40 28 45
16 37 30 44 41	16 18 29 24 25
59 62 12 36 24	34 18 32 25 51
30 44 56 18 44	19 40 09 44 14
47 23 34 40 41	26 50 18 23 36
50 21 40 25 25	34 10 16 23 17
34 23 26 32 37	26 31 38 19 23
34 25 54 30 30	22 44 17 34 37

- Compare these data by constructing a back-to-back stem and leaf.
- Comment on your results.

2. The maximum daily outside Celsius degree temperature, X, and the amount of electricity, Y units, used by an office air-conditioning system were recorded as follows:

X 18.2 8.9 28.2 29.6 16.1 26.7 20.4 21.0 5.4 23.4 12.4 15.5

Y 4.3 13.2 12.7 13.5 7.6 9.6 5.1 6.3 15.8 7.8 11.1 9.1

- Calculate the Product moment correlation coefficient between temperature and units of electricity used.

b. What does the answer in (a) suggest about the link between the temperature and the amount of electricity used?

c. Draw a scatter diagram of this data.

3. Some students entered a chemistry examination. Their marks are as shown below.

57 33 54 43 47 52 55 40 77 58

69 49 50 55 43 35 51 73 58 60

80 50 37 46 67 85 44 39 47

a. Determine which of the marks, if any, are outliers.

b. Calculate the semi-interquartile range for these data.

4. Discuss the differences between correlation and regression. Give examples.

5. Discuss, with examples, the following ways of analyzing data.

a. Relative frequency polygon

b. Multiple bar diagram

c. Pie chart

6. The mock examination and the final examination results in History are given in the following table.

Mock mark 18 26 28 34 36 42 48 52 54 60

Final mark 54 64 54 62 68 70 76 66 76 74

If X represents the mock mark and Y the final mark,

a. Draw a scatter diagram to represent these data.

b. Find the least squares regression equation of y on x, in the form of $y = a + bx$

c. What final mark might be expected for mock mark of 85?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING**

**FINAL EXAMINATION
2020/2021 ACADEMIC YEAR**

**COURSE : AED 4110 LITERACY AND THE LEARNING ENVIRONMENT
TIME : THREE (3) HOURS**

INSTRUCTIONS

All questions carry 30 marks each. There are five questions in this examination and you are required to answer three questions only.

Questions

1. Discuss how the new paradigm of literacy influences the practice of adult literacy learning.
 2. Explain Malcolm Knowles assumption of adult learners concerning teaching reading and writing of a group of farmworkers at York farm in Lusaka West.
 3. Adult literacy programmes are largely concerned with transforming the oppressed in society. Provide evidence to this assertion by using Paulo Freire's idea of adult literacy learning.
 4. Discuss the phenomenon of the intergenerational approach to literacy learning in the context of a community characterised by low literacy levels.
 5. Discuss the process and procedure of developing teaching and learning materials in adult literacy learning programmes in terms of the following:
 - a) Norms of constructing a primer
 - b) The four basic aspects associated with the appearance of a primer
 - c) Challenges associated with primer construction
-

**END OF EXAMINATION
•GOOD LUCK•**

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

2018/2019 ACADEMIC YEAR
FINAL EXAMINATION

AED.4210 ORGANISATION THEORY AND MANAGEMENT

TIME 3 HOURS

INSTRUCTIONS

Answer any three questions. Each question carries 25 marks.

QUESTIONS

1. Discuss the focus of the human relations theory of management in a workplace.
 2. Identify the shortcomings of the classical approach to management and show how they influenced the development of the human relations approach.
 3. An organization is believed to be a living organism. Identify its key features and show how they relate to an organization as a living organism.
 4. Discuss the contributions of **F W Taylor** to our understanding of organization theory.
 5. Explain **Henri Fayol's** emphasis on administrative processes, rather than technical processes in an organization.
-

END OF EXAMINATION

GOOD LUCK

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING**

**2020/21 ACADEMIC YEAR FINAL EXAMINATIONS
COURSE: AED 4310- MASS EDUCATION AND DEVELOPMENT**

TIME: 3 HOURS

INSTRUCTIONS:

- a) There are six (6) questions in this paper.
 - b) Answer question **ONE (1)** and **ANY** other 2
 - c) All answers must be in essay format
 - d) Question 1 carries **twenty (20)** marks while the remaining ones carry 15 marks each
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Questions:

1. Outline and explain any 4 key principles of mass education. In what ways can mass education be used as a tool for national development in a third world nation like Zambia?
2. What current and/or emerging issues will dictate the future direction of mass education in Zambia? Pick any 6 and explain how.
3. What is meant by power? Why should change agents conduct a power analysis exercise before embarking on the implementation of a mass education campaign?
4. Using clear examples drawn from recent Zambian social movements, discuss the decline phase of the people power/social movement cycle.
5. Briefly explain the characteristics of the *magical* and *naive* levels of consciousness as advanced by Paulo Freire. How can mass education potentially help in the development of critical consciousness of the marginalised Zambians?
6. Use clear Zambian experiences and/or examples to explain the strengths and limitations of social media as instruments of mass/social movements.

END OF EXAM

The University of Zambia
School of Education
Department of Community Education and Lifelong Learning

2020/21 ACADEMIC YEAR FINAL EXAMINATION

AED 4411 HUMAN RESOURCE DEVELOPMENT

Instructions

- i. There are five (5) questions in this paper.
 - ii. You must answer Question 1 as well as any other two questions.
 - iii. Time allotted: Three (3) hours.
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- Q1. *Training* is regarded as a sign of excellent management in an institution. Describe the factors that determine the quality and quantity of training.
- Q2. One of the approaches to needs assessment is *Job tasks analysis assessment*. Explain what it is, when it can be used, and its benefits.
- Q3. In the face of instability in the business environment, human resource development personnel must be resourceful, ready to accept and respond to change in a pragmatic way. Discuss the major *challenges* that they are likely to face.
- Q4. You work in a Human Resources Development office. While at UNZA you learned that having a needs assessment prior to conducting training is necessary. Keeping this in mind, outline the steps required when doing a *needs assessment*.
- Q5. People's *career choices* are influenced by four general characteristics. Briefly highlight these characteristics and describe the factors that may impede one from landing their dream career.

The End

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG
LEARNING

2020/21 ACADEMIC YEAR
FINAL EXAMINATIONS

AED 4715: INTRODUCTION TO GERONTOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY

1. With examples discuss the key determinants of population ageing. What are the prospects and challenges of population ageing in the world?
2. Compare and contrast activity theory of ageing and wear and tear theory of ageing. What is the significance of these theories to you as an adult educator?
3. Giving examples discuss the phenomenon of ageing and explain its effect on the aged and society in general.
4. Describe any three (3) programmes for the aged in Zambia, stating their successes and failures. What do you think should be done to improve the general welfare of the aged in Zambia?
5. "There is no need to provide educational opportunities for older persons as it is a sheer waste of resources. These opportunities should only be for young people"
Do you agree with the above statement? Give reasons for your position.
6. Why do you think Gerontology seems not be a popular discipline of study at the University of Zambia and what should be done to raise its profile? Give examples in your discussion.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING
AED 4915: NON GOVERNMENTAL ORGANISATION
2020/ 2021 ACADEMIC YEAR

DURATION: 3HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

1. Question one (1) from section A is compulsory.
2. Answer any two (2) questions from section B.

SECTION A

1. Discuss with examples the meaning of the following statement in detail, 'second generation strategies focus the energies of the Ngo on developing the capacities of the people to better meet their own needs'. **(60 Marks)**

SECTION B

2. Briefly discuss at least four different orientations of Non-governmental organisations. **(20 Marks)**
3. Explain why it is important for Non-governmental organisations to establish an effective working relation with the government. **(20 Marks)**
4. How relevant are international Non-governmental organisations in the development process of third world countries. **(20 Marks)**
5. Briefly explain the following roles of Non-governmental organisations;
 - a. Supporting innovation
 - b. Technical assistance
 - c. Advocacy
 - d. Sustainable development **(20 Marks)**

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR

FINAL EXAMINATION

CSE 2010: CURRICULUM DEVELOPMENT AND IMPLEMENTATION

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS:

1. Write your computer number on all the answer booklets.
2. DO NOT WRITE YOUR NAME on any page of the answer booklets.
3. There are **five (5)** questions in this paper, answer question **one (1)** and any other **two (2)** questions.
4. You are required to read through all the questions carefully before selecting the other two that you want to answer.
5. There are three (3) printed pages in this examination.
6. Write clearly and do not cut words at the end of each line or sentence.

=====

Question One (Compulsory)

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

- (i) With the aid of examples, explain why situational analysis should be a commencement point of any curriculum development process. **(3 marks)**
- (ii) Discuss the bottom up approach and the top down approach as they are used in curriculum development process. **(3 marks)**
- (iii) Clearly analyse the stages of curriculum development process as it is done in most Anglo-phone countries. **(14 marks)**

Question Two

- i. As a curriculum manager, discuss any **three (3)** types of personalities in Curriculum Management. **(6 marks)**
- ii. With concrete examples, critically analyse any **three (3)** factors that normally leads to the gap between the intended and the implemented curriculum and suggest how the identified gaps can be effectively bridged in the curriculum development and implementation process. **(9 marks)**

Question Three

- i. Explain the relevance of both formative and summative evaluation to every curriculum developer. **(5 marks)**
- ii. Education for all implies learning for all (Handbook for Curriculum Planning, 1999). In the light of this statement, critically analyse how inclusive learning can be brought about by curriculum developers in the curriculum development process. **(10 marks)**

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Question Four

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

- i. Analyse the **two (2)** strategies that can be used by curriculum developers when implementing the newly developed curriculum and justify which one of the two would be appropriate for Zambian education system. **(8 marks)**
- ii. Assuming you have been assigned to lead a team of curriculum specialists to develop a curriculum in the subject of your specialization, identify and justify which of the curriculum development models you would use to develop such a curriculum.
(7 marks)

Question Five

- i. Explain why the Zambian Ministry of General Education (MoGE) started revising the curriculum in 2013. **(5 marks)**
- ii. As a team leader who has been tasked to lead a team of curriculum developers to develop a curriculum in the subject of your specialization, clearly explain how you will go about selecting appropriate content and ensuring that it is properly sequenced. **(10 marks)**

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

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2021

CSE 9010: EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS ONLY

TIME: THREE (3) HOURS

1. Using the ASSURE Model, discuss the major factors that you should consider when integrating educational technologies in lesson planning.
2. Outline the benefits of integrating information and communication technologies (ICTs) in the assessment of learners.
3. Explain how you would apply Bloom's Taxonomy with regard to integrating educational technologies in teaching.
4. Select two of the following educational technologies and discuss their advantages and disadvantages in teaching.
 - a) Blackboard
 - b) Flipchart
 - c) LCD Projector
5. Discuss various ways in which a teacher can create an active (engaging) learning environment.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR

FINAL EXAMINATION

CSE 9095: CURRICULUM FOUNDATIONS AND PRINCIPLES

TIME: THREE HOURS

Instructions:

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

=====

Question One (Compulsory)

The curriculum represents the distilled thinking of society on what it wants to achieve through education (Farrant, 1980).

- i. With the aid of examples, explain why situational analysis should be a commencement point of any curriculum development process. **(4 Marks)**
- ii. Describe any **two (2)** curriculum foundations and explain how they influence the minds of curriculum developers during the curriculum development process. **(8 marks)**
- iii. Critically explain the roles of curriculum elements as ingredients in curriculum development. **(8 marks)**

Question Two

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

- i. Briefly explain the significance of curriculum development models in the curriculum development process. **(5 marks)**
- ii. With the aid of examples, describe the cyclical models of curriculum development process. **(10 marks)**

Question Three

The structures of education must be renovated, but so must its contents and practices if it is to become efficient.

- i. With the aid of examples distinguish between the Humanistic and social reconstructionist conceptions of the curriculum. **(5 marks)**
- ii. Analyse any **five (5)** principles that would guide you as a curriculum developer in the selection of curriculum content. **(10 marks)**

Question Four

Teaching is the final step in the process of converting educational aims into practical realities.

- i. Define curriculum. **(1 mark)**
- ii. As a team leader of curriculum specialists, critically analyze the **seven (7)** stages that you can employ in the curriculum development process as used in most Anglophone countries. **(14 marks)**

Question Five

Culture embraces all that contributes to the survival of man, such as art, craft, drama, dress, education...

- i. Define inclusive and multicultural education. **(5 marks)**
- ii. With relevant examples, critically explain how any **five (5)** philosophies of indigenous education can be applied to the formal education system in Zambia today **(10 marks)**

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2020/2021 ACADEMIC YEAR

FINAL EXAMINATION

CVE 1100: FOUNDATION TO CIVIC EDUCATION

INSTRUCTIONS:

- **THERE ARE FIVE (5) QUESTIONS IN THIS PAPER**
- **ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS**

DURATION: 3 HOURS

MARKS: 100

1. Discuss the impact of Neo-Colonialism on the governance process in Zambia's Third Republic. **(40 Marks)**
2. Conceptualise Civic Education in the context of its goal, principle and philosophy. **(30 Marks)**
3. What implication does a shift towards governance have for the position and the role of the individual in relation to the state? **(30 Marks)**
4. Max Weber believed that a rational organisation must have certain features for it to run smoothly. Giving clear examples, show how bureaucracy increases or undermines the levels of accountability. **(30 Marks)**
5. Civic Education and Citizenship Education are said to be different. Discuss. **(30 Marks)**

END OF EXAMINATION



UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATION

CVE 2010: CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS

INSTRUCTIONS

There are **five (5)** questions in this paper

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

Duration: **Three (3)** Hours

Total Marks **(100)**

1. Define constitutionalism and give a detailed account of constitutionalism in Zambia from 1953 to 2021 **[40 marks]**
2. By categorization, dual citizenship is both natural and naturalized. Discuss **[30 marks]**.
3. Explain in detail the theoretical origins of rights. **[30 marks]**.
4. Constitutions present themselves in a spectrum. Discuss **[30 marks]**,
5. With practical examples, discuss the relationship between poverty and human rights. **[30 marks]**.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

**Department of Language and Social Science-Education
December/ Examination 2020
CVE 2020.**

31st December, 2020.

INSTRUCTIONS:

- 1. Answer only three questions in this paper. Question one is compulsory.**
- 2. Be imaginative and creative when answering this examination**
- 3. Use practical examples to explain your arguments**

DURATION PERIOD THREE HOURS.

- 1. Discuss the three pillars of development you are familiar with and explain the best suited for Zambia.**
- 2. Using the continuum theory of rural-urban migration, explain its importance in analyzing ruralism in Zambia**
- 3. Discuss the merits and demerits of “Structural Adjustment programs” (SAP) in Zambia?**

4. Explain the concepts of GDP and GNP. Show their importance to the measure of economic growth.
5. Discuss the sources of government income in public finance of Zambia.
6. Politics in its basic form implies social relations involving authority and power. Discuss this statement and explain why chiefs in Zambia are not permitted to engage in partisan politics.

END OF THE EXAMINATION.



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATION-NOVEMBER, 2021

CVE 3010: CULTURE, GENDER AND DEVELOPMENT

Instructions

There are five (5) questions in this paper

Answer Question one (1) and any other two (2) questions

Duration: 3 Hours

Marks: 100

1. Cultural meanings attached to being male or female function as organizing standards for society today. With the aid of examples, explain how this organisation aids and/or retards development **[40Marks]**.
2. Critically show the relationship between internationalism and globalism, and show how each of them affects Zambia **[30 Marks]**.
3. Explore the theories of culture and gender respectively **[30 Marks]**.
4. Explain in great detail how integrity, hard work, cooperation and social justice are all indispensable for societal development **[30 Marks]**.
5. Development is a product of a society's own culture, True or False. Explain your answer **[30 Marks]**.

End of Examination



The University of Zambia
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2020/2021 ACADEMIC YEAR
FINAL EXAMINATION

CVE 9020: PUBLIC POLICY AND LEGAL EDUCATION

DURATION: THREE (3) HOURS

INSTRUCTIONS

There are **FIVE (5)** questions in this paper.

Answer question **ONE (1)** and any other **TWO (2)** questions

1. The public policy process is, more often than not, political and thus a complex one. Discuss. **(40 marks)**

2. Civil cases and criminal cases differ and as such they must be handled differently. Show the differences in the procedures used by the courts when handling such cases. **(30 marks)**

3. Though different scholars explain the meaning of the term law differently there is, however, a commonly agreed upon definition of law. In light of the foregoing and referring to its specific functions explain what is meant by the term law. **(30 marks)**

4. What is your conceptualisation of the Ancient Greek city states, Roman Empire, and Renaissance period types of constitutionalism? **(30 marks)**

5. Itemise and explain, in detail, the six types of policy-analytic methods. **(30 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DPE 1042: PHYSICAL EDUCATION 2021

DURATION: 3 HOURS

MARKS: 100%

Instructions

- i. There are eight questions in this paper, answer four questions.
 - ii. Question number one (1) is compulsory.
 - iii. Clearly indicated your computer number on the front cover of your answer booklet.
-

1. Define Physical Education. In the final analysis, demonstrate at least four aims of Physical Education in school curriculum.
2. Describe the three types of Physical Activities that women and men were involved in during the primitive era.
3. Compare and contrast the history of Physical Education in the Greek States of Athens and Sparta. State the contributions of PE in Sparta.
4. Discuss the four phases of the development of Physical Education in Africa from the precolonial days to date.
5. Educational Gymnastics contributes to the general wellness of a primary school student.
 - a) Briefly explain the theory of educational gymnastics.
 - b) State the benefits of a warm up before performing gymnastics.
 - c) List for examples of gymnastics.
 - d) Describe how you would go about performing one of the gymnastic activities listed in 4. c), above.
6. Physical Education is an interdisciplinary subject. Discuss.
7. List the advantages of using a *part method* to teach a physical activity.
8. Discuss the part-whole method of teaching in Physical Education.

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

THE UNIVERSITY OF ZAMBIA
2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS
DPE 1072: FUNDAMENTAL CONCEPTS OF INTEGRATED PRIMARY
SCIENCE

Time: Three Hours

Marks: 100

INFORMATION

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

INSTRUCTION:

Answer any **five** questions.

-
1. a) It is argued by environmentalist that you don't put hazardous materials in the trash.

These materials might include paints, pesticides, lawn chemicals, car batteries, waste oil and similar materials. However it is common knowledge that all these materials are dumped indiscriminately in Zambia. Design a science lesson with an aim of changing the attitudes of young Zambians so that they begin to look after the environment sustainably. [10]
 - b) The practice of environmental sustainability helps to ensure that the needs of today's population are met without jeopardizing the ability of future generations to meet their needs. At the current rate at which we are exploiting our copper, our trees for charcoal and many other resources, how can we teach our learners so that we begin to see a shift from rapid and unsustainable exploitation of resources to a prosperous Zambian which will not jeopardise the ability of future generations to meet their needs? [10]
 2. a) Chromatography has important applications. What do you understand by
i. the stationary phase [02]
ii. the mobile phase [02]
iii. Rf values and how to calculate them [04]
 - b) Apart from chromatography, there are several other separation techniques namely: Magnetic separation; Filtration; Evaporation; Crystallisation; distillation and fractional Distillation.

Write short notes in relation to theory behind the technique and application of each of the listed separation techniques. [12]

3. Husbandry and livestock is among the fundamental topics in primary science. As a result you may be required to offer community service. Assume a farmer consults you as a production specialist on a farm in Chisamba. The owner of the farm intends to invest in cattle production on a large scale, and therefore is reliant on your expertise for a successful business venture.
- a) Elaborate on what beef breeds you would select for this enterprise and explain the characteristics they possess that are suitable for this venture. [06]
 - b) After procuring the choice of cattle breeds as explained above, elaborate to the farmer on the type of breeding and breeding season you would advise to be used. [06]
 - c) In brief and concise notes, explain **four** routine management practices you would carry out in your operations as a production specialist consultant. [08]
4. As a productive primary science teacher at Kamalamba primary school, you have been identified and contracted by a research institute that intends to venture into dual purpose poultry production.
- a) Explain what you understand by dual purpose production. [05]
 - b) What production system would be more suitable for this venture and why? [07]
 - c) Depending on your choice of production system above, would you pick the deep litter or battery cage system? Explain why this would be your choice. [08]
5. a) Explain **six** reasons why it is necessary for a business to keep records. [12]
- b) Differentiate between:
- i. Accounts payable and prepaid expenses, [04]
 - ii. Accounts receivable and inventory. [04]
6. Briefly state and describe **five** of Henry Fayol's principles of management. [20]
7. (a) Explain **three** recommendations which emphasize on the advantages of science curriculum integration. [06]
- (b) Explain the meaning of health according to World Health Organisation (WHO). [04]
 - (c) With **two** examples of each, explain the difference between pests and parasites. [06]
 - (d) Highlight four reasons for laboratory safety rules. [04]
8. (a) Explain what constitutes the nature of science. [06]
- (b) Draw a human body labelled with **five** external parts. [10]
 - (c) From the diagram in 8 (b), choose **two** external parts and describe their functions. [04]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 1111: FUNDAMENTAL CONCEPTS OF MATHEMATICS

INFORMATION:

- This paper contains **six (6)** questions.
- Each question carries 25 marks.
- Marks for parts of questions are shown in brackets []

INSTRUCTION:

Answer **four (4)** questions only.

TIME ALLOWED:

3 hours

MARKS POSSIBLE:

100

1. (a) Explain and illustrate **three (3)** ways of how number (quantity) was represented in ancient days. [09]
 - (b) Distinguish between a numeral and a number. [06]
 - (c) Discuss **two (2)** reasons that led to the emergency of numerals. [10]
2. The Roman numerals still have a wide usage in modern times.
 - (a) Describe **three (3)** common uses of the Roman numerals today. [06]
 - (b) Explain the *subtractive principle* in the Roman numeration system, illustrating your response with examples. [05]
 - (c) Express Hindu-Arabic numerals 1694 in Roman numerals [02]
 - (d) Discuss **two (2)** reasons why the Roman numerals were inadequate for trade and commerce. [12]
3.
 - (a) Distinguish between absolutist and fallibilist view of mathematical Knowledge. [06]
 - (b) Discuss the fallacy of absolutism. [04]
 - (c) Explain each of the following philosophical schools of thought on how the nature of mathematical knowledge has been conceptualized:
 - (i) Logicism
 - (ii) Formalism
 - (iii) Constructivism [09]
 - (d) Suggest **two (2)** reasons, with the help of illustrations, why it is important to integrate both the absolutist and fallibilist approaches in the teaching and learning of primary mathematics. [06]

4. (a) Multiply the numbers 14×19 using the Egyptian calculation [05]
(b) The Egyptian numeration system is one of the *Simple Grouping Systems*. Explain what is meant by *Simple Grouping System* [03]
(c) The zero symbol/concept made it possible to have *positional numeration* system. What is meant by *positional numeration system*? [05]
(d) Discuss **two (2)** aspects that make the Hindu-Arabic positional numeral system more convenient for calculations. [12]
5. a) Explain, with justification, the process of converting a mixed fraction into an improper fraction. [10]
b) Outline **three (3)** reasons why understanding the place value system for primary school learners is essential for understanding the concept of decimals. [10]
c) A recipe calls for $\frac{2}{3}$ of a cup of sugar. You find that you only have $\frac{1}{2}$ a cup of sugar left. What fraction of the recipe can you make? [05]
6. (a) Identify, with justification, an aspect of number sense that you consider worth enhancing in learners. [05]
(b) Outline an activity a teacher could use to enhance the aspect of number sense you have identified in (a) above. [08]
(c) Describe a game/song/other fun activity and explain how that game/song/other fun activity you have described could be used to enhance number sense. [12]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
FINAL EXAMINATIONS ACADEMIC YEAR 2021
DPE 1181: NATURE OF CHILDREN'S LEARNING

DURATION: 3 HOURS

MARKS: 100%

INSTRUCTIONS

1. Write your computer number **ONLY** on answer booklet provided.
2. Write all your answers in the separate answer booklet provided.
3. There are eight questions in this paper, answer four questions.
4. Answer question one and any other three questions.

-
-
1.
 - i) Define learning. (5 Marks)
 - ii) Briefly describe seven ways by which pupils learn effectively at in primary school level. (14 Marks)
 - iii) List the three categories/domains of learning. (6 Marks)
 2. Explain Levy Vygotsky's Zonal Proximal Development (ZPD). In the final analysis demonstrate how you would apply Vygotsky's ZPD to enhance effective teaching and learning at primary education level. (25 Marks)
 3. Describe Jean Piaget's Cognitive development theory. Describe how a primary school teacher could use Jean Piaget's Cognitive theory to promote effective teaching. (25 Marks)
 4. Discuss five factors affecting learning in primary schools. (25 Marks)
 5. Discuss the Agricultural Model of Childhood in World History. Suggest reasons why this model could not promote primary education. (25 Marks)
 6. With examples from either Christianity or Islam, discuss Peter Stearn's concept of the impact of World Religion on Childhood and primary education. (25 Marks)

7. i) Explain the physical development of a child from conception to birth. (15 Marks)
- ii) State two special needs that may could occur before birth. (10 Marks)
8. i) Mention the subjects that make up the Zambian Primary School curriculum. (5 Marks)
- ii) State the minimum subject contact time period for the lower primary (Grade 1-4) and middle primary (Grade 5-7) levels. (4 Marks)
- ii) List five competences that a learner who has passed through the Zambian Primary Education Programme is expected to acquire. (5 Marks)
- iv) Suggest three of Froebel's contributions to pre-school and primary education. (3 Marks)
- v) List five basic learner situatedness for a pre-scholar on their first day at school. (5 Marks)
- vi). Suggest three roles that a teacher could play to minimum the diverse effects of the situations stated in 8 V., above. (3 Marks)

===== The End =====

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DPE 2012: ARTS EDUCATION IN PRIMARY SCHOOLS

FINAL EXAMINATION

NOVEMBER/DECEMBER 2021

DURATION: 3 HOURS

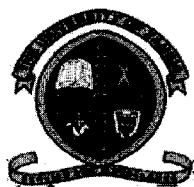
MARKS: 100

INSTRUCTIONS

- 1. Answer four (4) questions from this paper.**
- 2. All the questions carry equal marks.**

-
1. Art speaks all the languages, explain with examples how art is used as a tool of communication. (25 Marks)
 2. Discuss how a field trip as a method of teaching can be used to teach about art facts in Zambia such as Ng'ombe Ilede. (25 Marks)
 3. Art teachers use the principles of art in teaching drawing and painting of images on a flat surface. Discuss the principles of art with concrete examples how they can be used.(25 Marks)
 4. Art and Design is taken as an inferior subject in schools, what are the challenges the teacher of art is likely to face in a school.(25 Marks)
 5. Colour is classified in categories; describe the types of colours below
 - i. Primary colours
 - ii. Secondary colours
 - iii. Tertiary colours
 - iv. Complementary colours
 - v. Tints and Shades(25 Marks)
 6. Discuss the parts of a meaningful objective in art and design. (25 Marks)
 7. Elements of art are the visual tools that we use to create a composition. Explain five (5) elements of art. (25 Marks)

-----THE END-----



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION - INSTITUTE OF DISTANCE EDUCATION
2021 ACADEMIC YEAR FINAL EXAMINATIONS**

COURSE: MUSIC EDUCATION IN PRIMARY SCHOOLS

COURSE CODE: DPE 2031

DATE: 16th November 2021

TIME: 14:00 -16:00 HRS

VENUE: LRIE

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Carefully read the instructions before attempting any of the questions.
2. Answer **all** questions in Section A (50 marks)
3. Answer any **two** questions in Section B (50 marks)

SECTION A: BRIEF ANSWER QUESTIONS (50 MARKS)

1. Describe three types of sound sources that can be used in the teaching and learning of music (3 marks)
2. Briefly describe the elements of music (7 marks)
3. Name any three types of time signature used in music (3 marks)
4. Describe monophonic, homophonic and polyphonic textures (3 marks)
5. Distinguish between the concepts of preparing and planning for teaching (4 marks)
6. Describe the syllabus, schemes of work and lesson plan as used in teaching and learning (6 marks)
7. Construct the scales of C major, G major and F major on a staff in ascending order (9 marks)
8. Construct triads I, IV and V in C major in their root position (9 marks)
9. Construct a major 3rd, minor 3rd, diminished 4th and augmented 4th intervals in the key of C major (6 marks)

SECTION B: ANSWER ANY TWO OF THE FOLLOWING QUESTIONS (50 MARKS)

1. There are many approaches suggested for the teaching of music. Discuss any three proponents of music teaching methods and the thrust of their suggested methods on how to teach music (25 marks)
2. Prepare a lesson plan on any topic of music. Ensure creativity on the activities of both the teacher and learner and teaching aids (25 marks).
3. Discuss the philosophical significance of music education both as a discipline and co-curricular subject (25 marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/21 END OF ACADEMIC YEAR EXAMINATIONS

DPE 2052: CHILDREN'S COMMUNITY AND THE PHYSICAL ENVIRONMENT

DURATION:

3 HOURS

INSTRUCTIONS:

1. This examination paper accounts for **60%** of the total final grade of the course.
 2. **SECTION A:** Answer **ALL** Questions.
 3. **SECTION B:** Answer **one question only**.
 4. Credit will be given for logical presentation and clarity of ideas.
-

SECTION A: ANSWER ALL QUESTIONS

1. Dara (2006) classifies the environment as having two components: The **biotic** Environment and the **abiotic** Environment.
 - (a) What do you understand by biotic and abiotic Environments?
 - (b) Discuss four functions and services provided by the environment that are crucial for the development and welfare of humanity.
 - (c) Provide four examples of human activities that negatively affect the environment.
2. Discuss at least **two** roles that each of the following stakeholders can play in the sustainable use of forest products.
 - (i) Government
 - (ii) Non-Governmental Organisations
 - (iii) Local Communities
3.
 - a) Explain two challenges posed by Zambia's geopolitical situation.
 - b) Zambia's tropical and plateau location offers some comparative advantage to the country. Outline two comparative advantages that come with the tropical climate and the high plateau location of Zambia.
4. Disaster Management and Mitigation Unit (DMMU) under the office of the Vice President has identified floods as a common hazard in Zambia.
 - a) Provide two causes and two effects of floods.
 - b) With reference to clear case scenarios, suggest two solutions to the problem of floods in Zambia?
 - c) Hazards associated with flooding can be divided into primary, secondary and tertiary effects. Explain what is implied by these types of effects.
5. Briefly explain four effects of rural urban migration in Zambia.

SECTION C: ANSWER ONE QUESTION ONLY

1. Explain the different fronts under which Resource Management is affected by poverty.
2. The need for co-existence and tolerance among ethnic groups in Zambia is key to the social, economic, and political emancipation. Discuss
3. Cultural practice generally refers to the broad range of traditional and customary activities manifested in behaviours and standards of a particular ethnic group (Taylor, 2006). In Zambia, initiation ceremonies, early child-marriages, stereotyping including dancing, music, art, sculpture and beadwork are practices deeply ingrained into the Zambian culture (Nchimunya, 2019). Discuss how these cultural practices affect education attainment of rural children in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2020/2021 ACADEMIC YEAR FINAL EXAMINATION
DPE 2071: FOUNDATIONS OF PRIMARY SCIENCE

Time: Three hours

Marks: 100

INFORMATION

1. The question paper has **six** questions.
2. Each question has a possible maximum mark of 20.
3. The intended marks for part of the questions are shown in brackets [].
4. You may use a calculator if need be.

INSTRUCTION

Answer any **five** questions

-
1. a) Clearly distinguish between *Interpersonal* and *Interpretive* modes of communication. Include the importance of each of these modes of communication to learners of science [06]
- b) A learner hears from a teacher of physics that the speed of sound in air is about 300m/s. She plans an experiment to check this value. She asks her friend to stand a long distance away in a large open space. She remains with a starting pistol to fire. The pistol, when fired, produces a loud sound and a puff of smoke at the same instant. Other pieces of apparatus are needed for this experiment in order to measure the speed of sound.
- i. Name **two** other pieces of apparatus that are needed. [02]
 - ii. Describe how all the measurements are made. [06]
- c) The sound wave in (b) has a frequency of 100 Hz and covers a distance of 1000 m in air. Calculate the velocity if the wavelength is 3.3 m. [02]
- d) Explain any **two** factors on which the speed of sound in (b) depends. [04]
-
2. a) When an ionic substance dissolves in water, three things happen. What are those **three** things? [03]
- b) What do you understand by the following terms:
- i. Hypertonic; [02]
 - ii. Hypotonic; [02]
 - iii. Isotonic. [02]
- c) What are the **two** important factors affecting solubility of liquids in liquids? [04]
- d) Do the factors listed above apply for solubility of gases in water? [02]
- e) How does a metal differ from its alloy? [02]
- f) What are **three** typical everyday uses of alloys? [03]

3. a) Describe an appropriate experiment you may use to determine the *refractive index* of a transparent rectangular glass block. [10]
- b) The table below shows typical results obtained from the experiment above. The symbols i° and r° represent the angle of incidence and angle of refraction respectively.

i°	r°
45	27.53
30	19.07
25	16

Using the information in the table,

- i. Determine the refractive index of the rectangular glass block above. [03]
- ii. Given that another transparent substance has a refractive index of 1.33, which of the two bends light more? Explain your answer. [03]
- iii. Explain any **two** uses of Total internal reflection. [04]

4. a) How does a colloid differ from a suspension? [02]
- b) As applied to colloids, what do you understand by Tyndal effect? [02]
- c) A soft drink is a type of a solution. What do you understand by a soft drink? [02]
- d) With an aid of a diagram, illustrate what you understand by Raoult's law? [04]
- e) What are Colligative properties and how are they utilised in everyday situations? [02]
- f) Outline a simple extraction process of any non metal that you know of. [03]
- g) Discuss the environmental impact of mining in Zambia. [05]

5. a) Justify **four** things that all plants need in order to live and grow. [08]
- b) Describe **four** out of the seven processes of life exhibited by plants. [08]
- c) Illustrate what you understand by the process of photosynthesis. [04]

6. a) What do you understand by the term "crop"? [04]
- b) Identify any **four** crops grown in Zambia. [04]
- c) From the four crops identified in (b), choose any **three** and highlight the processes each one of them undergoes from planting to harvesting time. [12]

End of Examination

THE UNIVERSITY OF ZAMBIA

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 2111: FUNDAMENTAL CONCEPTS OF MATHEMATICS

INFORMATION:

- This paper contains **six (6)** questions.
- Each question carries 20 marks.
- Marks for parts of questions are shown in brackets []

INSTRUCTION:

Answer any **five (5)** questions.

TIME ALLOWED:

3 hours

MARKS POSSIBLE:

100

- (a) How would you explain to your learners the distinction between a set of fractions and a set of Rational numbers? [03]
 - (b) Demonstrate the equality of Rational numbers with examples. [04]
 - (c) Illustrate closure, commutative, associative and identity properties of Rational numbers over multiplication. [08]
 - (d) Order the Rational numbers: $\frac{2}{3}$, $\frac{7}{8}$, $\frac{9}{11}$ and $\frac{3}{4}$. [05]

- (a) A set is defined as a collection of well-defined objects. Give an example of a collection that is not well defined and therefore not a set. [03]
 - (b) State **three (3)** ways of describing a set [03]
 - (c) How would you explain to your learners the concept of 'equivalent sets' [04]
 - (d) Distinguish between a 'proper subset' and a 'subset'. [03]
 - (e) In June, there were 7 days that were neither Sunny nor Cold. Otherwise there were 13 Sunny days and 18 Cold days. Illustrate this information diagrammatically. [07]

- (a) What are *irrational* numbers? Give **two (2)** examples of *irrational* numbers. [04]
 - (b) Explain the disadvantage of referring to the value of π as $\frac{22}{7}$, in the context of rational and irrational numbers. [02]
 - (c) Demonstrate how the following numbers satisfy the definition of a Rational number (i) $-5\frac{1}{6}$ (ii) 0 [06]
 - (d) Using the definition of equality of Rational numbers, prove that $\frac{a}{b} = \frac{an}{bn}$, where n is any non-zero integer. [08]

4. (a) Determine if the following are True or False, where **p** represents “Lusaka is the capital of Zambia” and **q** represents “UNZA is in Ndola”

(i) $p \wedge q$ (ii) $p \wedge (\sim q)$ (iii) $\sim [p \vee (\sim q)]$ [06]

- (b) Study the following argument;

“If a number is a multiple of eight, then it is a multiple of four;

If a number is a multiple of four, then it is a multiple of two.

Therefore, if a number is a multiple of eight, it is a multiple of two”.

Prove the validity of the argument using

- (i) Euler’s diagram [07]
(ii) a truth table [07]

5. A prism has a rectangular base with length 6 cm and breadth 3.5 cm. If the height of the prism is 8 cm, calculate:

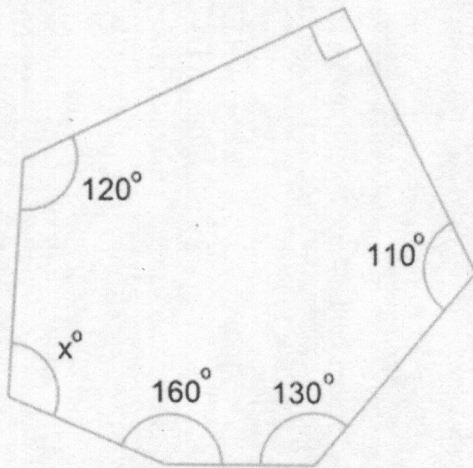
- (i) The total surface area of the prism
(ii) Its volume [08]

(b) A triangular prism has a height of 7 cm and a base in the form of an isosceles triangle, with two of the equal sides 13 cm each and the third side 10 cm. Six such prisms are joined together to form a hexagonal prism.

- (i) Sketch the hexagonal prism
(ii) Calculate its total surface area
(iii) Calculate its volume [07]

(c) A pipe of thickness 0.5 cm has external diameter of 15 cm. If the pipe is 3.2 m; find the volume of the metal used to make the pipe. [05]

6. (a) Write down, in each case, the name of the plane shape with the given properties:
- (i) Three sides of equal length and all the angles are 60° .
 - (ii) A quadrilateral with sides of equal length and all angles are right-angles.
 - (iii) Five sides of equal length and all angles equal.
 - (iv) Six sides of equal length and all angles equal. [04]
- (b) Draw the plane shapes in (a) above. [04]
- (c) Identify and describe the special name given to the plane shapes you have identified in (a) and drawn in (b) above. [02]
- (d) The exterior angle of a regular polygon is 30° . How many sides has the polygon? [02]
- (e) The interior angle of a regular polygon is five times the exterior angle. How many sides does the polygon have? [03]
- (f) In the figure below, find the value of x and its corresponding exterior angle. [05]



END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

2021/2022 ACADEMIC YEAR DEFERRED EXAMINATION SEPTEMBER 2021

COURSE DPE 2120 HOME ECONOMICS TEACHING METHOD

TIME: THREE (3) HOUR

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions.
 2. **Answer five** questions only.
 3. Each question carries **20 marks**.
 4. Use the booklet provided for your answers.
 5. Credit will be awarded to legible, good and orderly presentation of work.
-

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

QUESTION 1

Teaching methods are procedures and processes used to help learners acquire knowledge, skills values and attitudes. Discuss any two methods of teaching; explain the advantages and disadvantages of each. **[20 marks]**

QUESTION 2

Demonstration method combines a verbal explanation with practical illustration e.g. the handling or operation of a piece of equipment or materials.

- a) State five Situations in which demonstration is useful. **[5 marks]**
- b) Outline five procedures that are followed when carrying out the demonstration. **[5 marks]**
- c) Briefly discuss the following sizes of demonstration and state two disadvantages for each. **[10 marks]**
 - i. Class Demonstration
 - ii. Group Demonstration
 - iii. Individual Demonstration

QUESTION 3

The scheme of work is the interpretation of the syllabus showing the topics or concepts to be covered and order in which they are to be covered every week.

- a) Give four reasons to support the importance of a scheme of work to the teacher. **[4 marks]**
- b) Identify a sub-topic in any grade from which you plan to prepare a lesson plan and: Write a suitable instructional objectives. **[3marks]**
- c) From the topic chosen, write only the introduction and development parts of your lesson plan following the accepted format. **[10 marks]**
- d) Give three ways of concluding the lesson. **[3 marks]**

QUESTION 4

- a) What do you understand by the following types of Assessments? [4 marks]
 - i. Formative Assessment
 - ii. Summative assessment
- b) Why is assessment carried out in class? [6 marks]
- c) Give examples of objective and subjective tests. [6 marks]
- d) What are the values of questions as a teaching tool? [4 marks]

QUESTION 5

Effective classroom management is major concern and pre-requisite to successful classroom teaching. Discuss classroom management by explain the classroom management strategies you can use when teaching. [20 marks]

QUESTION 6

Given the topics “Laundry equipment and materials, kitchen utensils and equipment, Stitches, Care of the home” choose one topic.

- a) Outline how you could effectively teach it using lecture method to a grade seven class. [6 marks]
- b) What is the role of oral questions in class? [5 marks]
- c) Briefly explain how you could organize an effective class discussion. [4 marks]
- d) Outline the teaching aids you can use to teach this topic. [5 marks]

QUESTION 7

A teacher should be able to evaluate his/her lesson after teaching to determine if the lesson objectives have been achieved.

- a) Discuss the signs of unsuccessful lesson. [10 marks]
- b) Explain ten (10) characteristics of a good chart. [10 marks]

End of examination



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2021

COURSE - DPE 3022 PRIMARY TECHNOLOGY EDUCATION

TIME: THREE (3) HOUR

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections **A** and **B**.
 2. Section A carries **60 marks**, section B carries **40 marks**.
 3. Indicate the question number chosen from section B on the answer sheet provided.
 4. Use the booklet provided for your answers.
 5. Credit will be awarded to legible, good and orderly presentation of work.
-

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SECTION A (60 MARKS)

Answer all questions from this section.

1. Write the letter of the correct description next to the fiber name. **[5 marks]**

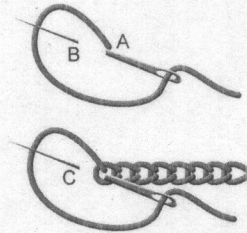
Nylon -----	A) Natural fiber that is easy to dye and may shrink slightly in the wash
Acrylic -----	B) Natural fiber that is strong and light, and usually dry cleaned
Rayon -----	C) Manmade fiber that is soft and may form "pills"
Rayon -----	C) Manmade fiber that is soft and may form "pills"
Cotton -----	E) Manmade fiber that dyes well and wrinkles easily

2. State whether 'True' or 'False' **[5 marks]**

- a) Wool is a synthetic fibre.
- b) The process of making yarn from fibres is called knitting.
- c) Cotton fibre is fibre which is obtained from the leaves of the cotton plant.
- d) Flax plant is used to obtain linen fibres.
- e) Yarn is made from fibres.

- 3. Differentiate between human and non-human resources. Give two examples of each. **[4 marks]**
- 4. Work is classified as heavy, moderate and light work. Give one (1) example of each. **[3 marks]**
- 5. Give two (2) measuring tools in needlework. **[1 mark]**
- 6. List two (2) ways of saving time and energy during cooking. **[2 mark]**
- 7. State two (2) reasons for ironing garments in laundry work. **[2 marks]**
- 8. Highlight two(2) ways of preventing falls in the home. **[2 marks]**
- 9. State two (2) reasons for using curtains in the living room. **[2 marks]**
- 10. Define first aid. **[1 mark]**
- 11. Describe work simplification. **[2 marks]**
- 12. List four (4) classes of stitches. **[2 marks]**
- 13. Mention the any two (2) types of sewing machines. **[2 marks]**

14. Name the stitch in the diagram below and suggest one use. [2 marks]



15. In laundry we use a variety of materials, explain the use of the following laundry materials. [8 marks]

- a) Bleach
- b) Soap
- c) Stain removal
- d) Water

16. List the factors to consider when choosing clothing for the family. [3 marks]

17. State the four (4) types of household pests? [4 marks]

18. Give two advantages of breastfeeding?[2 marks]

19. Give reasons why refuse should be disposed off appropriately. [2 marks]

20. Give the significance of immunization in children under the age of five. [2 marks]

21. Outline four (4) accessories found in the home for decorative purposes. [4 marks]

SECTION B (40 MARKS)

Answer only four (4) questions. Each question carries (10 marks)

1. In details explain the process of cotton fibre production. **[10 marks]**
2. Describe four activities carried out in preparation for family wash. **[10 marks]**
3. Explain the causes of fatigue and ways you can prevent fatigue when working. **[10 marks]**
4. Classify natural fibers according to their type giving an example for each class. **[10 marks]**
5. What is the importance of saving? Explain any three (3) sources for saving. **[10 marks]**
6. Identify any four common accidents in the home and explain how they can be prevented. **[10 marks]**
7. Write short notes on the following concept used in the course; **[10 marks]**
 - a) Types of marriage
 - b) Signs of pregnancy
 - c) Stages of labour

END OF THE EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION - INSTITUTE OF DISTANCE EDUCATION
2021 ACADEMIC YEAR FINAL EXAMINATIONS**

COURSE: DPE 3031 EXPRESSIVE ARTS EDUCATION

DATE: 26th November 2021

TIME: 14:00 -16:00 HRS

VENUE: 2C

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Carefully read the instructions before attempting any of the questions.
2. Answer **all** questions in section A
3. Answer three **(3)** out of the six **(6)** questions in section B
4. All questions must be answered in the answer booklet provided

SECTION A (40 Marks)

Answer all questions in this section

1. What are sports skills? (2 marks)
2. List two fundamental movement skills. (2 marks)
3. How would you distinguish traditional games from conventional sports? (2 marks)
4. What is sociology of sport? (2 marks)
5. In sports vocabulary, what does the term derby mean? (2 marks)
6. Provide a name of event from each of the categories of athletics given here:
(a) sprints (b) middle distance (c) long distance (e) hurdles (4 marks)
7. Describe what a soundscape is (2 marks)
8. Describe classroom management and name ways in which this can be achieved (4 marks)
9. Name the elements of music (4 marks)
10. Name four musical styles that are traditional to Zambia (4 marks)
11. _____ and _____ are principles of design.
(a) rhythm and movement (b) colour and unity (c) value and line (d) shape and form (2 marks)
12. A continuous mark made on some surface by a moving point is called _____.
(a) line (b) emphasis (c) value (d) painting (2 marks)
13. A _____ is an object with three dimensions.
(a) form (b) shape (c) axis (d) principle (2 marks)
14. Balance can be of three kinds and these are: symmetrical, asymmetrical or _____.
(a) radial (b) daisy (c) identical (d) stability (2 marks)
15. Any sentence that has an interrogation form or function is known as _____.
(a) question (b) technique (c) statement (d) response (2 marks)
16. The form that refer to the way things feel smooth or rough is called _____

- (a) sculpture (b) movement (c) horizon (d) texture (2 marks)
17. _____ refers to the look and feel of wholeness or oneness in a work of art.
(a) unit (b) variety (c) proportion (d) emphasis (2 marks)
18. The degree of lightness or darkness of a surface of an object is _____.
(a) shade (b) balance (c) tone (d) form (2 marks)
19. Questioning helps a teacher to _____.
(a) evaluate (b) encourage learners (c) criticise (d) motivate (2 marks)
20. _____ is the principle of design used to create the look and feeling of action and to guide the viewer's eye throughout the work of art.
(a) rhythm (b) movement (c) gradation (d) harmony (2 marks)

SECTION B (60 marks)

This section has six (6) questions and you are to answer three (3) only. Choose one question from each contributory subject area. Each question is worth 20 marks.

PHYSICAL EDUCATION AND SPORT

1. Although administration and management are often used interchangeably, they are not one and the same thing. Explain how the two differ. (20 marks)
2. What is a SWOT analysis and what is its possible application in a sports organization? (20 marks)

MUSIC

1. You have been deployed to a new school and the head has requested you to organise music activities that would serve to enhance the teaching and learning of music and also as extra-curricular. Describe which activities you would propose and how you would go about setting them up.
2. Compose a brief motif and develop it using various melodic devices to make 16 bars.

ART

1. Explain in details with examples the principles of design.
2. When they say art breaks all the barriers, how does it break in terms of communication? Give examples.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/21 END OF ACADEMIC YEAR EXAMINATIONS

DPE 3052: SOCIO-ECONOMIC DEVELOPMENT OF MAN AND THE ENVIRONMENT

DURATION:

3 HOURS

INSTRUCTIONS:

1. This examination paper accounts for 50% of the total final grade of the course.
 2. **SECTION A: Answer ALL Questions.**
 3. **SECTION B: This section has three subsections. Answer one question from each subsection.**
 4. All answers should be written in the answer booklet provided.
 5. Credit will be given for logical presentation and clarity of ideas.
-

SECTION A

1. Briefly explain what you understand by the following terminologies:
 - a. Map
 - b. Latitude
 - c. Longitude
2. State four characteristics of a good map.
3. Shades or colours are used to represent different land features on the map. What colour is used for the following descriptions of land features.
 - a) _____ is used for water features such as dams, rivers, lakes, canals, boreholes, wells, marshes, swamps and rainfall.
 - b) _____ generally shows vegetation such as forests, trees, grasslands, bushes, cultivation, forests and farms.
 - c) _____ shows features that are made by people such as buildings, settlements, bridges, and railway lines. Rock-outcrops are also usually shown in black.
 - d) _____ is used mainly to show contours and dry areas such as dry river beds, pans and sandy places.
 - e) _____ shows features such as national boundaries, main roads, airports and airstrips. It also shows political boundaries and areas with very high temperatures
 - f) _____ shows very high altitudes.
4. Human Rights can broadly be divided into two groups: The civil and political rights and the economic, social and cultural rights.
 - i. Identify the economic, social and cultural rights.
 - ii. What do you consider as threats to these rights?
 - iii. How can a country like Zambia ensure that these rights of citizens are protected?
5. Fill in the blanks spaces.
 - a) A map uses _____ to help us to calculate distances between places.
 - b) A scale is _____
 - c) Describe the three types of scales
 - i) _____
 - ii) _____

6. Find the four-figure grid reference for A, B, C, D, and E given in the grid below.

	20	21	22	23	24	
43						43
42		B				42
41				C		41
40	A					40
39						39
38		D			E	38
	20	21	22	23	24	

SECTION B: This section covers questions from Civic, Man and the Environment, and Population related issues. Answer one question from each sub section.

CIVIC

1. Outline and discuss the main principles of good governance.
2. Identify three institutions that promote good governance in Zambia and provide short briefing on what each institution aims to achieve.

MAN AND THE ENVIRONMENT

3. The more affluent and economically developed western world is to blame for most of the environmental problems being experienced today across the globe. Discuss.
4. Explain the relationship between economic development, resource use, and environmental sustainability.

POPULATION

5. Many factors are responsible for the high fertility level in Zambia (CSO, 2012). Discuss the cultural and institutional factors responsible for the high fertility levels in many African countries.
6. Discuss the impact of rapid population growth and suggest some measures that could be taken to manage the issue of rapid population growth in Zambia.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS
DPE 3071: Teaching and Learning Primary Science

Time: Three Hours

Marks: 100

INFORMATION

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

INSTRUCTION:

Answer any **five** questions.

1. You are a trained teacher at Lonilo primary school handling a class in integrated science. You have just been teaching about "**Matter**" and there was so much indiscipline in class that the learning outcomes were not achieved.
 - (a) Write a **detailed record of work** on the content that you delivered. [08]
 - (b) i. Who should be the first person in school to examine the content of the document above? **Justify your answer.** [04]
ii. **Explain four** ways in which the record of work in (a) could benefit the head teacher of your school. [08]
2. Some student teachers of science **do not** consider the syllabus to be very important. Once they get topics from a teacher who hands over a class they rush to teach without full understanding of all the details in the syllabus.
 - (a) Explain why the behaviour above is dangerous to the student teacher who takes over the class. [03]
 - (b) Explain whether it is necessary for a student teacher to prepare each of the following when one already has a detailed syllabus in the school:
 - i. Weekly forecast, [02]
 - ii. Scheme of work. [04]
 - (c) i. Prepare a detailed lesson plan on any science topic of your choice. [07]
ii. Explain the value of the lesson plan above to you as a teacher science. [04]

3. (a) It is argued that “We remember 90% of what we SAY & DO”. What and how would you teach a science lesson to this statement in the classroom? [06]
- (b) Explore **five** of the Edgar Dale’s classification of audio visual aids and explain how they can be utilised in a science lesson. [10]
- (c) Having used the categorization from Edgar Dales classification, how would you assess your learners to ensure that the assessment items you have used have both the necessary reliability and validity? [04]
- 4 (a) Some of the Core skills applicable in science teaching include: Reinforcement; Stimulus Variation; Asking Probing Questions; and Reinforcement. Explain how each of the four skills can be applied in a science classroom. [08]
- (b) Arrange the skills in order of importance and justify your reasoning. [04]
- (c) Lesson study is Peer-to-peer learning for in-service teachers to support their professional growth. What are the similarities and differences between microteaching (peer teaching) and lesson study? [08]
- 5 (a) The most important managerial function in agriculture science is planning, as **not** much can happen without a plan. To formulate a plan, the business must first establish goals.
- i. Distinguish between strategic plan and a tactical plan, [04]
- ii. List at least **four** characteristics of goals. [04]
- (b) Classify each of the following as a Mission, a Strategy, or a Goal as applied in Agriculture Science circles. [12]
- i. To produce safe nutritious milk at a reasonable cost.
- ii. To contribute to making my community a satisfying place to live.
- iii. To own 300 hectares of prime farmland in Chibombo within 5 years.
- iv. To pursue low volume/high value production of vegetables for direct marketing.
- v. To sign up 5 restaurants this year to directly buy vegetables from my farm each week.
- vi. To have a full-time job off farm and work evenings/weekends on my hobby farm.
- 6 Briefly describe the view of management as a “Science”. [20]
- 7 (a) Discuss the connotations implied in a teaching strategy and teaching method in science instructional practices. [08]
- (b) Discuss **six** ingredients of a science teaching strategy that help effective teaching and learning to occur in a science lesson. [12]
8. (a) Discuss **four** basic science process skills. [08]
- (b) Choose **one** of the science process skills mentioned in 8 (a), give **six** examples of how to practice that particular process skill. [12]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PRIMARY EDUCATION
2020/2021 FINAL EXAMINATIONS
DPE 3081 – LITERACY TEACHING METHODS

TIME: Three hours

MARKS: 50

INSTRUCTIONS

1. There is only one section in this paper, answer three questions in all
2. Question one (1) is compulsory.

SECTION A

Question one (1) is compulsory. Answer any other two questions from the remaining three questions.

1. In Primary Literacy Programme (PLP), the integration of the five (5) key competencies (phonemic awareness, phonics, vocabulary, fluency and comprehension) when teaching reading would improve literacy levels among early grade learners.

a) Choose your own sound in any Zambian language of your choice and design (draw) a teaching and learning aid you can use to teach the sound you have chosen (5 marks).

b) Describe a one (1) hour literacy lesson procedure (not a lesson plan) to teach the sound you have chosen in (a) and state how the five (5) key competencies (phonemic awareness, phonics, vocabulary, fluency and comprehension) can be incorporated at every stage in the lesson (15 marks).

(Remember to add a gloss (i.e., meaning in English) to any text or examples given in any Zambian language).

2. In 2013, the curriculum was revised. Identify the curriculum review drivers and discuss the changes that have occurred at both primary and secondary level in terms of teaching and learning (15 Marks).

3. Provide evidence that Zambian language orthography is regular, consistent and very easy for both teachers and learners to understand compared to English language orthography which is highly irregular and notoriously difficult. (15 Marks)

4. In the quest to improve literacy levels among primary school children, Zambia has gone an extra miles to engage a number of literacy programmes among them the Primary Reading Programme (PRP) and Primary Literacy Programme (PLP).

a) With examples, compare and contrast the two literacy programmes (PRP and PLP), bringing out their strengths and weaknesses (15 Marks).

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 3112: TEACHING AND LEARNING PRIMARY MATHEMATICS

TIME: Three (3) hours

Marks possible: 100

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

INSTRUCTION: Attempt **Question 1** and any other **three (3)** questions; a total of **four**

Question 1 (Compulsory)

- (a) Using the concept of a set, outline a series of instructions (or describe an activity) you could give to your class so as to logically lead to the definition of the concept being the conclusion to the lesson rather than the introduction. [10]
- (b) (i) Explain the *lesson study cycle*.
(ii) Discuss how *lesson study* enhances the quality of teaching and learning of school mathematics. [09]
- (c) Explain how any **two (2)** of the following enhances the quality of teaching and learning of school mathematics:
(i) Assessment
(ii) Textbooks
(iii) Calculators
(iv) Games [06]

Question 2

- (a) Compare and contrast Piaget's, Bruner's and Vygotsky's theories of constructivism. [15]
- (b) Discuss how Vygotsky's concept of the Zone of Proximal Development (ZPD) can improve the quality of teaching and learning mathematics in primary schools in Zambia. [10]

Question 3

- (a) A student teacher was asked to choose a school topic and identify desired specific outcomes for that topic. The response the student teacher gave is as presented in the table below.

TOPIC	SPECIFIC OUTCOMES
DECIMALS	1. Solve problems involving addition, subtraction, multiplication and division of decimals. 2. Convert common fractions to decimals and vice versa. 3. Order fractions and decimals.

- (i) Identify and explain **three (3)** areas you could improve upon. [09]
(ii) Based on your response in (i) above, re-arrange the table. [03]
- (b) State **three (3)** reasons that necessitated focus on specific outcomes rather than behavioural objectives in the teaching and learning of school mathematics. [04]
- (c) Explain **three (3)** ways in which Bloom's Taxonomy of the Cognitive Domain has been critiqued by its proponents. [09]

Question 4

Teaching and learning of mathematics largely takes place in the classroom. It is important therefore to objectively and systematically observe what happens there in order to make any improvements.

- (a) Outline a procedure that could be put in place to help provide reliable and verifiable information for studying the events/activities in the classroom. [15]
- (b) What limitations do you anticipate in the procedure you have outlined in (a) above and what could be done to improve it. [10]

Question 5

Sequenced subject matter in mathematics is temporal as it is dependent on several factors in the actual teaching and learning of the subject.

- (a) Discuss **four (4)** factors that might necessitate revisions in the sequence presented in the syllabus/scheme. [16]
- (b) Explain with the help of illustrations how a Topic Precedent Diagram (TPD) procedure could be used to establish a teaching order of a given set of topics. [09]

Question 6

(a) Explain

- i. the measures a teacher of mathematics can take to ensure that *teacher exposition* leads to meaningful learning of mathematics;
- ii. how learner-centred teaching methods may fail to lead to meaningful learning of mathematics. [10]

(b) Explain one strategy a teacher can use to facilitate the learning of each of the following:

- i. Mathematical *fact*;
- ii. Mathematical *skill*;
- iii. Mathematical *concept*;
- iv. Conceptual structure;
- v. Problem solving strategy. [15]

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATION FOR 2020/2021 ACADEMIC YEAR
EAP 1020: LEGAL ISSUES IN EDUCATIONAL MANAGEMENT.
TIME: THREE (3) HOURS**

INSTRUCTIONS:

- a. This examination has **Three (3)** Sections: **A, B** and **C**. Answer **One (1)** question from each section.
 - b. Each question carries 20 marks
 - c. You are required to read through all the questions carefully before selecting which ones to attempt.
 - d. Write legibly and do not cut words at the end of each line.
 - e. Credit will be given for the use of practical examples in the presentation of answers.
 - f. All questions must be answered in the booklets provided.
 - g. There are **Two (2)** printed pages in this examination.
-

SECTION A

1. 'The function of the law is to provide a secure environment in which the learner may develop'. Taking this statement into consideration, discuss the functions of Education Law within the education system.
2. With the aid of specific examples, justify why teachers and school managers must be well acquainted with the provisions of the Constitution, 2011 Education Act, The Teaching Profession Act of 2013 and the Code of Ethics for the Teaching Profession in Zambia.
3. Identify two specific examples of case laws relating to education and show how the judgement in those cases could improve the provision of education in Zambia.
4. Identify the legal issues that may arise from the State and Church provision of education in Zambia.

SECTION B

5. Critically discuss the forms of punishment and practices that tend to infringe upon Children's Rights to access and participate in education in Zambia.
6. One of the areas of focus of the Education Act of 2011 is retention of the girl child in school. Discuss how the government is addressing this concern through this Act.
7. With clear examples, explain the circumstances under which a Head teacher can arrive at a decision of suspending or expelling a student. What legal implications may arise if the law is not properly followed?

8. With reference to the University of Zambia Sexual Harassment Policy discuss the socio-cultural factors that may impact the reporting of sexual harassment cases.

SECTION C

9. Using clear examples, explain why most teachers find themselves liable to intentional torts such as assault, battery, false imprisonment, and defamation. What do you think should be done to reduce these liabilities in schools?
10. The essence of domesticating international laws and treaties is to ensure the rights and duties contained herein become applicable and enforceable within a given country. Critically discuss the two approaches to the domestication of international law.
11. With reference to the Higher Education Loans and Scholarship Act No. 31 of 2016, discuss how the Ministry of Higher Education has been promoting access and participation in quality and affordable public tertiary education to all eligible Zambians.
12. Critically discuss the meaning of academic freedom, stating its importance to students and academics.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 2010 – EDUCATIONAL PLANNING
FINAL EXAMINATION 2020/2021

DURATION: THREE (3) HOURS

Instructions:

- A. Answer any three (3) from the given nine (9) questions
- B. You are required to read through all the questions carefully before selecting which ones to attempt.
- C. There is one (1) printed page in this examination

-
1. Discuss with practical examples how educational Planning has become an important part of managing resources in the education sector.
 2. Distinguish between operational and strategic planning with relevant examples.
 3. As an education planner you have been tasked to prepare a long term plan. Explain the detailed steps you would undertake to come up with a comprehensive plan.
 4. SWOT analysis is one of the most effective tools to assess the strategic position and identify strategic options for organizations such as schools. Identify and discuss threats and weaknesses that are bound to affect the education sector.
 5. A sector analysis is imperative when planning in education. State at least three aspects of education which are analyzed during a sector analysis and discuss their significance.
 6. The 'Educating our Future' of 1996 document is one of the legal frameworks with which Educational Planners must work with. Discuss how decentralization and equality as pillars that sustain the policy have shaped the planning process.
 7. Critically examine the 'cost-benefit analysis' approach to educational planning and explain why various countries adopt this approach when planning for education.
 8. Critically discuss the nature and scope of educational planning.
 9. At the onset of Covid 19 in 2020, education systems across the globe adopted measures to ensure teaching and learning continue. Identify the type of plan which was formulated by Zambia through the Ministry of Education and what specific measures were put in place at primary school level.

END OF EXAMINATION

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

**2020/2021- ACADEMIC YEAR – FINAL EXAMINATION
EAP 3010- MANAGEMENT OF FINANCIAL & MATERIAL RESOURCES IN
EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer any **three (3)** questions from the **nine (9)** given questions.
 - b) Each question carries 20 marks.
 - c) You are required to read through all the questions carefully before selecting which ones to attempt.
 - d) Write legibly and do not cut words at the end of each line.
 - e) There is one printed page in this examination.
-
1. Identify and discuss the roles of the different types of records found in an educational institution.
 2. Write brief notes on each of the following aspects of the resources management process:
 - (a) Resource acquisition (b) Resource allocation
 - (c) Resource utilization (d) Evaluating the use of resources.
 3. With clear examples discuss the steps you would follow when designing the Management Information Systems in an educational Institution.
 4. Discuss the key elements of monitoring and evaluation for curriculum management in education.
 5. Discuss the three primary purposes of credible information for decision-making process within a school set up.
 6. Discuss the four models of governance within the School System.
 7. Using practical examples, describe the steps that must be taken in costing the school curriculum.
 8. Reforms in education are described as competitive, finance or equity driven. How would you ensure that finance driven reforms continue to uphold equity?
 9. Provide the rationale for auditing educational institutions and discuss the types and functions of audit management within the education sector.

END OF EXAMINATION!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES EAP 3020: HUMAN RESOURCE MANAGEMENT IN EDUCATION FINAL EXAMINATION FOR 2020/2021 ACADEMIC YEAR

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (a) This examination has nine (9) essay questions.
 - (b) Answer any three (3) from the nine (9) questions given.
 - (c) Each question carries 20 marks.
 - (d) Write legibly and do not cut words at the end of each line.
 - (e) There is one printed examination page in this examination.
-
1. Explain the concept of communication by Human Resource Practice and discuss the process of communication in any school organisation.
 2. Evaluate the roles of a Human Resources Practitioner, citing practical ways that make this position a necessity in the Ministry of Education.
 3. Trace and examine the relevance of Human Resource Development as a critical aspect of Human Resource Management praxis in the Ministry of Education
 4. Synthesise the concept of record-keeping in the Ministry of Education by citing the principles that regulate it and its merits.
 5. Highlight some key provisions in the code of ethics for teachers and discuss how it has impacted education provision in Zambia.
 6. Discuss the relationship between Human Resource Planning and actualisation of set goals in an educational organisation, bearing in mind the various documents crafted to show the direction that an organisation takes.
 7. Discuss the adequacy of the various Conditions of Service for teachers in the Ministry of Education and explain factors that must be taken into consideration in determining the Conditions of Service by the Directorate of Human Resources in the Ministry.
 8. Explain the teachers' recruitment and selection process in Zambia and highlight its strengths and weaknesses.
 9. The Annual Performance Appraisal System (APAS) is an indispensable tool in managing performance in the education system. Justify the indispensability of APAS in the education system and outline how it is conducted in a school set up.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATIONS FOR 2018/2019 ACADEMIC YEAR
EAP 3020: HUMAN RESOURCE MANAGEMENT IN EDUCATION
REGULAR AND PARALLEL

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. This examination has **Three (3)** sections: **A, B** and **C**. Answer **One** question from each section
 - b. Each question carries **20** marks
 - c. You are required to read through all the questions carefully before selecting which ones to attempt.
 - d. Write legibly and do not cut words at the end of each line
 - e. Credit will be given for the use of practical examples in the presentation of answers
 - f. There are **Two (2)** printed pages in this examination
-

SECTION A

1. Justify the need to plan for human resource in education and analyse the various steps involved in the human resource planning process.
2. Contrast labour demand forecasts from labour supply forecasts and discuss the strategic human resource initiatives the Human Resource Managers can use to manage either the shortage or surplus of personnel within the education sector in Zambia.
3. The end result of a job analysis process are the designs of a new job description and job specification for a given job or position. Using your knowledge of the components of a job description and a job specification, describe with clear examples, what may constitute the job description and job specification for the position of head teacher in a public secondary school in Zambia.

60
12:54
11:28
69
22
47
47
90
77

SECTION B

4. Justify the indispensability of staff selection within the education sector and discuss the various methods that can be used to select staff for various positions in educational institutions in Zambia.
5. Highlight the importance of job satisfaction for employees in an organisation and discuss, with clear examples, factors that influence job satisfaction for teaching and non-teaching staff within the education sector.
6. Employee discipline and grievances handling is an important aspect of human resource management in any given organisation. Justify this statement and discuss the steps that are involved in handling disciplinary procedures within the education sector.

SECTION C

7. With as much detail as possible, differentiate between fixed and flexible allowances as they obtain in the Ministry of General Education.
 8. Identify the statutory documents that provide for the conditions of service found in the Ministry of General Education and briefly explain the content found in each of those documents.
 9. 'Performance Appraisals are an organizational evil that should be abolished'. Substantiate the above statement, citing examples from the Ministry of General education.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2020/2021 ACADEMIC YEAR EXAMINATIONS

EAP 3025: INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) This examination has nine (9) questions. Answer only three (3) questions.
- b) Each question carries 20 marks.
- c) You are required to read through all questions carefully before selecting which ones to attempt.
- d) Write legibly and do not cut words at the end of each line

-
1. Critically analyze how the message of abstinence can be made effective in secondary Schools.
 2. With the advent of HIV, it has been discussed that people need Life skills to cope with. Discuss the importance of life skills in this era.
 3. Risk reduction has been recommended in HIV prevention. Discuss the importance of this concept in HIV prevention, giving practical examples from a community level perspective.
 4. Counselling is vital in combating HIV and AIDS, but the counsellor has to prepare the client by following laid down guidelines if the process is to be effective. Outline and discuss the stages you would employ when counselling a pupil at your school.
 5. Critically discuss the role of harmful practices in the spread of HIV. How can an enabling and protective environment help as an intervention in the spread of HIV?
 6. Compare and contrast the Criminal Law Approach of HIV prevention to the Public Health Approach. In your explanation, refer to practical examples from the societies where the two have been implemented.
 7. Justify the integration of Comprehensive Sexuality Education in the Zambian school curriculum and discuss the sexuality issues being taught at the upper primary level.
 8. With clear and concise examples, show how disclosure and introduction of ARVs has brought hope to the education system.
 9. Discuss how the knowledge in this course can help remove stigma and discrimination in learning institutions.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EAP 4030 – EDUCATIONAL POLICY ANALYSIS : FINAL EXAMINATION 2021/2022

DATE: 26th NOVEMBER, 2021

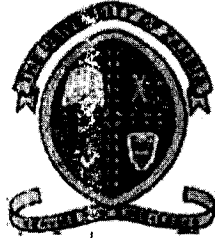
DURATION: THREE (3) HOURS

Instructions:

- A. Answer any three (3) from the given nine (9) questions.
 - B. You are required to read through all the questions carefully before selecting which ones to attempt.
 - C. Write legibly and do not cut words at the end of the line
 - D. There is one (1) printed page in this examination
-

1. The two major types of policies are explicit and implicit. Discuss why the most favored are explicit policies in management of education.
2. Compare and contrast the '1977 Educational Reforms' and 1992 'Focus on Learning' policy documents in terms of approach to formulation, political philosophy which shaped the contents and success in terms of implementation.
3. The FAD analysis is a valuable tool in policy analysis as it helps in decision making. At what stage in the policy cycle is it used and for what benefits? Elucidate.
4. Identify and discuss the steps presented in the policy cycle.
5. You are the Director of Planning and Policy at the Ministry of Education and you get a report on the noted high number of pregnancies among secondary school going girls. Your favored approach to deal with the problem through adoption of relevant policies is the bureaucratic approach. Clearly explain how you would go about it.
6. Education policy implementation is a complex, evolving process that brings on board many stakeholders and can result in failure if not well targeted. Critically analyze this assertion.
7. As a philosophical school of thought, progressivism has fundamentally impacted on the contents of 'Educating our Future' (1992) policy document. Discuss.
8. In the adoption of options during the policy making process, the economic landscape of a country is an important variable to consider. Discuss.
9. The presented 2022 national budget has set out to implement free education from grades 1 – 12 and employ 30,000 teachers. They are ambitious policy projections intended to respond to challenges within the education sector and society at large. Discuss the anticipated benefits of these policy changes and how these changes fit under the incremental mode.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 9012: EDUCATIONAL ADMINISTRATION & MANAGEMENT
2020/21 ACADEMIC YEAR – FINAL EXAMINATIONS

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a) There are nine (9) questions in this examination
 - b) Attempt any THREE (3) questions.
 - c) You are required to read through all the questions carefully before selecting the three (3) that you wish to attempt.
 - d) Each question carries 20 marks.
 - e) There is one (1) printed page in this examination.
 - f) Write legibly and do not cut words at the end of each line.
-
1. Why is motivation important? Discuss the weaknesses of Maslow's hierarchy of needs in relation to the motivation of teachers in Zambia.
 2. Discuss the dimensions of organisational climate and clearly show how each affects the behaviour of actors in an educational workplace.
 - ✘ 3. Using practical examples, explain how you would position your educational institution to react to and recover from a crisis.
 - ✘ 4. Identify and discuss the stages of these stress management-related approaches: *awareness, analysis and action*.
 - ✘ 5. Compare and contrast the decision-making processes in which a manager operates under conditions of certainty versus conditions of uncertainty.
 6. Critically analyse how the various elements that make up the socio-cultural environment affect the management of educational organisations.
 - ✘ 7. Discuss the stages of the decision-making process in an educational organisation.
 8. Discuss the characteristics of Total Quality Management (TQM). Why does TQM fail sometimes?
 9. What are the implications of the general systems theory for your work as a manager?

END OF EXAMINATION



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

2020/21 ACADEMIC YEAR FINAL EXAMINATIONS – REGULAR

EAP 9055: THE POLITICAL ECONOMY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any **THREE (3)** questions from the **NINE (9)** questions given.
- b. All questions carry equal marks.
- c. You are required to read through all the questions carefully before selecting which ones to attempt.
- d. Write legibly and do not cut words at the end of each line.
- e. There are two (2) printed pages in this examination.

-
1. Discuss THREE (3) Social-Political Functions of Education and show how they relate to the current education system in Zambia.
 2. Education from an economic point of view can be looked at as a **consumption** or as an **investment**. Discuss the two perspectives with relevant examples.
 3. What is poverty? Discuss how poverty influences policy formulation in education?
 4. What are the main features of Micro Politics? Explain how these features affect the allocation of resources with the education sector in Zambia?

5. Why is accountability important among managers of educational institutions? What measures should be put in place to ensure managers are accountable in their institutions?
6. Identify and discuss ways by which a developing country like Zambia can develop and provide quality and affordable education without reliance on foreign aid and debt.
7. Identify the major types of ideologies that have been utilised in Zambia. How have these ideologies influenced the provision and management of education in Zambia?
8. What is Customer care? With relevant examples, discuss five (5) considerations of Customer Service in Zambia's education system.
9. Using practical examples justify the perception that education is an important tool for Zambia's socio-economic development.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2019/20 ACADEMIC YEAR FINAL EXAMINATIONS

EAP 9075: INTRODUCTION TO ECONOMICS OF EDUCATION

DURATION: THREE (3) HOURS

INSTRUCTIONS

- a. This examination has nine (09) questions.*
 - b. Answer any **THREE** (03) questions from the nine (09) provided.*
 - c. Carefully read through all the questions before selecting the ones to attempt.*
 - d. Legibly write your answers in the booklets provided.*
 - e. Each question carries a maximum of seventeen (17) marks.*
 - f. This examination paper has only one (01) printed page.*
-
1. Discuss the rationale for educational financing and recommend in detail some cost recovery strategies for Zambia.
 2. Explore the current socio-economic situation in Zambia and recommend the most urgent economic issues that education must help to solve in the near future.
 3. Taking into consideration the current provision of education in Zambia, use the Benefit Cost Analysis (Cost Benefit Analysis) as an econometric tool to advise the Government through the Ministry of Education on where to invest more resources for a positive socio-economic developmental agenda.
 4. Discuss the *economic production function* and highlight its application in the education system in Zambia.
 5. Evaluate the key economic issues that have arisen from the outbreak of the COVID-19 pandemic and their impact on the provision of education in Zambia.
 6. Demonstrate the main ways by which education can enhance rural development in Zambia.
 7. "Zambia is rich, yet poor." Discuss the statement in the context of factors of production and their utilization for the country's socio-economic development.
 8. Examine inflation and its implications on the economy and education development of Zambia.
 9. Explain the economics of the Zambian Presidency in relation to education provision.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2020/2021 ACADEMIC YEAR FINAL EXAMINATION
ECE 2011: SCIENCE AND EXPLORATION

Time: Three hours (3hrs)

Marks: 100

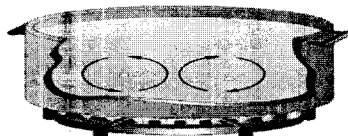
INFORMATION

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

INSTRUCTION

Answer any **five** questions

-
1. The diagram below shows direction of movement of water in a pot due to heat from the heater at the bottom of the pot.



- a) Explain in detail why the water moves in the directions shown by the arrows. [08]
- b) Would the liquid above move in the directions shown if the heater is placed on the surface of water? *Justify your answer.* [05]
- c) Give a microscopic description of the process of conduction. [05]
- d) Water ($c = 4,186 \text{ J/kg}\cdot\text{K}$) at room temperature ($20 \text{ }^\circ\text{C}$) is heated until it reaches $40 \text{ }^\circ\text{C}$. If the sample of water has a mass of 0.25 kg , how much heat energy is added to the water? [02]

-
2. Relevant, stimulating and well organised lessons make science enjoyable to learners.

Explain:

- a) **Five** characteristics of Whole class teaching; [05]
- b) **Four** demerits of Whole class teaching in science; [04]
- c) **Three** merits of learning science in pairs; [03]
- d) How you would teach the concept of "*Heat transfer in metals*" to pre-school learners. [08]

-
3.
 - a) Explain the contributions made by Rousseau, Pestalozzi, and Froebel to early childhood education in science education. [09]
 - b) Explain any two basic ideas that address the nature of science teaching and learning in the early childhood classroom. [06]
 - c) Eye, nose and ear are among the many external parts of the human body. Choose any one of them. Describe its function and how it can be taken care of. [05]

4. a) Give a concise definition of an animal that differentiates it from any other multicellular organisms. [05]
- b) Draw a labelled diagram of a flowering plant with fruits showing clearly the basic parts. [07]
- c) Given a metal rod that you suspect to be a magnet, explain how you can go about testing it to ensure that it is a magnet. [08]
-
5. a) Explain **four** roles water plays in the human body. [08]
- b) Discuss **four** diseases due to deficiency of water or pollution. [08]
- c) There are a number of different properties or characteristics that can give you helpful clues for recognizing different materials such as minerals. These properties include: color; Streak; Luster; Streak; Hardness; and Cleavage. Write short notes on these properties. [12]
-
6. a) Explain **two** differences between intrusive and extrusive rocks. [02]
- b) Why is it necessary to study about rocks? [02]
- c) Justify the responses to each of the following questions:
- i. Can a woolly mammoth frozen during an ice age be a fossil? [02]
 - ii. Can hardened tree sap and the bugs caught inside be a fossil? [02]
 - iii. Can dinosaur poop be a fossil? [02]
- d) What are the **three** major contributions of Space exploration to humanity? [06]
- e) Explain the **two** elements of weather. [04]
-

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021 END OF YEAR FINAL EXAMINATION
ECE 2021 LITERACY AND LANGUAGE EDUCATION

DURATION: 3 HOURS

MARKS: 50

INSTRUCTIONS

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

SECTION A: COMPULSORY (20 Marks)

Write brief notes on each of the following:

- (a) Literacy versus Language (5 Marks)
- (b) Writing systems of the world (5 Marks)
- (c) Home activities that contribute to literacy development in children (5 Marks)
- (d) The link between language and thought (5 Marks)

Question two (15 Marks)

Explain four theories about literacy development among early childhood learners.

Question Three (15 Marks)

Describe the literacy and language development activities commonly found in early childhood classes and explain their role towards the development of either literacy or language.

Question four (15 Marks)

Discuss aspects of literature that are taught in early grade classes in Zambia.

Question five (15 Marks)

Explain the teaching strategies that an ECE teacher may use when teaching multilingual classes.

THE END

THE UNIVERSITY OF ZAMBIA

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

ECE 2022: NUMERACY DEVELOPMENT FOR EARLY CHILDHOOD
EDUCATION

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

INFORMATION:

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

INSTRUCTION: Answer question one **which is compulsory and** attempt any other **three (3)** questions from the remaining five questions.

Question 1 (Compulsory)

Children need time and many experiences to acquire the principle of cardinality.

- a) Outline **three (3)** activities you would use to help children develop appropriate experiences [09]
- b) Explain the role of parents in the positive development of the principle. [04]
- c) Discuss **four (4)** ways of assessing children's mathematics learning and their growing identities in mathematics. [12]

Question 2

- (a) Outline **three (3)** reasons why the idea of numerals is important. [09]
- (b) Describe with illustrations **two (2) forms** of numerals that were used in ancient times. [06]
- (c) Discuss the characteristics of a positional numeration system. [10]

Question 3

- (a) Explain what it means to have a base 10 numeral system. [06]
- (b) A teacher found that a pupil had written 24_{three}
- (i) What is wrong with the statement? [03]
- (ii) Explain **three (3)** ways of how to remedy the error. [09]
- (c) Express 123_{five} to base ten using place value and expanded notation. [07]

Question 4

- a) Use LATTICE method to add 478 and 536. [05]
- b) Order the fractions $\frac{7}{8}$ and $\frac{9}{11}$ from small to big [05]
- c) Mrs Banda and Ms. Puta gave the same test to their grade 4 classes. In Mrs Banda's class, 28 out of 36 pupils passed the test. In Ms. Puta's class, 26 out of 32 pupils passed the test. Which class had the higher passing rate? [05]
- d) Illustrate 4×6 using each of the following models:
- (i) Set model [05]
- (ii) Measurement model [05]

Question 5

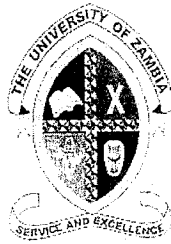
- (a) Write down **three (3)** ways of how whole numbers can be ordered [03]
- (b) Fractions in which numerators and denominators are equal represent a special type of number.
- i) Describe the number. [03]
- ii) What does it mean when the numerator is larger than the denominator? [03]
- (c) The Hindu-Arabic numerals have a clear naming pattern. Describe **three (3)** characteristic aspects of naming the numerals under this numeral system. [09]
- (d) Express 987,654,321 in words. [05]

Question 6

The idea of stages of development in children's mathematical thinking and learning is most associated with Piaget.

- (a) Critique Piaget's stages of children's development in mathematical thinking and learning. [10]
- (b) Outline the ideas about developmental learning paths or learning trajectories in the various domains of mathematics. [15]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATIONS FOR 2020/21 ACADEMIC YEAR

EDU 1010: EDUCATION AND DEVELOPMENT IN ZAMBIA

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. This examination has **three (3)** sections: **A, B, and C.**
 - b. Answer **One (1)** question from each section
 - c. Each question carries 20 marks.
 - d. You are required to read through all the questions carefully before selecting which ones to attempt.
 - e. Write legibly and do not cut words at the end of each line.
 - f. Credit will be given for the use of practical examples in the presentation of answers.
 - g. There are **two (2)** printed pages in this examination.
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SECTION A

1. With clear examples, discuss the relevance of the five (5) elements of traditional education to the development and provision of modern education in Zambia.
2. Discuss (for and against) the role of the British South African Company in the development and provision of formal education in Northern Rhodesia between 1890 and 1924.
3. Highlight the key recommendations of the Phelps Stokes Commission of 1924 and show the extent to which they are still relevant to Zambia's education system today.
4. Highlight the factors that precipitated the 1977 educational reforms and explain how they influenced educational provision in Zambia between 1978 and 1991.

SECTION B

5. Justify the government financing of education in Zambia and discuss how the issues of access, equity, participation and quality in education can be affected if the education system is poorly funded.
6. Show how Illiteracy, HIV/AIDS, Corruption, Overpopulation, Environmental degradation and Covid-19 can lead to a vicious cycle of poverty among Zambians and explain how education can be used to break that cycle.
7. Discuss the merits and demerits of a fully decentralised education system and justify the need for a decentralised education system in Zambia.
8. Identify and discuss the relevance of the six (6) goals of the World Conference on Education for All [WCEFA] held in Jomtien, Thailand, in 1990 to Zambia's education system in the 21st Century.

SECTION C

9. With reference to the key assumptions of the Human Capital Theory, justify why the Zambian government should continue investing in the education of its people.
10. The Zambian school curriculum has been criticised for being "too bookish" and "too academic". What arguments can you advance in support of the diversification and ruralisation of the secondary and primary school curricula, respectively, as a means of developing socio-economic skills in the school leavers?
11. Identify any six (6) educational developments in Zambia and show how they have influenced educational provision between the years 1996 and 2020.
12. Discuss how Zambia can use education to facilitate development in the 21st Century.

END OF EXAMINATION



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

**EDU 1010 – EDUCATION AND DEVELOPMENT IN ZAMBIA
2019/20 ACADEMIC YEAR**

EDU 1010 EXAMINATION

COMP NO:

MOBILE # :

EXAMINATION CENTRE:

DURATION: 2 Hours

INSTRUCTIONS:

1. There are ten (10) printed pages in this Examination.

2. This paper has four (4) sections A, B, C and D.
3. Answer sections A, B and C in the question paper, but use the prescribed answer booklet for section D.
4. Total marks = 110 Marks.
5. PLEASE, ENSURE THAT YOU TIE THE QUESTION PAPER AND THE ANSWER BOOKLET TOGETHER, USING THE STRING PROVIDED BY THE INVIGILATORS.
6. This Examination accounts for 50% of the Overall grade for the course.

SECTION A: MULTIPLE CHOICE QUESTIONS (40 MARKS)

INSTRUCTION: Circle the letter with the correct answer in the following questions (Each correct response carries one mark):

1. Financing education depends on the of a country.
 - a. Economy
 - b. Funding
 - c. Politics
 - d. Ideology
2. Improved security is under which dimension of Sustainable Human Development Theory?
 - a. Social
 - b. Economic
 - c. Individual
 - d. Community

3. Education refers to any organised kind of activity outside formal system to meet special types of needs.
- a. Formal
 - b. Non-Formal
 - c. Informal
 - d. Quality
4. Zambia diagnosed its first case of AIDS in the year?
- a. 1984
 - b. 1979
 - c. 1981
 - d. 1994
5. Equitable distribution of wealth is under which dimension of Sustainable Human Development Theory?
- a. Social
 - b. Economic
 - c. Individual
 - d. Community
6. The political economy of the Ideology is the free market economy.
- a. Capitalist
 - b. Democratic
 - c. Autocratic
 - d. Socialist
7. Which of the following is NOT an implication of Dependency Theory?

- a. Dependent states should attempt to pursue policies of self-reliance
 - b. The success of the industrial economies serves as a model for developing economies.
 - c. Neo-classical models endorsed by the World Bank.
 - d. Neo-classical models endorsed by the International Monetary Fund.
8. Which one of the following is the relevance of Human Capital Theory to education?
- a. Leads to openness to new ideas
 - b. Educated people are more likely to develop modern values
 - c. Inculcating modern values and attitudes to people
 - d. Leads to specialised human resources
9. Which one of the following was the main feature of the Federal Government Education?
- a. Adaptation
 - b. Apprenticeship in practical skills.
 - c. Christian leadership formation.
 - d. Dual education
10. is one of the factors that have led to globalisation?
- a. Emergency of USSR
 - b. Brexit
 - c. Start of the cold war
 - d. Regional groupings
11. Sustainable Development Goal (SDG) Number addresses quality education and the goal is to Ensure Inclusive

and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.

- a. 1
- b. 2
- c. 3
- d. 4

12. is one's ability to read and write with understanding.

- a. Equity
- b. Education
- c. Literacy
- d. Intelligence

13. deals with the unequal treatment of unequals.

- a. Horizontal Equity
- b. Vertical Equity
- c. Intergenerational Equity
- d. Cultural Equity

14. deals with equal distribution of resources.

- a. Equity
- b. Fairness
- c. Equality
- d. Justice

15. in education has to do with roles of private providers, missionaries, community, inter Agency Corporation.

- a. Equity

- b. Equality
 - c. Partnership
 - d. Quality
16. A is a school that does not have public support and is organised and administered under a private sector.
- a. Government School
 - b. Grant-Aided School
 - c. Private School
 - d. Community School
17. aims at training persons for productive life or employment.
- a. Education
 - b. Government
 - c. Policy
 - d. Democracy
18. Counting all those who are not working and not looking for a job at going wage rates including those who have lost hope of ever finding a job, is a strategy for establishing
- a. Visible Unemployment
 - b. Invisible Unemployment.
 - c. Visible Under Employment
 - d. Invisible Under Employment
19. To improve assets of those seeking employment to make people trainable, literate, memorable, numerate, acquire a modern rule, openness and willingness and ability to learn new things is the role of
- a. Government

- b. The Community
 - c. The Individual
 - d. Education
20. In most developing countries there is high annual growth, this gives problems to the countries in meeting demands of their population needs.
- a. Economic
 - b. Poverty
 - c. Population
 - d. Mortality
21. theory states that Zambia needs to educate her population to enhance democracy.
- a. Sustainable Development
 - b. Dependency
 - c. Modernisation
 - d. Human Capital
22. High specialization of labour falls under which aspect of Modernisation Theory?
- a. Social
 - b. Psychological
 - c. Political
 - d. Economic
23. Which of the following could be counted as a reason for the limited development of Secondary Education for the Africans prior to Federal period in Northern Rhodesia?
- a. Lack of African representation in the legislative council
 - b. Increased job opportunities on Agriculture

- c. Involvement in the Second world war
 - d. The colonial economy of Northern Rhodesia was too poor to sustain Secondary Education for Africans
24. Which of the following was not an objective for the Alan Pim plan of 1939?
- a. To expand female education
 - b. To increase attention to agriculture training
 - c. To abolish the central village school system
 - d. To train chiefs in educational provision
25. The kind of examination questions that were based on the standard IV syllabus during the BSACo rule also covered aspects of ...
- a. Rote learning
 - b. First Aid
 - c. Practical skills
 - d. School teaching practice
26. The second World Conference on Education for All was held in.....in 1990.
- a. Thailand
 - b. Senegal
 - c. Ethiopia
 - d. Britain
27. During the reign of the BSA Co. all educational developments in the colony were left in the hands of the
- a. White settlers
 - b. Missionary groups
 - c. Colonial office in London

- d. White settlers and the BSA Co.
28. When was the Federation of Rhodesia and Nyasaland formed?
- a. 1958
 - b. 1953
 - c. 1964
 - d. 1963
29. The resultant 34 years of the BSA Company rule were characterized by consistent..... of educational provision.
- a. Improvement
 - b. Neglect
 - c. Rejection
 - d. Training
30. Which era is called a period of “no policy” in education in Zambia?
- a. Before the coming of missionaries to Zambia.
 - b. The colonial period.
 - c. Pre-Federal period.
 - d. Pre-colonial period.
31. The focus of the 1976 Education Reform Draft Document was education and.....
- a. Liberalization
 - b. Decentralization.
 - c. Work
 - d. Reforms
32. The main emphasis of African Indigenous Education was laid upon teaching learners.....

- a. Communal life
 - b. Improve individual life
 - c. Marriage life
 - d. Fishing skills
33. To measure we count all those working at a level considerably below their qualifications or training ability.
- a. Visible Unemployment
 - b. Invisible Unemployment.
 - c. Visible Under Employment
 - d. Invisible Under Employment
34. The Knowledge industry involves translating into institutionalised patterns of practice
- a. Policies
 - b. Technology
 - c. Politics
 - d. Culture
35. Illegal charges levied on children's school admission forms which are supposed to be free is a form of
- a. Income generation
 - b. Development
 - c. Corruption
 - d. School politics
36. corruption involves diversion of funds from procurement, construction & lower levels of system.
- a. Grand
 - b. Political
 - c. Government

- d. Micro
37. Conducting school inspections to help to improve lesson delivery and preparation, assessment of pupils, time tabling and good leadership, is an example of Functions of standards officers.
- a. Advisory
 - b. Evaluation
 - c. Routine
 - d. Employee
38. are learnt behaviors in given society.
- a. Cultures
 - b. Gender
 - c. Gender Roles
 - d. Sex Roles
39. is where education is used as a tool for selecting and allocating people to different social-economic sectors of society.
- a. Human Capital
 - b. Meritocracy
 - c. Autocracy
 - d. Democracy
40. Population growth
- a. Affects education provision
 - b. Increases the learning outcome
 - c. Reduces dropout rates
 - d. Adds to quality education

SECTION B: TRUE OR FALSE (20 MARKS)

INSTRUCTION: Write TRUE or FALSE on each of the statements below (Each correct response carries 1 mark):

1. Human Capital theory believes that current expenditures are interchanged with future returns.
2. Education Improves people's participation in economic, social, cultural aspects.
3. The health and nutrition of the learner is cardinal to cognitive development and learning achievement.
4. Vitamin A is important for vision, growth and immune function.
5. HIV/AIDS is affecting the Management and Quality of Education.
6. Human Capital can be sold or mortgaged.
7. The Addis Ababa Conference came up with uniform policies for all countries.
8. Standards Officers are the custodians of quality in the Zambian education system.
9. Where corruption is rampant there is great risk that Social trust may wither away.
10. One interplay between education and debt is that, debt owed by developing and poor countries make the poor rich.
11. There was no fixed time or duration to Tradition education.

- 12. During Traditional education, no tests were conducted.
.....
- 13. Educational development in many other developing countries is described as a crisis of growing maladjustment.
.....
- 14. In Traditional Education not everybody was a teacher and a learner.
- 15. Gender roles are interchangeable.
- 16. Girls are less exposed when they are not well educated.
.....
- 17. Having fewer female teachers lead to gender gaps in education.
- 18. Availability of necessary transport reduces the quality in higher education.
- 19. Age structure of population has implication of what is going on in a community.
- 20. In Zambia, 46% of youths are less than 24 years.
.....

SECTION C: ACRONYMS (10 MARKS)

INSTRUCTION: What do the following acronyms stand for?

- 1. ALC :
.....
.....

2. SAP :

.....
.....

3. ICT :

.....
.....

4. SDGs :

.....
.....

5. ERIP :

.....
.....

6. TQM :

.....
.....

7. CSO :

.....
.....

8. HCT :

.....
.....

9. HIV :

.....
.....

10. IMF :

.....
.....

SECTION D: FILLING IN THE BLANKS QUESTIONS (40 MARKS)

INSTRUCTION: Write answers in the prescribed answer booklet

1. has to do with biological differences between men and women which are universal and cannot be changed. (1 Mark)

2. State the **four (4)** types of fixed capital as highlighted in the Human Capital theory. (4 Marks).

a.
.....

b.
.....

c.
.....

d.
.....

3. Rostow (1960) identified **five (5)** stages through which a society develops. List any **three (3)** of them. (3 Marks).

a.
.....

b.
.....

c.
.....

4. Mention **four (4)** aspects of currency or current thinking as explained by the Modernisation theory. **(4 Marks)**.

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

5. One of the recommendations of the Phelps Stokes Commission was that education must be adapted to the conditions and needs of society. Mention **four (4)** aspects of life which this **concept of education for adaptation** promoted amongst Africans in Northern Rhodesia **(4 marks)**.

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

6. HIV/AIDS has affected the provision of education in **three (3)** key areas, mention the **three (3)** areas. **(3 Marks)**.

- a.
.....

b.
.....

c.
.....

7. has to do with differences between men and women which are socially rather than biologically determined. **(1 Mark)**

8. Quality is the process that detects and eliminates faulty products from the system. **(1 Mark)**

9. Name **Two (2)** fundamental functions of Standards Officers in the Zambian education system **(2 Marks)**:

a.
.....

b.
.....

10. is a hidden transaction which involved parties like to keep secret. **(1 Mark)**

11. is the widening and deepening of linkages of national economies into worldwide market for goods & services especially capital. **(1 Mark)**

12. What were the two (2) objectives of the Addis Ababa Conference? **(2 marks)**.

a.
.....

b.
.....

13. Three (3) educational priorities Zambia identified in 1964 were: (3 marks)

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

14. States **four (4)** reasons why many African failed to achieve the educational targets set by the Addis Ababa Conference? (4 marks)

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

15. Who were the **three (3)** players in the provision of education in Northern Rhodesia in the period 1883 to 1924? (3 marks)

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

16. Roles are roles performed by male or female by virtue of their biological makeup. **(1 Mark)**
17. has to do with three words, which are: Degree, Excellence and Satisfaction. **(1 Mark)**
18. Quality is one before and during the event to prevent faults through the process of monitoring. **(1 Mark)**

END OF EXAMINATION

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

END OF YEAR EXAMINATION, NOVEMBER 24, 2021.

EDU 1012/2012- EDUCATIONAL PSYCHOLOGY

CANDIDATES' COMPUTER# _____

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 in **section A must be answered on the question paper**, by writing the letter with your best answer in the appropriate space in the **Answer Grid below**.
3. Answer questions in Section B in the blank spaces provided on the Examination paper.
4. Questions in section C should be answered in the answer booklets that have been provided.
5. Bonus marks shall be awarded for orderly presentation of work.
6. Ensure that you write your **correct computer number** on the question paper you have used to answer questions in sections A & B, as well as on each of the answer booklets you have used to answer questions in section C.
7. Please ensure that the **question paper is securely attached** to the rest of the answer booklets before you submit.

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

SECTION A (20 MARKS): THERE ARE TWENTY (20) MULTIPLE CHOICE QUESTIONS IN SECTION A. ANSWER QUESTIONS IN SECTION A BY WRITING ON THE LETTER WITH YOUR BEST ANSWER IN THE APPROPRIATE SPACE IN THE ANSWER GRID ON THE FRONT PAGE.

1. Albert Bandura, known for his social learning theory including the concepts of motivation and self-efficacy, discussed what important term:
 - a. Developmental morality
 - b. Metacognition
 - c. Functional fixedness
 - d. Reciprocal causality
2. One attribute seems to be characteristic of outstanding teachers: intentionality. What do intentional teachers do?
 - a. They have a vast knowledge of the subject.
 - b. They are creative.
 - c. Intentional teachers are those who are constantly thinking about the outcomes they want for their students and about how each decision they make moves children toward those outcomes.
 - d. They are dedicated.
3. What is a major issue pertaining to the nature-nurture controversy?
 - a. Young children demonstrate patterns of behavior or thinking, called schemes, which older children and adults also use in dealing with objects in the world.
 - b. Is development predetermined at birth, by hereditary factors, or does experience and other environmental factors affect it?
 - c. All children are believed to acquire skills in the same sequence, although rates of progress differ from child to child.
 - d. Development occurs in a smooth progression as skills develop and parents and the environment provide experiences.
4. According to Piagetian theory, the most essential component of constructivism is when students:

- a. are given assistance to create physical constructs through experiences and interactions
 - b. are given guidance to build positive social interactions through learning
 - c. actively experience emotional uplifts through learning
 - d. actively build meaningful understandings through experiences and interactions
5. When it comes to applying learning theory to the classroom, the most pressing problem for educators is:
- a. presenting the learning material in a gender-neutral manner
 - b. finding age-appropriate learning materials
 - c. presenting students with the right stimuli on which to focus their attention and mental effort
 - d. getting students to learn
6. What is perhaps the most important limitation of the behavioral theories when applied to the classroom?
- a. The principles of learning theory are not well defined, hence difficult to apply in the classroom
 - b. Learning processes such as concept formation, learning from text, and thinking are difficult to observe directly.
 - c. Schedules of reinforcement are often unreliable in maintaining behavior in the real world.
 - d. Observational learning involves vicarious reinforcement.
7. A person with an external locus of control would likely:
- a. attribute success or failure to one's efforts or abilities.
 - b. be a gambler.
 - c. be very focused on accomplishing the task at hand.
 - d. be orderly and neat.
8. If a young adult sees stealing as wrong because of the harm it brings to someone, which of Kohlberg's stages are they displaying?
- a. punishment and obedience orientation
 - b. good boy/good girl orientation

- c. legalistic orientation
 - d. social order orientation
9. Between the seventh and ninth days, during the period of the zygote,
- a. the one-celled zygote multiplies and forms the blastocysts.
 - b. fertilization occurs
 - c. the face forms
 - d. implantation occurs
10. What is the Flynn effect?
- a. the average IQ score of people is slowly but steadily going down over time
 - b. the average IQ score of people is slowly but steadily going up over time
 - c. an individual's IQ score can be used to predict his/her future income
 - d. people with high IQ scores have been shown to be happier than people with low IQ scores
11. Which of these is a misconception about heredity?
- a. heredity means that a person will not change
 - b. it is a waste of effort to try to influence a trait that has a strong heredity component
 - c. if a trait is inherited, it will have similar effects in the various people who inherit it
 - d. All of the above
12. Facial deformity, defective limbs, heart problems, cognitive impairment and behavioral problems in young children may be a sign of maternal abuse of which substance during pregnancy?
- a. Cannabis
 - b. Methamphetamine
 - c. Alcohol
 - d. Tobacco
13. What is the primary difference between Piaget and Vygotsky's theories of language development?
- a. Vygotsky was concerned with early language development while Piaget was concerned with later language development.
 - b. Vygotsky argued thought depends on language while Piaget argued language depends on thought

- c. Vygotsky argued thought follows language while Piaget argued language depends on thought
 - d. Piaget argued thought depends on language while Vygotsky argued language depends on thought
14. Those supporting the existence of a uniting 'g factor' underpinning intelligence, by implication, also believe _____
- a. intelligence is predominantly hereditary and can be measured psychometrically
 - b. intelligence is predominantly environmentally determined and is mutable
 - c. intelligence is changeable and not related to environment or heredity
 - d. intelligence is multifaceted and not measurable by a single indicator
15. Which of the following is a central theme of behaviourism?
- a. human behaviour can be manipulated using food
 - b. the majority of behaviour is learnt and not innate
 - c. the majority of behaviour is innate and not learnt
 - d. genetics has the strongest influence on human behaviour
16. The 'Law of Effect' refers to which of the following?
- a. every action has an equal and opposite reaction
 - b. the legal prohibition of ineffective psychological treatments
 - c. the concept that unsuccessful behaviour often leads to fruitless repetition in an attempt to produce a different outcome
 - d. the concept that the consequence of a successful behaviour is that it is more likely to occur in similar circumstances in future
17. Concepts are not static units of knowledge. They are:
- a. dynamic and constantly changing
 - b. complex and developing
 - c. flexible and simple
 - d. highly convertible
18. Which type of rehearsal involves giving information in the rehearsal buffer organisation and meaning as it is rehearsed?
- a. maintenance rehearsal

- b. sensory register
- c. levels-of-processing
- d. elaborative rehearsal

19. Piaget's studies revealed that there is a gradual shift with age and experience from mental activities based on overt behaviour to symbolically represented "Schemata". In older children, schemata are more internalized and more mental. He called these mental equivalents of behavioural schemata as:

- a. organizations
- b. operations
- c. adaptations
- d. assimilations

20. A newborn baby has flaccid muscle tone, her breathing is slow and irregular, her toes and fingers are blue, but her heart is beating at 100 per minute and she cries vigorously, what Apgar score would this baby receive?

- a. 6
- b. 8
- c. 4
- d. 10

SECTION B (10 MARKS): ANSWER ALL QUESTIONS IN THIS SECTION. WRITE BRIEF NOTES ON EACH ONE OF THE FOLLOWING TERMINOLOGIES:

21. Phenotype

22. Electra complex

23. Retroactive inhibition

24. Maintenance rehearsal

25. Zone of Proximal Development

26. Initiative vs Guilt

27. Heteronomous morality

28. Fluid intelligence

29. Diagnostic assessment

30. Holophrastic speech

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EDU 2012/1012: EDUCATIONAL PSYCHOLOGY
FULL-TIME 2019/2020 FINAL EXAMINATION PAPER
DURATION: 2 HOURS
MARKS: 50%

COMPUTER# _____

INSTRUCTIONS:

1. THIS PAPER HAS THREE (3) SECTIONS, A, B, AND C. ANSWER ALL QUESTIONS IN SECTIONS A AND B, AND TWO (2) QUESTIONS FROM SECTION C.
2. SECTION A HAS TWENTY (20) MULTIPLE CHOICE QUESTIONS, EACH CARRYING ONE (1) MARK. WRITE THE LETTER WITH YOUR ANSWER IN THE ANSWER GRID BELOW.
3. SECTION B HAS TEN (10) SHORT ANSWER QUESTIONS EACH CARRYING ONE (1) MARK.

WRITE YOUR ANSWERS IN THE SPACES IN THE EXAM PAPER.

4. SECTION C HAS THREE (3) QUESTIONS. ANSWER ANY ONE QUESTION FROM THE THREE THAT HAVE BEEN PROVIDED.
 5. WRITE YOUR COMPUTER NUMBER IN THE SPACE PROVIDED ABOVE ON THIS PAGE, AND ATTACH YOUR EXAMINATION PAPER TO YOUR ANSWER BOOKLETS BEFORE SUBMITTING IT.
-

Answer Grid for Section A.

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

SECTION A: THIS SECTION HAS TWENTY (20) MULTIPLE CHOICE QUESTIONS. ANSWER ALL QUESTIONS IN THIS SECTION BY WRITING THE LETTER OF BEST ANSWER IN THE ANSWER GRID ON THEFRONT PAGE. EACH CARRIES ONE (1) MARK.

1. What chances do parents who are heterozygous dominant for tallness have to bear a child who is homozygous dominant for tallness?:
 - a. 25%
 - b. 75%
 - c. 50%
 - d. 100%
2. _____ number refers to the 46 chromosomes in a somatic cell..
 - a. Haploid
 - b. Recessive
 - C. Diploid
 - d. Dominant
3. For Children in the sensori-motor stage, teachers should try to provide a rich and stimulating environment with ample objects to play with.
 - a. True
 - b. false:
4. A child failing to retrieve information because previous material is interfering with the retrieval of new information, s/he is experiencing:
 - a. Proactive interference
 - b. Retroactive interference
 - c. Maintenance rehearsal
 - d. Elaborative rehearsal
5. _____ is when children develop feelings toward their mother and fear retribution at the hands of their father.

- a. Electra complex b. Oedipus complex c. Fixation and penis envy d. Libido energy
6. The awareness, in early childhood, that one is either a boy or a girl, and that this is unchangeable – once a girl (boy), always a girl (boy) is:
- a. Gender constancy b. Gender development c. Gender identity d. Gender aschematic
7. Effective problem solving requires strict adherence to a sequence of steps. What step in problem solving precedes “searching or exploration of the field in which the problem exists”?
- a. Understanding or identifying the problem
b. Formulation of plans or hypothesis for attacking the problem
c. The attack on the problem itself.
d. None of the above
8. Which situation best describes the process of extinction in classical conditioning?
- a. When the CR does not occur
b. The CR is presented alone.
c. The UCR is presented alone.

d. The animal does not undergo any procedure.

9. Contrary to Piaget's fixed sequence of cognitive development _____ believes that cognitive development can be enhanced by social cultural conditions. .

- a. Lev Vygotsky b. Robert Gagne c. Albert Bandura d. Ivan Pavlov

10. _____ morality means that moral judgement is controlled by others such as parents, teachers or other authority figures.

- a. Autonomous b. Law and Order c. Post conventional d. Heteronomous

11. When children first start to speak in sentences, what is usually true of their speech?

- a. It is similar to babbling
b. It is exceptionally soft
c. It is telegraphic
d. It is in many languages

12. The early vocalizations of children's speech are sometimes referred to as _____ speech.

- a. Pre-linguistic speech
b. Holophrastic speech

- c. Telegraphic speech
- d. Mother-baby speech

13. One of the following theorists views social development as a resolution of social conflicts by children. Which theorist is it?

- a. Erik Erikson
- b. B. F. Skinner
- c. Urie Bronfenbrenner
- d. Jean Piaget

14. In Pavlov's experiments, the dog's salivation in response to a musical tone is a(n) _____ response

- a. unconditioned
- b. conditioned
- c. stimulation
- d. none of the above

15. In responding to Mr. Heinz's dilemma of whether he should steal the drug to heal his sick wife, a child says he shouldn't steal the drug because if his wife dies, Mr. Heinz can marry another woman. According to Kohlberg, this child is operating in the _____

- a. obedience and punishment orientation
- b. individualism and exchange
- c. good interpersonal relationships
- d. social contract and universal principles

16. The final stage in Piaget's theory, which may start as early as age eleven or twelve, but often later is the;
- Formal operational stage
 - Preoperational stage
 - Sensori-motor stage
 - Concrete operational stage
17. A man becomes sexually aroused whenever he smells the perfume that his wife uses. What is the conditioned response in this example?
- His wife
 - Becoming sexually aroused by the perfume
 - The perfume
 - Becoming sexually aroused by his wife
18. According to Erikson, when do young people develop a sense of industry or inferiority?
- During the first year
 - Between 3 and 6
 - Between 6 and 11
 - During adolescence
19. Conceptual learning is clearly intellectual in nature and involves the process of:

- a. Laterisation b. Assimilation c. Abstraction d.
Generalisation

20. Which one of the following types of human memory is also known as working memory?

- a. Sensory memory
- b. Short-term memory
- c. Long-term memory
- d. Permanent memory

SECTION B: THERE ARE TEN (10) SHORT ANSWER QUESTIONS, EACH CARRYING ONE (1) MARK. ANSWER ALL QUESTIONS IN THIS SECTION BY WRITING YOUR ANSWERS IN THE SPACES IN THE EXAM PAPER.

21. The brain and spinal cord make up the _____
_____.

22. The _____ is a layer of fatty tissue surrounding the axon of a neuron that acts as insulation and allows faster transmission of the action potential.

23. In Erikson's model, the key challenge of young adulthood is _____ versus _____.

24. Pavlov's dogs were trained to salivate to the sound of a bell because the sound had been repeatedly associated with food. In this example, food is the _____
_____.

25. _____ is a defence mechanism in which unacceptable sexual or aggressive desires are channelled into acceptable activities.

26. _____ intelligence is the ability to understand other people, including their emotions and motivations.

27. The _____ is shaped like a bell with most scores clustering around the middle.

28. According to Freud, the _____ stage is when children experience sexual desire for the opposite-sex parent.

29. Explain the difference dependent and independent variables in educational research.

30. Watson, Skinner, Pavlov and Thorndike were all

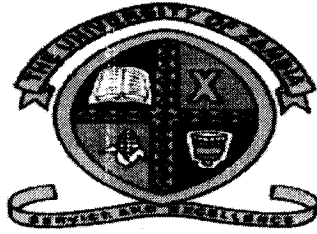
SECTION C: THIS SECTION HAS THREE (3) QUESTIONS. ANSWER ONE (1) QUESTION FROM THE THREE THAT HAVE BEEN PROVIDED.

31. Among other things, the humanistic theory of learning emphasises meaningful learning. Using concrete examples, demonstrate how a teacher can use the humanistic principles to help learners attain meaningful learning.

32. Imagine that you have been hired by the Ministry of General Education to develop teaching –learning materials for children in early childhood education. Using Jean Piaget’s theory of cognitive development as the reference point, explain how you would go about designing these materials.

33. Teachers can use behavioural techniques to modify learners’ unwanted behaviour as well as strengthen appropriate behaviour. Using operant conditioning

techniques, demonstrate how a teacher can use the behavioural techniques to achieve this end.



THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

UNIVERSITY END OF YEAR EXAMINATION, NOVEMBER 2021

EDU 2011: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

COMPUTER NUMBER: _____

INSTRUCTIONS:

1. This paper has two sections: Sections A and B. Section A contains objective questions while Section B has essay questions.
2. Answer **all** questions in Section A. All Answers for Section A should appear in this question paper.
3. Answer only **one** question in **Section B**. Answers for Section B should appear in the answer booklet provided.
4. Write your computer number clearly on this question paper and the answer booklet.
5. Credit will be given for well thought out answers.
6. This examination paper forms 50% of the total course assessment.

7. Studies of isolated and institutionalised children point out the importance of _____ in acquiring basic human traits.
- A. Education factors
 - B. Human social interaction
 - C. Early discipline
 - D. Biological factors
8. Mumba is reading the works of Talcott Parsons and his contemporaries to understand Sociology as a field of study. Mumba is trying to understand Sociology from a/an _____ perspective.
- A. Contemporary
 - B. Empirical
 - C. Historical
 - D. Analytical
9. One assumption of the Interactionalist perspective is that _____.
- A. Society is composed of different groups competing for power and limited resources
 - B. Human beings act toward things based on the meanings they ascribe to those things
 - C. Schools sort pupils along distinct class and ethnic lines
 - D. Society is a system of interconnected parts that work together in harmony to maintain a state of balance
10. Mulumbe is investigating how the teaching methods used by teachers at Mumana primary school affect student performance. Which of the theories below would you advise her to use in the study?
- A. Human Capital
 - B. Interactionalism
 - C. Conflict
 - D. Functionalism
11. Which of the following is not a principle of social stratification?
- A. It is universal yet variable
 - B. It is static in all societies
 - C. It continues from generation to generation
 - D. It is a characteristic of society rather than a reflection of individual diversity
12. In the classroom, a teacher should mainly use the _____ style of leadership to produce problem solvers, independent and creative thinkers.
- A. Authoritarian
 - B. Laissez-faire
 - C. Expressive
 - D. Democratic

13. Which one of these affects the supply and retention of teachers in Zambian Schools?
- A. Status
 - B. Profession
 - C. Qualifications
 - D. Roles
14. The diffused nature of teachers' roles creates _____ conflicts.
- A. Inter-organisational conflicts
 - B. Inter-role conflicts
 - C. Intra-organisational conflicts
 - D. Intra-role conflicts
15. According to Mead, the spontaneous and creative part of the self is known as the _____.
- A. Me
 - B. Significant other
 - C. I
 - D. Generalised self
16. Which of the following is not one of the stages in learning to role take?
- A. Imitation
 - B. Transition
 - C. Play
 - D. Game
17. Credentialism is a good example of _____.
- A. The latent function of education
 - B. The manifest function of education
 - C. Dysfunction of education
 - D. Modernisation
18. The major systems of social stratification include all except one of the following systems.
- A. Class
 - B. Monarchy
 - C. Caste
 - D. Slavery
19. Which graphic concept best illustrates the concept of social stratification?
- A. Pie chart
 - B. Histogram
 - C. Pyramid
 - D. Flag poles

20. A convicted robber is released after serving his sentence of 2 years, but he is arrested four weeks later for repeated robbery. How would the Labelling theory explain this situation?
- The offender has been labelled as a deviant by society and has accepted the new status.
 - The offender has lost the social bonds he made in prison and felt disconnected from society.
 - The offender is poor and responds to the different cultural values that exist in his society.
 - The offender has returned to his old neighbourhood, and so re-established his former habits.

PART B:(10 MARKS)

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

- | | | |
|-----------------|--------------|--|
| 21. True | False | Macro theories explain the interaction patterns of people in specific units or groups. |
| 22. True | False | One of the weaknesses of the Conflict theory is that it justifies the existence of inequalities in society. |
| 23. True | False | The <i>I do not know</i> option should not be included when analysing data for a prestige rating study. |
| 24. True | False | When applied to education, the labelling theory suffers from the <i>black box of education</i> problems. |
| 25. True | False | The Functionalist theory is considered the oldest of the main sociological theories. |
| 26. True | False | Peer groups have an enormous socialising influence during childhood. |
| 27. True | False | Scalar status refers to the teacher's position and prestige within the organized structures of the education system. |
| 28. True | False | The term ' <i>status groups</i> ' is associated with Karl Max. |
| 29. True | False | The expressive component of culture consists of values, norms and images of approved behaviour. |
| 30. True | False | Bureaucracies are more likely to excel in organisations that experience constant technological change than in those involving routine tasks that are well specified. |

PART C: (30 MARKS)

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

31. Name the **two** revolutions that led to the development of Sociology as a field of study.

- i. _____
- ii. _____

32. The belief that people are blank slates is known as _____.

33. Schools train higher achievers for the most important jobs and reward them with high incomes. This is known as the _____ function of education.

34. _____ is a stressful period of self-evaluation where an individual realises that she or he has not achieved their goals in life.

35. "During this period, man believed that God created everything, but that God did not act on every phenomenon." This statement describes what is known as the _____ stage of Comte's *law of three stages*.

36. _____ is an occupation characterized by comprehensive expert knowledge, self-determination and enjoys public recognition.

37. A social position of children in relation to that of their parents is known as _____ social mobility.

38. List **three** examples of total institutions.

- i. _____
- ii. _____
- iii. _____

39. Sociology of Education is sometimes defined as a branch of Sociology that studies how social institutions affect the education process and outcomes. List **four** major social institutions of society that influence education.

- i. _____
- ii. _____
- iii. _____
- iv. _____

40. Outline **two** characteristics of a caste system.

- i. _____
- ii. _____

41. State **four** types of subcultures found in the school.

- i. _____
- ii. _____
- iii. _____
- iv. _____

42. Mention **three** components of social stratification as indicated by Max Weber.

- i. _____
- ii. _____
- iii. _____

43. Mention **three** norms propagated by the school.

- i. _____
- ii. _____
- iii. _____

44. Outline the **three** stages of the looking-glass self in the correct order.

- i. _____
- ii. _____
- iii. _____

45. State **three** reasons why professional ethics in the teaching profession are essential.

- i. _____
- ii. _____
- iii. _____

46. Name **two** sources of second-hand information that teachers use to label their pupils.

- i. _____
- ii. _____

PART D: (5 MARKS)

Mention the Sociologist associated with the following statements:

Q.	Statement	Scholar
47.	A sociologist should be concerned with the interpretive understanding of human social action and the meanings people attach to their own actions and behaviours and those of others.	
48.	Society is heavily influenced by how the economy is organised	
49.	Society will correct its own defects through the natural process of survival of the fittest.	
50.	Sociology is the study of social facts	
51.	The history of all existing societies is the history of class struggle	

SECTION B (20 %)

Answer any one (1) question of your choice in the answer booklet provided. Each question carries 20 marks.

52. In the first topic of this course, you covered Emile Durkheim's creation of Sociology of Education.

- a) Discuss Durkheim's four themes of Sociology of Education. (10 marks)
- b) With appropriate examples, justify the inclusion of Sociology of Education in teacher education. (10 marks)

53. Sociologists have developed several theories to explain social events, interactions and patterns.

- a) Explain the importance of theories. (5 marks)
- b) Using the New Sociology of Education theory, discuss school factors that negatively influence learners' chances of excelling in their academic pursuits. (15 marks)

54. The school as a social institution needs to have a good relationship with its immediate and far away communities.

- a) Discuss why the school and the community need each other. (10 marks)
- b) Outline five strategies that a teacher can use to get seemingly reluctant parents more involved in their children's schooling. (10 marks)

55. Socialisation for human beings happens in stages. Identify and discuss the **four** stages of socialisation that human beings undergo. (20 marks)

End of examination

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

END OF YEAR EXAMINATION, NOVEMBER 26, 2021.

EPS 3011 – LEARNING THEORIES

COMPUTER NUMBER.....

INSTRUCTIONS

1. This paper comprise 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 other one (1) question out** of four(4) questions provided.
 2. All Multiple choice questions in section A must be answered in the question paper by placing a circle around the chosen answer . The other questions from section **B and C** must be answered in the answer booklets provided and must be clearly numbered
 3. Please remember to write your computer number on the question paper, which you must fasten together with the other answer booklets at the end of the Examination
 4. Bonus marks shall be awarded for orderly presentation of work
 5. Ensure that you write **correct computer number** on each of the answer booklets.
 6. This paper contributes 50% to your final examination Grade
-

SECTION A (10 MARKS)

1. Mary is a grade 12 learner from Manali secondary School . Last year she read on University home page about Lecturers in the school of Education and she fell in love with the profile of Dr G . Following , how hard work has rewarded Dr G, Mary now resolves to work even harder than before because she has learnt that hard work pays. This kind of learning that Mary experienced after reading through Dr G's profile at the University home page , Albert Bandura called
 - a) Imitation
 - b) Vicarious learning
 - c) Socialisation
 - d) Observation
1. Gunduzani is a primary school teacher. He is fond of rewarding his pupils every time a pupil gets over 70 percent in a weekly test. In this case Gunduzani is using
 - a. Variable ratio,
 - B. Fixed interval
 - C. fixed ratio
 - D. variable interval

3. Gregor Mendel is regarded as(A)the father of Genetics. (B) father of Educational psychology (C) Father of Personality development . (D) Father of psychology
4. It is Piaget's view that children universally move through four stages of development called scaffolding , culture sensory motor stage and formal operation stage. **True/ False**
5. According to Munsaka and Matafwali (2013) sensory motor stage starts from
A) 0 to 2 years . (B) 2 to 7 years (C) 0 to 3 years (D) 2 to 3years
6. is the major proponent of the learning view of language acquisition
A) Max weber B) Chomsky C) B. f Skinner D) Lenneberg
7. The..... period is the first stage of prenatal development
A) Foetal B) germinal C) cell division D) Embryonic
8. According to Piaget's theory of Cognitive development children are born withandabilities which are innate tendencies.
A) Adaptation and accommodation B) Organization and Assimilation C) Accommodation and organization, D) Adaptation and Organization..
9. In classical conditioning, a stimulus that acquires the ability to trigger a response through contiguous pairing is referred to asstimulus
A) Natural B) neutral C) conditioned D) unconditioned
10. According to Jean Piaget moral judgment is determined by one 's level of cognitive development. **True /false**
11. Which of the following approaches would be used by a psychologist who is concerned with knowing the learning and teaching processes in detail at lower primary schools in your area .
A) Case study B) Correlations design C) Experimental research D) All the above
12. According to Bronfenbrenner's.....children are affected by factors that do not directly affect them .
A) Mesosystem B) chronosystem C) microsystem D) exosystem
13. It is in phase of social cognitive learning theory where an observed modelled behaviour is adjusted
A) Reproduction b) retention c) motivation d) ~~reproduction~~ **Attention**
14. A humanistic lecturer should not have.....
a) Unconditional positive regard towards students
b) Sympathy towards students
c) Empathy towards students
d) Acceptance of different students

15. The following pair of scholars is associated with classical conditioning
- Skinner and Thorndike
 - Munsaka and Matafwali
 - Pavlov and Watson
 - Rogers and Maslow
16. is the proponent of the theory of hierarchy of human needs,
- Abraham Maslow
 - Arthur Combs
 - Carl Rogers
 - Erick Erickson
17. According to the gestalt theory, learning is easier when done in wholes
- True or false
18. A teacher who gives learners a weekly test on every Fridays of the week afternoon can be said to be using
- A fixed Ratio schedule of reinforcement
 - A fixed interval schedule of reinforcement
 - A variable interval schedule of reinforcement
 - A variable ratio schedule of reinforcement
19. Which of the following best shows the order of Abram Maslow hierarchy of Needs
- Physiological needs , Security needs , Esteem needs , Love and belongingness , Self actualisation
 - Physiological needs , Security needs , Love and belongingness , Esteem needs Self actualisation
 - Physiological needs , Love and belongingness , Security needs , Esteem needs Self actualisation
 - Physiological needs , Esteem needs , security needs , Love and belongingness Self actualisation
20. The value an individuals attaches to himself is an example of
- Self esteem
 - Self image
 - Self esteem and self image
 - All the above

10

SECTION B: ANSWER ~~ALL~~ QUESTIONS IN THIS SECTION (20 MARKS) WRITE BRIEF NOTES ON ANY 10 OF THE FOLLOWING OF THE FOLLOWING.

- a. Observational learning
- b. Schedules of reinforcement
- c. Locus of control
- d. Vicarious learning
- e. Shaping
- f. Internal locus of control
- g. Chunking
- h. B.F Skinner and Thorndike
- i. Challenges adolescents face
- j. Conditioned stimulus
- k. Autonomous morality stage
- l. More knowledgeable others
- m. Cattell's crystallised and fluid intelligence
- n. Generalisation
- o. Erick Erikson

SECTION C (10 MARKS) ANSWER ANY OTHER ONE (1) QUESTION OUT OF FOUR (4) PROVIDED)

1. Thanks to Abraham Maslow hierarchy of needs , we now have a conducive learning environment in Zambia Schools. Using practical examples assess the validity of the above statement .
2. The theories of learning have impacted teaching process in Zambia in both primary and secondary schools. Using practical examples from the Zambian situation discuss the validity of the above statement
3. Using the practical examples from the Zambia education system, discuss the applicability of classical conditioning principles in enhancing classroom discipline academic performance among Secondary school learners..
4. Using practical examples from the Zambian perspective, discuss the role social cognitive learning theory in teacher education.

The End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS-NOVEMBER, 2021

EDU 3012: Learning Processes-A Sociological Perspective

TIME: 3 HOURS

MARKS: 100%

INSTRUCTIONS:

1. There are **two** sections in this paper, Section A and Section B. Section A contains objective questions while Section B contains essay questions.
2. Answer **all** questions in Section A. All answers for Section A should appear in this question paper.
3. Answer only **two** questions in **Section B**. Answers for Section B should appear in the answer booklet provided. Each question carries **30 marks**.
4. Essays should be written in continuous prose.
5. Credit will be given for well thought out answers.

Computer No. :

SECTION A (50 MARKS)

Part 1: Circle the answer which closely responds to the question. **(10 marks)**.

1. A person whose life or identity is surrounded by deviance is known as a
 - a. criminal
 - b. secondary deviant
 - c. delinquent
 - d. primary deviant

2. Samuel Becker argued that when discussingfocus should be on the process and not the act of
 - a. deviance
 - b. social stratification.
 - c. roles of a teacher
 - d. the status of a teacher

3. A role refers to
 - a. a collection of roles
 - b. a series of related activities
 - c. role status
 - d. all of the above

10. Conflict theorists see sorting that takes place in schools as a way to
- a. challenge slow learners.
 - b. perpetuate class differences in society.
 - c. help students who need additional support.
 - d. remove social barrier between the rich and the poor.

Part 2: Answer the following questions. (30 marks).

11. Explain how it is that the school sometimes complements the socialisation that has taken place in the home; but at times it contradicts such socialisation. **(8 marks).**

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12. Explain briefly how a person becomes a secondary deviant. **(8 marks).**

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13. List the three characteristics of social stratification **(6 marks).**

i.

ii.

iii.

14. Thefunctions of an institution are deliberate to achieve predetermined goals. **(1 mark).**

15. Performing the role of a counsellor and a disciplinarian simultaneously presents a dilemma known as.....conflict. **(1 mark).**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

EED 1010: INTRODUCTION TO ENVIRONMENTAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer **THREE** questions one of which should be question one (1).
Credit will be given for use of relevant examples and illustrations.

1. Write brief notes on **four** of the following:
 - (a) Volcanic activity as a direct driver of ecosystem change.
 - (b) Effects of overharvesting of natural resources.
 - (c) Causes of global warming.
 - (d) Examples of non-point source water pollution.
 - (e) Constructivism as a learning theory [20 Marks]

 2. (a) Explain the importance of teaching controversial issues in Environmental Education.
(b) Outline the steps involved in teaching controversial topics. [15 Marks]

 3. Describe the main elements of a curriculum. [15 Marks]

 4. Discuss the socio-economic repercussions of Covid-19 in Zambia. [15 Marks]

 5. Describe three instances of land dereliction in Zambia. [15 Marks]
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

**EED 1020: INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL
EDUCATION**

DURATION: THREE HOURS

TOTAL MARKS: 50

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. Linnaean classification system
 - b. Types of population distribution
 - c. Positive impacts of radiation
 - d. Tragedy of the commons.
 - e. Carrying capacity of an ecosystem **(20 marks)**
 - 2 Discuss the various interactions exhibited by organisms in the ecosystem. **(15marks)**
 - 3 Marine habitat has several characteristics. With specific examples, deliberate on six of them. **(15marks)**
 - 4 Describe the seasonal variations in deserts and explain how animals deal with such extreme variations. **(15marks)**
 - 5 A farmland was abandoned for many years.
 - (a) Give a detailed account of the ecological succession process the area mentioned above will undergo. **(10marks)**
 - (b) Give a brief description of the main types of ecological succession. **(5 marks)**
 - 5 It is necessary for Environmental Educators to study Ecology. In your own view justify why this is important giving relevant examples. **(15 marks)**
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

School of Education

EED 1030-Environmental Governance

2017/2018 Deferred Examination

TIME : Three (3) Hours

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

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

1. Identify any environmental issue in Zambia.
 - a. **Discuss** in details, which strategy of environmental governance you would employ to resolve that matter. (10 marks)
 - b. **Explain**, with concrete examples, the barriers you would face in the application of the strategies in question 1(a). (10 marks)
2. The Ministry of Lands and Natural Resources is planning to ban the production of charcoal in Zambia. Using a well-labelled diagram, **discuss** how this matter should be handled from a governance point of view. (15marks)
3. Michael Bob is President of the Socialist Party and is most likely winning the next elections to become the 7th President of Zambia. **List** the positive and negative impacts his government will have on the natural environment when he comes into power. (15 marks)
4. **Discuss** with examples how Cultural traditions and Taboos can be a barrier to Sustainable Environmental governance. (15marks)
5. **Discuss** with examples the three approaches to environmental regime formation. (15marks)

End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

END OF 2020/2021 ACADEMIC YEAR EXAMINATION

EED 2010-INTRODUCTION TO ENVIRONMENTAL MANAGEMENT

DURATION : Three (3) Hours

INSTRUCTIONS : Answer a total of **three questions**. Question **one** is compulsory, then answer any **other two**. Credit will be given for answers showing detailed understanding of the topic instead of mere memorization of lecture notes.

1. Describe four main types of natural resources, and explain the significance of environmental management for each type. **(20 marks)**

2. A private company wants to construct an entertainment centre behind the University of Zambia School of Education building main building. As an environmental consultant, you have been asked to formulate and produce an EIA report for this project.
 - i) Draw a sketch diagram showing the different levels (stages) that you will follow in coming up with an Environmental Impact Statement. **(8 marks)**
 - ii) Identify the stakeholders that will be consulted at what stage of the EIA and why? **(7 marks)**

3. Zambia Environmental Management Agency has found a named mining company with a case to answer for polluting water in a stream that flows near the mine.
 - i) What type of pollution was that? Justify your answer. **(5 marks)**
 - iii) Help this company by advising them how Environmental Management System can be used to assist with compliance in this company. **(10 marks)**

4. Identify three Common Pool Resources in Zambia.
 - i) Discuss their management based on Elinor Ostroms 8 principles of managing CPR. **(10 marks)**
 - ii) Explain how a Free Rider problem can exist in your selected CPR. **(5 marks)**

5. Describe three environmental problems, and the potential causes of those problems. **(15 marks)**

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020-2021 ACADEMIC YEAR FINAL EXAMINATIONS

EED 2030: ENVIRONMENTAL HEALTH

Duration: THREE (3) HOURS

TOTAL MARKS 50

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

1. Write brief notes on each of the following:
 - a) Causes of cultural eutrophication
 - b) Evolution of environmental health
 - c) Hybrid vehicle technology
 - d) Treatment of electronic wastes **(20 Marks)**
 2. Explain the benefits of organic farming as a viable practice in Zambia. **(15 marks)**
 3. Even if the Kabwe lead- zinc- silver (Broken Hill) mine was closed in 1994, explain possible health and environmental impacts that this closure had/has on the people of Kabwe. **(15 marks)**
 4. Water logging and soil salinity are some of the problems that have come in the wake of the Green Revolution. Describe their causes and adverse effects to the environment. **(15 Marks)**
 5.
 - a) Explain the basic characteristics of a modern landfill site.
 - b) Discuss any three of them by giving reasons for their use. **(15 marks)**
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/21 ACADEMIC YEAR FINAL EXAMINATIONS

EED 3010: EDUCATION FOR SUSTAINABLE DEVELOPMENT

DURATION: THREE (3) HOURS **TOTAL MARKS:** 100

INSTRUCTIONS: ANSWER QUESTIONS ONE (1) AND ANY OTHER TWO (2).
CREDIT WILL BE GIVEN FOR USE OF ILLUSTRATIONS.

1. You are on attachment at one of the High schools, explain how you can ensure maintenance and sustainability of ESD/EE activities at the school **(20 marks).**

 2. Explain core thematic issues relating to the environmental pillar of Sustainable Development. **(15marks).**

 3. Explain how Education can be a catalyst for the success of the following Sustainable Development Goals:
 - (a) Goal 3 – Good health and well-being
 - (b) Goal 6 – Clean water and sanitation **(15 marks).**

 4. You are on attachment at the Ministry of Green Economy and Environment, provide a national framework for integrating development and conservation **(15 marks).**

 5. One of the principles of a sustainable society to respect and care for the community of life, explain why it is important to respect and care for the community of life. **(15 marks)**
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
END OF 2018 ACADEMIC YEAR EXAMINATIONS
EED 4030: ENVIRONMENTAL PROJECT MANAGEMENT

DURATION: 3 HOURS

MARKS: 100

INSTRUCTIONS: Answer THREE questions, QUESTION ONE IS COMPULSORY.

All your answers must be presented in proper context and wording.

Please think creatively rather than mere recitation of facts.

On 19 August 2017, the Minister of Health Hon. Dr. Chitalu Chilufya launched the 2017 - 2021 National Health Strategic Plan at the Ministry of Health Headquarters (Ndeke House) in Lusaka. The strategic plan includes the following Nine Strategic Objectives (SOs):

- i. Reduction in maternal and child mortality.
- ii. Elimination of malaria.
- iii. Recruitment of 30,000 health care workers.
- iv. Introduction of health care insurance to increase coverage from 4% to 100%.
- v. Introduction of Alcohol and Drug Abuse Policy and Program.
- vi. Achieve HIV Epidemic Control, Reduce HIV new infections from 48,000 to less than 5000.
- vii. Construction of 6 new specialised hospitals and 500 health facilities in the next 5 years.
- viii. Train 500 specialists by 2021.
- ix. Halt and reduce Non Communicable Diseases.

1. As a newly appointed Health Promotion and Education Officer (HPEO) under the Ministry of Health, pick *any two* of the Nine SOs and, design an implementation framework indicating the thematic areas, expected activities, results and measurable indicators. **(20 Marks)**

2. For the two SOs you selected in question 1, develop a Tabular PESTEL Analysis. **(15 Marks)**
3. For the SOs you selected in question 1, design a localized Stakeholder Analysis Matrix (SAM). **(15 Marks)**
4. Using a Monitoring and Evaluation Tabular Matrix (METM) only, show how you can plan to monitor and evaluate the implementation of the selected SOs. **(15 Marks)**
5. After graduation, what else will you do with the knowledge and skills you have acquired in this course (EED4030). **(15 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

EED 4040: SAFETY IN PUBLIC & OCCUPATIONAL HEALTH

TIME: Three Hours

Instructions: Answer question one and any other two questions. Credit will be given for answers which show a deepened understanding of the topic and not mere memorization of lecture notes.

1. You have been notified that one of your employees has been admitted to hospital with a suspected broken leg. The employee is an electrician who fell from a ladder while repairing light fittings.
 - (a) Use the Domino Theory to explain how the accident occurred (6 marks)
 - (b) Design an accident investigation form to be used in investigating this accident (10 marks)
 - (c) Outline precautions that should be considered to prevent accidents to children who may be tempted to gain access to a construction site (4 marks)
2. Study Table 1 which shows Safety Signs and Symbols at Filling or Fuelling Station
 - (a) What is the meaning of the each signage presented in Table 1? (7 marks)
 - (b) For each signage, explain why it is used at a filling or fuelling stations (8 marks)

Table 1: Safety Signs and Symbols at Filling or Fuelling Station

				
I	II	III	IV	V

3. With reference to any organisation of your choice;
 - (a) Outline and explain duties of a safety officer (8 marks)
 - (b) What are the Safety Officer qualifications and competence levels? (7 marks)
4.
 - (a) Describe how you can identify fire hazards at a workplace (8 marks)
 - (b) Suggest ways of practically reducing fire risks at a work place (7 marks)
5.
 - (a) Describe the key features and appropriate content of an effective health and safety policy (9 marks)
 - (b) What are the various methods for communicating the contents of a health and safety policy to a workforce? (6 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/2021 ACCADMIC YEAR EXAMINATION
EED 9011-ADVANCED ENVIRONMENTAL MANAGEMENT

DURATION : Three (3) Hours

INSTRUCTIONS : Answer a total of **three questions**. **Question one** is compulsory, then answer any other two. Credit will be given for answers showing detailed understanding of the topic instead of mere memorization of lecture notes.

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1. Define and explain the importance of environmental management to a developing country like Zambia. (20 marks)
2. a) What is meant by environmental monitoring? (5 marks)
b) Describe any two areas of environmental monitoring and in each case
 - i) explain the purpose of environmental monitoring to that area (5 marks)
 - ii) implications of not carrying out monitoring in that given area. (5 marks)
3. i) Explain three types of technology used in environmental management? (9marks)
ii) Use examples to explain the importance of technology to environmental management. (6 marks)
4. Explain the meaning of natural resource and land surveying and its importance in environmental management. (10 marks)
ii) Why is eco-informatics important to natural resource management? (5 marks)
5. Using examples, explain to a group of farmers, the interconnection of various components in the ecosystem. (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020-2021 ACADEMIC YEAR FINAL EXAMINATIONS

EED 9042: CLIMATE CHANGE EDUCATION

Duration: THREE (3) HOURS

TOTAL MARKS 50

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

1. Write brief notes on each of the following:
 - a) International agreements on climate change
 - b) 'Green schools' design approach
 - c) COP26 and the four goals
 - d) Blue and Green Economy (20 Marks)
 2. Describe green technologies and practices mostly used in adaptation and mitigation in any four major sectors mostly affected by climate change. (15 marks)
 3. Climate change education happens to be cross-curricular and interdisciplinary in nature. Discuss. (15 marks)
 4. Explain why climate change is important in education and how is it affecting education. (15 Marks)
 5. Discuss how Climate Change affects the attainment of Sustainable Development Goals (SDGs). (15 marks)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020 ACADEMIC YEAR EXAMINATIONS

EED 9062: ENVIRONMENTAL HAZARDS AND DISASTERS EDUCATION

TIME: Three Hours

Instructions: Answer **Question one** and any other two. Credit will be given for answers which show deepened awareness of the topic instead of mere memorization of lecture notes.

1. (a) With reference to Disaster Management Cycle, explain how you could manage flood hazards in Lusaka city. **(10 marks)**
(b) Outline some of the practical things that you would do to secure your local environment against the threat of floods. **(10 marks)**
2. With special reference to Zambia, explain the extent to which Covid-19 is a national disaster **(15 marks)**
3. (a) Outline and explain the basic elements of Community Based Approach to Disaster Management **(8 marks)**
(b) What are the components of Community Based Approach to Disaster Plan? **(7 marks)**
4. Discuss the assertion that the media can be both a friend or a foe in disaster management and mitigation **(15 marks)**
5. Write an essay entitled, 'Common Environmental Hazards in Zambia'. **(15 marks)**

END OF EXAMINATION

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

EPS1010: DEVELOPMENTAL OUTCOMES

2021 ACADEMIC YEAR FINAL EXAMINATION- 13TH DECEMBER, 2021

GENERAL INSTRUCTIONS:

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

SECTION A: MULTIPLE CHOICE (5 MARKS)

INSTRUCTION: select the correct answer in the following questions.

1. Abnormal development in children can manifest in different ways except
 - a. Motor skills.
 - b. Spatial skills.
 - c. Attentional skills.
 - d. Social Skills.
2. Early intervention is essential for the following except
 - a. Provides the child with the best possible outcome.
 - b. Increases the child's potential for academic success.
 - c. Builds the child's physical abilities.
 - d. Improves the child's social interactions.
3. The family systems theory conceptualizes the family as a _____
 - a. Unit
 - b. Process
 - c. System
 - d. Household
4. The model that suggests that parent and child have influence over each other reciprocally is called the _____
 - a. Child model
 - b. Parent-child model
 - c. Interactionist model
 - d. Transactional model
5. The following are affecting the traditional views of the family except
 - a. Premarital sex
 - b. Single parenthood
 - c. Few children
 - d. Delaying marriage

SECTION B: TRUE OR FALSE (5 MARKS)

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

6. Vries and Montessori defined sensitive periods. **TRUE or FALSE**
7. Fetal Asphyxia is shortage of glucose getting to the foetus. **TRUE or FALSE**
8. Behaviour changes as a result of experiences that occur before a response is referred to as operant conditioning. **TRUE or FALSE**
9. Children who carry feelings of fear, insecurity and distrust others could have been reared by emotionally abusive parents argued by Mary Ainsworth. **TRUE or FALSE**
10. James Marcia suspected psychiatric hospitals often gave patients inaccurate diagnoses. **TRUE or FALSE**

SECTION C: SHORT ANSWERS (10 MARKS)

INSTRUCTION: Write short notes on the following:

11. Social learning theory.
12. Four identity statuses.
13. Internal working model.
14. Language styles.
15. DSM-5.

SECTION D: ESSAY QUESTIONS (30 MARKS)

INSTRUCTION: Answer all questions in this section.

16. Discuss how authoritarian, authoritative and permissive parenting affects children's learning performance in a Zambian context (10 marks).
17. Critically analyse this statement "Zambian children are more inclined to play with video games rather than parents and peers" (10 marks).
18. Discuss the importance of the sensitive period theory to the learning and teaching practice (10 marks).

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

EPS 1020: COGNITIVE AND LANGUAGE DEVELOPMENT FINAL

EXAMINATION DEC 2021

TIME: THREE (3) HOURS

INSTRUCTIONS: There are two Sections, A and B, in this examination. Section A consists of multiple choice questions while Section B comprises essay type questions.

SECTION A (25 Marks)

INSTRUCTIONS: This Section A consists of 25 multiple choice questions. Each question carries one (1) mark. You should choose a corresponding letter which shows the best answer. Write all your answers in the exam booklet provided.

1. A cornerstone of Vygotsky's theory of cognitive development is that society and culture play a key role in promoting development. What type of perspective is this considered to be? (a) A naive psychology perspective (b) An autonomous learning perspective (c) A linguistic perspective (d) a sociocultural perspective.
2. Many children in kindergarten enjoy playing 'house.' How does the value of play benefit young children, according to Vygotsky? (a) Play should be encouraged because it allows the teacher a chance to assess the students. (b) Play should be encouraged because it allows children time to have fun. (c) Play should be encouraged because it promotes new cognitive skills. (d) Play should be discouraged because allowing children to pretend slows cognitive development.
3. Which of the following is an application of Piaget's ideas to education? (a) We need to know how children understand the world to teach them effectively. (b) Children's illogical or distorted ideas about the world make it hard for them to learn. (c) The pattern of mental development is universal, so one curriculum could be developed and used for all children. (d) By the third or fourth grade, children are ready for abstract learning.
4. Lev Vygotsky believed some tasks are too difficult for children to handle alone but can be done with the help of someone more skilled. Such tasks (a) fall into the zone of proximal development. (b) are difficult because they are not salient to the child. (c) are best taught by having the child observe a skilled teacher. (d) will be frustrating for the child and should be left to a time when the child can more easily accomplish them.
5. The zone of proximal development (ZPD) is a measure of (a) intelligence. (b) potential. (c) skill. (d) achievement.

6. Three-year-old William Moonga tripped on an uneven sidewalk and ran crying to his mother saying, "The sidewalk made me fall on purpose!" William is demonstrating ____ (a) animism. (b) egocentrism. (c) centration. (d) conservation.

7. Which one of the following is not about Chomsky perspective? a) Children are biologically programmed for language. b) Children are born with specific innate ability underlying rule of language. c) All children successfully acquire their native language. d) Focus on the interplay between the innate learning ability of children and the environment.

8. Which one of the following is not true? a) First language acquisition is the high degree of similarity in the early language of children all over the world. b) Pre-school age children develop metalinguistic awareness. c) In the school years, children learn how written language differs from spoken language. d) Learning two languages substantially slows down bilinguals' linguistic development or academic development.

9. Who first argued that children are born with a specific innate ability to discover for themselves the underlying rules of language system on the basis of the samples of a natural language they are exposed to? a) Noam Chomsky b) BF Skinner c) Piaget d) Vygotsky

10. By the age of two, most children reliably produce at least fifty different words and some produce many more. About this time, they begin to combine words into simple sentences such as 'Mommy juice' and 'baby fall down'. These sentences are sometimes called _____ because they leave out such things as _____, prepositions, and auxiliary verbs. a) telecommunication, pronoun b) postcard, modal verbs c) telegraphic, articles d) postscript, noun

11. What is suggested with this? Bella Mwaba and her colleagues (2021) studied the language development of child they called Sylvester Daka. He was a child of deaf parents, and his only contact with oral language was through a television, which he watched frequently. The family was unusual in that parents didn't use sign language with Sylvester. Thus, although in other respects he was well cared for, Sylvester didn't begin his linguistic development in a normal environment in which a parent communicated with him in either oral or sign language. A) The innatist perspective b) Cross-cultural research c) Connectism d) The importance of interaction

12. Noam Chomsky is one of the most influential figures in linguistics, and his ideas about how language is acquired and how it is stored in the mind sparked a revolution in many aspects of linguistics and psychology, including the study of language acquisition. A central part of his thinking is that all human languages are fundamentally _____ and that the same universal principles underlie all of them. a) taught b) connected c) innate d) researched

13. About the age of two, Cephas Daka begins to combine words into simple sentences such as 'Mommy juice' and 'baby fall down'. These sentences are sometimes called ____.

- a) telegram
- b) telegraphic
- c) telephonic
- d) telephone

14. Which one is correct description about Piaget? a) He concluded that language develops primarily from social interaction. b) He thought that language was one of a number of symbol systems that are developed in childhood. c) He argued that in a supportive interactive environment, children are able to advance to a higher level of knowledge and performance. d) He observed the importance of conversations that children have with adults and with other children and saw in these conversations the origins of both language and thought.

15. What term did Piaget (1923) apply to self-talk? a) Egocentric

b) Private speech

c) Immaturity speech

d) No turn-taking talking

16. What is the primary difference between Piaget and Vygotsky's theories of language development? a) Vygotsky argued thought depends on language while Piaget argued thought follows language

b) Piaget argued thought depends on language while Vygotsky argued language depends on thought

c) Vygotsky was concerned with early language development while Piaget was concerned with later language development

d) Vygotsky argued thought depends on language while Piaget argued language depends on thought

17. Which of the following advancements would be new to a child reaching the preoperational stage? a) The ability to consider multiple aspects of a problem.

b) The ability to consider past and present activities.

c) The ability to experiment with circular reactions.

d) The ability to calculate probabilities.

18. In contrast to the elementary school child, an adolescent who has developed formal operational thought can _____. a) think about possible outcomes.

b) think systematically about the future.

c) imagine future consequences of her actions.

d) do all of the above.

19. Vygotsky's emphasizes the importance of a more experienced other who serves as a guide to provide _____ for the learner.

a) guidance

b) scaffolding

c) ZPD

d) motivation

20. The task that an individual can accomplish only with the assistance of a more experienced person represents the learner's _____ a) area of cognitive dissonance

b) Zone of proximal development (ZPD)

c) learning opportunity.

21. Which educational psychologist would most likely submit the following personal advert? *I like long conversations with one other person who allows me to learn at my peak ability. I enjoy doing the crossword puzzle with someone who is slightly better than I am so I can learn from their skills. I frequently talk aloud to myself and appreciate when others do the same. I am interested in providing me with support, and being supported in return, please respond to this advert.* a) Jean Piaget b) Lev Vygotsky c) JS Bruner d) Noam Chomsky

22. The Piaget's sensory motor stage has _____ sub stages of cognitive development

a) 4

b) 6

c) 5

d) 7

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

a) Whorf and Bruner b) Bruner and Vygotsky c) Vygotsky

d) Whorf

23. Who argues that language is essential to thought and that, in fact, the highest form of thought is language? a) Bruner b) Whorf c) Vygotsky d) Piaget

24. Three-year-old William Moonga tripped on an uneven sidewalk and ran crying to his mother saying, "The sidewalk made me fall on purpose!" William is demonstrating (a) animism. (b) egocentrism. (c) centration. (d) conservation.

25. Professor Faith Nalungwe showed 4-year-old Jackline Musaba two balls of clay that were the same size. As he watched, she rolled one of the balls into a snake shape, neither adding nor taking away any clay. When asked if both the ball and the "snake" had the same amount of clay, Clarence responded that the snake had more. This demonstrates Clarence's _____ a) imagination. b) inability to reverse actions mentally. c) shape preferences d) developing conservation abilities.

SECTION B

Section B has **three essay questions**. Choose and write on **any two** of them. Each question carries 15 marks. All answers should be written in the exam booklets provided.

26. Jerome S. Bruner identified three stages of cognitive representations. Discuss.

28. How do children develop language?

29. Give an elaborate account of Jean Piaget's theory of cognitive development.

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
END OF YEAR EXAMINATION, DECEMBER, 2021.
EPS 1021- INTRODUCTION TO 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.
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SECTION A (15 Marks)

1. Mr Zondani is heterozygous dominant (Bb) for black hair. His wife is homozygous dominant (BB) for black hair. What chances are there that the two will have a child who is homozygous dominant for black hair?
A. 25% B. 100% C. 50% D. 75%
2. A haploid number signifies _____ chromosomes.
A. 46 B. 21 C. 23 D. 92
3. Which one of the following scholars is known as the father of genetics engineering?
A. Stanley Hall B. Lee Thorndike C. Gregor Mendel D. John Dewey
4. Which one of the following is the main function of the occipital lobe?
A. Memory B. Auditory C. Information processing D. Visual

5. Which one of the following branches of psychology would best address marital problems?
A. cognitive psychology B. counselling psychology C. neuropsychology
D. humanistic psychology
6. The _____ lobe is important for bodily sensations.
A. occipital B. frontal C. parietal D. temporal
7. The _____ works with the pituitary gland to command the endocrine system.
A. Thalamus B. Hypothalamus C. Hippocampus D. Amygdala
8. When parents have given consent for their child to participate in research, the child does not need to sign any other form.
True or False
9. The farther the correlation coefficient value is from 1, the higher the relationship is between variables.
True or False
10. During mitosis, the number of chromosomes is maintained at 23.
True or False
11. The _____ is responsible for memory and learning.
A. hypothalamus B. amygdala C. hippocampus D. thalamus
12. _____ is the developmental influence that comes from the environment.
A. Nurture B. Nature C. Reinforcement D. Conditioning
13. _____ psychology is a branch of psychology that focuses on understanding how people interact with one another.
A. Organizational B. Social C. Cognitive D. Clinical
14. Which research design would be most suitable to study what people do during an initiation ceremony?
A. Cross-sectional design B. Descriptive design C. Correlational design
D. Experimental design
15. The _____ approach to the study of educational psychology focuses on understanding how childhood experiences influence personality development.
A. behavioural B. cognitive C. social D. psychoanalytic

SECTION B (20 Marks)

Answer **all** questions in this section

Write brief notes on each one of the following terminologies:

1. Assent Form
2. Confidentiality
3. Triangulation
4. Cephalocaudal principle
5. Cerebral cortex
6. Axon Hillock
7. Neurotransmitter
8. Motor pathways
9. Posterior pituitary
10. Vasopressin

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. Explain why it is important for all teachers to study educational psychology.
2. Draw a well labeled cross-sectional structure of the human brain, explaining the functions of at least 10 of its major parts.
3. Using concrete examples, explain how you would use the experimental research design.

END OF EXAMINATION

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

END OF TERM EXAMINATION, DECEMBER, 2021.

EPS 1022- DEVELOPMENTAL OUTCOMES: CONCEPTION TO ADOLESCENCE

Instructions

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

SECTION A (15 Marks)

1. Which one of the following is **NOT** a survival reflex?
A. Rooting reflex B. Babinski Reflex C. Sucking reflex D. Breathing Reflex
2. According to the _____ principle, cells begin as general cells.
A. Cephalocaudal B. Proximodistal C. Orthogenic D. Gross-motor
3. On average, handedness is established at _____.
A. 5 months B. 12 months C. 8 months D. 24 months
4. Which one of the following is **NOT** a gross- motor skill?
A. Running B. Balancing C. Skipping D. Jumping
5. Primary circular reactions are attained at _____.
A. 4-8 months B. 8-12 months C. 1-4 months D. 0-1 months
6. According to _____, private speech helps in children's thought processes.
A. Bronfenbrenner B. Vygotsky C. Piaget B. Mendel
7. A zygote initially has _____ chromosomes.
A. 44 B. 46 C. 23 D. 21

8. According to Bronfenbrenner, the _____ signifies socio-historical changes.
A. microsystem B. chronosystem C. mesosystem D. macrosystem
9. Meta-cognition is one of the cognitive skills attained during adolescence.
True or False
10. Which one of the following is **NOT** an attribute of adolescence.
A. Abstract thinking B. Experimentation C. Conformity D. Peer pressure
11. _____ is the least turbulent period during adolescence development.
A. Middle adolescence B. Early adolescence C. Late adolescence
D. Early adulthood
12. Which one of the following would be the most effective way of dealing with adolescents' unwanted behaviour?
A. Time-out B. Shouting C. Ignoring D. Dialogue
13. Adolescents engage in deviant behavior because they deliberately desire to test the patience of authority figures.
True or False
14. Which one of the following is **NOT** a technique that parents and other adults can use to support emotional development in adolescents _____?
A. Healthy goal-setting B. Valuing others' identity C. Modeling a quick temper
D. Respecting others in conflict
15. According to Erik Erikson, during the _____ stage of psychosocial development, children desire significant others to validate their creative efforts.
A. first B. second C. third D. fourth

SECTION B (20 Marks)

Answer **all questions** in this section

Write brief notes on each one of the following terminologies:

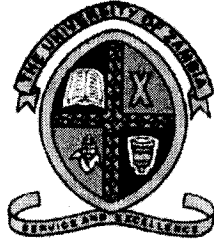
1. Rooting Reflex
2. Object permanence
3. Exosystem
4. Scaffolding
5. Onlooker play
6. Meta cognition
7. Self esteem
8. Heteronomous morality
9. Egocentrism
10. Growth spurt

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. Using concrete examples, explain the significance of Erik Erickson's first five stages of psychosocial development.
2. Adolescents experience many challenges as a result of their developing bodies and cognition. Discuss.
3. Using Lev Vygotsky's social-constructivist theory as the reference point, explain how a child can be supported to attain cognitive development.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS, DECEMBER 2021

EPS 1040: INTRODUCTION TO SOCIOLOGY

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

1. THERE ARE SEVEN QUESTIONS IN THIS EXAMINATION PAPER
 2. ANSWER ANY **THREE** QUESTIONS. EACH QUESTION CARRIES 20 MARKS.
 3. CREDIT WILL BE GIVEN FOR WELL THOUGHT OUT WORK.
 4. ANSWER ALL QUESTIONS IN THE ANSWER BOOKLET PROVIDED.
 5. ENSURE THAT YOU WRITE YOUR PARTICULARS CLEARLY, ON THE ANSWER BOOKLET.
-

1. Discuss the factors that led Auguste Comte to create the field of Sociology.
2. With relevant examples from the Zambian society, discuss the five main ideas of functionalism.
3. Describe the characteristics of any two social institutions that you have learnt in this course.
4. Barnet (1990:59) states that multinational corporations “make key decisions about what people eat, drink, read, hear, kind of air they breathe and ultimately what societies will flourish and which parts of the city will decay.” Discuss.
5. Culture plays an important role in perpetuating the values and norms of a society, however, it also offers significant opportunities for resourcefulness and change.
 - a. What are some of the challenges sociologists face in defining culture?
 - b. Describe how the elements of culture can bring about change in a particular society.
6. Stratification in education contributes to stratification in social class. Discuss.
7. Describe J. Hagen’s (1994) classification of deviance. How does society control deviance?
8. Discuss how majority and minority patterns of interaction can affect society.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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

END OF YEAR EXAMINATION, NOVEMBER 17, 2021.

EPS 2015 - SOCIAL PSYCHOLOGY

COMPUTER NUMBER.....

INSTRUCTIONS

1. This paper comprise four sections; **A , B, C** and **D**. You are required to answer all the questions in sections **A, B** and **C**. From section **D** you are required to answer **any other one (1) question out** of three(3) questions provided.
 2. All Multi[le choice questions in section A must be answered in the question paper by placing a circle around the chosen answer . The other questions from section **B, C** and **D** must be answered in the answer booklets provided and must be clearly numbered
 3. Please remember to write your computer number on the question paper, which you must fasten together with the other answer booklets at the end of the Examination
 4. Bonus marks shall be awarded for orderly presentation of work
 5. Ensure that you write **correct computer number** on each of the answer booklets.
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SECTION A (10 MARKS)

1. Social psychology is defined as
 - A. A scientific study to understand and explain how the feelings, thoughts and behaviors of individuals are influenced by the actual, imagined or implied presence of others.
 - B. A scientific study to feelings and emotions OF Individuals Human beings.
 - C. Study of social facts
 - D. All the above
2. The earliest social psychology experiments were conducted on were conducted before 1900 and the first text books were released in 1908.
 - A. Group behavior
 - B. Human mind
 - C. Society and Hitler

D. Human mind

3. published an experiment on the phenomenon of social facilitation in 1898. he was the first to ever publish any material in this field of psychology (this was the 19th century).
 - A. Aristotle and Helgel
 - B. Hegel and Plato
 - C. Norman Triplett
 - D. None of the Above
4. The 1980's and 1990's social psychology reached a more mature level especially in regard toand
 - A. Theory and practice
 - B. Methodology and behavior bench marking
 - C. Theory and methodology
 - D. Methodology and Practice
5. Gunduzani is a primary school teacher. He is fond of rewarding his pupils every time a pupil gets over 70 percent in a weekly test. In this case Gunduzani is using
 - A. Variable ratio,
 - B. Fixed interval
 - C. fixed ratio
 - D. variable interval
6. Social exchange theory is a model for interpreting society as a series of interactions between people that are based on estimates of rewards and punishments. According to this view, our interactions are determined by
 - A. the rewards or punishments that we expect to receive from others,
 - B. More Knowledgeable others
 - C. Knowledge about others
 - D. Social cognition
7. The following are the three stages of social identity theory
 - A. Self-awareness, social identification and social comparison
 - B. categorization social identification and group identity
 - C. categorization, social identification and social comparison
 - D. categorization, group integration and social comparison
8. The process which best describes how people store and apply information about other people and understand social situation is referred to as.....
 - A. Reciprocal determinism
 - B. Social cognition
 - C. Social adjustment

- D. Social comparison
- 9. These ~~are~~ acts which substantially interfere with the orderly operations of a group or society can be described as
- A. Minor intrusion
- B. Minor infraction
- C. Major infractions
- D. Intolerable Offenses
- 10.is considered as the scholar associated with Self-fulfilling prophecy
- A. Aristotle
- B. Helgel
- C. Norman Triplett
- D. Robert.K. Merton

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION(10MARS,.

- 11. Using practical examples, differentiate between primary and secondary deviance
- 12 Demonstrate the difference between negative and positive reinforcement
- 13 theories in social psychology focuses on the individual's own need or motives whilst.....theories contend that a person's current behavior is determined by prior experience
- 14. State the four principal components of strain theory;
- 15. Principal argument of strain theory

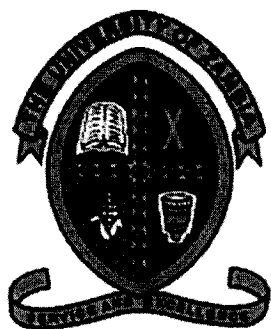
SECTION C: 20 MARKS). (ANSWER ALL THE QUESTIONS IN THIS SECTION) WRITE BRIEF NOTES ON EACH OF THE FOLLOWING.

- 16 . Norman Triplett
- 17. Primary focus of Decision-Making theories in social psychology
- 18. social Cognition
- 19. Trust vs mistrust
- 20. schedules of reinforcement
- 21. Self-fulfilling prophecy
- 22. Reciprocal determinism
- 23. Primary focus of Expectancy-Value Theory
- 24. Using practical examples distinguish psychosocial from psychosexual theories.
- 25. Social comparison

SECTION D 10 MARKS (ANSWER ANY OTHER ONE (1) QUESTION OUT OF THREE (3) PROVIDED)

26. Using the practical examples from the Zambia education system, discuss the applicability of classical conditioning principles in enhancing classroom discipline among adolescent pupils.
27. Using practical examples from the Zambian perspective, discuss the role of Social Psychology in teacher education
28. Critically assess the different drivers of indiscipline showing clearly how they can be managed and avoided in Zambian schools.

The End of Examination



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EPS 2021 – PERSONALITY AND SOCIAL DEVELOPMENT EXAMINATION

22ND NOVEMBER 2021, AM

INSTRUCTIONS:

- There are two sections (A and B) in this examination paper.
- Answer section questions according to the specific instruction(s) given
- The examination lasts three hours
- All your answers should be written in the answer booklet provided

SECTION A Compulsory Question

25 Marks

1. Discuss in detail personality and its growth and development according to:
 - (a) Sigmund Freud
 - (b) Erik Erikson
 - (c) Jean Piaget

SECTION B Answer any **three** questions.

75 Marks

1. What are defence mechanisms?
 - (a) How they arise
 - (b) Elaborate on any five defence mechanisms
 - (c) Effect of defence mechanisms on learner

2. Discuss moral development from Kohleberg's perspective and its implications for teachers.

3. Abraham Maslow believes that human behaviour can be explained in terms of need gratification. Discuss how Maslow's view affects behaviour and learning – use the hierarchy of needs to elaborate.

4. Discuss self-esteem in contrast with self-concept and how they affect learning.

5. Compare and contrast gender and sex in the context of their development

THE END OF THE EXAMINATION

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

2020/21 ACADEMIC YEAR FINAL EXAMINATIONS

EPS 2022: SPECIAL EDUCATIONAL NEEDS AND LEARNING DISABILITIES

TIME: 3 HOURS

Instructions

- a. There are two (2) Sections in this examination paper.
- b. Answer all the questions in Section A.
- c. Answer two (2) questions in Section B. Question 1 is compulsory.
- d. Write all your answers in the answer booklet provided to you.
- e. This examination contributes 50% of the total grade

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

The University Of Zambia
School of Education
2020/2021 Academic Year Final Examinations
EPS 2042- Communication Disorders

Duration: Two (2) 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 only **Two** Questions of your choice in Section **C**.
- Write **All** Your Answers In The Answer Booklet Provided

SECTION A

Answer **all** questions in this section. **(10 marks)**

1. Which of the following is not an aspect of Speech?
 - (a) Dyslexia
 - (b) Articulation
 - (c) Voice
 - (d) Fluency
2. What is the study of the factors that affect Communication?
 - (a) Dyslexia
 - (b) Aphonics
 - (c) Sociolinguistics
 - (d) Pragmatics
3. Which of the following is not one of the most commonly occurring voice quality disorders?
 - (a) Substitution
 - (b) Hoarseness
 - (c) Breathiness
 - (d) Hyponasality
4. Cognitive development plays an important role in the acquisition of language. A child with an Intellectual Impairment is said to have what type of Communication Disorder?
 - (a) A Primary language Impairment
 - (b) A Secondary language Impairment
 - (c) Pure Aphasia
 - (d) an Auditory Processing Disorder
5. Dysphonia is a condition in which there is a total loss of voice in an individual.
 - (a) True
 - (b) False
6. Monopitch is the lack of variations in inflections or an inability to change pitch voluntarily.
 - (a) True
 - (b) False
7. The phonatory system regulates the vibration of the airflow as it moves from the pharynx into the oral and nasal cavity
 - (a) True
 - (b) False
8. Which theory of language development was advanced by Bruner?
 - (a) People need to belong to the same area
 - (b) People are born with mechanisms for language development
 - (c) People need to interact to develop language
 - (d) People need to speak the same way

9. Disorders of Voice are those that consist of impairment in the articulations of speech sounds, fluency and/or voice which draws attention to the speaker and not the message.
- (a) True
 - (b) False
10. It is easy to forget that much of the child's language develops within the context of play with an adult or with other children. Play can be an ideal vehicle for language acquisition for a number of reasons. Which of the following is not true about this assertion?
- (a) Games, like conversations contain turn-taking
 - (b) Attention and the semantic domain are shared by the interactive partners, so topics are shared.
 - (c) Games have reciprocal role structure and variations in the order of elements, as do grammars
 - (d) Since play is goal oriented, it does not remove pressure and frustration from the interactive process.

SECTION B

Answer **all** questions in this section. **(10 Marks)**

11. Language is said to have the property of being *rule-governed*. What does this term mean? (2 marks)
12. What is meant by Hyponasality? (2 marks)
13. The acronyms L.A.D where introduced by Noam Chomsky. What do the initials stand for? (2 marks)
14. *Form* is one of the components of Language. What are the other two components of language? (2 marks)
15. Stuttering is defined as..... (2 mark)

SECTION C

Answer any **Two** Questions of your choice in this section. **(30 Marks)**

16. Speech, Language and Communication are different aspects of the same process. With appropriate illustrations, contrast all the three.
17. Language is a socially shared tool, is rule-governed and generative. Explain these three properties of language.
18. Discuss language development according to the Learning Theory. Identify some criticism of this theory..

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021 FINAL EXAMINATIONS

EPS 3010 – SOCIAL ORGANISATIONS AND MANAGEMENT

MARKS: 100%

DURATION: THREE HOURS

Instructions

- (a) There are six (6) questions in this paper. Answer **three (3) questions only** using the answer booklets provided.
- (b) Essays should be written in continuous prose.
- (c) Write your Computer Number clearly on all your answer booklets.
- (d) Credit will be given for well thought out presentation.

-
1. Discuss the potential sources of organizational conflict and show the conflict management techniques used to reduce conflict in organizations to the desired levels.
 2. Compare and contrast Henri Fayol's principles of management and Max Weber's description of bureaucracy.
 3. With examples, discuss the contingency theory of leadership and show how the ideas of Adair and Fiedler contributed to this theory.
 4. What is emotional intelligence? Discuss the importance of emotional intelligence in organizational leadership and show some strategies used for emotional regulation that managers may use at work places.
 5. Organisations can structure themselves in different ways. With examples, discuss factors that influence a firm's organizational structure.

[Turn over the page]

6. Write short notes on the following concepts:

- (i) Ingratiation
- (ii) Span of control
- (iii) McGregor's Theory Y
- (iv) Norming
- (v) Coercive power
- (vi) Legitimizing
- (vii) Emotional contagion
- (viii) Loci of conflict
- (ix) Traits theory
- (x) Herzberg's hygiene or context factors

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY
AND SPECIAL EDUCATION
END OF YEAR EXAMINATION, NOVEMBER 26, 2021.
EPS 3011 – LEARNIG THEORTIES

COMPUTER NUMBER.....

INSTRUCTIONS

1. This paper comprise 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 other one (1) question out** of four(4) questions provided.
 2. All Multi[le choice questions in section A must be answered in the question paper by placing a circle around the chosen answer . The other questions from section **B and C** must be answered in the answer booklets provided and must be clearly numbered
 3. Please remember to write your computer number on the question paper, which you must fasten together with the other answer booklets at the end of the Examination
 4. Bonus marks shall be awarded for orderly presentation of work
 5. Ensure that you write **correct computer number** on each of the answer booklets.
 6. This paper contributes 50% to your final examination Grade
-

SECTION A (10 MARKS)

1. Mary is a grade 12 learner from Manali secondary School . Last year she read on University home page about Lecturers in the school of Education and she fell in love with the profile of Dr G . Following , how hard work has rewarded Dr G, Mary now resolves to work even harder than before because she has learnt that hard work pays. This kind of learning that Mary experienced after reading through Dr G's profile at the University home page , Albert Bandura called
 - a) Imitation
 - b) Vicarious learning
 - c) Socialisation
 - d) Observation
1. Gunduzani is a primary school teacher. He is fond of rewarding his pupils every time a pupil gets over 70 percent in a weekly test. In this case Gunduzani is using
 - a. Variable ratio,
 - B. Fixed interval
 - C. fixed ratio
 - D. variable interval

3. Gregor Mendels is regarded as(A)the father of Genetics. (B) father of Educational psychology (C) Father of Personality development . (D) Father of psychology
4. It is Piaget's view that children universally move through four stages of development called scaffolding , culture sensory motor stage and formal operation stage. **True/ False**
5. According to Munsaka and Matafwali (2013) sensory motor stage starts from
A) 0 to 2 years . (B) 2 to 7 years (C) o to 3 years (D) 2 to 3years
6.is the major proponent of the learning view of language acquisition
A) Max weber B) Chomsky C) B. f Skinner D) Lenneberg
7. The..... period is the first stage of prenatal development
A) Foetal B) germinal C) cell division D) Embryonic
8. According to Piaget's theory of Cognitive development children are born withandabilities which are innate tendencies.
A) Adaptation and accommodation B) Organization and Assimilation C) Accommodation and organization, D) Adaptation and Organization..
9. In classical conditioning, a stimulus that acquires the ability to trigger a response through contiguous pairing is referred to asstimulus
A) Natural B) neutral C) conditioned D) unconditioned
10. According to Jean Piaget moral judgment is determined by one 's level of cognitive development. **True /false**
11. Which of the following approaches would be used by a psychologist who is concerned with knowing the learning and teaching processes in detail at lower primary schools in your area .
A) Case study B) Correlations design C) Experimental research D) All the above
12. According to Bronfenbrenner's.....children are affected by factors that do not directly affect them .
A) Mesosystem B) chronosystem C) microsystem D) exosystem
13. It is in phase of social cognitive learning theory where an observed modelled behaviour is adjusted
A) Reproduction b) retention c) motivation d) reproduction
14. A humanistic lecturer should not have.....
a) Unconditional positive regard towards students
b) Sympathy towards students
c) Empathy towards students
d) Acceptance of different students

15. The following pair of scholars is associated with classical conditioning
- Skinner and Thorndike
 - Munsaka and Matafwali
 - Pavlov and Watson
 - Rogers and Maslow
16. is the proponent of the theory of hierarchy of human needs,
- Abraham Maslow
 - Arthur Combs
 - Carl Rogers
 - Erick Erickson
17. According to the gestalt theory, learning is easier when done in wholes
- True or false
18. A teacher who gives learners a weekly test on every Fridays of the week afternoon can be said to be using
- A fixed Ratio schedule of reinforcement
 - A fixed interval schedule of reinforcement
 - A variable interval schedule of reinforcement
 - A variable ratio schedule of reinforcement
19. Which of the following best shows the order of Abram Maslow hierarchy of Needs
- Physiological needs , Security needs , Esteem needs , Love and belongingness , Self actualisation
 - Physiological needs , Security needs , Love and belongingness , Esteem needs Self actualisation
 - Physiological needs , Love and belongingness , Security needs , Esteem needs Self actualisation
 - Physiological needs , Esteem needs , security needs , Love and belongingness Self actualisation
20. The value an individuals attaches to himself is an example of
- Self esteem
 - Self image
 - Self esteem and self image
 - All the above

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION (20 MARKS) WRITE BRIEF NOTES ON ANY 10 OF THE FOLLOWING OF THE FOLLOWING.

- a. Observational learning
- b. Schedules of reinforcement
- c. Locus of control
- d. Vicarious learning
- e. Shaping
- f. Internal locus of control
- g. Chunking
- h. B.F Skinner and Thorndike
- i. Challenges adolescents face
- j. Conditioned stimulus
- k. Autonomous morality stage
- l. More knowledgeable others
- m. Cattell's crystallised and fluid intelligence
- n. Generalisation
- o. Erick Erikson

SECTION C (10 MARKS) ANSWER ANY OTHER ONE (1) QUESTION OUT OF FOUR (4) PROVIDED)

1. Thanks to Abraham Maslow hierarchy of needs , we now have a conducive learning environment in Zambia Schools. Using practical examples assess the validity of the above statement .
2. The theories of learning have impacted teaching process in Zambia in both primary and secondary schools. Using practical examples from the Zambian situation discuss the validity of the above statement
3. Using the practical examples from the Zambia education system, discuss the applicability of classical conditioning principles in enhancing classroom discipline academic performance among Secondary school learners..
4. Using practical examples from the Zambian perspective, discuss the role social cognitive learning theory in teacher education.

The End of Examination



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/2021 ACADEMIC YEAR EXAMINATIONS**

EPS 3020 – VISUAL IMPAIRMENTS

Instructions

- a. There are two sections in this paper
- b. This examination constitutes **50%** of total course work
- c. Carefully read the instructions under each section

SECTION A

Write brief notes in about half a page on all the following

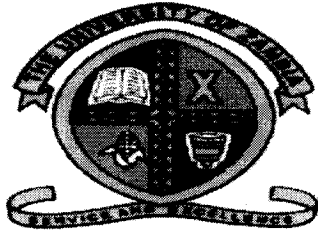
1. Skill areas in Expanded core curriculum
2. Causes of childhood blindness
3. Diabetic retinopathy
4. Psychological characteristics a blind person may exhibit.
5. The relationship between independent living and social skills

SECTION B

There are four questions in this section. Answer any two

1. Educational scholars show that there are five types of assessment that can be used to assess visual impairments. Using appropriate examples, explain the forms of assessment.
2. Blindness creates a barrier and dependence on others. Discuss this in view of difficulties experienced by an adolescent who is congenitally blind.
3. Analyze the specific roles and responsibilities of some professionals in the education of learners with visual impairments.
4. Describe elements a good early learning programme for learners with visual impairments?

THE END



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

UNIVERSITY END OF YEAR EXAMINATION, NOVEMBER 2021

EPS 3021: CLASSROOM MANAGEMENT

TIME: 3 HOURS

MARKS: 60

INSTRUCTIONS

1. Check that you have the correct examination paper.
2. There are six (6) questions in this question paper. Answer any **three (3)** questions of your choice. Each question carries 20 marks.
3. All questions must be answered in the answer booklet provided.
4. Credit will be given for well thought out answers.
5. Ensure that you write your computer number clearly on the answer booklet.

**Answer any three (3) questions of your choice in the answer booklet provided.
Each question carries 20 marks.**

1. Classroom management is a multi-faceted concept.
 - (a) State the ultimate purpose of classroom management **(6 marks)**
 - (b) Discuss strategies that a teacher can use to create a sense of community and belongingness in the classroom. **(14 marks)**

2. Cultural tendencies impact the way children participate in education.
 - (a) Using two theories discussed in this course, explain the influence of culture on teaching and learning. **(10 marks)**
 - (b) Outline five ways in which a teacher can foster a culturally inclusive classroom. **(10 marks)**

3. Wolfgang and Glickman argued that there are basically three schools of thought on discipline. Discuss these **three** schools of thought using relevant examples.

4. Communication is crucial for good teacher-pupil relationships.
 - (a) Make a comparison between “inhibiting communication” and “inviting communication”. **(6 marks)**
 - (b) Discuss the five barriers to communication that are often found in the classroom. **(10 marks)**
 - (c) Outline four strategies that a teacher can use to promote good teacher-pupil interactions. **(4 marks)**

5. According to the structural strain theory by Robert Merton, most people in society accept both the cultural goals and the culturally approved means of achieving these goals. However, when individuals are faced with anomie, they turn to deviant behaviour.
 - (a) Mention situations in which structural strain exists. **(8 marks)**
 - (b) Using examples, analyse the **four** categories of deviant behaviour that result from structural strain. **(12 marks)**

6. Effective teachers use rules and procedures in their day-to-day management of the classroom.
- (a) Distinguish between rules and procedures **(4 marks)**
 - (b) Discuss eight strategies for creating effective classroom rules and procedures. **(16 marks)**
7. In not more than 10 lines for each item, write brief notes on **five (5)** of the following items:
- (a) Three ways in which groups differ
 - (b) Mediation model
 - (c) Importance of a sociometric test to a teacher
 - (d) Authoritarian classroom management style
 - (e) Four factors that influence conformity to group behaviour
 - (f) Differential Association Theory
 - (g) Students' rights in the classroom
 - (h) Four (4) consequences of pupil misbehaviour.

End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EPS 3022: CULTURE, COGNITION, AND EDUCATION

2021 FINAL EXAMINATION PAPER

COMPUTER # _____

DURATION: THREE (3) HOURS

MARKS: 50 MARKS

INSTRUCTIONS:

- 1. THIS EXAMINATION HAS THREE (3) SECTIONS, A, B, & C.**
 - 2. SECTION A HAS 20 MULTIPLE CHOICE QUESTIONS (20 MARKS), SECTION B HAS 10 SHORT ANSWER QUESTIONS (10 MARKS), AND SECTION C COMPRISES FOUR (4) ESSAY QUESTIONS (20 MARKS).**
 - 3. ANSWER SECTIONS A AND B ON THE QUESTION PAPER, WHILE SECTION C SHOULD BE ANSWERED IN THE ANSWER BOOKLET PROVIDED.**
 - 4. DO NOT TURN THE PAPER UNTIL YOU ARE TOLD TO DO SO.**
-

ANSWER GRID FOR SECTION A

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

SECTION A: THIS SECTION HAS 20 MULTIPLE CHOICE QUESTIONS, EACH CARRYING ONE (1) MARK. ANSWER EACH QUESTION BY WRITING THE LETTER OF THE ANSWER OF YOUR CHOICE IN THE ANSWER RID ON THE FRONT PAGE.

1. The approach to cross-cultural psychology that takes a particular theory and applies it to an individual culture is termed:
 - a. an emic perspective
 - b. enculturation
 - c. an etic perspective
 - d. cultural competence
2. Cultures in which close attention is paid to what people are actually saying or doing, and where this is literally interpreted are:
 - a. high-context cultures
 - b. low-context cultures
 - c. tight cultures
 - d. loose cultures
3. The changes that groups and individuals undergo when they come into contact with another culture is referred to as:
 - a. assimilation
 - b. fusion
 - c. acculturation
 - d. alternation
4. The tendency for a person's own culture to influence the way they view the rest of the world is known as:
 - a. ethnocentrism
 - b. inverse racism
 - c. cultural cringe
 - d. xenophobia
5. _____ is any variable that can explain, partly or fully, observed cross-cultural differences. These may involve characteristics of the participants (such as

socioeconomic status, education, and age) or their cultures (such as economic development and religious institutions).

- a. Level-oriented studies
 - b. Socially desirable responding
 - c. Ecological level studies
 - d. Contextual factors
6. The phenomenon of interpreting of vertical lines as horizontal lines extending into the distance is _____.
- a. Front-horizontal foreshortening
 - b. Serial position effect
 - c. Hindsight bias
 - d. Counterfactual thinking
7. Which of the following statements about ethnocentrism is true?
- a. It is the tendency to view another's culture as superior and to use that culture's values to judge the behavior and beliefs of your own
 - b. It is the argument that there is a universal moral standard
 - c. It is the view that a given culture be understood in terms of local values
 - d. It is the tendency to view your own culture as superior and to apply its values in judging the behavior and beliefs of people in other cultures
8. Which one of the following statements is true regarding cultural worldviews?
- a. An important aspect of our worldviews is how we think about our self.
 - b. They are universal belief systems about the world.
 - c. People have worldviews because of globalization.
 - d. Most cultures share the same cultural worldviews.
9. What are the three characteristics of human social and cultural life that differentiates it from those of animals?
- a. Complexity, family, and language
 - b. Complexity, differentiation, and institutionalization
 - c. Complex play, groups, and institutionalization
 - d. Language, groups, and social needs

- 10 _____ is the tendency to accept what seem to be contradictions in thought or beliefs; tries to find the way in which both sides of the apparent contradiction are correct, tolerates the contradiction and tries to find mutual ground.
- Optical illusion
 - Categorization
 - Dialectical thinking
 - Cognition
- 11 Perceptions that involve an apparent discrepancy between how an object looks and what it actually is known as _____
- Sensation
 - Optical illusion
 - Symbolizing three dimensions in two theory
 - Front-horizontal foreshortening theory
- 12 Constellation of lay beliefs about the nature of the world; characterized by the doctrine of the mean or the belief that the truth is always somewhere in the middle. Westerners' belief that something cannot be truth and false at the same time is called _____.
- Naïve dialectivism
 - Front-horizontal foreshortening theory
 - Symbolizing three dimensions in two theory
 - Mueller-Lyer illusion
- 13 Fluid intelligence tends to _____ with age while crystallized intelligence tends to _____ with age.
- increase, decrease
 - increase, stay the same
 - decrease, increase
 - decrease, stay the same
- 14 Degree to which a child's temperament matches the expectations and values of the parent.
- What is Moral?
 - Goodness of fit
 - Moral reasoning
 - Goodness of fit between temperament and culture

- 15 In the context of psychology, which of the following is true of cross-cultural research?
- a. It is topic-specific, and not a method.
 - b. It concludes that humans are inherently alike and what is true of one culture is always true of another culture.
 - c. Traditionally, it incorporated knowledge contrasting human cultures versus nonhuman animal cultures.
 - d. It involves participants of differing cultural backgrounds and allows for comparisons of findings across those cultures.
- 16 Human culture is a unique meaning and information system, shared by a group and transmitted across generations, that allows the group to meet basic needs of survival, pursue happiness and well-being, and derive meaning from life.
- a. True
 - b. False
- 17 Which of the following is NOT part of Hofstede's value dimensions?
- a. Individualism versus collectivism
 - b. Masculinity versus femininity
 - c. Power distance
 - d. Personality
- 18 One useful framework to understand enculturation is Super and Harkness' notion of a _____ (Super and Harkness, 1986, 1994, 2002). The _____ focuses on how the broader macrosystem structures the child's immediate microsystems.
- a. physical and social niche
 - b. developmental niche
 - c. psychological caregiver microsystem
 - d. child rearing custom
- 19 Margaret Mead (1978) described three types of cultures with differing levels of peer influence on the socialization of its young people. Which of the following is not one of these?

- a. Postfigurative cultures
- b. Cofigurative cultures
- c. Prefigurative cultures
- d. Trans-Figurative cultures

20 Sternberg and his colleagues explored how cultural context and educational experiences shape our cognitive abilities and performance on standardized intelligence tests. In one task, the research team measured the children's practical intelligence. Practical intelligence relates to:

- a. knowledge acquired through direct instruction
- b. intelligence that helps you make connections between learned material
- c. problem solving that helps us adapt to our environment
- d. intelligence that connects to emotional development

SECTION B: THERE ARE EIGHT (8) SHORT ANSWER QUESTIONS EACH CARRYING ONE (1) MARK. ANSWER ALL QUESTIONS IN THIS SECTION BY WRITING YOUR ANSWERS IN THE SPACES IN THE EXAMINATION PAPER.

21 Cofigurative cultures

22 developmental niche

23 Dialectical thinking

24 Hindsight bias

25 Socially desirable responding

26 The Sapir-Whorf Hypothesis

27 high-context cultures

28 Etic versus emic

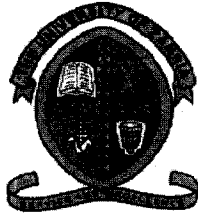
29 cross-cultural validation study

30 Parental ethnotheories

SECTION C (20 MARKS): THIS SECTION HAS THREE (3) ESSAY QUESTIONS. CHOOSE ANY ONE (1) AND WRITE YOUR ANSWER IN THE BOOKLET PROVIDED.

- 31 In less than 500 words, use appropriate examples to define the following concepts;
- practical intelligence (5 marks)
 - tacit knowledge (5 marks)
 - fluid intelligence (5 marks)
 - Crystallized knowledge (5 marks)
- 32 Using practical examples, describe and demonstrate your understanding of the role that culture plays in the development and expression of language, thought (20 Marks).
- 33 "Intelligence cannot be fully or even meaningfully understood outside its cultural context" (Sternberg, 2004, p. 325). Discuss this statement in the light of what we covered in this course. Be sure to support your arguments with appropriate Zambian examples (20 Marks).

END OF EXAM...



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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

EPS 3030 – HEARING IMPAIRMENT 2020/2021 FINAL EXAMINATION

Instructions

- There are FIVE (5) questions in this paper.
- Answer any THREE (3) questions only.
- All questions carry equal marks.
- Credit will be given to well-articulated answers that demonstrate clear knowledge of the subject matter through clear and practical examples.

-
1. Trace the history of Deaf Education, with particular emphasis to the emergency of the methods of teaching the deaf namely Manualism and Oralism. **(20 Marks).**
 2. Under the directive of the Head of State, the Ministry of Education has embarked on sensitizing the causes of hearing loss to the community. You have been assigned to lead the team. With relevant examples, discuss
 - a. Categories of hearing loss
 - b. Types, causes and possible treatment for hearing loss**(20 Marks).**
 3. Discuss the challenges facing deaf education in Zambia today and how such challenges impact on access to quality education for learners with hearing loss. How can such challenges be resolved? **(20 Marks).**
 4. Aural rehabilitation is an educational and clinical programme implemented primarily by Audiologists. It is designed to help people with hearing loss achieve their full potential.
 - a. Outline the key components and the specialists involved in aural rehabilitation therapy.
 - b. Discuss the types of aural rehabilitation therapies involved.**(20 Marks).**
 5. With clear illustrations of the structure of the ear comprising the outer, middle and inner ear, explain the process of hearing and the likely difficulties in hearing which may result from damage to particular parts. **(20 Marks).**



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
FINAL EXAMINATION PAPER- 2021**

**EPS 3031: INTRODUCTION TO RESEARCH METHODS IN SPECIAL
EDUCATION**

Introductions:

- There are two (2) sections in this paper, section **A** and **B**.
- Section **A** has thirty (30) multiple choice questions. Answer ALL questions in section **A**. write the letter with your answer in the appropriate space in the answer grid below.
- Section **B** has five (5) essay questions. Choose and any two (2) questions and write your answer in the Answer Booklet provided.
- Write your computer number in the space above and secure your question paper to your answer booklet before leaving the examination room.

1		11		21	
2		12		22	
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6		16		26	
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9		19		29	
10		20		30	

SECTION A (30 MARKS): THERE ARE THIRTY (30) MULTIPLE CHOICE QUESTIONS IN THIS SECTION. ANSWER ALL QUESTIONS AND WRITE THE LETTER WITH YOUR ANSWER IN THE APPROPRIATE SPACE IN THE ANSWER GRID ON THE FRONT PAGE.

1. The development of a solid foundation of reliable knowledge typically is built from which type of research?
 - a. basic research
 - b. action research
 - c. evaluation research
 - d. orientational research
2. What does randomization ensure in experimental research?
 - a. Uniformity of the groups
 - b. Similarity of the groups
 - c. Uniformity and similarity of the groups
 - d. Uniformity, similarity and equalization of the groups.
3. A hypothesis in educational research need not be _____
 - a. A compatible with well-attested theories and models.
 - b. Logically consistent and pertinent to the question under consideration.
 - c. Capable of establishing generalizations that can be applied in many areas of education or other fields.
 - d. None of these.
4. If the population on which a study is based is such that all its units can be reached, it is termed as _____
 - a. Target population.
 - b. Accessible population.
 - c. Homogeneous population.
 - d. Heterogeneous population.
5. What type of study means comparison of likeness and differences among phenomena to find out factors which seem to accompany or contribute to the occurrence of certain events?
 - a. A correlational study
 - b. An experimental study
 - c. A causal comparative study
 - d. An ex post-facto study.
6. A researcher designs an experiment to test how variables interact to influence how well children learn spelling words. In this case, the main purpose of the study was _____
 - a. Explanation
 - b. Description
 - c. Influence
 - d. Prediction
7. Which scientific method often focuses on generating new hypotheses and theories?

- a. Deductive method
 - b. Inductive method
 - c. Hypothesis method
 - d. Pattern method
8. Which of the following is not a characteristic of a good theory or explanation?
- a. It is parsimonious
 - b. It is testable
 - c. It is general enough to apply to more than one place, situation, or person
 - d. All of the above are characteristics of good theories
9. How much confidence should you place in a single research study?
- a. You should completely trust a single research study.
 - b. You should trust research findings after different researchers have found the same findings
 - c. Neither a nor b
 - d. Both a and b
10. The posttest-only design with nonequivalent groups is likely to control for which of the following threats to internal validity _____
- a. History
 - b. Differential selection
 - c. Additive and interactive effects
 - d. Differential attrition
11. In an experimental research study, the primary goal is to isolate and identify the effect produced by the _____.
- a. Dependent variable
 - b. Extraneous variable
 - c. Independent variable
 - d. Confounding variable
12. If we took the 500 people attending a school in New York City, divided them by gender, and then took a random sample of the males and a random sampling of the females, the variable on which we would divide the population is called the _____.
- a. Independent variable
 - b. Dependent variable
 - c. Stratification variable
 - d. Sampling variable
13. When manipulating the independent variable in an educational experiment, which of the following describes this method?
- a. An independent variable is manipulated using the presence or absence technique
 - b. The researchers varies the amount of the independent variable that is administered
 - c. The researcher varies the type of the independent variable
 - d. All of the above are possible

14. Which of the following is not an ethical guideline for conducting research with humans?
- Getting informed consent of the participant
 - Telling participants they must continue until the study has been completed
 - Keeping participants' identity anonymous
 - Telling participants they are free to withdraw at any time
15. Approximately what percentage of scores fall within one standard deviation of the mean in a normal distribution?
- 34%
 - 95%
 - 99%
 - 68%
16. Which of the following statements sounds like a null hypothesis?
- The coin is not fair
 - There is a correlation in the population
 - There is no difference between male and female incomes in the population
 - The defendant is guilty
17. Which of the following terms best describes data that were originally collected at an earlier time by a different person for a different purpose?
- Primary data
 - Secondary data
 - Experimental data
 - Field notes
18. Which of the following includes examples of quantitative variables?
- age, temperature, income, height
 - grade point average, anxiety level, reading performance
 - gender, religion, ethnic group
 - both a and b
19. A variable that is presumed to cause a change in another variable is called a(n) __
- categorical variable
 - dependent variable
 - independent variable
 - intervening variable
20. Testing is most likely to negatively affect internal validity when _____
- The information tested is attitudinal in nature.
 - The time between pre- and posttest is short.
 - The instrument is unreliable.
 - The participants are very low scorers
21. Which research paradigm is least concerned about generalizing its findings?
- Quantitative research
 - Qualitative research
 - Mixed research
 - None of the above
22. Which of the following techniques yields a simple random sample?

- a. Choosing volunteers from an introductory psychology class to participate
 - b. Listing the individuals by ethnic group and choosing a proportion from within each ethnic group at random.
 - c. Numbering all the elements of a sampling frame and then using a random number table to pick cases from the table.
 - d. Randomly selecting schools, and then sampling everyone within the school.
23. Which of the following is necessary in obtaining informed consent?
- a. A description of the statistical analyses that will be carried out
 - b. A description of the purpose of the research
 - c. A description of the reliability and validity of test instruments
 - d. A list of publications that the researcher has had in the last ten years
24. Ms. Banda is thinking about changing her instructional approach to a more mastery-learning orientation. She is interested in knowing more about this topic as well as its effectiveness when working with elementary school students. On which source should she rely for such information?
- a. Tradition
 - b. Research
 - c. Intuition
 - d. Personal experience
25. The best way to control for extraneous variables in research studies is _____
- a. Randomization.
 - b. Valid and reliable instrumentation.
 - c. Avoiding all threats to external validity.
 - d. Using intact groups
26. Which term best describes the consistency of an assessment measure?
- a. Variance
 - b. Correlation
 - c. Reliability
 - d. validity
27. Which of the following questions is not useful when evaluating the "Hypotheses" section in a research report?
- a. Are specific questions to be answered listed?
 - b. Is the problem researchable?
 - c. Is each hypothesis testable?
 - d. Are the variables operationally defined?
28. A review of the literature prior to formulating research questions allows the researcher to do which of the following?
- a. To become familiar with prior research on the phenomenon of interest
 - b. To identify potential methodological problems in the research area
 - c. To develop a list of pertinent problems relative to the phenomenon of interest
 - d. All of the above

29. Hypotheses in qualitative research studies usually _____.
- Are very specific and stated prior to beginning the study
 - Are often generated as the data are collected, interpreted, and analyzed
 - Are never used
 - Are always stated after the research study has been completed
30. Why is the statement "What are the effects of extracurricular activities on cognitive development of school age children" not a good statement of a quantitative research question?
- Because there is no connection between extracurricular activities and cognitive development
 - Because there are not enough school age children engaged in extracurricular activities to conduct the study
 - Because the study would be too difficult to do given all the different extracurricular activities
 - Because the statement was not specific enough to provide an understanding of the variables being investigated

SECTION B (40 MARKS): THERE ARE FOUR (4) ESSAY QUESTIONS IN THIS SECTION. ANSWER ANY TWO (2) QUESTIONS AND WRITE YOUR ANSWER IN THE BOOKLET PROVIDED.

31. Describe the nature of qualitative research. What reasons would you use to convince someone to use the qualitative research approach in studying a problem as opposed to quantitative research? (20 Marks)
32. Describe the characteristics of the following research designs
- Ethnography
 - Phenomenology
 - Case study
 - Grounded theory
- What reasons would influence you to choose one of the designs above against the rest? Discuss (20 Marks).
33. Discuss the importance of literature review in research. What are the likely limitations a researcher may face in literature review? (20 Marks)
34. Research is a systematic science. Identify and briefly explain the steps in research proposal development. (20 Marks)

THE END

THE UNIVERSITY OF ZAMBIA

EPS 3040: LEARNING AND MOTIVATION FINAL EXAMINATION NOV 2021

TIME: THREE (3) HOURS

INSTRUCTIONS: There are **four (4) questions** in this exam. **Question one is compulsory.** Answer **any other two questions** including question one to make it three. Write your answers in the provided exam booklet. Each question carries

1. The following are some of psychological constructs you might have studied in this course. Explain to your Head teacher what you understand by the said psychological terms:(20 marks)

a) Learning

b) Motivation

b) Positive reinforcement

c) Negative reinforcement

d) Punishment

e) Unconditioned response

f) Spontaneous recovery

g) Difference between neutral stimulus and conditioned stimulus.

2. Account for social cognitive learning theory as viewed by Albert Bandura. (15 marks)

3. Whatever their background, most people are usually logical in their attempts to explain behaviour. However, they are also sometimes prone to attributional biases. Discuss the attributional biases which people usually use to explain causes of behaviour. (15 marks)

4. Discuss the theory of learned helplessness and its application to teaching- learning environment. (15 marks).

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/2021 ACADEMIC YEAR EXAMINATIONS

EPS 3050 - TEACHING METHODS IN SPECIAL EDUCATION

Instructions

- a. There are two sections in this paper
- b. This examination constitutes 50% of total course work
- c. Carefully read the instructions under each section

SECTION A

Write brief notes in about half a page on all the following

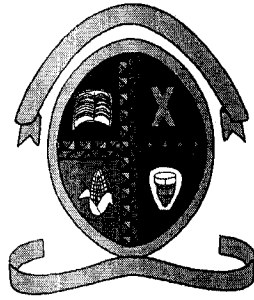
1. Leadership role of a teacher in a special class
2. Factors that influence classroom setup
3. Types of records a teacher creates and maintains in class
4. The difference between lesson plan and schemes of work

SECTION B

There are four questions in this section. Answer any two

1. Demonstration method, as a medium of classroom instruction is one of the oldest, most common. Analyze the merits of this method for both the teacher and learners.
2. Using appropriate examples, analyze the roles of special education teachers, which indicate commitment to maintaining and improving the quality of teaching and learning.
3. Analyse Haim Ginott's theory of congruent communication and explain ways principles of this theory can be applied to manage a class of learners with a disability of your choice.
4. With the use of appropriate examples, discuss ways pupils' learning time is mismanaged in special classrooms/ schools.

THE END



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EPS 4020 - GUIDANCE AND COUSSELLING,

END OF YEAR EXAMINATION PAPER,

30th NOVEMBER 2021, PM

INSTRUCTIONS:

1. Read all the questions carefully
2. Use the answer booklet provided for **all** your answers
3. Answer the questions precisely and concisely
4. Maximum time allowed is three hours
5. Maximum marks available: 100%
6. Answer question **one** and any other **two** questions

- 1) Discuss your guidance and counselling learning journey from the beginning to the end of this academic year. Use the personal learning journal format for your response.

(40 marks)
- 2) The counselor's distinguishing skill is his or her ability to be sensitive to clients by reading their characters. Using examples, discuss the characters which a counselor need to read in a client during the counseling session

(30marks)
- 3) Each counseling theory has the way it views human beings. Using examples identify and explain the nature of people according to ANY three contemporary theories. **(30marks)**
- 4) Write brief notes on the following:
 - (a) Principle of beneficence
 - (b) Principle of non-maleficence
 - (c) Principle of autonomy
 - (d) Principle of justice

(30marks)
- 5) One of the principle concepts in psychodynamic counseling theory is developmental concepts. Identify and explain the stages of human development according to Sigmund Freud and on each stage, explain how neurosis may arise which may call for counselling

(30marks)

THE END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

EPS 4022: EDUCATIONAL MEASUREMENT AND EVALUATION FINAL
EXAMINATION, NOV 2021

TIME: THREE (3) HOURS

SECTION A [25 MARKS]

Instructions: Write the letter in the given answer booklet which represents your best answer. Each question carries one mark.

1. When contrasted with Pearson's correlation calculation, Spearman's correlation coefficient measures how well the data fits what assumption about the data? a) That the data has a monotonic trend b) That the data has a linear trend c) That the data has an exponential trend d) That the data is random
2. Spearman's Correlation Coefficient calculation is unique in what particular way? a) It uses the differences in the data as part of the calculation b) It is better at handling random data than other correlation techniques c) It can be used with more than two variables at a time d) It uses the ranked value of the input data as part of the calculation
3. What is the basic reason for computing a correlation coefficient? a) It is used to determine cause and effect between two measurements b) It is used to quantify the similarity between two measurements c) It is used to find the data outliers in any set of data d) It is used to find out whether a relationship is linear or monotonic in nature
4. A scattergram may reveal _____. a) the direction of a relationship. b) the strength of a relationship. c) the form of a relationship. d) all of the above.
5. A correlation coefficient of 1 indicates _____. a) the absence of any correlation. b) a perfect correlation. c) a relatively small degree of correlation. d) a relatively high degree of correlation.
6. A positive and a negative relationship may have the same strength.
a) True b) False
7. Spearman's rank order correlation is a parametric statistic. a) True b) False
8. A correlation of -0.5 would indicate a scatterplot where _____. a) half of the points of the scatterplot sit on a straight line. b) all of the points sit perfectly on a straight line. c) there is a moderately good fit between the straight line and the points on the scatterplot. d) none of these.
9. If change in one variable results a corresponding change in the other variable, then the variables are _____. a) correlated b) not correlated c) any of the above. d) None of the above

10. When the values of two variables move in the same direction, correlation is said to be ____ a) Linear b) Non-linear c) Positive d) Negative
11. When the values of two variables move in the opposite directions, correlation is said to be ____ a) Linear b) Non-linear c) Positive d) Negative
12. When the amount of change in one variable leads to a constant ratio of change in the other variable, then correlation is said to be ____ a) Linear b) Non-linear c) Positive d) Negative
13. If all the points of a scatter diagram lie on a straight line falling from left upper corner to the right bottom corner, the correlation is called ____ a) Zero correlation b) High degree of positive correlation c) Perfect negative correlation d) Perfect positive correlation
14. Numerical measure of correlation is called ____ a) Coefficient of correlation b) Coefficient of determination c) Coefficient of non-determination d) Coefficient of regression
15. Coefficient of correlation explains ____ a) concentration b) Relation c) Dispersion d) Asymmetry
16. Coefficient of correlation lies between ____ a) 0 and +1 b) 0 and -1
c) -1 and +1 d) -3 and +3
17. If the dots in a scatter diagram fall on a narrow band, it indicates a ____ degree of correlation. a) Zero b) High c) Low d) None of these
18. Rank correlation coefficient was discovered by ____ a) Fisher. b) Spearman.
c) Pearson. d) Bowley.
19. A t-test is a significance test that assesses ____ a) the means of two independent groups b) the medians of two dependent groups c) The modes of two independent variables d) the standard deviation of three independent variables
20. To use a t-test, the dependent variable must have ____ a) nominal or interval data b) Ordinal or ratio data c) interval or ratio data d) ordinal or interval data
21. Rejection of the null hypothesis is a conclusive proof that the alternative hypothesis is ____
a) True b) False c) Neither a) nor b)
22. Parametric test, unlike the non-parametric tests, make certain assumptions about ____ a) the population size b) the underlying distribution c) the sample size

23. If a number is added to a set that is far away from the mean, how does this affect standard deviation? a) Increase b) decrease c) stay the same d) both increase and decrease

24. If a number is added to a set that is far away from the mean, how does this affect variance? a) Increase b) decrease c) stay the same d) both increase and decrease

25. If 10 is added to every value in a set of data, what will happen to the value of the standard deviation? a) Increase b) decrease c) stay the same d) both increase and decrease

SECTION B [75 MARKS]

Instructions: There are **four questions** in this Section B. **Question 26 is compulsory.** Answer **any other two questions** to make it three answered questions in this.

26. Explain what you know about the following Educational Psychology constructs as demanded by the Headmaster of your new school (25 marks):

a) Difference between measurement and evaluation.

b) Formative assessment.

c) Norm- and criteria- referenced testing

d) Interquartile range

e) Standard deviation

27. Shortly after school, a number of EPS 4022 students decides to marry. Using Pearson Product Moment correlation coefficient, calculate coefficient of correlation for the ages of husbands and their respective wives.(25 marks)

Ages of husbands: 23, 27, 28, 29, 30, 31, 33, 35, 36, 39.

Ages of wives: 18, 22, 23, 24, 25, 26, 28, 29, 30, 32.

Use the formula below:

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

Comment for your answer.

28. By use of Spearman rank correlation coefficient, calculate the coefficient of correlation for distance from apartments children endured to go and by the empty bottles as refuse and the price of the bottles. (25 marks)

Distance from apartments (m): 50, 175, 270, 375, 425, 580, 710, 790, 890, 980.

Price of bottle (k): 1.80, 1.20, 2.00, 1.00, 1.00, 1.20, 0.80, 0.60, 1.00, 0.85. Comment for your answer.

29. Discuss some of the benchmarks or considerations which should be met during test construction. (25 marks)

THE END OF THE EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

END OF YEAR EXAMINATION, NOVEMBER 25, 2021.

EPS 4025- PROBLEM SOLVING AND CREATIVITY

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)

Answer all the questions in this section.

1. Which one of the following in the thinking process triggers the adjustment process?
A. Process B. Input C. Feedback D. Output
2. One of the following is **NOT** a thinking skill. Which one is it?
A. Classifying B. Organizing C. Evaluating D. Production
3. Which one of the following is the last step in problem solving?
A. Problem analysis B. Evaluation of the process C. Generation of action
D. Prioritization of action
4. Which one of the following is an example of an ill- structured problem?
A. Balancing a cheque book B. Painting a landscape C. Following a recipe
D. Solving a crossword puzzle

5. According to David Kolb's model of learning, _____ involves planning.
A. Concrete experience B. Active Experimentation C. Abstract Conceptualization
D. Reflexive Observation
6. Metacognitive regulation describes how people monitor and control their thought processes and is done independent of the object cognition.
True or False
7. A situation where a learner's ability to write good compositions in English Language, enhances their ability to write essays in History is an example of _____ transfer.
A. far B. automatic C. mindful D. near
8. Elaboration is one of the most meaningful ways of storing information in the long-term memory.
True or False
9. Declarative knowledge does not have any role in the formation of schemas or mental models.
True or False
10. The ultimate goal of education is to enable learners adapt what they learn to a variety of situations in life.
True or False
11. Which one of the following statements is likely to yield the most creativity?
A. It's difficult! B. I can't do this! C. I'll find a way! D. Maybe I'll do it.
12. Which one of the following is not an attribute of divergent thinking?
A. deferring judgment B. generating wild ideas C. going for quantity
D. screening ideas
13. One of the following questions closes the creative thought processes. Which one is it?
A. What do you think...? B. How could this...? C. Why in this...? D. Is this correct...?
14. _____ is what initially ensures that information is processed further in the memory.
A. Attention B. Chunking C. Rehearsal D. Organization
15. Which one of the following scholars is not a humanist _____
A. Abraham Maslow B. William Purkey C. Edward Thorndike D. Carl Rogers

SECTION B (20 Marks)

Answer all questions in this section.

Write brief notes on each one of the following terminologies:

1. Democratic Ethos
2. Episodic memory
3. Intentionality
4. People
5. Incubation
6. Creative thinking skills
7. Practical intelligence
8. Decision making
9. Unconditional positive regard
10. Analysing (According to Bloom)

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. Using a clearly identified problem of your choice, explain the problem solving process.
2. The information processing model is an important tool in the attainment of meaningful learning. Explain how a teacher can use the principles of the information processing model to enhance learning and creativity.
3. Using concrete examples, discuss how a teacher can use humanistic principles to enhance problem solving and creativity skills in learners.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS
EPS 4032 – INTELLECTUAL DISABILITIES

TIME: THREE 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 have been invited to make a presentation on placement options available for children with intellectual disabilities at an advocacy forum for Special Education.
 - (a) Prepare a presentation on the types of educational placement.
 - (b) Discuss the key components of transition of planning focusing on the key questions asked at each stage.
 - (c) Explain the transition dilemmas experienced by the experts involved (**20 marks**)
 2. Individuals with Intellectual Disabilities need more support than average individuals. Discuss the two categories of support systems.
 - (a) With practical examples, discuss the two categories of support systems available
 - (b) Discuss the advantages and disadvantages of labeling (**15marks**)
 3. Discuss the methods of adapting the curriculum and teaching strategies for learners with intellectual disabilities (**15 marks**).
 4. Intellectual Disabilities is a condition characterized by deficits in cognitive functioning. Research seems to indicate the discrepancy in information process is the underlying factor behind the low cognitive profile of children with Intellectual Disabilities. Discuss the implication of this statement using the information processing model (**15 marks**).
 5. Supported employment has been identified as a viable approach enhancing participation of Persons with Intellectual Disabilities in competitive employment. Discuss (**15 marks**).

THE UNIVERSITY OF ZAMBIA

FINAL EXAMINATION

2020/2021 ACADEMIC YEAR

EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION

TIME: 3 HOURS

TOTAL MARKS: 50%

INSTRUCTIONS

THERE ARE FIVE QUESTIONS IN THIS PAPER.

ANSWER **THREE QUESTIONS, QUESTION ONE** AND ANY OTHER TWO OF YOUR CHOICE.

THIS EXAMINATION ACCOUNTS FOR 50% OF YOUR COURSE WORK

QUESTION 1

In a study to establish the reading levels of Zambian Children, it was established that most children presented very poor comprehension skills. Close analysis of the data showed that most children did not understand the language that was used during the assessments. Discuss the different ways that could be used to determine whether or not an instrument is fit for the purpose it is being used for. (20 Marks)

QUESTION 2

Educational Assessment can be used for a number of purposes in the school system. What are the main purposes that assessment can be used for in planning for learners with Special Educational Needs? (15 Marks)

QUESTION 3

Discuss the different types of distributions you can have and the implications each one of them could have on planning. (15 Marks)

QUESTION 4

You have been asked to give a talk to teachers about the scores learners get from the tests and assessments given in the school. What principles of understanding results would you emphasise to the teachers? (15 Marks)

QUESTION 5

The success of an intervention is bigger than a mere set of long and short-term goals. What are some of the guidelines necessary to uphold as one plans for intervention for struggling learners? (15 Marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/21 ACADEMIC YEAR EXAMINATION
BED SPECIAL EDUCATION
EPS 4330: GUIDANCE AND COUNSELLING
Time: Three (3) hours

Instructions:

- This examination contributes 50% to the course grade.
- The question paper has five questions.
- Answer any three of the five questions provided
- Write all your responses in the answer booklet provided.

- =====
1. In using the Gestalt theory, counsellors believe that clients pass through five layers to recovery. Describe the five layers and on each of them provide an example that indicates recovery of a client. (17 marks)
 2. Outline the principles of counselling and using examples, explain the importance of each of the principles in a counselling profession. (17 marks)
 3. Counsellors using Behavioural theory of counselling have to use several techniques. Identify seven of the techniques and on each of them explain its purpose (17 marks)
 4. Identify three types guidance services and on each of them provide five examples. (17 marks)
 5. You have been asked to demonstrate a role play to trainee counsellors at Ndhlovu Counselling Center. How is the role play in counselling structured? (17 marks)

End of examination

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

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

EPS 4332 – WORKING WITH PARENTS OF CHILDREN WITH
DISABILITIES

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

INSTRUCTIONS:

1. THIS EXAMINATION CONTRIBUTES **50%** TO THE TOTAL COURSE GRADE
2. THERE ARE **SIX (6)** ESSAY QUESTIONS IN THIS PAPER.
3. ANSWER **FOUR (4)** QUESTIONS ONLY.
4. QUESTION **ONE (1)** IS COMPULSORY.
5. WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED
6. THERE ARE **THREE (3)** PRINTED PAGES OF THIS EXAMINATION PAPER

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

Instructions: Answer four (4) questions only. **Question one (1) is compulsory. (100 Marks)**

1. The presence of a disability in a family has different effects on members of that family which may call for the need for professionals and parents/caregivers and/or other family members to work together for the benefit of both the family and the child with a disability in the family.
 - (a) Critically analyse both child and parental factors that may have an effect on the functioning of a family with a child with a disability. **(28 marks)**
 - (b) Discuss the Existential Conflict Model giving specific examples of the conflicts that may arise in a family with a child with disabilities. **(12 marks)**
2. **EPS 4332** is a course intended to equip students with knowledge and skills in the understanding of parents of children with disabilities and how professionals and parents can closely work together for the benefit of the children with disabilities. With the knowledge acquired thus far, give a discourse of the many ways professionals and parents can work together effectively clearly stating their roles. **(20 marks)**
3. Discuss in detail the factors that influence the effects of a disability on families, and describe how every member will be affected, highlighting practical examples as applicable to Zambia. **(20 marks)**
4. One of the roles of professionals is to link parents of children with disabilities to different organisations that may provide different support services to parents/caregivers, children with disabilities or the entire family. Identify five (5) organisations that provide disability related services in Zambia, analysing the type of services they offer and the target audience. **(20 Marks)**
5. Various checklists on parent-professional relationships and the extent of parental involvement have been developed and adapted over the years. Below are some common items on the checklist. In each instance, identify **two (2)** relevant questions that teachers

might consider as they review their school policy and practices on parental involvement and the overall rationale for the selected questions. **(20 Marks)**

- a. Education
 - b. Liaison
 - c. Policy
 - d. Resources
 - e. Communication
6. Critically analyse the roles of a teacher in a group of parents of children with disabilities. **(20 Marks)**

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS-NOVEMBER, 2021

EPS 9010: PROFESSIONALISM IN TEACHING

TIME: 3 HOURS

MARKS: 100%

INSTRUCTIONS:

1. There are **two** sections in this paper, Section A and Section B. Section A contains objective questions while Section B contains essay questions.
2. Answer **all** questions in Section A. All answers for Section A should appear in this question paper.
3. Answer only **two** questions in **Section B**. Answers for Section B should appear in the answer booklet provided. Each question carries **30** marks.
4. Essays should be written in continuous prose.
5. Credit will be given for well thought out answers.

Computer No. :

SECTION A (40 MARKS)

Part 1: Circle the letter of the answer which closely responds to the question (**10 marks**).

1. Which of the following represents a challenge for newly qualified teachers?
 - a. Stigmatisation of the teaching profession
 - b. Creation of the Teaching Council of Zambia
 - c. Teacher trade unions
 - d. Instant dismissal of erring teachers by the Teaching Service Commission
2. In terms of theology, preachers of the Gospel according to Christian Holy Scriptures have easy and free access to sermons. Which of the following does this scenario represent relative to the future of professions?
 - a. Lack of bureaucratic control
 - b. Ease of entry
 - c. Theology as a classical profession.
 - d. Knowledge boom.

3. Which of the following represent a disadvantage of belonging to a teacher trade union?
- Guilty of double standards, unions protect the good and the bad and ignores retirees.
 - Teachers forced to join one union or the other against their will and lack interest in teachers' day to day work.
 - Failure to protect members, offer limited financial help to teachers and promote industrial action.
 - All of the above.
4. What should be done to make teaching a respectable profession?
- Teachers should dedicate themselves to observance of professional ethics, ensure high level of academic achievement and reduce the number of female teachers
 - Ensure high level of academic achievement, ensure Continuous Professional Development and come up with Code of conduct to guide behavior of members.
 - Increase the number of teachers in schools, come up with Code of conduct to guide behavior of members and raise remuneration to level of other professions.
 - Reduce the number of female teachers, ensure Continuous Professional Development and raise remuneration to level of other professions.
5. The different types of challenges that newly qualified teachers are likely to face in their place of work is likely to affect....
- teacher effectiveness and pupil performance
 - teacher attitudes and pupil performance
 - teacher conduct and pupil performance
 - All of the above
6. Which of the following constitutes teacher misconduct?
- Participation in politics, strike action and drug abuse.
 - Corruption, falsification of records and strike action.
 - Insubordination, abuse of pupils and absenteeism from work.
 - All of the above
7. A newly qualified teacher is likely to face challenges caused by a new working environment. Which of the following best represents the solution to these challenges?
- Orientation
 - Continuous Professional Development
 - Teacher trade unions
 - Industrial action
8. The future of established professions is becoming weak because of.....?
- Disinterestedness
 - Knowledge boom
 - Teacher militancy
 - Autonomy

9. Which of the following is a function of a trade union?

- a. Ensure favourable legislation for teachers.
- b. Induction/orientation of newly qualified teachers.
- c. Financial assistance to members.
- d. All of the above

10. Pupils may be inadequately prepared for examinations due to.....

- a. their laziness and the high number of female teachers in schools.
- b. Lack of adequate learning materials and laziness of pupils.
- c. Lack of commitment by teachers and failure to involve teachers in decision-making.
- d. Lack of adequate learning materials and knowledge of democracy by teachers.

Part 2: Answer the following questions. (30 marks).

11. List down the 10 core values of the **Zambian Public Service/Teaching Service (10 marks).**

- a. b. c.
- d. e. f.
- g. h. i.
- j.

12. Indicate which core value, as stipulated in both the **Code of Ethics for the Public Service (2018)** and the **Code of Ethics for the Teaching Profession in Zambia (2016)** is being flouted/broken in each of the five statements below. **(10 marks).**

- a. Accepting gifts, rewards or hospitality or receiving benefits of any kind from any person or organisation which might compromise, or reasonably be seen to compromise one's personal judgement or integrity.
- b. Deceiving or knowingly misleading anyone in the course of duty.
- c. Failing to make decisions based on the merits of each case before them.
- d. Acting in a way that is determined by political party, cultural, religious, ethnic, social and other considerations, or use official resources for political party purposes.
- e. Failing to pledge and fulfil allegiance to the Government of the day regardless of their political, religious, ethnic, social and cultural beliefs.

13. The Teaching Profession Code of Ethics (2016) presents 7 articles that describe the professional conduct expected of a teacher towards entities within the education setup; these include the teaching profession, institutional management, education management and the society, among others. List the 3 other categories of stakeholders that are mentioned in this Code of Ethics. **(6 marks).**

- a.

- b.
- c.

14. What is the mission of the Ministry of Education? (4 marks).

.....

.....

.....

.....

.....

.....

SECTION B (60 marks)

Answer any **two** questions. All answers should appear in the answer booklet provided. Each question carries **30 marks**.

1. The claim by teachers that teaching is a profession is totally misguided. What do you suggest teachers should do to change this negative perception about teaching? (30 marks)
2. With the use of clear examples, show how teacher professional misconduct can contribute to the destruction of;
 - a. (i) an education system (10 marks)
 - (ii) a nation's development path. (10 marks)
 - b. Suggest measures that can help correct teacher professional conduct. (10 marks)
3. Teacher militancy is very unwelcome among school head teachers.
 - a. Describe three consequences of teacher militancy. (15 marks)
 - b. What should be done by relevant stakeholders to reduce the incidence of teacher militancy and its negative consequences? (15 marks)
4. While the status of teachers can arguably be raised through the process of professionalisation, it is professionalism that teachers should strive for. Discuss this statement with reference to teaching. (30 marks)
5. The Higher Education Act of 2013 established the Higher Education Authority. Explain at least five functions of this Authority. (30 marks)
6. With appropriate justification, suggest a topic of your choice that you strongly feel if included, would enrich the course *Professionalism in Teaching*. (30 marks).

End of Examination

The University Of Zambia,

School Of Education,

Department Of Educational Psychology, Sociology And Special Education,

Eps9045: Braille Education.

July, 2019: Midyear Examinations.

Time: 3 Hours.

Instructions;

- This examination contributes 40% of marks to your continuous assessment.
- There are five questions in this paper. You are expected to answer only three questions. Question one is compulsory. Therefore, answer question one and any other two.

Question One (20 Marks).

Answer all questions in this section.

Njavwa is a 24 year old lady. Recently, in 2017, she suffered from meningitis. Because of the severity of meningitis, she lost her sight. At the time Njavwa became blind, she was training as a secondary school teacher at Mfurira Teachers' college.

Njavwa is devastated about her future and the family does not know what to do with the lady. However, one of the close family members to Njavwa learns that you are a specialist in visual impairments and he decides to visit you for assistance.

(I). Explain what challenges Njavwa could be facing from the society and from her own psychological experiences.

(II). Discuss with the family to Njavwa on what they could do in order to help their daughter.

(III). Transcribe the passage below from ink to braille. Your ability to write grade two braille will earn you more marks. Remember, every mistake will cost you half a mark.

TESTOSTERONE

Reviewed By William C. Shiel Jr.,

What Is Testosterone?

Testosterone is a hormone that is necessary for proper muscular development and masculinity. Testosterone is made in the testes (testicles). Women also have testosterone, but in much smaller amounts than in men. If testosterone levels are below normal, a doctor may prescribe one of several types of treatments. However, there is debate about who needs to be treated.

What Does Testosterone Do?

- Fuels the sex drive
- Aids muscle mass
- Regulates mood
- Regulates bone strength

Question Two: (10 Marks).

For each of the contraction given below, write the full correct word.

- (A). dots: 4,5,6 +m
- (b). dots: 5 +dots 2,3,4,6
- (c). dots: 6 +n
- (d). Dots: 5 +f
- €. DOTS: 5,6 +N
- (F). DOTS: 3,6 +E
- (G). DOTS: 2,5 +SE
- (H). DOTS: 1,6 +N

(I). DOTS: 5 +E

(J). DOTS: 5,6 +Y

QUESTION THREE: (10 Marks).

BRIEFLY DISCUSS WHY PEOPLE WITH DISABILITIES SHOULD RECEIVE MORE INCOME THAN THEIR COLLEAGUES in The same salary scale. And, in relation to this, what the government of Zambia done to fulfill this obligation.

Question Four (10 Marks)

With examples, explain why people with disabilities need to be independent. (10 marks).

Question Five (10 Marks).

With examples, discuss the importance of assistive technology for persons with visual impairments.

The end.



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY SOCIOLOGY AND SPECIAL
EDUCATION
EPS 9065 2020/2021 FINAL EXAMINATION

Instructions

- There are FIVE (5) questions in this paper.
- Answer any THREE (3) questions only.
- All questions carry equal marks.
- Credit will be given to well-articulated answers that demonstrate clear knowledge of the subject matter through clear and practical examples.

-
1. What is Signed English? Discuss the controversy surrounding the use of Signed English and Manually Coded English (MCE) in the education of the deaf and hard of hearing learners **(20 marks)**.
 2. With practical examples, discuss the 14 main grammatical markers of signed English **(20 marks)**.
 3. Distinguish between the terms “**deaf**” and “**Deaf**” and discuss the main elements and characteristics of the Deaf culture **(20 marks)**.
 4. What do you understand by the term classifiers in Sign Language? With practical examples, discuss 6 types of classifiers and why they are used by deaf people **(20 marks)**.
 5. Describe the six basic sentence types in sign language. In your description, pay particular attention to the non-manual markers accompanying these sentence types. **(20 marks)**.

End of Exam

THE UNIVERSITY OF ZAMBIA

2019/2020 ACADEMIC YEAR DEFERRRED EXAMINATION

EPS 9075 –INCLUSIVE EDUCATION

TIME: 3 HOURS

TOTAL MARKS: 60%

INSTRUCTIONS

THERE ARE FIVE (5) QUESTIONS IN THIS PAPER. YOU ARE REQUIRED TO ANSWER A TOTAL OF THREE (3) QUESTIONS.

ANSWER QUESTION ONE (1) AND ANY OTHER TWO QUESTIONS OF YOUR CHOICE. THREE QUESTIONS IN THIS PAPER

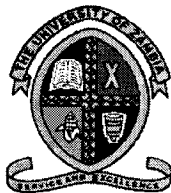
ALL THE QUESTIONS CARRY EQUAL MARKS

WRITE ALL YOUR ANSWERS IN THE ANSWER BOOKLETS PROVIDED

ANSWER ANY THREE QUESTIONS OF YOUR CHOICE

1. Children with special educational needs and/or Disabilities may require significant changes in the curriculum. How would you use adaptation as an intervention in an Inclusive Education context? (20Marks)
2. Children with Special Educational Needs and/or Disabilities should be taught in Special Schools and Units. They require too much if they are brought to learn together with learners without disabilities. Compare and contrast the arguments the arguments advance between the Medical Model and the Social Model. (20 Marks)
3. Even the best intent to provide inclusive education can be met by a number of barriers. Highlight the barriers that would affect the provision of Inclusive Education. (20 Marks)
4. The provision of Inclusive Education requires a number of factors to be successful. You have been engaged to guide the process of putting in place the requirements for Inclusive Education. Write a paper highlighting the requirements. (20Marks)
5. Human Rights dictate that provision of education should be equal and non-discriminatory. Discuss the different ways in which disability can present and how this concept can be used to help learners with special needs. (20Marks)

END OF EXAMINATION!!!!



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

BACHELOR OF EDUCATION IN GUIDANCE AND COUNSELLING

GCE 1010 : GUIDANCE

TIME : 3 HOURS

2020/2021 DECEMBER EXAMINATION

Instructions

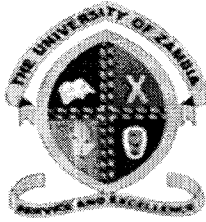
- (I) Answer question one (40 marks) and any other two questions. Each question carries 30 marks.
- (II) Write all your responses in the answer booklet provided.

Compulsory question

1. Guidance has become essential for students, administrators, educators and for the common people. Discuss the various needs of Guidance in an educational institution (40 marks).

Choice questions

2. Describe in detail any five (5) principles of Guidance that you know (30 marks).
3. Prevention of crime is an important role played by a guidance practitioner. Discuss what role you will play in prevention of crime (30 marks).
4. Holland's theory of Career choice is centred on the idea that most people fit into one of Six personality types abbreviated as RIASEC. Illustrate each of the personality type with examples (30 marks).
5. Outline in detail activities you would include in a guidance programme at a secondary school (30 marks).



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

COURSE : BACHELOR OF EDUCATION IN GUIDANCE AND COUNSELLING
GCE 1020 : COUNSELLING
2020/2021 : DECEMBER EXAMINATION
TIME : 3 HOURS
MARKS : 100

INSTRUCTIONS

- (a) Answer question one (40 marks) and any other two questions. Each question carries 30 marks.
- (b) Write all your responses in the answer booklet provided.

Compulsory question

1. A good counsellor must have the right attitude and skills. Discuss
(40 marks)

Choice questions

2. A healthy counselling relationship conforms to several foundational principles that are central to the processes of ethical decisions.
Outline such ethical principles. (30 marks)

3. Cognitive distortions according Rational Emotive Behavior Theory cause individuals to perceive reality inaccurately. Using any five (5) such distortions, justify the assertion.

(30 marks)

4. The five stages Grief-Kubler-Ross Model helps in coping with bereavement and grief. Explain the stages in detail (30 marks)

5. Behavioral counsellors believe that behavior is learnt and can be unlearned. Explain the three main ways of classical conditioning, Operant conditioning and social learning in which people learn behaviors. (30 marks)



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

BACHELOR OF EDUCATION IN GUIDANCE AND COUNSELLING

GCE 2012: PSYCHOMETRICS IN GUIDANCE AND COUNSELLING

2020/2021 NOVEMBER EXAMINATION

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS

- (i) Answer question one (40 marks) and any other two questions. Each question carries 30 marks.
- (ii) Write all your responses in the answer booklet provided

Compulsory question

1. Use of Psychometric testing is vital in the field of guidance and counselling. Justify the use of psychometrics in guidance and counselling. (40 marks)

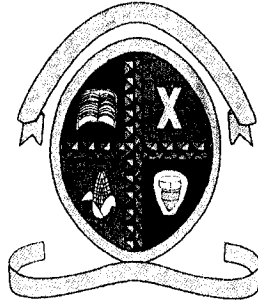
Choice questions

2. Describe in detail the fundamental properties of reliability, validity and standardisation that a good psychometric test must have. (30 marks)
3. Discuss why in today's world of work Psychometric assessment has become an important tool (30marks)

4. There are much type of Psychometric tests. Describe five of the following tests; personality test, Aptitude test, interest inventory test, Vocational Inventory test and Achievement test. (30marks)

5. Illustrate how using Psychometric testing provides maximum benefit to the administrator of the test. (30 mark)

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

GEC 2010 - PERSONALITY AND DISORDERS,

END OF YEAR EXAMINATION PAPER,

25th NOVEMBER 2021, AM

INSTRUCTIONS:

1. Read all the questions carefully
2. Use the answer booklet provided for **all** your answers
3. Answer the questions precisely and concisely
4. Maximum time allowed is three hours
5. Maximum marks available: 100%

Answer question **one** and any other **four** questions

- 1) Discuss in detail personality and personality development according to Psychoanalytic view **(20 marks)**
- 2) What are defence mechanisms and how do they affect one's personality. Use any five defence mechanisms to illustrate your response **(20 marks)**
- 3) Define personality disorders and thereafter discuss five contemporary philosophical assumptions of personality **(20 marks)**
- 4) Discuss psychoanalytic, behaviouristic and humanistic views in the context of organisation of personality **(20 marks)**
- 5) Abraham Maslow believes that all human beings aim at fulfilling needs from lower to higher needs. The fulfilment of these needs results in the behaviours that make up a personality. Discuss personality from Maslow's perspective. **(20 marks)**
- 6) Discuss any five therapies you would use in helping someone with personality disorders. **(20 marks)**
- 7) What is psychotherapy and discuss any four basic assumptions and sources of psychological problems **(20 marks)**

THE END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA

School of Education

DEPARTMENT OF PRIMARY EDUCATION

2021/ 2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2021

COURSE: HME 2020 FOOD PREPARATION AND MEAL MANAGEMENT

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has
TWO sections **A and B**
 2. **Section A** carries **40** marks, **Section B** carries **60** marks
 3. Use the booklet provided for ALL your answers
 4. Credit will be awarded to legible, good and orderly presentation of work
-

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

SECTION A (40 MARKS)

Answer **ALL** questions in this section.

1. Define the following cookery terms;
 - (i) Glazing (1 mark)
 - (ii) Decorating (1 mark)
2. Suggest any **two** hygienic practices in the handling and preparation of food. (2 marks)
3. Suggest any **five** dietary guidelines for a healthy lifestyle. (5 marks)
4. Briefly explain any **four** points to consider as you prepare and cook vegetables. (4 marks)
5. Suggest any **three** ways in which you would tenderize meat before cooking. (3 marks)
6. Explain the principle behind:
 - (i) Pressure cooking (4 marks)
 - (ii) Microwave cooking (4 marks)
7. Outline any **four** safety rules to be followed when deep frying. (4 marks)
8. Why is yeast referred to as a 'biological raising agent'? (1 mark)
9. Give any **two** rules to be observed when making pastry. (2 marks)
10. Suggest **three** types of flour and give one example of a dish that can be made from each. (3 marks)
11. Give **one** cause of each of the following faults when baking a cake;
 - (i) Cake cracking (1 mark)
 - (ii) Fruit sinking in a cake (1 mark)
 - (iii) Bread having a coarse texture (1 mark)
12. Distinguish with examples intrinsic sugars from extrinsic sugars. (3 marks)

SECTION B (60 MARKS)

Answer any **four** questions in this section. Each question carries **15** marks

1. Discuss the factors to consider when planning meals for a family.
2. Explain with examples the various uses of eggs in cookery.
3. Describe the treatment and processing of milk under the following headings:
 - a) Pasteurization
 - b) Homogenization
 - c) Sterilization
4. Many foods can be eaten raw but cooking is a highly developed art and science with basic principles underlying the different methods. Explain in detail the reasons for cooking food.
5. Discuss the reasons for the increase in the number of cases of food poisoning.

END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2021
COURSE - HME 2320 TEXTILE SCIENCE AND CLOTHING

TIME: THREE (3) HOUR

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections A and B.
 2. Section A carries **60 marks**, section B carries **40 marks**.
 3. Indicate the question number chosen from section B on the answer sheet provided.
 4. Use the booklet provided for your answers.
 5. Credit will be awarded to legible, good and orderly presentation of work.
-

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

SECTION A (60 MARKS)

Answer all questions from this section.

1. Write TRUE or FALSE;

- a) Pressing and ironing are the same.....
- b) Openings are used to allow garments to be made in a loosely fitting style.....
- c) Mantua is an example of a flat seam.....
- d) A Velcro is an example of a fastening.....
- e) Cotton is the best fabric for tea towel..... **[5 marks]**

2. State the difference between staple and filament fibres. **[2 marks]**

3. Give two (2) examples fibres and two (2) filament fibres.

STAPLE FIBRES	FILAMENT FIBRES

[4 marks]

4. Give the sources of the following vegetable and animal fibres below commonly used for textiles.

FIBRE	SOURCE
Cotton	
Linen	
Silk	
Wool	

[4 marks]

5. Write four (4) points to consider choosing a fastening. **[4 marks]**

6. State two (2) uses of fastenings on a garment. **[2 marks]**

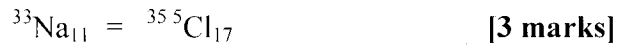
7. State three (3) factors that the strength of an opening depend on. **[3 marks]**

8. Name five (5) types of fastenings. **[5 marks]**

9. List five (5) points to consider when working out openings. **[5 marks]**

10. Bonding involves the combining of atoms to form compounds.

a) Sodium reacts with chlorine to form sodium chloride. Draw a 'dot' and 'cross' diagram of sodium chloride



b) Carbon combines with hydrogen to form methane by sharing electrons. Show by drawing a 'dot' and 'cross' diagram the methane molecule.



11. List two (2) basic methods of processing wool into yarn. **[2 marks]**

12. List and describe all the processes involved in cotton processing. **[10 marks]**

13. What is the difference between printing and dyeing in colouring? **[2 marks]**

14. Explain the difference between worsted and woollen wool. **[2 marks]**

15. Explain four properties of wool that are advantages. **[4 marks]**

SECTION B (40 MARKS)

Answer only four (4) questions out of five (5). Each question carries (10 marks)

16. Disposal of fullness helps in controlling fullness;

a) With the aid of diagrams, explain the three types of pleats. **(10 marks)**

17. a) Compare and contrast blanket and buttonhole stitch.

b) Explain with the aid of diagrams the working out of the following;

i. Tailor's tacking

ii. Overcasting

iii. Backstitch **(10 marks)**

18. Discuss the effects of textile industries on the environment. **(10 marks)**

19. Seams are a vital part of a garment. Answer the following questions under seams;

a) Define what a seam is.

b) State four points (4) to consider when choosing a seam.

c) Name the three (3) classes of seams giving examples for each.

d) With the aid of a clearly labelled diagram, show the working out of an open seam.

(10 marks)

20. Discuss the advantages and disadvantages of the properties of cotton. **(10 marks)**

The University of Zambia

End of Year Examinations: November/December 2021

ICT 1110: Computer Systems and Architecture

Marks: 100

Time: Three (3) hours

Instructions:

- This examination paper consists of a total of five (5) questions and six (6) pages.
 - Answer all questions from **Section A** and any three (3) questions from **Section B**.
 - Show all calculations where applicable.
 - You are allowed to use a certified scientific calculator if you wish to do so.
 - Page seven (6) has reference tables for MIPS instructions and system calls.
-

Section A [Questions 1 is compulsory]

Question 1 [25 Marks]

- a) Consider the two expressions below, in Listing 1, for representing the full adder, and answer the questions that follow.

$$S = A \oplus B \oplus C_{in}$$

$$C_{out} = AB + AC_{in} + BC_{in}$$

Listing 1: Boolean Expressions

- Using the two expressions, represented by S and C_{out} , draw the Truth Table for the full adder [5]
 - Using appropriate logic gates, draw the circuit for the full adder [5]
- b) Consider the machine code representation of a MIPS Assembler program shown in Listing 2 and answer the questions that follow.

```
00100000000010000000011111010000001000000001001000000
00000100100010000000001010000001111100101000000010000
1001010110000010000000000001010010110110000000100010
```

Listing 2: Sample MIPS Assembler Program

- i) Decode the last instruction, in the partial machine code provided in Listing 2, to its MIPS assembly language equivalent [5]
- ii) For each unique MIPS instructions associated with the MIPS program in Listing 2, State the type/category of MIPS instruction format it falls under [3]
- iii) Historically, electronic computers have been classified into five (5) generations. State the generation that the program in Listing 2 is most likely associated with, justifying your answer [2]
- iv) There are a series of primary memory components that are used during execution of the program in Listing 2. By referring to the program in Listing 2 for examples, state five (5) primary memory components and how they are used. [5]

Section B [Answer any three questions ONLY]

Question 2 [25 Marks]

Consider the screenshot of a YouTube video, shown in Figure 1 and answer the questions that follow.

- a) When a high resolution video is uploaded to YouTube, it is transcoded to various resolutions. For instance, the original video associated with Figure 2 has a 1080p resolution, however, the video is available in additional resolutions on YouTube
 - i) Briefly provide four (4) reasons why YouTube transcodes videos to other formats [8]
- b) Assuming the video shown in Figure 2 has no sound and is associated with the following characteristics and answer the questions that follow
 - Colour channel bit depth: 8 bits per channel
 - Colour mode: RGB
 - Aspect ratio: 16:9
 - i) Calculate the total file size of the 1080p format of the video [8]
 - ii) How long would it take, in minutes, to download a 1080p video format of the YouTube video shown in Figure 2, using a download link speed of 20kbs [4]

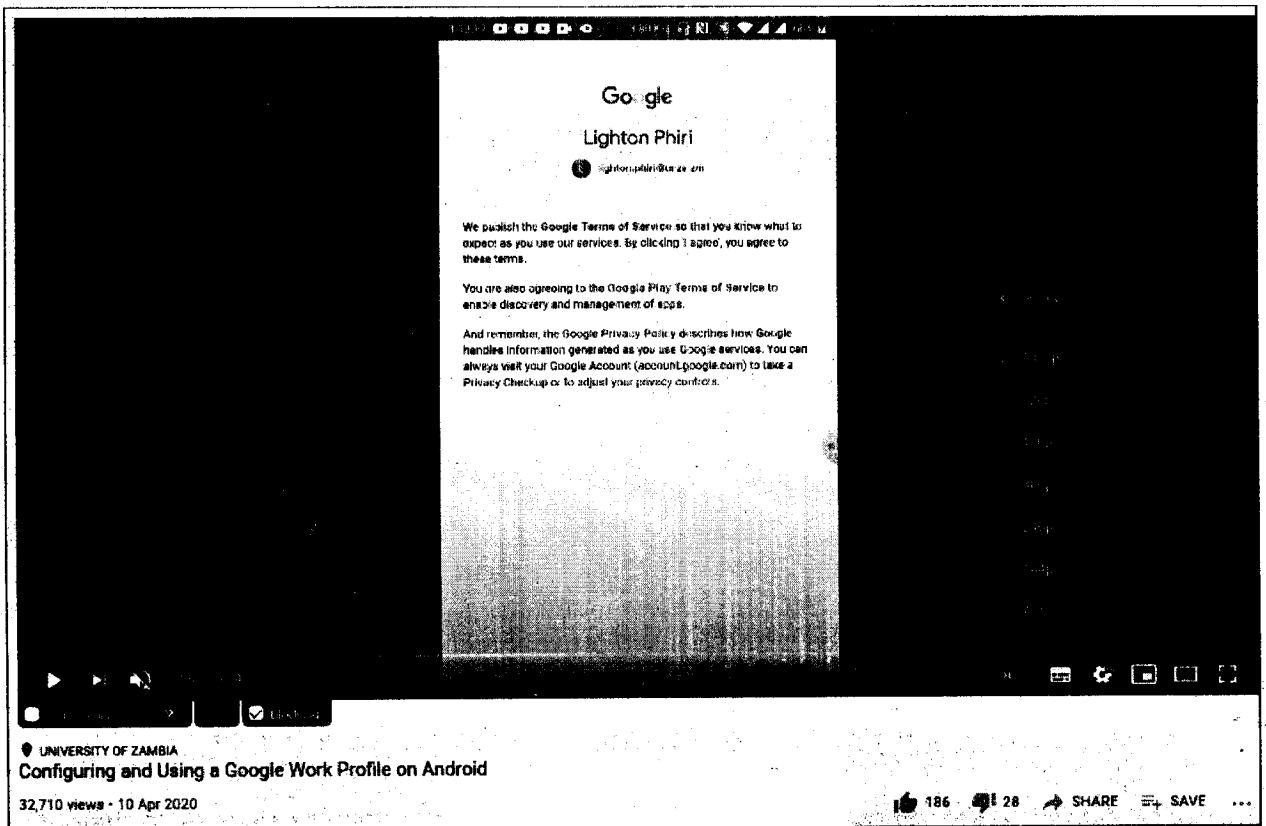


Figure 1: Screenshot of a YouTube Showing Transcoded Video Formats

- c) Digital data is generally represented by computer systems based on their respective type.
- i) Briefly outline how sound is converted into digital form by electronic computer systems [2]
 - ii) Briefly outline how images are represented in digital form by electronic computer systems [1]
 - iii) Briefly outline how videos are represented in digital form by electronic computer systems [2]

Question 3 [25 Marks]

Metadata is defined as descriptive information that provides a contextual overview of specified entities. Two examples of scenarios where metadata is used in computing include image data and filesystems.

- a) Metadata associated with a filesystem can be classified as either administrative, descriptive or structural.

- i) For each of the categories—administrative, descriptive or structural—of metadata, describe the role of the category of metadata and provide one (1) specific example of a metadata element [6]
- ii) Briefly explain how a computer system user can potentially view metadata associated with filesystems [1]
- b) While the role of metadata is the same when applied to filesystems and image data, the usage is different
 - i) Briefly describe how and why metadata is used in image data. In addition, provide two (2) specific examples of metadata elements associated with image data [5]
 - ii) Briefly describe how and why metadata is used in filesystems. In addition, provide two (2) specific examples of metadata elements associated with filesystems [5]
 - iii) By referring to a specific metadata element, describe two (2) specific and realistic scenarios of when image metadata could potentially be useful [4]
 - iv) By referring to a specific metadata element, describe two (2) specific and realistic scenarios of when image metadata could potentially be useful [4]
- c) Assuming the video shown in Figure 2 has no sound and is associated with the following characteristics and answer the questions that follow

Question 4 [25 Marks]

Operating system filesystems are crucial to effective organisation of files on computer secondary storage.

- a) Besides file management, outline three (3) additional functions of operating systems [6]
- b) Briefly outline the role of regular files and directories [1]
- c) A typical computer secondary storage can potentially be associated with a variety of filesystem types
 - i) Briefly state how filesystems facilitate effective organisation of file on computer secondary storage [1]
 - ii) Provide one (1) specific example of a filesystem type that can be used on UNIX-like operating systems [1]
 - iii) Briefly describe four (4) factors that influence the type of filesystem to associate to computer secondary storage [4]
- d) Data backup is one of the most crucial activity that is associated with files
 - i) State two (2) operations that are typically performed on computer secondary storage, prior to initially using them to backup data, and for each operation, briefly describe the purpose of the operation, in relation to data backup [4]

- ii) Full backup, incremental backup and differential backup are some of the most popular backup methods. Describe four (4) factors that could potentially be used to determine an appropriate backup method to use. [8]

Question 5 [25 Marks]

Consider the MIPS code snippet shown below and answer the questions that follow.

```
addi $t4, $zero, 2022
addi $t5, $zero, 5
sub $t6, $t4, $t5
add $t6, $t4, $t5
j 0x0040002C
```

- a) During execution of the MIPS program above, the state of registers changes.
- i) Specify the state of the registers \$zero, \$t4, \$t5 and \$t6 after execution of the entire program [2]
 - ii) Specify the value of Program Counter prior to the execution of the instruction `j 0x0040002C` [3]
- b) Briefly state the role of each of the following MIPS Datapath and Control components and, additionally, state the category of MIPS instruction types that make use of the component
- i) Program Counter [1]
 - ii) Instruction Memory [1]
 - iii) Sign Extend [1]
 - iv) Multiplexer [1]
 - v) Arithmetic Logic Unit [1]
- c) For each of the following MIPS instructions, provide a MIPS machine code equivalent of the MIPS assembler instruction.
- i) `addi $t4, $zero, 2022` [5]
 - ii) `j 0x0040002C` [5]
- d) For each of the following MIPS instructions, describe the MIPS Datapath execution path, clearly outlining what happens during all the execution stages
- i) `add $t6, $t4, $t5` [3]
 - ii) `j 0x0040002C` [2]

Table 3: MIPS System Calls

Code	Service	Argument	Result
1	Print Integer	\$a0=Integer Value	—
4	Print String	\$a0=String Address	—
5	Read Integer	—	\$v0=Integer Value
8	Read String	\$a0=String Address \$a1=length	—

Table 4: MIPS Instructions

Instruction	Description	Opcode/FUNCT
add <Rdes>, <Rsrc1>, <Rsrc2>	Addition	0/20 _{HEX}
addi <Rdes>, <Rsrc1>, <Rsrc2>	Addition	8 _{HEX}
sub <Rdes>, <Rsrc1>, <Rsrc2>	Subtraction	0/22 _{HEX}
j <JumpAddress>	Jump	2 _{HEX}
b <label>	Unconditional branching	—
beq <Rsrc1>, <Rsrc2>, <label>	Branch if equal	4 _{HEX}
bne <Rsrc1>, <Rsrc2>, <label>	Branch if not equal	5 _{HEX}
blt <Rsrc1>, <Rsrc2>, <label>	Branch if less than	—
bgt <Rsrc1>, <Rsrc2>, <label>	Branch if greater than	—

—End of Examination—

The University of Zambia

End of Year Examinations: November/December 2021

ICT 1110: Computer Systems and Architecture

Marks: 100

Time: Three (3) hours

Instructions:

- This examination paper consists of a total of five (5) questions and six (6) pages.
 - Answer all questions from **Section A** and any three (3) questions from **Section B**.
 - Show all calculations where applicable.
 - You are allowed to use a certified scientific calculator if you wish to do so.
 - Page seven (6) has reference tables for MIPS instructions and system calls.
-

Section A [Questions 1 is compulsory]

Question 1 [25 Marks]

- a) Consider the two expressions below, in Listing 1, for representing the full adder, and answer the questions that follow.

$$S = A \oplus B \oplus C_{in}$$

$$C_{out} = AB + AC_{in} + BC_{in}$$

Listing 1: Boolean Expressions

- Using the two expressions, represented by S and C_{out} , draw the Truth Table for the full adder. [5]
 - Using appropriate logic gates, draw the circuit for the full adder. [5]
- b) Consider the machine code representation of a MIPS Assembler program shown in Listing 2 and answer the questions that follow.

```

0010000000000100000000011111010000001000000001001000000
00000100100010000000001010000001111100101000000010000
100101011000001000000000001010010110110000000100010

```

Listing 2: Sample MIPS Assembler Program

- i) Decode the last instruction, in the partial machine code provided in Listing 2, to its MIPS assembly language equivalent [5]
- ii) For each unique MIPS instructions associated with the MIPS program in Listing 2, State the type/category of MIPS instruction format it falls under [3]
- iii) Historically, electronic computers have been classified into five (5) generations. State the generation that the program in Listing 2 is most likely associated with, justifying your answer [2]
- iv) There are a series of primary memory components that are used during execution of the program in Listing 2. By referring to the program in Listing 2 for examples, state five (5) primary memory components and how they are used. [5]

Section B [Answer any three questions ONLY]

Question 2 [25 Marks]

Consider the screenshot of a YouTube video, shown in Figure 1 and answer the questions that follow.

- a) When a high resolution video is uploaded to YouTube, it is transcoded to various resolutions. For instance, the original video associated with Figure 2 has a 1080p resolution, however, the video is available in additional resolutions on YouTube
 - i) Briefly provide four (4) reasons why YouTube transcodes videos to other formats [8]
- b) Assuming the video shown in Figure 2 has no sound and is associated with the following characteristics and answer the questions that follow
 - Colour channel bit depth: 8 bits per channel
 - Colour mode: RGB
 - Aspect ratio: 16:9
 - i) Calculate the total file size of the 1080p format of the video [8]
 - ii) How long would it take, in minutes, to download a 1080p video format of the YouTube video shown in Figure 2, using a download link speed of 20kbs [4]

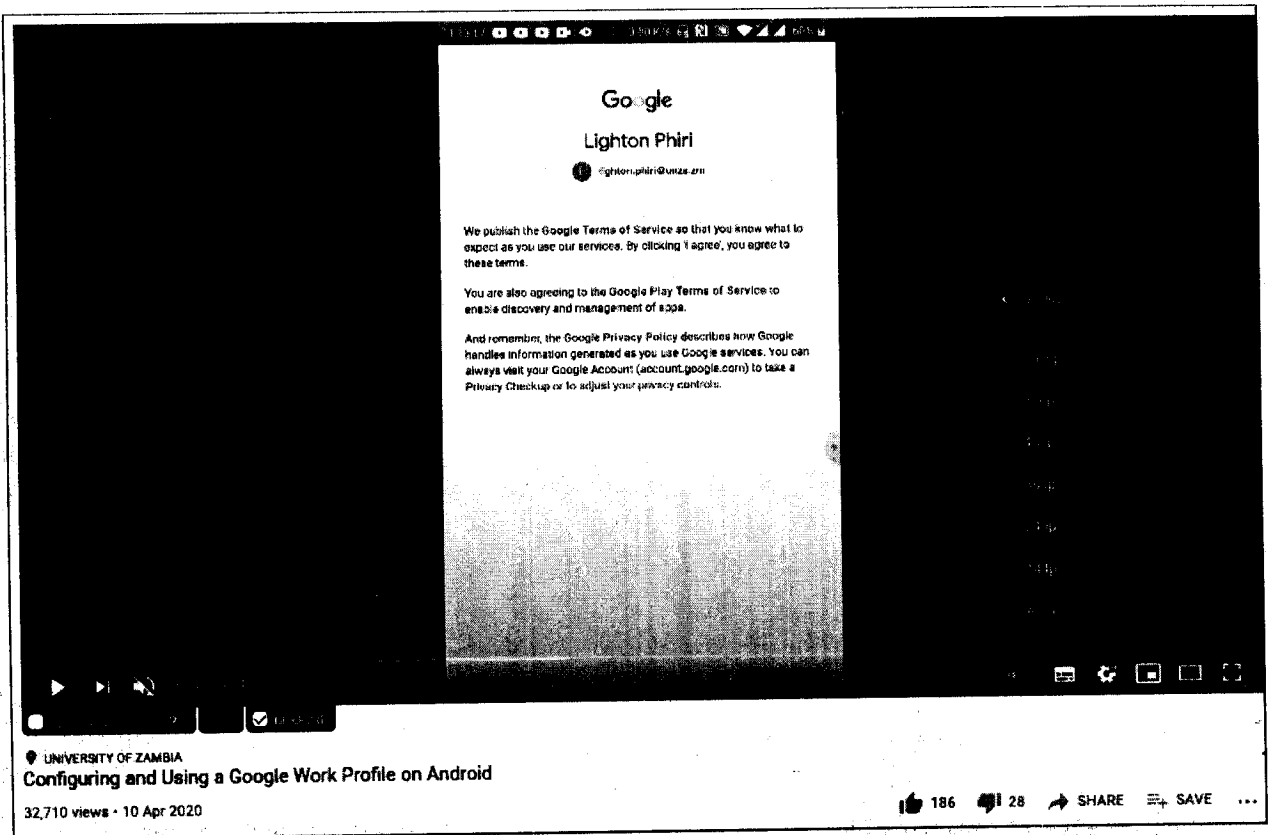


Figure 1: Screenshot of a YouTube Showing Transcoded Video Formats

- c) Digital data is generally represented by computer systems based on their respective type.
- i) Briefly outline how sound is converted into digital form by electronic computer systems [2]
 - ii) Briefly outline how images are represented in digital form by electronic computer systems [1]
 - iii) Briefly outline how videos are represented in digital form by electronic computer systems [2]

Question 3 [25 Marks]

Metadata is defined as descriptive information that provides a contextual overview of specified entities. Two examples of scenarios where metadata is used in computing include image data and filesystems.

- a) Metadata associated with a filesystem can be classified as either administrative, descriptive or structural.

- i) For each of the categories—administrative, descriptive or structural—of metadata, describe the role of the category of metadata and provide one (1) specific example of a metadata element [6]
- ii) Briefly explain how a computer system user can potentially view metadata associated with filesystems [1]
- b) While the role of metadata is the same when applied to filesystems and image data, the usage is different
 - i) Briefly describe how and why metadata is used in image data. In addition, provide two (2) specific examples of metadata elements associated with image data [5]
 - ii) Briefly describe how and why metadata is used in filesystems. In addition, provide two (2) specific examples of metadata elements associated with filesystems [5]
 - iii) By referring to a specific metadata element, describe two (2) specific and realistic scenarios of when image metadata could potentially be useful [4]
 - iv) By referring to a specific metadata element, describe two (2) specific and realistic scenarios of when ^{file}image metadata could potentially be useful [4]
- c) Assuming the video shown in Figure 2 has no sound and is associated with the following characteristics and answer the questions that follow

Question 4 [25 Marks]

Operating system filesystems are crucial to effective organisation of files on computer secondary storage.

- a) Besides file management, outline three (3) additional functions of operating systems [6]
- b) Briefly outline the role of regular files and directories [1]
- c) A typical computer secondary storage can potentially be associated with a variety of filesystem types
 - i) Briefly state how filesystems facilitate effective organisation of file on computer secondary storage [1]
 - ii) Provide one (1) specific example of a filesystem type that can be used on UNIX-like operating systems [1]
 - iii) Briefly describe four (4) factors that influence the type of filesystem to associate to computer secondary storage [4]
- d) Data backup is one of the most crucial activity that is associated with files
 - i) State two (2) operations that are typically performed on computer secondary storage, prior to initially using them to backup data, and for each operation, briefly describe the purpose of the operation, in relation to data backup [4]

- ii) Full backup, incremental backup and differential backup are some of the most popular backup methods. Describe four (4) factors that could potentially be used to determine an appropriate backup method to use. [8]

Question 5 [25 Marks]

Consider the MIPS code snippet shown below and answer the questions that follow.

```
addi $t4, $zero, 2022
addi $t5, $zero, 5
sub $t6, $t4, $t5
add $t6, $t4, $t5
j 0x0040002C    $t4,
```

- a) During execution of the MIPS program above, the state of registers changes.
- i) Specify the state of the registers \$zero, \$t4, \$t5 and \$t6 after execution of the entire program [2]
 - ii) Specify the value of Program Counter prior to the execution of the instruction j 0x0040002C [3]
- b) Briefly state the role of each of the following MIPS Datapath and Control components and, additionally, state the category of MIPS instruction types that make use of the component
- i) Program Counter [1]
 - ii) Instruction Memory [1]
 - iii) Sign Extend [1]
 - iv) Multiplexer [1]
 - v) Arithmetic Logic Unit [1]
- c) For each of the following MIPS instructions, provide a MIPS machine code equivalent of the MIPS assembler instruction.
- i) addi \$t4, \$zero, 2022 [5]
 - ii) j 0x0040002C [5]
- d) For each of the following MIPS instructions, describe the MIPS Datapath execution path, clearly outlining what happens during all the execution stages
- i) add \$t6, \$t4, \$t5 [3]
 - ii) j 0x0040002C [2]

Table 3: MIPS System Calls

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4	Print String	\$a0=String Address	—
5	Read Integer	—	\$v0=Integer Value
8	Read String	\$a0=String Address \$a1=length	—

Table 4: MIPS Instructions

Instruction	Description	Opcode/FUNCT
add <Rdes>, <Rsrc1>, <Rsrc2>	Addition	0/20 _{HEX}
addi <Rdes>, <Rsrc1>, <Rsrc2>	Addition	8 _{HEX}
sub <Rdes>, <Rsrc1>, <Rsrc2>	Subtraction	0/22 _{HEX}
j <JumpAddress>	Jump	2 _{HEX}
b <label>	Unconditional branching	—
beq <Rsrc1>, <Rsrc2>, <label>	Branch if equal	4 _{HEX}
bne <Rsrc1>, <Rsrc2>, <label>	Branch if not equal	5 _{HEX}
blt <Rsrc1>, <Rsrc2>, <label>	Branch if less than	—
bgt <Rsrc1>, <Rsrc2>, <label>	Branch if greater than	—

—End of Examination—

The University of Zambia

End of Year Examinations: November 2021

ICT 2021: Computational Mathematics

Marks: 80

Time: Three (3) hours

Instructions:

- This examination paper consists of a total of four (4) questions and five (5) pages.
 - Answer all questions from **Section A** and any two (2) questions from **Section B**.
 - *Marks will be awarded for correct working and the final answer*
 - *You are allowed to use a calculator in this examination*
-

SECTION A (COMPULSORY) 30 MARKS

Question 1 [30 marks]

- a) Convert $94D8_{16}$ from hexadecimal into binary [3]
- b) Calculate $\frac{11!!}{4!}$ (11 double factorial \div 4 factorial) [3]
- c) Using a truth table:
Show that $[(p \wedge (\neg(\neg p) \wedge \neg q)) \vee (p \wedge q)] \rightarrow p$ is a tautology [7]
- d) Translate the following statements into **English sentences**, whereby $R(x)$ is "x runs fast", $P(x)$ is "x is a sprinter" and $E(x)$ is "x is in good health";
The domain consists of all people. [2]
- $\forall x(R(x) \wedge E(x) \rightarrow P(x))$
 - $\exists x(R(x) \wedge E(x) \vee \neg P(x))$
- e) Find the value of x in the following logarithmic equation: [4]
- $$\log_3(x + 3) - \log_3(x - 2) = 9$$

- f) Let set $S = \{c, d\}$, $K = \{2, 4, 5\}$ and $Y = \{a, b\}$
List the elements in the Power Set of $(S \cap Y) \cup K$ [3]
- g) Let U be the universal set.
If $|U| = 152$, $|A \cup B| = 72$, $|A| = 38$ and $|A \cap B| = 15$
Find the number of elements in set B [3]
- h) Draw a truth table for the following Boolean expression [5]
 $(\overline{ab} + a)cb$

SECTION B (ANSWER ANY TWO QUESTIONS) 25 MARKS EACH

Question 2 [25 marks]

- a) Find the value of x in the following equation [4]
$$\frac{\log_5 3x}{\log_5 5} + \log_4 2 - \log_4 3 = 16$$
- b) Give the *inverse* and the *contrapositive* of the following proposition [4]
 $(r \wedge q) \rightarrow p$
- c) A group of 5 students is to be created from a class of 6 girls and 5 boys. How many group combinations are possible if:
i. The group should have 2 girls and 3 boys [3]
ii. The group should have a majority of girls [4]
- d) Convert 11010111_2 from binary into decimal [3]
- e) Convert 49_{10} from decimal into binary [2]
- f) Two 6-sided dice are tossed, at the same time (with an equiprobable space)
Consider the event:
 $A = \{\text{dice one lands on 3 and}$
 $\text{dice two lands on a number higher than dice one's number}\}$
Find the probability $P(A)$ [5]

Question 3 [25 marks]

- a) How many arrangements are possible if 6 red books and 5 blue books are to be arranged on a shelf such that there should be a sequence of 1 red book next to 1 blue book.
(i.e. $rbrbrbrbrbr$, whereby $r = a$ red book and $b = a$ blue book) [5]

- b) Given that $U = \{1, 2, 4, 5, 6, 7, 8\}$ and

$$\text{set } A = \{1, 3, 4, 7\} \quad \text{set } C = \{1, 2, 6, 4\}$$

$$\text{set } B = \{1, 2, 4\} \quad \text{set } D = \{2, 3\}$$

- i. Give the cardinality of $(A \cup D)' \cap (C' \cup B) \cup B$ [3]
- ii. Give the Cartesian product $D \times B$ [4]
- iii. Draw a shaded Venn Diagram of $B' \cap (C \cup A)'$ [3]
- c) A class contains 8 women and 8 men, find the number of possible permutations for selecting a 5-member committee from that class which will have at least 2 men in the committee. [4]

- d) Three coins are tossed (each with an equiprobable space):
Consider the events:

$$A = \{\text{any one of the three coins lands on heads}\}$$

$$B = \{\text{the first two coins land on tails and the third coin lands on heads}\}$$

- i. Find the probability: $P(A)$ [3]
- ii. Find the probability $P(B^c)$ [3]

Question 4 [25 marks]

- a) Using a truth table show that $\neg(p \vee \neg(p \wedge q))$ is a contradiction [5]
- b) Let the domain = $\{-3, -2, -1, 0, 1, 2, 3\}$
and the codomain is *all integers between -6 and 6 (inclusive)*
For the following function **f** state if the function is injective, surjective, bijective or none of the above
- i. $f(x) = x^2 - x$ [2]
- ii. if $h(x) = 2x + 1$, draw an arrow diagram of function **h**
and state if function **h** is injective, surjective, bijective or none of the above [4]
- c) Give the value of $P(x, y, z)$ be the predicate " $x + y = z$ "
for domain $\{-3, -2, -1, 0, 1, 2, 3, 4, 5\}$
State whether the following propositions are true or false: [2]
- i. $P(2, -1, 5)$
- ii. $P(3, -2, 7)$
- d) Using the propositional variables P, Q and R
Give an example of the Modus Ponens inference rule [2]
- e) Using logical equivalences show that $\neg(p \vee (\neg p \wedge q)) \equiv (\neg p \wedge \neg q)$ [5]
- f) A shelf contains three blue books, three yellow books, and five red books.
Two books are chosen at random.
Find the probability that the two chosen books have the same color [5]

Table 1 - Logical Equivalences

Equivalence	Name
$p \wedge T \equiv p$ $p \vee F \equiv p$	Identity Laws
$p \vee T \equiv T$ $p \wedge F \equiv F$	Domination Laws
$p \wedge p \equiv p$ $p \vee p \equiv p$	Idempotent Laws
$\neg(\neg p) \equiv p$	Double Negation Law
$p \wedge q \equiv q \wedge p$ $p \vee q \equiv q \vee p$	Commutative Laws
$\neg(p \wedge q) \equiv \neg p \vee \neg q$ $\neg(p \vee q) \equiv \neg p \wedge \neg q$	De Morgan's Law
$(p \wedge q) \wedge r \equiv p \wedge (q \wedge r)$ $(p \vee q) \vee r \equiv p \vee (q \vee r)$	Associative Laws
$p \vee (q \wedge r) \equiv (p \vee q) \wedge (p \vee r)$ $p \wedge (q \vee r) \equiv (p \wedge q) \vee (p \wedge r)$	Distributive Laws
$p \vee (p \wedge q) \equiv p$ $p \wedge (p \vee q) \equiv p$	Absorption Laws
$p \vee \neg p \equiv T$ $p \wedge \neg p \equiv F$	Negation Laws
$p \rightarrow q \equiv \neg p \vee q$	
$p \rightarrow q \equiv \neg q \rightarrow \neg p$	

— END OF EXAMINATION —

UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2021.

ICT 2022: COMPUTER AND INFORMATION SYSTEMS SECURITY

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 Marks

1. Write short notes on **eight (8)** of the following. *Note that short notes are more than mere definitions but they should not be more than half a page.*

- i. Vulnerabilities
- ii. Phishing
- iii. Phreaking
- iv. TFN & TFNK
- v. MacDefender
- vi. Antispyware
- vii. Trojan Horse
- viii. DNS root servers
- ix. Symmetric vs Asymmetric Cryptography
- x. Hashing

SECTION B: ANSWER TWO QUESTIONS ONLY (30 MARKS EACH)

2. Give an account of four (4) types of DOS and how to prevent them.
3. In addition to the use of firewalls, updated operating systems, virus scanners and other security measures, secure data will usually be encrypted data. Give four(4) reasons why there is need for cryptography.
4. You have been hired as a consultant to come up with a security policy for the M'kulama University. Explain four (4) features of what a good security policy should include.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
END OF YEAR EXAMINATIONS: NOVEMBER, 2021
ICT 3010: DATABASE AND WEB TECHNOLOGIES

Instructions: Answer three (3) questions
Time: Three (3) hours

SECTION A: COMPULSORY [30 MARKS]

1. (a) The school has asked you to create its database to keep information on teachers, pupils, and classes. [20 marks]
- (i) How many entities the school database will have? [2 marks]
 - (ii) Using the entity-relationship diagram, explain how the entities in the school database will relate to each other. [16 marks]
 - (iii) How many tables is the school database likely to have? [2 marks]
- (b) Write the HTML5 or CSS3 codes which can do the following: [10 marks]
- (i) Create a background with 6 colors fading into each other to the bottom. [2.5 marks]
 - (ii) Insert an audio media into a web page. [2.5 marks]
 - (iii) Insert the logo using the picture element. [2.5 marks]
 - (iv) Connect the external CSS file to the HTML file. [2.5 marks]

SECTION B: CHOOSE TWO QUESTIONS FROM THIS SECTION [30 MARKS]

2. (a) Carefully study the MySQL table printout below and write the SQL statements used for creating, inserting, and displaying data from it. [10 marks]

Id	Surname	Given_name	Year_of_study	Email
11249067	Mwiinga	Thebiso	4	mwiinga@unza.zm
12000401	Mundia	Nasilele	3	NULL
12008812	Bwalya	Bwalya	3	tuesday@unza.zm
12111000	Njobuu	Ketty		
12890012	Mwalimu	Edward	3	mwalimu@unza.zm
13459087	Mulauzi	Felesia	2	mulauzi@gmail.com

- (b) Explain the concept of database normalization up to form 3. [5 marks]
3. (a) With relevant examples, explain **five** (5) post-table creation SQL statements. [10 marks]
- (b) Explain the points of departure of HTML 5 from earlier HTML versions. [5 marks]

4. (a) Write short notes on **five** (5) of the following concepts/terms:
[10 marks]
- (i) Tuple
 - (ii) Chen notation
 - (iii) Data redundancy
 - (iv) Padding
 - (v) Debugging
 - (vi) HTML element
- (b) Write the SQL statement that is used to add a new column called **surname**, and change the data type on a column **student_id** from integer to fixed character on a table called **students**. [5 marks]
5. (a) Explain the uses of PHP in web development. [7.5 marks]
- (b) Explain PHP syntax. [7.5 marks]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2021

ICT 3030: EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. Discuss the characteristics of educational technology and how they are affected by modern day technology.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. Explain how you can use Web2.0 tools to measure your students' class accomplishment.
3. Write short notes on any **five** of the following concepts: -
 - a) Podcasts
 - b) Infographics
 - c) Peer Assessment
 - d) Behaviorism
 - e) Real Simple Syndication
 - f) Mobile Learning
4. Discuss the steps in curriculum design and state how COVID-19 has affected this process.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2021

**ICT 4022: ADVANCED TEACHING METHODS IN INFORMATION AND
COMMUNICATION TECHNOLOGY**

INSTRUCTIONS: Answer any three (3) questions only

All questions are of equal weight

Total marks obtainable: 60

TIME: Three (3) hours

1. Discuss any one of the following learning theories:
 - a) Behaviorism
 - b) Cognitivism
 - c) Constructivism
2. Discuss the qualities of an effective teacher.
3. Discuss the measures you would take into consideration to ensure safety and security of both students and equipment in school computer laboratory.
4. Select one of the following educational technologies and discuss its advantages and disadvantages in teaching.
 - a) Audio Visual Aids
 - b) Flipchart
 - c) Overhead projector
 - d) PowerPoint
5. Discuss the benefits of using information and communication technology to the:
 - a. The teacher
 - b. Students
 - c. School administrator
 - d. Parents

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2021

ICT 4021: School Media and Resource Centre Management

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. Compare and contrast school resource centre and a school library.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. Explain the functions and roles of school resource centres.
3. Discuss the importance of the school resource center collecting information in various formats in it's endeavour of information provision to it's clients.
4. Discuss duties of the media teacher as an agent for change.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
END OF YEAR EXAMINATIONS: NOVEMBER, 2021
ICT 9025: MOBILE APPLICATIONS AND TECHNOLOGIES

INSTRUCTIONS:

Answer Three (3) Questions

Answer **one (1)** compulsory question from **Section A** and **any two (2)** questions from **Section B**
Total marks: 75

Time: Three (3) Hours

SECTION A (COMPULSORY) 25 MARKS

Question 1 [25]

- a) Give the difference between GSM 900 and GSM 1800 [2]
- b) Explain three advantages of GSM [3]
- c) Explain two differences and two similarities between GSM and WCDMA [4]
- d) Regarding access methods: explain how TDMA works and explain how CDMA works, include a diagram to illustrate how TDMA works [6]
- e) Give the difference between mobile computing and ubiquitous computing [2]
- f) Explain the difference between pervasive computing and traditional business computing [2]
- g) Regarding mobile computing security concerns, give three confidentiality security concerns [3]
- h) Give one difference between WAP 2.0 and iMode [1]
- i) Explain why WCDMA became a dominant 3G standard compared to CDMA2000 [2]

SECTION B (ANSWER ANY TWO QUESTIONS) 25 MARKS EACH

Question 2 [25 marks]

- a) Explain three differences between 4G networks and 3G networks. Additionally, explain two similarities between 4G networks and 3G networks [5]
 - b) Regarding LTE, explain why LTE uses both OFDMA and SC-FDMA access methods [2]
 - c) Explain network handoff. Furthermore indicate which GSM component manages handoff [3]
 - d) Explain the function for 4 components in the GSM NSS subsystem [8]
 - e) Give one difference between LTE and LTE Advanced [1]
 - f) Give the name of one 2G system besides GSM and GPRS [1]
 - g) Regarding GSM time slots, explain how HSCSD improved the GSM data transfer speeds (include a diagram of GSM time slots with HSCSD) [3]
 - h) Give one similarity and one difference between WiMax and LTE [2]
-

Question 3 [25 marks]

- a) Name the markup language used in WAP and explain how it differs from HTML [3]
- b) Suppose a CDMA Base Station has the chip sequence 01101.
Give the code that would be transmitted to represent the data 10111. [4]
- c) What is the difference between 3GPP and 3GPP2 [2]
- d) Regarding 3G architecture:
- i. Give the function of the RNC, the NodeB and the UE [3]
 - ii. Give the name and function of 4 components of a UMTS Core Network [4]
- e) Explain the drawbacks of HTTP compared to WAP [4]
- f) Explain the difference and similarities between CDMA2000 and WCDMA. Furthermore, indicate which of these two standards has better spectral efficiency [5]

Question 4 [25 marks]

- a) Explain two components of a GSM OSS subsystem [4]
- b) Give three reasons why older 3G networks are being shut down [3]
- c) Explain what a WAP Gateway does, include a diagram illustrating the connection between a WAP client, WAP Gateway and a WAP Server [4]
- d) Regarding the Wireless Application Protocol (WAP)
- i. What is the function of WAP, additionally, indicate why early mobile phones used WAP [4]
 - ii. Explain why modern phones do not use WAP [2]
- e) Explain the difference between the three types of 5G networks [3]
- f) Explain the difference between a SIM cards RAM and EEPROM [2]
- g) Give two challenges of 5G signals and indicate how these challenges are being solved [3]

— END OF EXAMINATION —

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2021

ICT 9065: FUNDAMENTALS OF MULTIMEDIA

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. Discuss the pros and cons that a multimedia system has to deal with when handling multimedia data.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. Explain the main facilities that must be provided in a system designed to support the integration of multimedia into a multimedia presentation.
3. Write short notes on any **five** of the following concepts: -
 - a) Static media
 - b) Dynamic media
 - c) Distributed Networks
 - d) Digitizing Hardware
 - e) Video-on-demand
 - f) Virtual reality
4. Compare and contrast Multimedia and Hypermedia.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2020/2021 ACADEMIC YEAR**

NOVEMBER/DECEMBER 2021 FINAL EXAMINATIONS

LSE 3010: CIVIC EDUCATION TEACHING METHODS

INSTRUCTIONS:

There are FIVE (5) questions in this paper.

Answer question **ONE (1)** and any other **TWO (2)** questions.

DURATION: THREE (3) HOURS

(MARKS: 100)

1. Baby-dumping has become too common in Zambia. Prepare a lesson plan on the topic: **BABY- DUPPING IN ZAMBIA, CAUSES AND POSSIBLE SOLUTIONS TO END THE SCOURGE.** (40 Marks)
2. With good examples, explain the **FACTORS** taken into consideration when constructing a syllabus. (30 Marks)
3. What is Teaching? Explain the two major components of teaching. (30 Marks)
4. Explain what Schemes of Work are and their importance to a teacher of any subject. (30 Marks)
5. What is a Debate? Outline the advantages of using Debate Method in teaching. (30 Marks)

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR

FINAL EXAMINATION

LSE 3020: GENERAL PRINCIPLES OF TEACHING AND ASSESSMENT

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS:

1. Write your computer number on all the answer booklets.
 2. DO NOT WRITE YOUR NAME on any page of the answer booklet.
 3. This paper has **two (2)** sections. In section A, there are **three (3)** questions, answer question **one (1)** and any one of the **two (2)** remaining questions. Section B has **two (2)** questions and you are only expected to answer **one (1)** question.
 4. You are required to read through all the questions carefully before selecting the question that you would want to answer.
 5. There are **four (4)** printed pages in this examination.
 6. Write clearly and do not cut words at the end of each line or sentence.
-

SECTION A: (35 MARKS)

In this section you are expected to answer **two (2)** questions, that is, question **one (1)** which is compulsory and any **one (1)** of the remaining **two (2)** questions.

Question One (Compulsory)

- i. What is the distinction between evaluation and assessment? **(4 marks)**
- ii. With concrete examples, analyse how the following concepts are interrelated in General Principles of Teaching and Assessment: the curriculum, the syllabus, schemes of work, lesson plan and records of work. **(10 marks)**
- iii. Discuss with concrete examples why it is reasonable for one to make an argument that the best teaching method may not exist in the process of teaching and learning. **(6 marks)**

Question Two

- (a). Critically analyse **six (6)** stages that are worth considering when constructing a test in the subject of your specialisation. **(6 marks)**
- (b). Item analysis is the procedure that assessors use to judge and determine the quality of teacher made tests. With relevant examples, describe how each of the following aspects is determined in the process of analysing test items.
 - i. Item difficulty **(3 marks)**
 - ii. Facility level **(2 marks)**
 - iii. Discrimination index **(4 marks)**

Question Three

Continuing Professional Development Programmes in all forms of profession are inevitable.

- i. Discuss the relevance of Continuing Professional Development Programmes (CPDs) to both the inexperienced and the most experienced teacher. **(6 marks)**
- ii. Assume you have been assigned to make a paper presentation at one of the most important international workshops on the topic 'Teaching as a Profession'. In your presentation, explain how you will go about justifying why teaching may be considered as a profession in Zambia. **(9 marks)**

SECTION B: (15 MARKS)

Answer only **one (1)** question from this section.

Question Four

Test construction is one of the skills that every teacher must possess.

- i. In your area of specialisation, construct **two (2)** essay type of questions and two multiple choice type of questions. **(4 marks)**
- ii. Explain **two (2)** major challenges that a learner may encounter in answering each of the questions you have constructed in part (i). **(4 marks)**

- iii. Assuming the responses of the candidates on one of the multiple choice test items that you had constructed in part (i) whose key is C is presented in the table below.

ALTERNATIVES	A	B	C	D	OMITTED
Upper 18 candidates	0	9	10	5	
Lower 18 candidates	0	8	7	9	
Total:36 candidates	0	17	17	13	

Use the table above to determine the effectiveness of each of the distracters as well as the effectiveness of the test item. **(7 marks)**

Question Five

Appropriate teaching and learning aids may enhance the teaching and learning process in the classroom.

- (i) With concrete examples, analyse any **three (3)** features of good teaching and learning materials. **(6 marks)**
- (ii) Analyse the statement by William Arthur who once said: 'The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates and the great teacher inspires'. **(5 marks)**
- (iii) Justify the role of the table of specification in assessment. **(4 marks)**

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

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS
NOVEMBER / DECEMBER 2021

LSE 3030: ENGLISH TEACHING METHODS-SECONDARY
MARKS: 100

DURATION: THREE (3) HOURS

INSTRUCTIONS:

1. There are two sections in this paper, A and B
 2. Section A has **ONE Question** which is compulsory and Section B has **FIVE Questions**
 3. Answer **the** Question in Section A and any **TWO** from Section B
 4. Section A carries **40 marks** and Section B **60 marks**
-

SECTION A (Compulsory)

QUESTION 1

Write brief notes on any five of the following (**40Marks**)

- | | |
|--|----------------|
| a. Control to freedom in ELT development | 8 Marks |
| b. Report writing in composition | 8 Marks |
| c. Importance of lesson planning in Language teaching | 8 Marks |
| d. Characterization, Symbolism and Style in literature | 8 Marks |
| e. Note summary and Prose summary | 8 Marks |
| f. Lesson introduction and Rule explanation. | 8 Marks |
| g. Difference between Bilingualism and Multilingualism | 8 Marks |
| h. Distinguish Structuralism from Interactionalism | 8 Marks |

TOTAL: 40 MARKS

SECTION B

QUESTION 2

Discuss the trends that have emerged in the development of Second language teaching methodologies from the 1940s up to 1980s. **(30 Marks)**

QUESTION 3

Design (a) one visual situational and (b) one linguistic exercise to practice the following structure: **Teaching comparison** when comparing two unequal things. **(30 Marks)**

QUESTION 4

Discuss the Communicative Approach to Language Teaching and show how it addressed some concerns that existed in the previous methods before its introduction. **(30 Marks)**

QUESTION 5

Identify a topic of your choice and outline the procedure you would use to teach reading comprehension to a **grade eight** class. **(30 Marks)**

QUESTION 6

1. i. Identify four types of oral literature. **4 Marks**
ii. From an African perspective, discuss the importance of oral literature. **6 Marks**
2. Read the following excerpt from *Things Fall Apart* and answer the questions that follow:

Having spoken plainly so far, Okoye said the next half a dozen sentences in proverbs. Among the Ibo the art of conversation is regarded very highly, and proverbs are the palm-oil with which words are eaten. Okoye was a great talker and he spoke for a long time, skirting round the subject and then hitting it finally. In short, he was asking Unoka to return two hundred cowries he had borrowed from him more than two years before. As soon as Unoka understood what his friend was driving at, he burst out laughing. He laughed loud and long and his voice rang out clear as the ogene, and tears stood in his eyes. His visitor was amazed, and sat speechless. At the end, Unoka was able to give an answer between fresh outbursts of mirth.

- a. Set three context questions based on the passage above. **6 Marks**
- b. Set an essay question to test learners' thematic knowledge of the text **2 Marks**
- c. Provide a brief marking key for the essay question you have set in (b.) **4 Marks**

- d. Briefly narrate Unoka's death and how it affected Okonkwo. **4 Marks**
- e. State four achievements that made Okonkwo well known in the nine villages of Umuofia and beyond even though he was still young. **4 Marks**

TOTAL: 60 Marks

THE END

THE UNIVERSITY OF ZAMBIA
END OF THE YEAR EXAMINATIONS
ACADEMIC YEAR 2020/ 2021

LSE 3040 : Teaching and Learning Techniques in Environmental Education

Time : Three (3) Hours

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

1. You have been asked by the Department of Fisheries to educate Chipanta fishing camp on sustainable fishing. Create a 40 minutes lesson plan showing the type of content you would cover. **(20 Marks)**
2. Describe three ideologies and show how they manifest in the Zambian education system. **(15 Marks)**
3. Discuss three teaching methods that one can use to teach climate change to officers at the Ministry of Finance. **(15 Marks)**
4. Describe the stages in decision making process according to Rodgers (2003)
(15 Marks)
5. Write short explanatory notes on each of the following:
 - a. Teaching method **(5 Marks)**
 - b. Record of work **(5 Marks)**
 - c. Work Plan **(5 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATION

LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION

TIME: THREE (3) HOURS

TOTAL MARKS: 50 MARKS

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

- Q1. Given part of the needed features for a lesson plan, such as; **Class:** 11 A; **Date:** 20/01/2022, **Duration:** 40 minutes, **Topic:** World Population; **Sub-Topic:** Population Change, prepare a detailed geography lesson plan. [20 Marks]
- Q2. Discuss *five* factors you need to consider, as a geography teacher, in the choice of a teaching method. [15 Marks]
- Q3. Explain *five* roles of assessment in geography education. [15 Marks]
- Q4. Imagine you have been tasked to present a paper to newly employed teachers on motivation in teaching geography. Using Darge's (1993) suggestions, discuss *five* ways of enhancing motivation in geography education. [15 marks]
- Q5. Explain *five* reasons why professional development is important for teachers of geography. [15 Marks]
-

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2020/21 ACADEMIC YEAR FINAL EXAMINATIONS

LSE 3069: FUNDAMENTAL TOPICS IN SECONDARY SCHOOL GEOGRAPHY

TIME: Three Hours

SECTION A: Answer ALL Questions in this section. Write the letter of the correct answer in the answer booklet provided. (20 MARKS)

Study the piece of equipment in Fig. 1 and answer the two questions that follow

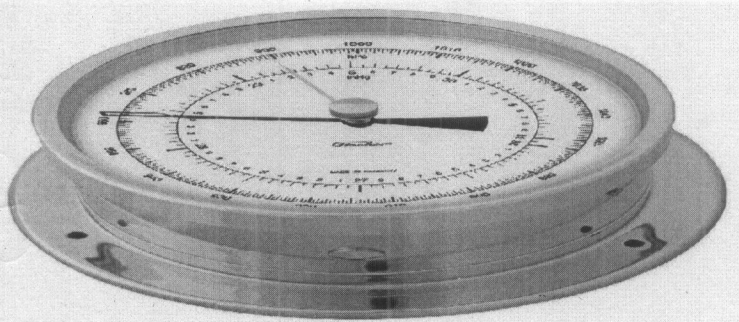
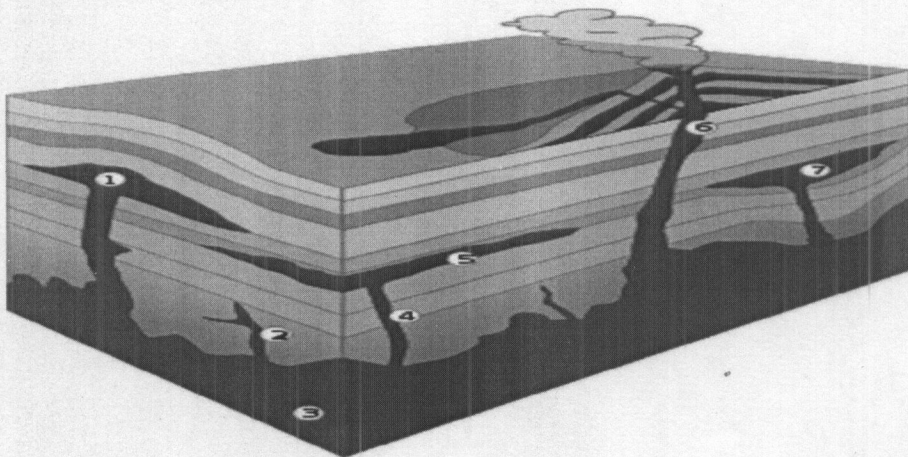


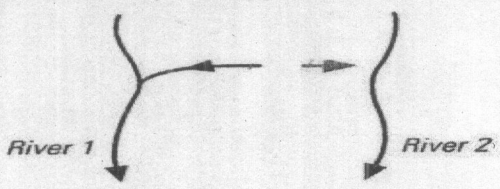
Fig. 1

1. What is the specific name for the piece of equipment shown in Fig. 1?
A. Barometer B. Hydrometer C. Sun dial D. Anemometer
2. What does the piece of equipment shown in Fig. 1 measure?
A. Wind speed B. Wind direction C. Atmospheric Pressure D. Sun's heat
3. Study the diagram below and identify the feature named 5



- A. Sill B. Dyke C. Laccolith D. Lopolith

4. This is the collision of the materials with each other which are carried by the wave and in the process break them into smaller and finer particles.
 A. Attrition B. Abrasion C. Saltation D. Hydraulic action
5. What is likely to happen in Fig. 2 below?



- A. River erosion B. River rejuvenation C. River piracy D. River parallel
6. The magnitude of an earthquake refers to...
 A. effects produced by the earthquake
 B. large amplitude waves known as L - wave
 C. Total amount of energy
 D. Point at which earthquake originates
7. Study the diagram below and answer the question that follows.

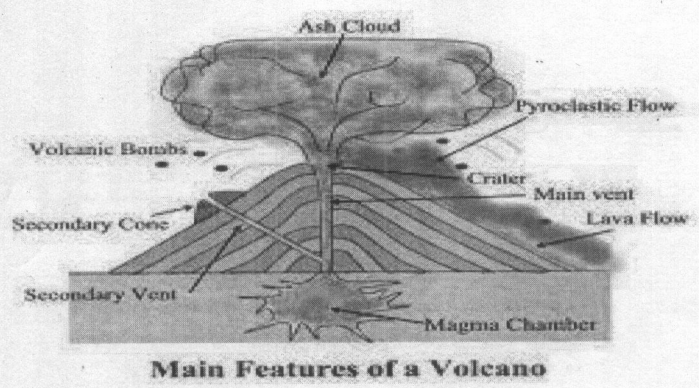


Figure 3

What is the name of the feature shown in Figure 3?

- A. Acidic lava cone B. Basic lava cone C. Composite cone D. Parasitic cone



Figure 4.

8. What exactly is taking place in figure 4?

- A. Earthquake
- B. Faulting
- C. Folding
- D. Volcano Eruptions

9. ... s the slowest and imperceptible movement of weathered materials down a gentle slope.

- A. Slow creep
- B. Solifluction
- C. Mudflow
- D. Avalanches

10. ... is the furthest position of the earth from the sun.

- A. Penumbra
- B. Helion
- C. Perihelion
- D. aphelion

11. All the statements about winter solstice are true, except one

- A. Takes place on 22nd December
- B. Takes place on 21st June
- C. The time in the Southern Hemisphere
- D. Shortest day

12. Under pressure of metamorphism, some rocks undergo changes. The outcome includes the following

- A. Slate, gneiss and lignite
- B. Schist, marble and gneiss
- C. Sandstone, granite and quartzite
- D. Gabbro, marble and sandstone

13. Coal, chalk and limestone are example of ...

- A. Mechanically formed sedimentary rocks
- B. Intrusive igneous rocks
- C. Chemically formed sedimentary rocks
- D. organically formed sedimentary rocks

14. The renewed erosive power of a river is termed as...

- A. River capture
- B. Isostatic Adjustment
- C. River rejuvenation
- D. Horizontal disintegration

15. What is the longitude of Town X, if its local time is 22:00 hours, whereas the longitude of Town Y, in Country Z is 0° and the local time is 19:00 hours?

- A. 45° E
- B. 45° W
- C. 60° W
- D. 35° W

16. The Stevenson screen is usually painted white in order to...

- A. Avoid termite
- B. Allow free circulation of air
- C. Reflect as much heat as possible
- D. Absorb maximum incoming solar energy

17. Which feature forms a natural barrier to floods?

- A. Levee
- B. Delta
- C. Dam
- D. Rapid

18. The intensity of an earthquake is measured by an instrument called:

- A. Epicenter scale
- B. Chronometer scale
- C. Richter scale
- D. Hygrometer scale

19. Soil structure refers to the ...

- A. size of the soil particles
- B. arrangements of soil particles
- C. soil minerals and contents
- D. soil pH

20. The barysphere of the earth is made up of...

- A. silica and magnesia
- B. silica and alumina
- C. iron and alumina
- D. iron and nickel

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION. WRITE ALL ANSWERS IN THE ANSWER BOOKLET PROVIDED

QUESTION ONE

A. Explain the meaning of the following terms:

- (i) Rural Settlement **(3 marks)**
- (ii) Urban settlement **(3 marks)**
- (iii) Central Business District **(3 marks)**

B. Describe the factors that favour settlements in rural areas **(5 marks)**

C. What social and economic development should be established in rural areas to discourage people from leaving the villages to towns? **(6 marks)**

QUESTION TWO

A. Briefly explain the history of Census **(5 marks)**

B. Explain how you would evaluate the quality of census data **(7 marks)**

C. Census of population and Housing is a reliable yard stick in measuring population in Zambia. Discuss **(8 marks)**

QUESTION THREE

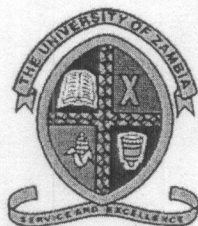
With reference to any squatter settlement in Zambia;

A. Explain the reasons for squatting **(5 marks)**

B. Describe characteristics of squatter settlements **(8 marks)**

C. What strategies can be used to reduce problems caused by the growth of squatter settlements? **(7 marks)**

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

END OF YEAR EXAMINATIONS 2021

LSE 3080: AFRICAN LANGUAGES TEACHING METHODS

TIME: 3 HOURS

MARKS: 100

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

Section A:

1. Write brief notes on the differences between the following pairs of concepts:
 - a. disjunctive and conjunctive writing
 - b. logographic and alphabetic writing systems
 - c. prescriptive and descriptive grammar
 - d. shallow and deep orthography

Section B:

2. A comprehension lesson should have teaching points otherwise it ends up being a testing exercise. Discuss some possible teaching points that would be used in the three parts of a comprehension lesson: before reading, during reading and after reading.
3. Read the following description of a lesson observed by a Head of Department and then answer the questions below it:

The teacher began his lesson by writing these pairs of words on the board:

Panga 'make' *pangisha* 'cause to be made'

Lemba 'write' *lembesha* 'cause to write'

Longa 'park (things)' *longesha* 'cause to park(things)'

Sunga 'keep' *sungisha* 'cause to keep'

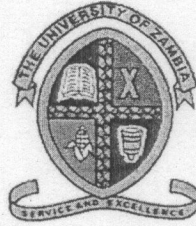
The teacher then asked learners to compare the words in each pair and say what the difference in meaning was. The learners explained what was different along the following lines : that the first word in each pair was about what a person did on his own while the second word is about what he made others do. The teacher put the learners into groups and asked them to work out what was in the words that had led to that difference in meaning. One group suggested that the second word in each pair had additional parts –esh and –ish but both ended with –a. These additional parts must be responsible for the extra meaning of 'causing one or others to do something'. The teacher accepted and praised the group for being very perceptive.

Next the teacher wrote a few more verbs on the board and asked learners to change them orally in a similar way to the pairs he had written before. Learners did this very well.

Then the teacher asked learners to think of their own verbs and change them as they had been doing. The learners wrote the exercise and the teacher marked the books. Almost of all them managed to complete the task successfully. The teacher ended the lesson by asking learners what they had learned. The teacher thanked the class for their attention and good work.

Questions:

- a. What is the structure taught in this lesson called in Bantu linguistics?
 - b. What grammar teaching strategy did the teacher use? How can you tell?
 - c. Identify and name the stages in this lesson?
 - d. Considering the four principles of first language teaching, would you say the teacher followed all of them: use of learner's prior knowledge, learning as a situated process, learning as a social process and learning how to learn? Explain.
4. Explain how you would teach a composition lesson using the *writing as a process* approach. What are some of the advantages of using this approach compared to traditional methods?
 5. 'Teaching a mother tongue is not difficult because learners already know the language and use it competently.' Argue against this statement by showing why it is necessary to teach the grammar of a mother tongue in Zambia.
 6. During the orthographic reforms spearheaded by the Ministry of Education, different language committees independently reached similar decisions. Explain what these were and point out areas where there was no agreement.



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

END OF YEAR EXAMINATIONS 2021

LSE 4030: ADVANCED ENGLISH LANGUAGE TEACHING METHODS

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS: This paper has two sections: Sections A and B. Section A is compulsory. In section B, choose any two questions. ALL QUESTIONS IN SECTION B CARRY EQUAL MARKS.

SECTION A

Answer all the questions in this section

1. Define the following applied linguistic terms:
 - a. Formalism
 - b. Functionalism
 - c. Vocabulary depth
 - d. Connotative meaning

SECTION B

Answer any two questions from this section.

2. Read the following text and then answer the questions below it:

Young Helper

You don't have to be old to help others. In April 1995, when he was just twelve years old, Craig Kielburger was looking for the comics section in the newspaper. A story about a boy by the name of Iqbal Masih caught his eye. Iqbal Masih, who lived in Pakistan, had been forced to work long days in a factory that made rugs. He had worked twelve-hour days, six days a week from the time he was

THE UNIVERSITY OF ZAMBIA
END OF THE YEAR EXAMINATIONS
ACADEMIC YEAR 2020/ 2021

LSE 4040 : Teaching and Learning Techniques in Environmental Education

Time : Three (3) Hours

Instructions : Answer Question One and any other two questions. Credit will be given for answers which show deepened awareness of the topics rather than mere memorization of lecture notes. Use of illustrations and relevant examples is encouraged.

1. Learning is a life-long process stretching from one generation to another. Explain how an educator born in the 20th Century can meet the needs of learners in the 21st Century. (20marks)
2. With the aid of a diagram, describe the stages of teaching as inquiry. (15 marks)
3. Identify any teaching/learning material of your choice.
 - i) Explain how you can use it to teach an environmental topic of your choice to an audience/class of your choice. (10 marks)
 - ii) What is the importance of learning/teaching materials? (5marks)
4. You have been asked by your supervisor at work to present a lesson on a pressing environmental topic of your choice to market traders. Identify three strategies that you can use to reach out effectively to this category of people. (15marks)
5. Write brief notes on the following;
 - i) Ecological footprint (5 marks)
 - ii) Importance of community experience in environmental Education (5marks)
 - iii) Importance of environmental Learning. (5marks)

THE END



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021 END OF YEAR FINAL EXAMINATION

LSE 4100 ADVANCED LITERACY TEACHING METHODS

DURATION: 3 HOURS

MARKS: 50

INSTRUCTIONS

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

SECTION A: COMPULSORY (20 Marks)

With examples, write brief notes on each of the following key competencies:

- (a) Phonemic awareness (5 Marks)
- (b) Phonics (5 Marks)
- (c) Fluency (5 Marks)
- (d) Comprehension (5 Marks)

Question two (15 Marks)

With examples, explain the phonics instruction approaches that may be used for teaching reading.

Question Three (15 Marks)

Explain the role of oral language to literacy development.

Question four (15 Marks)

Describe the format of the prescribed literacy lesson and how you can use it to teach vocabulary to a grade three class in Zambia.

Question five (15 Marks)

Imagine you have been invited by World Vision Organization to develop a literacy programme. As an expert in literacy, explain the factors you may need to consider in the development of this programme from the beginning to the end.

THE END

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS

NOVEMBER / DECEMBER 2021

LSE 9000: LITERACY PRACTICES AND SOCIAL LIFE SKILLS

MARKS: 100

DURATION: THREE (3) HOURS

INSTRUCTIONS:

1. There are **SEVEN** questions in this paper.
 2. Answer any **THREE** questions of your choice.
 3. Make sure you sufficiently **understand** the question before answering.
 4. All Questions carry **equal** marks
-

QUESTION 1

One of the major causes of poverty in third world countries is low literacy levels. Explain with relevant examples how high literacy levels in a country can help reduce poverty and improve the quality of life among citizens. 33 Marks

QUESTION 2

- a. Give a competitive comparison between a *real leader* and a *position leader*. 18 Marks
- b. Identify and explain the causes of conflict in an organisation. 15 Marks

QUESTION 3

Discuss Paulo Freire's *Pedagogy of the oppressed* and outline the views of both the oppressor's consciousness and the oppressed's consciousness. 33 Marks

QUESTION 4

- a. Explain in detail the importance of entrepreneurship in countries whose economy is undergoing restructuring. 17 Marks
- b. With practical examples list and analyse eight characteristics of entrepreneurs. 16 Marks

QUESTION 5

- a. With relevant examples, assess in detail the conditions for good living. 16 Marks
- b. Critically describe measures that can help a person to preserve the wealth that he/she has accumulated over a long period of time. 17 Marks

QUESTION 6

- a. Discuss the causes of poor training in learning institutions. 13 Marks
- b. Analyse the steps that learning institutions need to take in order to bring about the desired transformation in the lives of the students. 20 Marks

QUESTION 7

Identify a business venture in your local area and outline the steps you would undertake to excel in that business. 33 Marks

THE END

THE UNIVERSITY OF ZAMBIA
LTC 1000: ORIGINS AND DEVELOPMENT OF LITERACY
2020/2021 EXAMINATIONS

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS

1. There is only one section in this paper, answer **three (3)** questions in all
2. Question one (1) is compulsory.

SECTION A

Question one is **COMPULSORY**. Answer any other two (2) questions from the remaining three.

1. When there is a class of over 100 students in the university setting, transmission model, where a lecturer stands at the front of the class and dictates to the students is the easiest method of teaching.
 - a) With examples, **CRITIQUE** the above statement in relation to Paulo Freire's banking and laboratory model kind of education (**20 marks**).
2. With practical examples, **DISCUSS** the assertion that 'literacy is critical to the nation's economic development as well as individual and community well-being (**15 marks**).
3. **COMPARE** and **CONTRAST** the maturation theory of literacy development to Piaget's theory bringing out children's literacy behaviours at every stage (**15 marks**).
4. Give an account of the development and sources of the word literacy as an academic field of study (**15 marks**).

END - GOOD LUCK



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021 END OF YEAR FINAL EXAMINATION

LTC 1100 ACADEMIC WRITING AND STUDY SKILLS

DURATION: 3 HOURS

MARKS: 50

INSTRUCTIONS

1. There are five questions in this paper and you are expected to answer three essay questions in total.
2. Question 1, is compulsory and you are all expected to answer it. Pick two more questions from the remaining ones.
3. Marks are allocated at the end of each question.

=====

QUESTION 1: Compulsory (20 Marks)

With clear examples, explain the similarities and differences between the APA style of referencing and the Chicago referencing system.

Question 2: (15 Marks)

In their political discourse, Mr Sata told Mr Banda (President) to reduce taxes for working Zambians. In response, Mr Banda said "What can an ugly man from Mporokoso know about taxes".

- (a) What logical fallacy did Mr Banda use to sway the attention of Mr Sata on the tax issue in his response. Justify your response?
- (b) With examples, explain five other logical fallacies used in written and spoken discourses.

Question 3: (15 Marks)

Explain five study skills that you can use to help you remember information as you study.

Question 4: (15 Marks)

With clear examples;

- (a) Explain the process of communication
- (b) How does communication messages for the masses differ from coded communication for secret societies or friends with shared background?

Question 5 (15 Marks)

With clear examples, explain the variations between academic language and informal language.

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2020/2021 END OF YEAR FINAL EXAMINATION
LTC 3000: TEACHING LANGUAGE AND LITERACY IN DIVERSE CONTEXTS

DURATION: 3 HOURS

MARKS: 50

INSTRUCTIONS

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

QUESTIONS

1. Explain why literacy levels are low in Zambia. For each reason, suggest a corresponding possible solution (20 marks)
2. Discuss the meaning of language from a formalist and functionalist point of view. Further, explain the implication of the two meanings of language to language teaching (15 marks)
3. Multilingualism can either be a problem or a resource. Justify this statement by taking only one side of the argument. (15 marks)
4. What is identity? How is the knowledge of learners' identities important to a language/literacy teacher in Zambia? (15 marks)
5. Translanguaging is a solution to literacy teaching in Zambian primary schools. Discuss (15 marks)

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 3030: MATHEMATICS EDUCATION

TIME: Three (3) hours

Marks possible: 100

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

INSTRUCTION: Attempt **Question 1** and any other **three (3)** questions; a total of **four**

Question 1 (Compulsory)

- (a) Using the Pythagoras theorem or any secondary school topic of your choice, outline a series of instructions (or describe an activity) you could give to your class so as to logically lead to the definition of the concept being the conclusion to the lesson rather than the introduction. [10]
- (b) (i) Explain the *lesson study cycle*.
(ii) Discuss how *lesson study* enhances the quality of teaching and learning of school mathematics. [09]
- (c) Explain how any **two (2)** of the following enhances the quality of teaching and learning of school mathematics:
(i) Assessment
(ii) Textbooks
(iii) Calculators
(iv) Games [06]

Question 2

- (a) Compare and contrast Piaget's, Bruner's and Vygotsky's theories of constructivism. [15]
- (b) Discuss **three (3)** ways in which the theory of constructivism can improve the quality of teaching and learning mathematics in schools in Zambia. [10]

Question 3

- (a) A student teacher was asked to choose a school topic and identify desired specific outcomes for that topic. The response the student teacher gave is as presented in the table below.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES
STATISTICS	1. Cumulative frequency tables 2. Measures of dispersion	1. Construct cumulative frequency tables using grouped and ungrouped data 2. Draw cumulative frequency curves 3. Draw relative cumulative curves 4. Calculate the range, inter quartile range, and semi inter quartile range 5. Calculate the percentiles 6. Calculate variance and standard deviation for ungrouped and grouped data

- (i) Identify and explain **three (3)** areas you could improve upon. [09]
(ii) Based on your response in (i) above, re-arrange the table. [03]
- (b) State **three (3)** reasons that necessitated focus on specific outcomes rather than behavioural objectives in the teaching and learning of school mathematics. [04]
- (c) Explain **three (3)** ways in which Bloom's Taxonomy of the Cognitive Domain has been critiqued by its proponents. [09]

Question 4

Teaching and learning of mathematics largely takes place in the classroom. It is important therefore to objectively and systematically observe what happens there in order to make any improvements.

- (a) Outline a procedure that could be put in place to help provide reliable and verifiable information for studying the events/activities in the classroom. [15]
- (b) What limitations do you anticipate in the procedure you have outlined in (a) above and what could be done to improve it. [10]

Question 5

Sequenced subject matter in mathematics is temporal as it is dependent on several factors in the actual teaching and learning of the subject.

- (a) Discuss **four (4)** factors that might necessitate revisions in the sequence presented in the syllabus/scheme. [16]
- (b) Explain with the help of illustrations how a Topic Precedent Diagram (TPD) procedure could be used to establish a teaching order of a given set of topics. [09]

Question 6

(a) Explain

- i. the measures a teacher of mathematics can take to ensure that *teacher exposition* leads to meaningful learning of mathematics;
- ii. how learner-centred teaching methods may fail to lead to meaningful learning of mathematics. [10]

(b) Explain one strategy a teacher can use to facilitate the learning of each of the following:

- i. Mathematical *fact*;
- ii. Mathematical *skill*;
- iii. Mathematical *concept*;
- iv. Conceptual structure;
- v. Problem solving strategy. [15]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2020/2021 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

MSE3040: Biology Teaching Methods

Duration: Three hours

Marks: 100

Information:

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

Instruction:

Attempt any **five** questions.

.....

Question 1

There are various responsibilities a teacher of biology is expected to perform in a secondary school. One of the main responsibilities of a biology teacher is to teach effectively.

- a) Explain the meaning of *effective teaching*. [02]
 - b) One of the approaches of teaching biology is using deductive teaching.
 - i. What is deductive teaching? [02]
 - ii. Give **two** merits of deductive teaching of biology. [02]
 - iii. Explain why deductive teaching approach is discouraged for teaching biology. [02]
 - c) Give an account of a biology lesson involving deductive teaching approach which you would give to a grade 10 class on a topic of your choice. [08]
 - d) Explain **four** teacher practices which may result in ineffective teaching of biology. [04]
-

Question 2

Teachers are encouraged to use a variety of teaching strategies when teaching biology. These include among others the following: *demonstration; experimental activities; role play and field trips.*

- a) Justify the importance of using a variety of teaching strategies for teaching biology. [03]
 - b) Select **one** teaching strategy from the list given above and address the following issues.
 - i. Give a description of the named/selected strategy. [03]
 - ii. Analyse the strengths of this strategy for teaching [04]
 - iii. Analyse the challenges associated with this strategy for teaching biology. [04]
 - iv. Explain how you can improve the effectiveness of this strategy for teaching biology. [03]
 - c) Describe **three** issues that you need to take into consideration when selecting teaching strategies for a biology lesson. [03]
-

Question 3

- a) Identify **four** critical aims of teaching biology. [04]
 - b) Give a critical analysis as whether Zambia is attaining the aims of teaching biology and to what extent have we achieved the said aims? [04]
 - c) What could be the hindrances to achieving the aims of teaching biology as enshrined in the syllabus? [04]
 - d)
 - i) The Concept-Related Sequencing utilizes the following attributes in Sequencing topics or subtopics: Class Relations; Propositional Relations; Sophistication; Logical Prerequisite. Explain the meaning of each of the terms. [04]
 - ii) These are some of the subtopics, not arranged in order, on the topic SKELETON AND LOCOMOTION: Muscles and Joints; The Skeleton of an Insect; The Mammalian Skeleton; Various types of Skeletons

Explain how you can utilize the Concept-Related Sequencing to sequence these topics in a teachable order. [04]
-

Question 4

- a) Write **two** complete learning outcomes in the psychomotor domain on any “**Ordinary level topic**” in biology. How do they differ from affective learning outcomes? [06]
- b) Explain the importance of considering learners as you do each of the following during lesson preparation:
- i. Writing learning outcomes; [03]
 - ii. Writing tasks for lesson evaluation. [03]
- c) Some teachers of biology perceive learning outcomes as “**a necessary evil**”. Write in support of this perception. [08]
-

Question 5

- a) During school experience, some student teachers of biology do not consider the syllabus to be very important. Once they get a topic or two from a teacher who hands over a class they rush to teach without full understanding of all the details in the syllabus. Explain why this is dangerous:
- i. To the student teacher who takes over the class; [05]
 - ii. To the learners who are handled by such a teacher. [05]
- b) Using one topic in your subject area, explain the format of the **Zambian School Biology Syllabus** [05]
- c) Is it really necessary to have a common biology syllabus in Zambia? **Justify your answer.** [05]
-

Question 6

Peer/micro teaching is a useful approach for training of biology teachers. It also forms a base for lesson study which is practiced in secondary schools in Zambia.

- a) Evaluate the similarities and differences between the practice of lesson study and Microteaching/peer teaching. [10]
 - b) What needs to be modified to the current practice of microteaching/peer teaching as practiced at the University of Zambia, MSE department, so that it matches up with Ministry of General Education's lesson study? [04]
 - c) Why is it of value practising micro/peer teaching in the training of biology teachers? [06]
-

Question 7

A teacher of biology should endeavor to develop learners with skills in all aspects of the **domains of learning** and **assess** them appropriately.

- a) Elucidate the **three** domains of learning that you would endeavor to develop in your learners as a teacher of biology. [06]
 - b) For any **two** of the domains mentioned in (a), illustrate how statements of educational learning outcomes can be arranged in a hierarchy from less to more complex. [06]
 - c) Concisely, explain the meaning of assessment in biology education. [02]
 - d) Describe the **three** types of assessments that you would use to assess your learners.[06]
-

Question 8

Application of appropriate **learning theories** by a teacher of biology helps him/her to develop scientifically literate learners who have deeper understandings of biology that studying the **Nature of Science (NOS)** provides through adherence to **biology laboratory safety rules**.

- a) Identify and describe any **two** theories of learning that you would apply in your teaching of biology. [08]
- b) Explain what you understand by the term 'Nature of Science' (NOS). [04]
- c) Formulate **eight** laboratory rules that would help you ensure safety in your biology laboratory. [08]

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

2020/2021 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

MSE3080: Agricultural Science Teaching Methods

Duration: Three hours

Marks: 100

Information:

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

Instruction:

Attempt any **five** questions.

Question 1

Discovery teaching is one approach recommended for effective teaching of agricultural science at secondary school level.

- a) Explain the meaning of the following terms:
 - i. Effective teaching; [02]
 - ii. Discovery teaching. [02]
- b) Give **two** benefits of discovery teaching to pupils. [02]
- c) Although discovery teaching and learning are encouraged, they have some challenges. Cite **two** challenges associated with this approach of teaching/learning. [02]
- d) Give an account of an agricultural science lesson you would present to grade 10 pupils using discovery teaching/learning approach on a topic of your choice. [08]
- e) Explain **four** teacher practices which can facilitate effective teaching of agricultural science. [04]

Question 2

Teachers are encouraged to use a variety of teaching strategies when teaching agricultural science. These include among others the following: *demonstration; experimental activities; role play and field trips.*

- a) Justify the importance of using a variety of teaching strategies for teaching agricultural science. [03]
 - b) Select **one** teaching strategy from the list given above and address the following issues.
 - i. Give a description of the named/selected strategy. [03]
 - ii. Analyse the strengths of this strategy for teaching agricultural science. [04]
 - iii. Analyse the challenges associated with this strategy for teaching agricultural science. [04]
 - iv. Explain how you can improve the effectiveness of this strategy for teaching agricultural science. [03]
 - c) Describe **three** issues that you need to take into consideration when selecting teaching strategies for an agricultural science lesson. [03]
-

Question 3

- a) Identify **four** critical aims of teaching Agriculture Science. [04]
- b) Give a critical analysis as to whether Zambia is attaining the aims of teaching Agriculture Science and to what extent have we achieved the said aims? [04]
- c) What could be the hindrances to achieving the aims of teaching Agriculture Science as enshrined in the syllabus? [04]
- d)
 - i) The Concept-Related Sequencing utilizes the following attributes in Sequencing topics or subtopics: Class Relations; Propositional Relations; Sophistication; Logical Prerequisite. Explain the meaning of each of the terms. [04]
 - ii) These are some of the subtopics, not arranged in order, on the topic Crop Production:
Fertiliser application; Vegetative Propagation; External and Internal Morphology Plants; Distribution of Crops; Seed Planting; The Flower and Pollination
Explain how you can utilize the Concept-Related Sequencing to sequence these topics in a teachable order. [04]

Question 4

Preparing lesson plans is very important in the teaching and learning of agricultural science at secondary school level.

- a) Write a detailed lesson plan on digestive system in ruminants. [10]
 - b) Explain **five** reasons why the lesson plan that you have prepared may not serve the intended purpose [10]
-

Question 5

Mr. Kray is an untrained teacher of agricultural science at Swāzi Secondary School in Ndola. Whenever, he prepares a scheme of work School Management is not impressed and so a final warning is given to him.

- a) State **six** mistakes he could be making in the preparation of schemes of work. [06]
 - b) If you were asked to teach him how to prepare schemes of work, explain in detail the help you would render so that he can be out of danger. [10]
 - c) Is it necessary to prepare a scheme of work when a detailed syllabus in agricultural science is available? *Justify your answer* [04]
-

Question 6

Peer/micro teaching is a useful approach for training of agricultural science teachers. It also forms a base for lesson study which is practiced in secondary schools in Zambia.

- a) Evaluate the similarities and differences between the practice of lesson study and micro-teaching/peer teaching. [10]
- b) What needs to be modified to the current practice of microteaching/peer teaching as practiced at the University of Zambia, MSE Department so that it matches up with Ministry of General Education's lesson study? [04]
- c) Why is it of value practising peer/micro teaching? [06]

Question 7

A teacher of agricultural science can enhance **Agricultural science laboratory safety** awareness by teaching learners the fundamentals of the **Nature of Science (NOS)** and using appropriately designed **assessment** items.

- a) Justify the need for general agricultural science laboratory safety awareness in secondary schools. [05]
 - b) Explain the following categories that constitute the fundamentals of the NOS:
 - i. The scientific world view; [03]
 - ii. Scientific inquiry; [03]
 - iii. The scientific enterprise. [03]
 - c) Explain **two** of the aspects exhibited by appropriately designed assessment items. [06]
-

Question 8

A teacher of agricultural science with an understanding of the processes of learning in **theories of learning**, is likely to teach his/her learners appropriately in all the three **domains of learning**.

- a) Describe the learning processes in each of the following theories of learning:
 - i. Classical conditioning; [03]
 - ii. Operant conditioning; [03]
 - iii. Cognitive or intellectual development; [04]
 - iv. Constructivism. [04]
- b) Describe the **three** domains of learning that you would endeavor to develop in your learners as a teacher of agriculture science. [06]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2018/2019 ACADEMIC YEAR FINAL EXAMINATIONS
MSE 9030: ADVANCED MATHEMATICS EDUCATION

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

INFORMATION:

1. There are **five** questions in this paper.
2. Each question carries 25 marks.
3. Marks for parts of questions are shown in square brackets [].

INSTRUCTION: Attempt **four (4)** questions in this paper. Answer **question 5** and any other **three (3)** questions of your choice.

Question 1

- (a) Explain each one of the following as they relate to the teaching and learning of mathematics:
- (i) Implemented curriculum. [05]
 - (ii) Attained curriculum. [05]
- (b) Discuss **three (3)** ways in which *scientific calculators* have *revolutionised* the teaching and learning of mathematics. [15]

Question 2

- (a) What is meant by *teacher appraisal*? [03]
- (b) Appraising a teacher could be done by use of either *interviews* or *observations*. For each technique above, explain **three (3)** ways of how it can be used to appraise a mathematics teacher. [15]
- (c) Discuss **three (3)** ways why it was necessary to change from use of the *Annual Confidential Report* to use of the *Annual Performance Appraisal System (APAS) Form* when appraising a teacher. [07]

Question 3

- (a) Explain why a rich vocabulary in language is an aid to effective learning of mathematics. [05]
- (b) Discuss in detail **three (3)** aspects of mathematics that could make it qualify as a language. [12]
- (c) Suggest **two (2)** ways you can help learners develop their vocabulary in mathematics. [08]

Question 4

- (a) Some of the mathematics educators hold the view that *mathematical investigations* should form part of every school mathematics curriculum.
- (i) Give **three (3)** reasons in support of this view. [06]
- (ii) Describe *a strategy* which could be used to improve pupils' performance in *mathematical investigations*. [09]
- (b) Discuss **three (3)** effects of *motivation* on secondary school pupils' *relational understanding* of mathematics concepts. [10]

Question 5 (Compulsory)

- (a) Explain **three (3)** reasons why it is necessary but not sufficient for student teachers of mathematics to study school mathematics topics. [12]
- (b) Four mathematics student teachers bought a scientific calculator for K120. The first student contributed one half of the sum of the money contributed by the other students; the second student contributed one third of the sum of the money contributed by the other students; and the third student contributed one fourth of the sum of money contributed by the other students.
- (i) How much was contributed by the fourth student? [05]
- (ii) Explain a *challenge* which learners are likely to have as they solve part (i) above. [03]
- (iii) Explain briefly how you could assist a learner who holds the challenge indicated in part (ii) above. [05]

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

THE UNIVERSITY OF ZAMBIA

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9060: ADVANCED CHEMISTRY TEACHING METHODS

Duration: Three (3) Hours

Marks: 100

INFORMATION:

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

INSTRUCTION:

Answer any **five** questions

1. A sample of lead, mass 2.07 g, is dissolved in nitric acid to give a solution of lead nitrate, $\text{Pb}(\text{NO}_3)_2$. When this is made basic, $\text{Pb}(\text{OH})_2$ precipitates. Oxidation of this compound gives PbO_2 , which dissolves in HCl to yield PbCl_4 . Addition of NH_4Cl then precipitates the complex salt $(\text{NH}_4)_2\text{PbCl}_6$.
 - a) Using **two** different methods calculate the maximum amount of the final compound that could be produced? [10]
 - b) Which method would you recommend to your pupils? [01]
 - c) Justify your reasoning. [03]
 - d) How can you teach a lesson involving this question so that it is meaningful and with an appropriate context which may relate to their every day circumstances. [06]

2.
 - a) There are several known techniques for reducing resistance to change. Some of them include *Education and Communication, Manipulation and Co-optation, and Facilitation and Support*. As head of department in your school, explain when these techniques can be used and the resultant advantages and disadvantages. [12]
 - b) Explain **two** specific issues that can be changed in chemistry education in order to make the teaching and learning of chemistry more progressive. [04]
 - c) Explain how you can use any other **two** techniques apart from those cited in (a) in to order reduce resistance to changes you're proposing. [04]

3. a) What do the following acronyms of educational programs stand for:
- (i) ZAMSTEP; [02]
 - (ii) AIEMS; [02]
 - (iii) SBCPD. [02]
- b) For each of the following, write its name in full and briefly describe its main objective in so far as improving the teaching and learning of chemistry in Zambia is concerned.
- (i) JETS; [04]
 - (ii) ZASE; [04]
 - (iii) NSC. [04]
- c) Mention **one** challenge faced by any one of these organizations in (b) and explain how it can be overcome. [02]
-

4. a) Using concepts from the Johnstone triangle explain how you can teach *polymerization* using a practical activity. [06]
- b) Name the following inorganic compounds:
- i. BeC_2O_4 [02]
 - ii. FeO [02]
 - iii. $\text{W}(\text{HSO}_4)_5$ [02]
- c) Write the formula of:
- i. Lithium perchlorate [02]
 - ii. Diphosphorus trioxide [02]
 - iii. Cobalt (II) Thiosulfate [02]
- d) Why is it important to teach about the language of chemistry? [02]
-

5. a) A **learner centered curriculum** is “a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in learner’s knowledge, skills, values, and world views. To what extent is the Zambian curriculum said to be learner centred. [08]
- b) Explore four characteristics of an **Exemplary Curriculum**. [08]
- c) Explain how a lesson on *the properties of the periodic table* can be taught by utilizing the **Modality Principle** so that information taught is retained for a long time and used as a scaffold for new life’s skills and bearing in mind that learning is a neurobiological activity. [04]
-

6. a) What are **five** features of a quantitative research in chemistry education? [05]
b) What are **five** features of a qualitative research in chemistry education? [05]
c) The following is an abstract written by Chiu and Wu (2009):

Ever since Johnstone (1993) addressed the three levels of chemistry (symbolic, macro, and microscopic or so called submicro currently), many studies investigate how multimedia could support constructing, developing, and evaluating students' mental representations of chemistry at the three levels. This chapter focuses on how multimedia could enhance chemistry learning of the triplet relationship and discusses theories and empirical studies from the following perspectives: (1) multimedia as a modeling tool (discussing multiple representations and mental models in learning and teaching chemistry), (2) multimedia as a learning tool (introducing tools such as 4M:Chem, eChem, and ChemSense), (3) multimedia as an assessment tool (such as presenting computerized two-tier diagnostic instruments), and (4) multimedia as an instructional tool (linking findings of students' mental representations to the development of teachers' pedagogical content knowledge in chemistry). Implications for chemical education are discussed in terms of theoretical and practical approaches.

- i) What research approach is suitable for this investigation? [02]
ii) Justify your answer in (i) above. [03]
iii) Design **five** questions that are pertinent to this research (note that the title of Chiu and Wu (2009)'s research is "The roles of multimedia in the teaching and learning of the triplet relationship in chemistry." [05]

7. a) The multiple choice question below appeared in one of the examinations and it was found that the response (A) had a distracter Index value of -0.36.

Which of the following is a common use for ammonia?

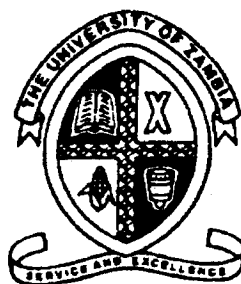
- (A) As a fuel**
(B) To make plastics
(C) To make fertilizers
(D) As a source of hydrogen and nitrogen

- i) What can you comment about this value with regards to the effectiveness of this distracter? [02]
ii) Of the top 23 students, 11 chose response (D) and of the lower 23 students, two chose the same response. Calculate the discrimination index for this question. [02]
iii) What utilitarian value, to the teacher, was achieved by doing this type of analysis? [04]
iv) Would you repeat this question in subsequent examination? Justify your answer. [04]
- b) It has been argued that destroying any nation does not need the use of atomic bombs or missiles...it only requires a compromised quality of education. In what ways is this statement applicable to the Zambian education system? [08]

8. a) Gold (Au) is mined alongside copper in Solwezi. Determine the number of grams of Au^+ that could be deposited on a copper watch (copper watch being the cathode) as Au, if the current is 6 amperes and applied for 6 minutes. [04]
- b) After the electroplating procedure, what value (in ZMK) has been added to the watch? [04]
- c) Equipped with the information in (b), design a chemistry presentation titled "Changing mindsets and values". The presentation should be tailored for Minister - Technology and Science and Minister of Education (and other government officials). In the presentation explain how add values to our resources and how this is linked to environmental sustainability. [12]

Additional information: Gold Price per gram is ZMK 400; initial weight of watch is 100grams; cost of copper per kilogram is ZMK 67; cost of electricity per kilowatt/h is ZMK0.54; cost of labour for the chemist is ZMK 100/watch; and voltage supplied to the electroplating cell is 12V.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION
2019/2020 ACADEMIC YEAR
MUSIC THEORY
MUS 1030

INSTRUCTIONS:

- **Answer all the questions in this exam**
- **The total marks obtainable is 100 marks**
- **Time allowed is three (3) hours**
- **An extra music manuscript is attached for extra answering space**

1. Write the enharmonic equivalents of the following notes (7Marks)



2. Name the following intervals (7Marks)



.....

3. Write the interval above the given notes (7Marks)

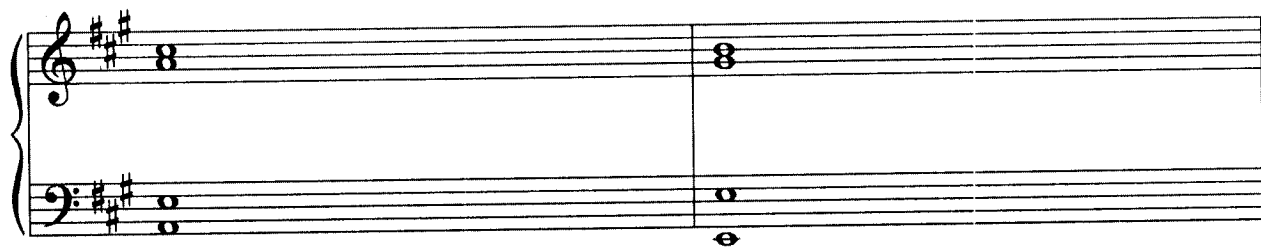


P5thM3rd m2nd P8va Triton M6thM2nd

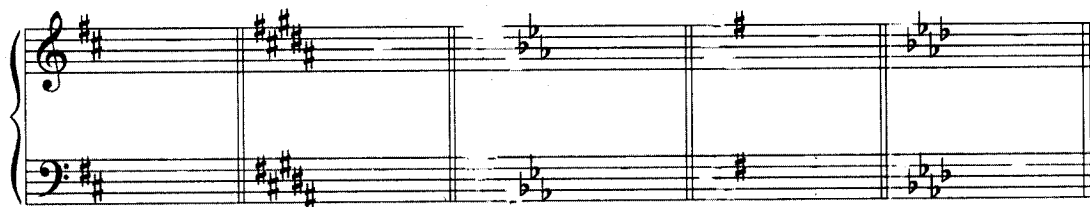
4. Complete these measures with the appropriate value (notes, rest, or dot). (4Marks)



5. Name the cadence below (5Marks)

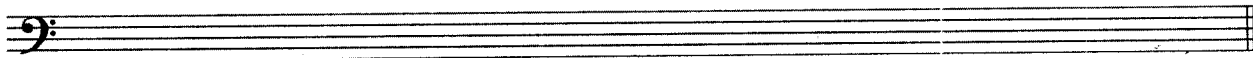


6. Name these key signatures (10Marks)

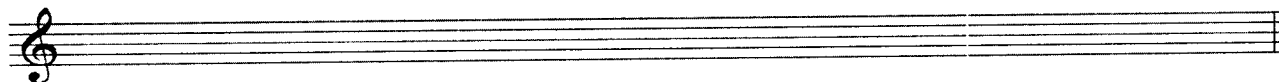


7. Write the following Scales in ascending and descending(12Marks)

A Major



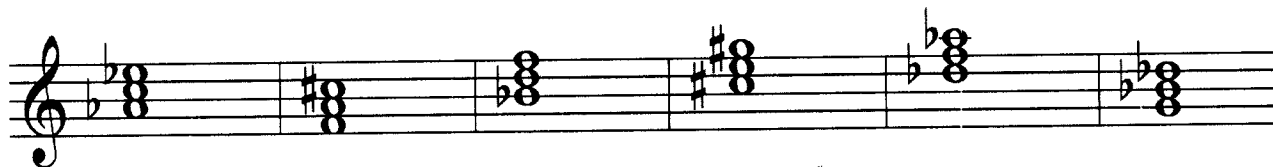
C Melodic Minor up and Down



8. Write a one octave F# melodic minor scale in crochets ascending then descending use a key signature (4 marks)

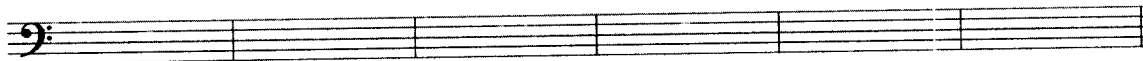


9. Identify the root and quality (major, minor, diminished, or augmented) of these triads (6Marks)



.....

10. Write the following triads (6Marks)



B dim C# min D Aug F Maj Eb min A Maj


11. Define these terms and Symbols (7Marks)

a) Legato.....

b) Allegro.....

c) Diminuendo.....

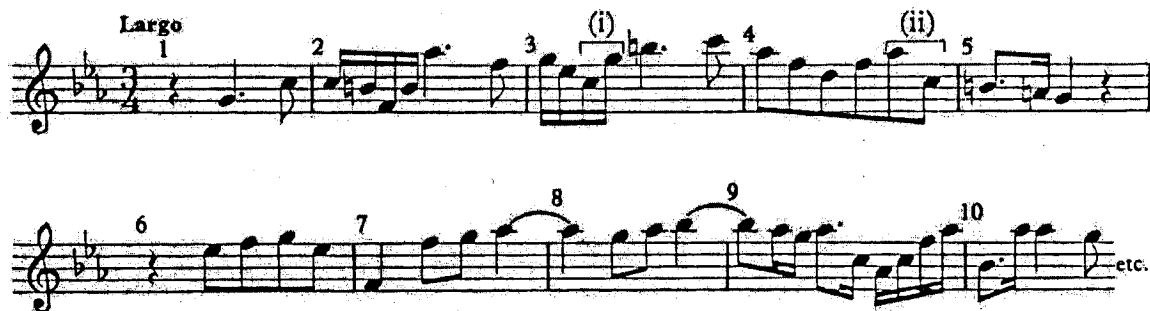
d) *mf*.....

e) . .....

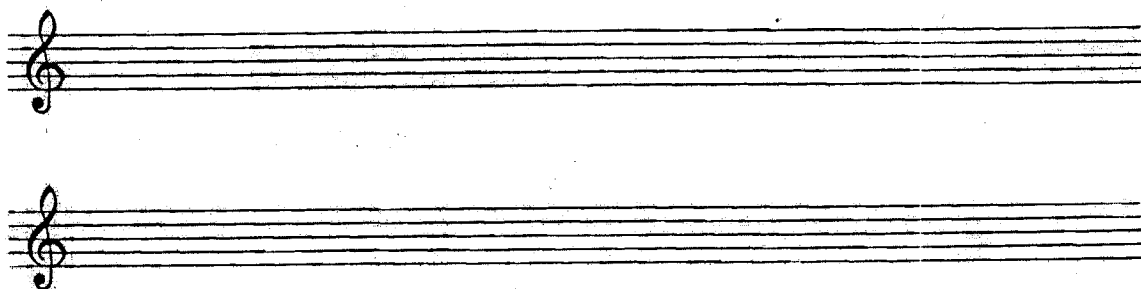
f) *pp*.....

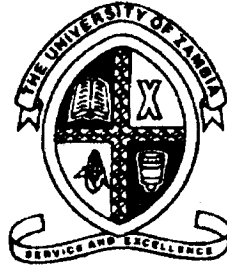
g) *8^{va}*

12. Use the following music excerpt by Geminiani to answer the questions that follow (25 marks)



- (a) Give the meaning of **Largo**
- (b) What key is the first line of the music in?
- (c) What key is the second line of the music in?
- (d) Describe the time (simple or compound; duple, triple or quadruple)
.....
- (e) Give the numbers of two bars which have the same rhythm
- (f) Name the two intervals marked (i) and (ii).
(i) (ii)
- (g) Draw a circle round the 5th degree of the scale whenever it appears in bars 1-5.
- (h) Give the number of a bar in which the melody jumps an octave
- (i) What do you notice about the notes forming the semiquaver group in bar 3?
.....
- (j) Which note is held for two full beats? in bars
- (k) Rewrite bars 1-5 without using a key signature. Write in accidentals which are needed but do not use any which are unnecessary.





**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
MUSIC OF OTHER CULTURES
MUS 3030**

INSTRUCTIONS

- This exam contains 11 questions
- Each question carries 20 Marks
- Answer any five (5) questions of your choice
- The total number of marks obtainable is 100

1. Outline the musical periods that marked the development of Western Classical music in a chronological order. Under each period, name one common musical form and famous composer (20 marks)

2. The Baroque period was characterised by an upsurge of various musical forms. Discuss any five of these forms (20 marks).

3. Write brief notes on the following compositions of the Classical period (20 marks)

- Theme and variations
- Minuet and Trio
- Symphony
- Rondo
- Sonata form

4. Compare and contrast the Baroque and Classical musical periods with regards to elements (20 marks)

5. The Romantic music is described as unique in how elements were used in the compositions. Explain this claim (20 marks)

6. Discuss the vocal musical forms of the Medieval and Renaissance musical periods (20 marks)

7. The Shamisen and Shakuhachi are one of the common instruments of Japan. Discuss how they are made, played and their functions (20 marks)

8. Discuss how the Tala and Raga systems contribute to the uniqueness of Indian music (20 marks)

9. Outline the musical periods of the Western classical music in chronological order. Name two known composers in each period (20 marks)

10. Discuss the development of Chinese music through the various dynasties (10 marks)

11. Trace the development of the orchestra from the Baroque to the Classical period (20 marks).

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2018/2019 ACADEMIC YEAR
PHI2030: PHILOSOPHY OF SOCIAL SCIENCE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS (one question from Section A and any three questions from Section B).

SECTION A

1. (a) Explain what Karl Popper meant by (i) the method of falsification and (ii) the underdetermination of theory by data.
(b) Discuss why Thomas Kuhn placed so much emphasis on the history of scientific development.
(c) Explain what Thomas Kuhn meant by (i) a paradigm and (ii) a paradigm shift.

or

2. (a) Discuss what Imre Lakatos meant by the hard core, the negative heuristic and the positive heuristic in a research programme.
(b) Discuss the manner in which Lakatos (i) agreed with and (ii) disagreed with the approach of Popper in the acquisition of scientific knowledge.

SECTION B

3. Explain briefly what is meant by the following approaches in social science methodology:
 - (a) the hermeneutical approach;
 - (b) the critical approach;
 - (c) the postmodern approach;
 - (d) the social constructionist approach.

4. (a) Explain what Emile Durkheim meant by a 'social fact' as distinct from a natural or psychological fact.
(b) Explain what Max Weber meant by the following types of motivation:
zweckrational; wertrational; affective action ; traditional action.
5. (a) Explain briefly what is meant by methodological individualism with special reference to rational choice theory in economics.
(b) Explain what is meant by the following in methodological individualism:
(i) the coordination game; (ii) the chicken game; (iii) the battle of the sexes game.
6. (a) Explain briefly what is meant by methodological holism with special reference to
(i) social structure and and (ii) cultural norms and values.
(b) Explain the meaning of "reification" in social science.
7. (a) Explain the key features of Charles Darwin's evolutionary theory.
(b) Discuss what sociobiologists mean by (i) kin selection and (ii) reciprocal altruism.
(c) Discuss whether you think sociobiology is adequate to explain human behaviour.
8. (a) Discuss whether you think "objectivity" and "value neutrality" can be upheld in social science analysis.
(b) Discuss with some examples the difference between "culturally specific elements" and "constitutive activities" in the understanding of other peoples.
(c) Explain the difference between by realism and anti-realism in scientific knowledge.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION - INSTITUTE OF DISTANCE EDUCATION
2021 ACADEMIC YEAR FINAL EXAMINATIONS**

COURSE: PES 2240 THEORY AND PRACTICE OF PHYSICAL EDUCATION AND SPORTS

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Carefully read the instructions before attempting any of the questions.
2. Answer **all** questions in section A
3. Answer three (3) out of the four (4) questions in section B
4. All questions must be answered in the answer booklet provided

SECTION A (40 Marks)

Answer all questions in this section

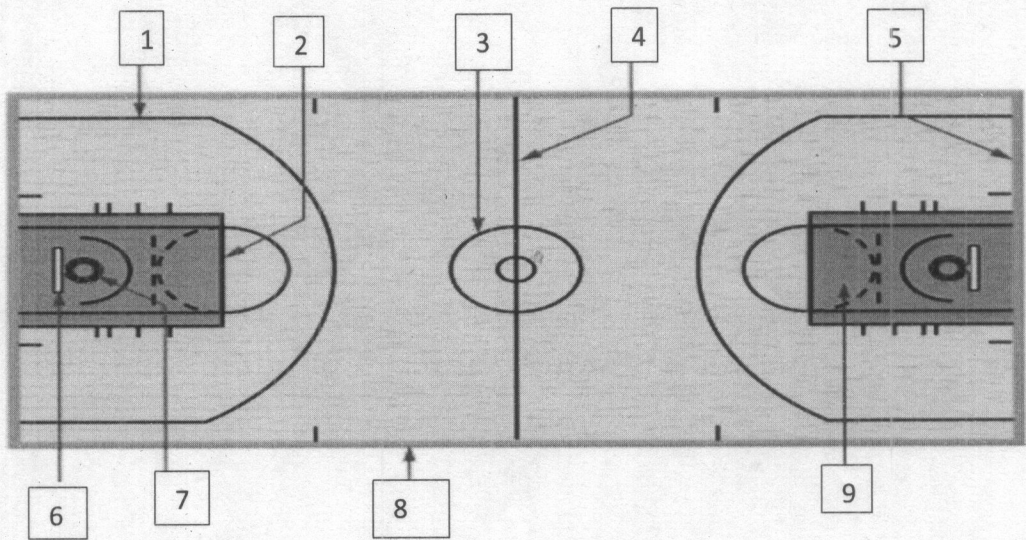
1. The role of the coach can be complex and involved, yet exciting and rewarding. List 5 roles that a coach plays (5 marks)
2. Coaches should be responsible for taking every possible precaution to avoid accidents and injuries. List and explain 4 things that a coach should be aware/ prepare in order to maintain safety (8 marks)
3. Provide 2 names of events from each of the categories of athletics given here:
(a) Sprints (b) Middle distance (c) long distance (d) hurdles (e) jumps (f) throws (12 marks)
4. Why are staggered starts used in athletics? (2 marks)?
5. Describe (not just list) the 2 methods for passing the baton in a relay race (4 marks)
6. On a competition level, how many players make a basketball game and how many substitutes are allowed? (2 marks)
7. Each player is assigned a position when playing in basketball. List three names of the positions (3 marks)
8. Explain the role of two of the positions mentioned above (4 marks)
- 9.

SECTION B (60 marks)

This section has four (4) questions and you are to answer three (3) only. Each question is worth 20 marks.

1. Sport can serve as a platform for values education. Explain this assertion. (20 marks)
2. A violation occurs when the player breaks one of the rules of Basketball. A violation results in the awarding of the ball to the opponents. Explain 5 violations in basketball. (20 marks)

3. People coach in different ways. No one style is right or wrong. Effective coaches use different styles to suit the needs of their participants and the situation. Compare and contrast two coaching styles and provide positives and negatives of the chosen styles. (20 marks)
4. Label the parts of the court and make reference to scoring in basketball on some identified parts of the court. (20 marks)



END OF EXAM - GOOD LUCK!!!

THE UNIVERSITY OF ZAMBIA

FINAL YEAR EXAMINATIONS, NOVEMBER, 2021

RAM 2020: MANAGEMENT OF MUSEUMS AND HERITAGE SITES

INSTRUCTIONS: ANSWER ANY (4) QUESTIONS ONLY

TIME: THREE (3) HOURS

1. Explain at least four legal instruments that Zambia has put in place to help in managing the conservation and preservation of cultural and natural heritage. **(25 marks)** ✓
2. Outline factors to be considered when creating a Museum Archive Programme. **(25 marks)** ✓
3. The Bulozzi Plain which was declared a National Monument in 2013 but now being considered for a status as a World Heritage Site is an important site for Zambia. Explain the benefit Zambia would accrue if it were to be declared a World Heritage Site. **(25 marks)**
4. Justify the need for museums which are nonprofit organizations to consider introducing marketing programmes. **(25 marks)**
5. Describe nine information categories available for the UNESCO object ID documentation method in capturing details for Museum Objects. **(25 marks)**
6. Write brief noted on the following **(25 marks)** ✓
 - a. Learning by doing
 - b. Treasure hunt
 - c. Maritime Museum
 - d. Chilenje house
 - e. Football Heroes Burial Place

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF RELIGIOUS STUDIES
2019/ 2020 FINAL EXAMINATIONS

RED 3030: Secondary School Religious Education Teaching Methods

TIME: 3 HOURS

MARKS: 100

Instructions:

- Answer **Three (3)** questions only
 - Section **A** is **compulsory**
 - Choose **One** question from Section **B** and **One** question from Section **C**
 - Marks will be awarded on the basis of coherence, depth, synthesis and legibility
-

Section A: Compulsory

Briefly explain and exemplify, where possible, any **five (5)** of the following aspects in Religious Education (RE):

- i. Psychomotor skills
- ii. The **Four (4)** Dimensions/ Perspectives (RE 2044)
- iii. The **Four (4)** Learning Stages (RE 2046)
- iv. Test/ Criteria of Objectivity
- v. Importance of Lesson Planning
- vi. Lesson Evaluation
- vii. Features of a well organised classroom

Section B: Answer One (1) question from this section

1. Discuss the four main reasons used to defend the place of RE as a curriculum subject, in Britain and other commonwealth countries.
2. Critically analyse the impact of the 1977 Educational Reforms, 1991 Declaration of Zambia as a Christian nation and the 2013 Educational Curriculum Framework on RE as a curriculum subject in Zambia.
3. With clear illustrations, discuss the assertion that ‘Moral Education (ME) and RE are two sides of the same coin.’

Section C: Answer One (1) question from this section

1. The use of Heuristic methods cannot be avoided in the teaching of RE. With appropriate illustrations, discuss the value of using Heuristic methods.
2. Examine the assertion that, ‘an experienced teacher can teach without a lesson plan.’
3. There are a number of information communication technologies (ICTs) that can be used to enhance the teaching and learning process.
 - a) Give a detailed explanation of the educational value of ICTs in RE.
 - b) Explain how you would use a Computer to teach a selected topic.

=====End of Examination=====

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES

2020/2021 FINAL EXAMINATIONS, NOVEMBER/DECEMBER, 2021

RED 4030: ADVANCED RELIGIOUS EDUCATION TEACHING METHODS

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

This examination paper has two sections

Choose and attempt any **TWO (2)** questions from each section

All questions carry equal marks

SECTION A

1. Apart from the dominant religion like Christianity in Zambia, why should the teaching of religion in schools include other major religions? Explain.
2. Define the concepts, *religious absolutism* and *religious neutrality*. Explain how these concepts affect the teaching of Religious Education (RE) in schools.
3. Discuss the relationship between Religious Education (RE) and Moral Education (ME), giving Zambian examples as much as possible.
4. What is indoctrination? Explain why and how it is a problem in education generally and RE in particular?

SECTION B

5. Explain three arguments against religious knowledge and three counter-arguments for religious knowledge.
6. What are religious truth-claims? Why are they a problem for RE and how should they be handled in the RE curriculum?
7. What are the strengths and weaknesses of the *Exemplary Study* approach to RE teaching?
8. What is commitment? Explain ways in which a religiously committed teacher can avoid influencing his/her pupils with his/her belief and value commitments.

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
2020/1 ACADEMIC YEAR
FINAL EXAMINATION**

RES 3010: RELIGIOUS CONVERSION AND ITS IMPACT IN AFRICA

TIME: THREE HOURS

MARKS: 100

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. Give brief explanations on the following;
 - a) Two approaches in the study of mission history in Africa
 - b) Benefits of Conversion
 - c) Rambo's Types of Conversion.

2.
 - a) Explain Horton's theory of religious change.
 - b) Discuss the nature and consequences of Fisher's differences with Horton's theory.

3.
 - a) What methods did the Jesuit Fathers at Chikuni mission use to convert people to Catholicism?
 - b) How does Carmody explain the lack of interest of the older generation in converting to Christianity?

4.
 - a) Give an analysis of three heresies that rocked the early Church.
 - b) How has the Church benefited from the arguments presented by these heresies?

5.
 - a) What strategies did the missionaries use to convert Africans to Christianity?
 - b) "Muslims have used force to convert Africans to Islam". Do you agree or disagree? Give reasons for your answer.

6.
 - a) Discuss the development of Christianity in West Africa.
 - b) What challenges did the early missionaries face in converting Africans to Christianity in Sierra Leone?

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

52555

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2019/2020 ACADEMIC YEAR
FINAL EXAMINATIONS

RES 3010 : RELIGIOUS CONVERSION AND ITS IMPACT IN AFRICA
TIME : THREE HOURS

Instructions:

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

1. Write short notes on the following;
 - a) Strayer's historiographies
 - b) Walter Conn's Dimensions of conversion
 - c) Rambo's types of conversion
2.
 - a) What is Ifeka-Moller's criticism of the Intellectualist Theory of religious change?
 - b) Discuss her alternative approach.
3.
 - a) What methods did the Jesuit Fathers use to convert people to Catholicism at Chikuni mission?
 - b) How does Carmody explain the lack of interest of the older generation in converting to Christianity?
4. Explain clearly on how Richard Gray reacts to Horton's conclusion that Christianity and Islam were mere catalysts in the conversion process of Africans.
5. Discuss the main areas of the Horton-Fisher debate.
6. Discuss the assertion that the world religions "Christianity and Islam have been influenced by their African setting" (Fisher H. *Africa*, 1973: 27-43).

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES

2021 ACADEMIC YEAR, NOVEMBER FINAL EXAMINATION

RES 3020: SCRIPTURES OF WORLD RELIGIONS

MARKS: 100

TIME: THREE HOURS

INSTRUCTIONS:

- Answer question **one (1)** and any other **two (2)** questions from the questions below.
- All questions carry equal marks.
- Answers to the attempted questions must be separate and detailed.
- Marks will be awarded on the basis of coherence, analysis, synthesis of work and legibility of handwriting.

-
1. a) Why is 'scripture' said to be a very complex and ambiguous phenomenon?
b) Why is 'scripture' important to religious practice?
 2. a) Which approach to 'scriptural interpretation' is more dependable and reliable and why?
b) Explain why 'Phenomenology' is one of the key scientific techniques in scriptural interpretation.
 3. a) Discussing some sources of African scriptures pointing out exactly how they assume their scriptural status in African Traditional Religion (s) ATRs.
b) Give a scholarly defense of African scriptures as scriptures in their own right.
 4. a) Compare and contrast the Judaic Yahwist Tradition from the Elohist Tradition.
b) Some religious scholars argue that the Pentateuch is not one unified piece of work written by one person. Discuss.
 5. a) Explain the Synoptic Problem and its Solution in the Gospels.
b) Give a scholarly critique of the Gospels.
 6. a) Discuss some notable similarities and differences in the canonization processes of the Holy Bible and the Holy Koran.
b) There is a controversial debate among religious scholars on who the real founder of Christianity is between the Apostle Paul and Jesus Christ. Take a position and discuss.

7. a) What makes Hindu scriptures unique from scriptures of other religions.

b) Give a detailed account of the Shruti and Smirit categories of Hindu scriptures.

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FINAL EXAMINATIONS

NOVEMBER/DECEMBER 2019

RES 9040: PSYCHOLOGY OF RELIGION

TIME: THREE (3) HOURS

Marks: 100

INSTRUCTIONS:

- 1. ANSWER THREE QUESTIONS ONLY**
 - 2. Write clearly with absolute clarity**
- =====

1. Write detailed notes in paragraph form on any three of the following;
 - (a) The Self
 - (b) Individuation
 - (c) Hedonistic morality
 - (d) The Persona
2. We generally take the "Holy" as meaning "completely good," yet according to Otto this usage is inaccurate. Critically discuss Otto's conception of the Holy as a realm unto itself and necessarily ethical. How valid is it?
3. (a) James says: "Religious awe is the same organic thrill which we feel in the forest at twilight ... only this time it comes over us at the thought of our supernatural relations ..." How does James distinguish religious awe / fear / love from ordinary awe / fear / love?

(b) Who are the **sick souls** for James? Give examples. What significance do they have for James' psychology?
4. "Faith is not always religious in its content or context." What does Fowler mean by 'Faith'? Critically discuss.
5. (a) What does Fowler mean by "Synthetic-Conventional faith" in his stages?

(b) What factors contribute to one's attainment of the individuative-reflective faith stage?
6. (a) According to Erickson's psychosocial model the last stage is referred to as "integrity versus despair". What accounts for this desperation?

(b) How is this reflected in the lives of many national leaders in Africa?
7. Carl Gustav Jung divides the psyche in three different parts. Outline and discuss these parts with emphasis on the "psychic inheritance."

END OF EXAMINATION

The University of Zambia

Final Examinations, November/December, 2021

RES 9080: SOCIOLOGY OF RELIGION

Time: 3 hours

Marks: 100

INSTRUCTIONS:

- Answer only 4 questions from the questions given below.
 - All questions carry equal marks.
 - Marks will be awarded on the basis of coherence, analysis, synthesis of work and legibility of handwriting.
-
-

Question 1

- a. Discuss the manifest functions of religion.
- b. Explain how religions often cause violence and social strife and yet all religions claim to promote love and peace.

Question 2

“The ideology of feminism can best be understood with reference to religion and Human Rights”.

- a. Discuss the four branches of feminism, according to Lorber (2005).
- b. Explain the relationship between Feminism, Religion, and Human Rights.

Question 3

- a. Explain Max Weber’s Protestant Ethic Thesis.
- b. State and explain at least three main criticisms that have been levelled against the Weberian thesis above.

Question 4

- a. Discuss traditional, rational-legal and charismatic authority.
- b. Explain ‘routinization of charisma’ as understood by Max Weber and evaluate its significance in charismatic authority.

Question 5

Khan (2017) opines that, in today’s world, extreme ‘religious fundamentalism’ is responsible for much misery, claiming many lives of innocent people. Discuss.

Question 6

Using as many examples as possible from Zambia, other parts of Africa and the world, explain the relationship between religion and economic development.

Question 7

- a. Explain the meaning of stratification?
- b. Give practical examples how stratification is practised in some religions.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES
2021 ACADEMIC YEAR, NOVEMBER FINAL EXAMINATIONS

ZCC 2000: INTRODUCTION TO ZAMBIAN CULTURES AND CEREMONIES

TIME: THREE (3) HOURS

Marks: 100

INSTRUCTIONS:

- 1. ANSWER THREE QUESTIONS ONLY**
 - 2. Write clearly with absolute clarity**
-

1. Discuss the significance of studying Zambian Cultures and ceremonies.
2. Most traditional ceremonies are losing their meaning as they become more commercialized with the emphasis on tourism and economic benefits of gifts and parties rather than the significance. Discuss the significance of studying Zambian Cultures and ceremonies.
3. Briefly explain the different manifestations of culture.
4. Discuss what is meant by Cultural determinism and its implications?
5. Critique the theory of 'Cultural Determinism'.
6. Most traditional ceremonies are punctuated with rituals and sacrifice. What is 'sacrifice' and what are the key elements for a sacrifice to take place?
7. Is it tenable to argue that rather than being a unifying factor of 'One Zambia, One Nation', traditional ceremonies have merely reinforced tribal identity and tribalism in Zambia? Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES

2020/2021 FINAL EXAMINATIONS

ZCC 3000: TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

- i) Answer three (3) questions
 - ii) Well explained and analysed work will received credit
 - iii) All questions carry equal marks
-

1. i) Discuss the four philosophies used in Zambian indigenous education: Communalism, Perennialism, Ecologism and Holisticism.
ii) With reference to Snelson (1974), explain the challenges missionaries faced in their endeavour to provide education to the locals.
2. Discuss the strengths and weaknesses in which children/learners are taught and assessed in Zambian indigenous education.
3. Analyse five of the criticisms about the nature of teaching and learning techniques in Zambian traditional education.
4. i) Discuss the value of drums, proverbs, taboos and story-telling as teaching and learning techniques in Zambian Cultures.
ii) Of the four methods you have discussed above, which one appeals to you and why?
5. Discuss the importance of traditional ceremonies in Zambia.
6. Explain the measures state and non-state actors should take in order to strengthen the management of traditional ceremonies in Zambia amidst COVID 19 pandemic.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY END OF YEAR EXAMINATIONS - NOVEMBER, 2021

ZCC 4020: ADVANCED TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

DURATION: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: Answer any three of the six questions given in this paper.

Write your answers in the answer booklet provided. All questions carry equal marks.

1. With traceable examples, demonstrate a critical position on how studies in Zambian Cultures and Ceremonies can enhance unity in a multi ethnic state.
2. Examine factors that can influence the choice of teaching cultural issues. Give a critical discussion on the methods that are at the disposal of a teacher of Zambian Cultures and ceremonies.
3. What would you say are opportunities and challenges for educating in Zambian Cultures and Ceremonies?
4. Discuss the scope, nature and characteristics of Zambian cultures and ceremonies. What role should the teacher of cultures and ceremonies ought to play when delivering lessons?
5. With reference to the Zambian context, discuss conventional ways of teaching cultures and ceremonies.
6. Identify and discuss key roles of stakeholders in cultural education in Zambia. In your opinion, how realistic is the Zambian cultural policy in upholding the Zambian Cultural heritage?

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES

2020/21 END OF YEAR FINAL EXAMINATIONS

ZCC 4110: Ethics, Values and Attitudes in Zambian Cultures and Ceremonies

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS.

1. Discuss Tatab Mbuy's argument that African Traditional Religion is the Socio-cultural background of the African by focusing on what he calls **Six Stones** or **Teachings** of African Traditional religion.
2. President Kenneth Kaunda who died on 14 June 2021 tried to recover Ubuntu in Zambian Humanism. Discuss Kaunda's ideology.
3. Discuss in detail the following concepts in Zambian cultures: (a) Continuity (b) Wholeness (c) Healing (d) Man-centeredness (e) Vitality (f) Family
4. Cultural Ceremonies in Zambia may involve visiting a shrine.
 - (a) What is a shrine
 - (b) There are normally myths surrounding a shrine. What is a myth?
 - (c) At the shrine rituals are performed. Explain the kinds of rituals performed at the shrine
 - (d) Overall, and with examples explain the view that what is avoided and what is done at the shrine constitute religious activities.
5. "Whereas professional ethics typically restricts attention to areas of conduct relevant to the profession, the same cannot be said to be the case with ethics in general which refers to the study right or wrong conduct in every sphere of the person's life."
 - (a) Critically discuss, with the use of examples, whether or not ethics in general as the study of right or wrong conduct in every sphere of the person's life should then be taken to mean ethics is about what my religious beliefs tells me is right or wrong.
 - (b) Critically discuss, with the use of examples, whether or not ethics in general as the study of right or wrong conduct in every sphere of the person's life should then be taken to mean ethics is what society tells me is right of wrong.
 - (c) Distinguish between descriptive and normative ethics.

- (d) Explain, with the help of examples, at least three ethical standards of right and wrong that prescribe what humans ought to do.
6. “The ethics of cultural heritage is an example of applied ethics.”
- (a) Define these technical terms: ethical issue, applied ethics and cultural heritage.
 - (b) Identify and describe three components of cultural heritage.
 - (c) Discuss at least three (3) questions that the ethics of cultural heritage, as an example of applied ethics, deals with.
 - (d) Explain, with the help of an example from Zambian cultures and ceremonies, how climate change as an ethical issue affects cultural heritage.
7. “In a multicultural setting, we should be less judgmental of the culture of others.”
- (a) Explain why this ethical judgment is a species of an evaluative judgment.
 - (b) Explain what would qualify the evaluative judgment in (a) to be a normative judgment.
 - (c) Explain the deontological basis for the caution to be less judgmental of the culture of others.
 - (d) Justify, from a virtue ethics viewpoint, why we should be less judgmental of the culture of others in terms of the character traits this helps to promote.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

UNIVERSITY END OF YEAR EXAMINATIONS - NOVEMBER, 2021

ZCC 4020: ADVANCED TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

DURATION: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: Answer any three of the six questions given in this paper.

Write your answers in the answer booklet provided. All questions carry equal marks.

1. With traceable examples, demonstrate a critical position on how studies in Zambian Cultures and Ceremonies can enhance unity in a multi ethnic state.
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END OF EXAMINATIONS