

**THE UNIVERSITY OF ZAMBIA LIBRARY**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER APRIL 2002**

- 1) EAP 111 - The Origins and Development of Education in Zambia
- 2) EAP 931 - The History of Education
- 3) EAP 941 - The Philosophy of Education
- 4) EAP 955 - Political Economy of Education
- 5) EPS 131 - Sociology of Education
- 6) EPS 151 - Introduction to Special Education
- 7) EPS 221 - Introduction of Child Neuropsychology
- 8) ESP 231 - Sociology of Education
- 9) EPS 251 - School Guidance and Counselling
- 10) EPS 301
- 11) EPS 311 - Learning Processes – A psychological Perspective
- 12) EPS 351 - Advanced studies in Special Education
- 13) EPS 361 - Curriculum Development in Special Education
- 14) EPS 431 - Education and Inequalities in Zambia with special  
Reference to the Handicapped
- 15) EPS 461 - Administration and Management in Special Education
- 16) EPS 471 - Counselling in Child Disability Theory
- 17) EPS 901 - An Introduction to Educational Research
- 18) ISE 111 - The Nature of Children's Learning
- 19) ISE 151 - Physical Education
- 20) ISE 221 - Home Economics Teaching Methods
- 21) ISE 181 - Introduction to Social Studies 1

|                                   |   |  |
|-----------------------------------|---|--|
| 22) ISE 231                       | - |  |
| 23) ISE 241                       | - |  |
| 24) ISE 281                       | - | Basic Topics in Social Studies                       |
| 25) ISE 351                       | - | Physical Education                                   |
| 26) ISE 371                       | - | Family Resource Management                           |
| 27) ISE 381                       | - | Special topics in Social Studies                     |
| 28) LSE 211                       | - | Social Studies Teaching Methods 1                    |
| 29) LSE 231                       | - | English Teaching Methods (Primary)                   |
| 30) LSE 291                       | - | Religious Studies Teaching Methods 1 (Primary)       |
| 31) LSE 401                       | - | Curriculum Studies                                   |
| 32) LSE 421                       | - | Geography Teaching Methods (Single Subject Major)    |
| 33) LSE 411                       | - | Geography Teaching Methods                           |
| 34) LSE 431                       | - | Advanced English Teaching Methods                    |
| 35) LSE 451                       | - | History Teaching Methods                             |
| 36) LSE 471                       | - | African Languages Teaching methods 11                |
| 37) LSE 481                       | - | French Teaching Methods                              |
| 38) MSE 131                       | - | Foundation Mathematics for Teachers                  |
| 39) MSE 231                       | - | Primary Mathematics Education 1                      |
| 40) MSE 331                       | - | Mathematics Education 11                             |
| 41) MSE 341                       | - | Biology Teaching Methods 1                           |
| 42) MSE 341/351/361               |   | Biology, Physics & chemistry Teaching Methods        |
| 43) MSE 431                       | - | Mathematics Education 11                             |
| 44) MSE 441/451/461 & DTS 142/162 | - | Biology, Physics & Chemistry<br>Teaching Methods 111 |

- 45) RS 101 - Introduction to Religious Studies
- 46) RS 201 - Indigenous Religious in Central Africa 1
- 47) RS 311 - The Impact of Christianity and Islam on Africa
- 48) RS 921 - Religious & Psychology

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATION – APRIL 2002**

**EAP 931: THE HISTORY OF EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

1. Answer THREE (3) questions only out of the nine (9) questions in this examination.
  2. All questions carry equal marks.
  3. Follow all instructions in the questions and read through everything after you have answered the questions.
  4. There are 2 printed pages in this examination.
- 

1. What dimensions of Greek education presented the Greek view of the world and to what extent did these manifest themselves in their day to day lives?
2. Compare and contrast Greek with Roman education. Of what practical value were their systems of education?
3. Discuss the factors that ensured the survival and preservation of learning during the Dark Ages. How did such classical learning eventually spread and get adopted by other countries?
4. Examine the contributions of St. Augustine and St. Aquinas to the study and understanding of the classics. Comment on the scholastic philosophy and scholastic method and how the latter helped to resolve the conflict between the scholars and the church.
5. Trace the origins of university education from ancient to later times. What contributions have universities made to national development?

6. Assess the contribution of the system of voluntary education in England to the enlightenment of the underprivileged in society?
7. What contributed to the failure of Education Reforms in Zambia?
8. Discuss the major policy constraints in the education sector in Zambia during the last half of the 20<sup>th</sup> century. How have these been resolved?
9. Show the extent to which major international conferences on education have influenced policies and their implementation in the education sector during the second half of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS – APRIL, 2002

EAP 955: POLITICAL ECONOMY OF EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer any **Three (3)** questions only.

Marks: This examination contributes 40% of your total course marks. All questions carry equal marks.

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1. What does democratisation mean? Discuss how political democratisation has influenced educational policy and reforms, giving specific examples from a country or countries of your choice.
2. The current Ministry of Education policy puts more emphasis on basic education (from Grade 1-9), than on colleges or universities, because tertiary education has been described by many people as a luxury. Discuss.
3. Discuss the value and rôle of resource management in education and critically discuss factors that would lead to good resource management in Zambian secondary schools.
4. Identify the major justifications for educational planning.  
  
Critically review **two** of the three traditional approaches to educational planning and highlight their strengths and weaknesses.
5. It is said that education is a microcosm of society and that it reflects the politics, ideology and economy of a given society.  
  
Critically review this conception of education, giving examples from an African country of your choice.

6. Discuss the major features of educational financing in Zambia during the third republic and outline any negative and positive implications on educational development.
7. Critically discuss the major gender disparities in education and assess the effectiveness of current policy measures to redress the situation.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

**EPS 151: INTRODUCTION TO SPECIAL EDUCATION**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS:**

1. There are three sections in this paper, A, B and C.
2. Multiple choice questions constitute section A.
3. Section B has short answer type questions
4. Section C contains essay type questions and you are expected to answer only three questions
5. All answers must be written on the answer sheet provided.

**SECTION A**

[5 marks]

- All questions in this section are multiple choice and are compulsory.
- Answer each question by writing the letter (a, b, c or d) of the item that best answers the question.
- The answer sheet has been provided for your use.

1. Short comings in Special Education started to be vigorously addressed in the year .....

- a) 1929
- b) 1971
- c) 1977
- d) 1981

2. What do you need to do in order for you to meet other people's needs?

- a) I must be of a caring heart
- b) I must put other people's needs first
- c) I must make changes to my personal life
- d) Other people's needs must be met by me.

3. Why is special educational curriculum considered an integral part of the mainstream curriculum?
- Components in both curricula are similar
  - Special education forms part of the entire education system
  - It is considered as a means of integrative approach to mainstream education
  - Special and mainstream educational systems operate side by side.
4. In order to provide meaningful help, the teacher and other concerned stakeholders must be aware of each child's individual -----
- Intelligence and needs
  - Level of performance
  - Abilities, interests and needs
  - Combined aspects of all the above answers.
5. Why do you think terminologies of impairment, disability and handicap are rather confusing in special education?
- They are one and the same
  - They complement each other
  - They are conceived by various interested parties of various backgrounds
  - Terminologies mentioned above are difficult to comprehend.

## SECTION B

[20 marks]

- Short answer type questions constitute this section.
  - Attempt all questions and use the answer sheet provided.
  - All questions carry equal marks
6. Define clearly the concept of special educational need as referred to by Kirk and Gallagher (1979). [2 marks]
7. Consider two questions that may be used in defining exceptional children. [2 marks]
8. Explain briefly two short comings which existed in special education before the government of Zambia assumed its administrative and professional roles. [2 marks]

9. Europe provides four phases of history in dealing with disabled persons. Compare the eras of institutions and public/special classes. [2 marks]
10. Describe two criticisms which were levelled against the efforts of Zambia National Campaign to reach the Disabled children of 1982. [2 marks]
11. What do you understand by the term school curriculum? [2 marks]
12. Explain briefly the importance of assessing children before any placement could be effected. [2 marks]
13. Compare a special class with a regular class. [2 marks]
14. Explain briefly two types of assessment services being provided in some Zambian centres. [2 marks]
15. Identify and outline two merits which are associated with institutionalisation of persons with disabilities as practised in Zambia. [2 marks]

## SECTION C

[25 marks]

- All questions in this section are essay type and you are requested to attempt only THREE questions.
  - Question 16 is compulsory
  - Choose other two questions from questions 17 to 20
  - You will be rewarded a mark for orderly presentation of the material
  - Use answer sheet provided for your work.
16. Curricula being provided in the ordinary school may not be appropriate for an exceptional child. Identify and describe any four changes that these implications may necessitate. [8 marks]
- 17a) Explain the significance of conducting comprehensive national survey for Zambia [3 marks]
- b) Draw the distinction between incidence and prevalence as related to disability in Zambia [5 marks]

18. Suggest and explain clearly four objectives of the National Curriculum.  
[8 marks]
19. According to PL 94-142, no child can be placed in any special education programme without conducting a needs assessment. Account for at least four elements that this assessment would call for.  
[8 marks]
20. Discuss merits and demerits of education <sup>integration</sup>~~imagination~~ according to Zambian situation.  
[8 marks]

**END OF EXAMINATION**

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

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

**EPS 221: INTRODUCTION OF CHILD NEUROPSYCHOLOGY**

**TIME: THREE (3) HOURS**

**SECTION A:** Attempt all questions in this section

1. The sensory system are the Auditory, Visual, Somesthetic and ..... systems.
  - a) Limbic system
  - b) Pyramidal system
  - c) Association areas
  - d) Chemical systems
  
2. The membrane is said to be selectively permeable to molecules. One of these molecules makes part of the membrane lining.
  - a) Protein
  - b) Lipid
  - c) Oxygen
  - d) Sulphur
  
3. The Association areas are sometimes referred to as silent areas because...
  - a) They develop last among other systems
  - b) They do not have auditory mechanisms
  - c) They are the only ones with myclinated axons
  - d) They do not show any sensory-evoked responses.
  
4. The chemical reactions that build energy needed by the cell are called
  - a) Oxidation reactions
  - b) Metabolism
  - c) Hydrophilic
  - d) Ablations

5. Hearing loss which is as a result of damage to the eighth cranial nerve is called
  - a) Cortical hearing loss
  - b) Deafness
  - c) Sensorineural loss
  - d) Conductive hearing loss
6. When there is an excess of the hormone androgen, females tend to .....
7. Functional Development of systems involves an interaction between brain development and .....
8. Glial cells which guide neurons from the sight of production to their appropriate location are called .....
9. .... connect the cerebellum and the rest of the brain.
10. The neurotransmitters that are ready for immediate use are stored in the .....

## SECTION B

Answer 5 questions from this section.

Choose any five (5) of the following and write concise notes.

1. The four stages of brain development
2. Functional systems
3. Child Neuropsychology
4. Maps of the neo-cortex
5. the Neuron
6. In-vivo techniques of brain activity
7. Cell cytoplasm
8. Motor Systems
9. Cell migrations
10. Sex differences

## SECTION C

Choose any two (2) questions from this section.

1. What role does an understanding of brain development play in Special Needs Education
2. Write some characteristics, intervention and some theoretical concepts of a disability you have studied.
3. The Cortex of the brain is often divided into four (4) different lobes. Mention these lobes and roles in psychology. What possible impairments would result from each one of them?
4. Discuss the role that environmental factors play in the development of the functional systems.
5. Identify
  - a) Three structural differences
  - b) Three functional differences
  - c) One difference related to handedness
  - d) One difference related to sex between the left and right hemispheres
6. Discuss the advantages and disadvantages of studying the functioning of child's brains.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS – APRIL, 2002

EPS 231: SOCIOLOGY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. THERE ARE TWO SECTIONS IN THIS PAPER. SECTION A CONTAINS OBJECTIVE QUESTIONS WHILE SECTION B CONTAINS ESSAY QUESTIONS
2. ANSWER ALL THE QUESTIONS IN SECTION A. ALL ANSWERS SHOULD APPEAR IN THE QUESTION PAPER.
3. ANSWER ONLY THREE QUESTIONS FROM SECTION B. EACH QUESTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET

NAME:.....

COMPUTER NO.: .....

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SECTION A (20%)

ANSWER ALL QUESTIONS IN THIS SECTION. ALL YOUR ANSWERS SHOULD APPEAR IN THIS QUESTION PAPER.

Match concepts, ideas, names etc. in section A with those most appropriately connected in Section B.

SECTION A

SECTION B

- |   |                       |
|---|-----------------------|
| 1. Primary relationships <u>    J    </u>                   | A) Role               |
| 2. Teaching style <u>                    </u>               | B) Modernity Syndrome |
| 3. Diffuse <u>                    P                    </u> | C) Five Stages        |
| 4. Inkeles and Smith <u>                    </u>            | D) Autocratic         |

5. Curriculum Content \_\_\_\_\_ # \_\_\_\_\_ E) Single Channel
6. Leadership style \_\_\_\_\_ D \_\_\_\_\_ F) Functionalist Theory
7. Prestige Rating \_\_\_\_\_ I \_\_\_\_\_ G) Education
8. Robert Merton \_\_\_\_\_ H) New Sociology of Education
9. Self-fulfilling prophecy \_\_\_\_\_ F \_\_\_\_\_ I) Mean scores
10. Latent function \_\_\_\_\_ \* \_\_\_\_\_ J) Family
11. The last stage of socialization for a socializee is called \_\_\_\_\_

\_\_\_\_\_

12. The expressive values of society include \_\_\_\_\_

\_\_\_\_\_

13. The three schools of thought for school and community relations are \_\_\_\_\_

and \_\_\_\_\_

14. Two latent dysfunctional functions are \_\_\_\_\_

\_\_\_\_\_

15. MBWA stands for \_\_\_\_\_

\_\_\_\_\_

16. Edmonds, R.R (1979) is known for his \_\_\_\_\_

\_\_\_\_\_

17. A good school/organization has the following characteristics (any two)

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

18. An effective school differs from a good school because \_\_\_\_\_

\_\_\_\_\_

19. McGregor, D. (1981) is known for his theories of \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ in leadership practices.

20. Non-expert tasks in school refer to \_\_\_\_\_

\_\_\_\_\_

21. Which is the subset of the other: education and socialization? \_\_\_\_\_

\_\_\_\_\_

22. A social role refers to \_\_\_\_\_

\_\_\_\_\_

23. The difference between administration and leadership is (one only) \_\_\_\_\_

\_\_\_\_\_

24. Having vision in school leadership means \_\_\_\_\_

\_\_\_\_\_

25. A delinquent subculture refers to \_\_\_\_\_

\_\_\_\_\_

Circle the letter against the most correct response.

26. Which of the following is NOT an agency of secondary socialisation?
- a) Trades Training Institute
  - b) Family
  - c) Prison
  - d) High School
27. .... refers to change or progress of the society and institutions
- a) Social dynamics ✓
  - b) Social statics
  - c) Social dysfunction
  - d) Social function
28. One of these theories is associated with the Black box of education. Which one?
- a) New Sociology of Education
  - b) Conflict Theory ✓
  - c) Labelling theory
  - d) Non of the above
29. The only thing which is common to both the Labelling Theory and the New Sociology of Education Theory is:
- a) Their origin
  - b) Their analysis of operations of the classroom ✓
  - c) The departments in which they are discussed
  - d) Their pre-occupation with the contents of the curriculum
30. When social scientists want to find out which social group in society have higher chances of using social services than others, they use a device called:
- a) Social Index
  - b) Prestige Rating
  - c) Selectivity Index ✓
  - d) Social Survey Technique
31. One of the views of Sociology of Education in 1920s was that it was:
- a) A study explaining the process involved in social cognitive development
  - b) A study of understanding the relationship between schooling and poverty
  - c) A study of understanding the process of running a social organization
  - d) A study of solving problems in the society ✓

32. Which one of these is a characteristic of a sick bureaucracy?
- Separation of spheres of operation
  - Making decisions in committees
  - Separation of official asserts from household business
  - Expert training
33. Barnard's functional status is equivalent to Stub's .....
- Organizational status
  - Scalar status
  - Community status
  - Ascribed status
34. Who among these is associated with the Human Capital Theory?
- Herbert Spencer
  - Max Weber
  - Theodore Schultz
  - John Dunlop
35. Some of our teachers make school girls pregnant while others drink with their pupils in pubs, and some of these teachers have been disciplined. If teaching was a profession, what characteristic do you think they could be in breach of?
- Code of ethics
  - Knowledge
  - Authority
  - Freedom of practice
36. Sociology of Education can best be defined as a:
- Study of different social institutions in the society
  - Study of different educational systems
  - Study of educational issues from a sociological perspective
  - A study of social facts about the educational system
37. The rapid growth of Sociology of Education in the USA can be attributed to .....
- The industrial growth
  - The ideas of the contemporary sociologists of education
  - The peace enjoyed in the USA
  - The ideas of the classic sociologists

38. A student who makes a choice of one or more students but, he/she is not chosen by any other student for a given classroom activity is an/a:
- a) Isolate
  - b) Deviant
  - c) Neglectee
  - d) Social misfit
39. The movement of individuals or a group of individuals from one social position to another is known as:
- a) Social ascent
  - b) Social stratification
  - c) Social mobility
  - d) Social differentiation
40. The words below are used in this university. Which one of them is indicative of a university subculture?
- a) Pre-service students
  - b) Girl friends
  - c) Monks
  - d) Bachelors

## SECTION B (30%)

ANSWER ANY THREE QUESTIONS FROM THIS SECTION. EACH QUESTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.

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- ✓1. Below are proportions of various occupational groups in Zambia with the proportions of their children in Secondary Teachers Colleges.
- a) Work out selectivity index for each group
  - b) Define selectivity index
  - c) Take one group with a selectivity index of smaller than 1, and in not more than 5 lines make comments on why the group has this selectivity index.
  - d) What will the Selectivity Index of 1 tell you about the society?

| Occupational Group   | Percent of Adults in Society | Percent of Children in School |
|----------------------|------------------------------|-------------------------------|
| Professional         | 4%                           | 15%                           |
| Traders              | 10%                          | 9%                            |
| Clerical             | 6%                           | 10%                           |
| Skilled workers      | 10%                          | 8%                            |
| Semi-skilled workers | 15%                          | 10%                           |
| Uniformed workers    | 5%                           | 9%                            |
| Subsistence farmers  | 20%                          | 10%                           |
| Commercial farmers   | 5%                           | 7%                            |
| Administrative       | 5%                           | 11%                           |
| Unskilled workers    | 20%                          | 11%                           |

Formula:  $SI = \frac{\text{Percentage of students with parents of certain characteristics}}{\text{Percentage of parents with similar characteristics}}$

- ✓2. You are the new Minister of Education in the Mwanawasa New Deal Government. How would you address the issue of the functions of education in Zambia during your term of office?
- ✓3. Distinguish between the following pairs of concepts:
- i) Inter-role and intra-role conflicts of the teacher.
  - ii) Role-set and multiplicity of roles of the teacher.
  - iii) Community and school roles of the teacher.
4. ✓ Discuss the three major schools of thought on school and community relations. How best can they be reconciled?

- 5/ The Labelling theory is similar to, and yet, different from the New Sociology of Education Theory. How is it so? What is your assessment of one of these theories?
6. If all things were equal, a person looking for a job after obtaining his/her first university degree from the University of Zambia would look for a job that could give him/her high social status in the community. In light of this statement, discuss the importance of status in attracting and retaining talented and highly motivated persons in the teaching “profession” in Zambia.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER DEFERRED/SUPPLEMENTARY  
EXAMINATIONS – JUNE, 2002**

**EPS 231**

**SOCIOLOGY OF EDUCATION**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

- **ANSWER ANY FOUR (4) QUESTIONS. CREDIT WILL BE GIVBEN FOR THE ORDERLY PRESENTATION OF MATERIALS.**
  - **EACH QUESTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.**
- 

1. How does education function both as an innovative and conservative force? ✓
2. What is a society's culture? How is school subculture related to it?
3. Discuss the major agents of socialization and indicate how complementary they are to each other.
- ✓ 4. Giving examples where applicable, discuss the factors which have contributed to the decline of the status of Zambian teachers since independence.
5. Consider the recent developments in the Education system in the country. Would you prefer to join a Trade Union or an Association? Give convincing reasons for joining one of these. If you prefer to join a union, which one of the three teachers' union would you join? Give reasons for your answer.
6. Compare and contrast the New Sociology of Education Theory and the Labeling Theory.

**END OF EXAMINATIONS**

**GOOD LUCK**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**EPS 251**

**SCHOOL GUIDANCE AND COUNSELLING**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. Ensure that each answer booklet used bears your computer number as well as the numbers of questions attempted.
2. There are two sections (A & B) in this examination paper:  
  
**Section A:** Attempt all 20 questions in this section. All answers should be written in the answer booklet.  
  
**Section B:** Attempt questions 1 & 2 and one other question. All the 3 essays should be written in the answer booklets.
3. Credit will be given for orderly presentation of material as well as for original thought.
4. This examination contributes 60% to the total course marks.

## SECTION A

There are 20 questions in this section. Attempt all by writing your answers in the answer booklet provided.

---

1. Children's Rights has been a world focus since 1979. What is important about this date?
2. Draw and complete Abraham Maslow's hierarchy of needs.
3. What do we call the services that are provided in school to help pupils adjust better in their new environment?
4. In your school, you will be expected to collect, analyse and use a variety of objective data for the purpose of better understanding your pupils. What service is this called?
5. The service that is aimed at providing pupils with better knowledge of educational, vocational and social opportunities so that they can make informed choices and decisions is called .....
6. At crucial stages of a pupil's life she/he has to make some terminal choices. The ..... service is designed to aid the pupil to make an educated choice.
7. The three ways I expect clients to come to me for counselling are .....
8. Draw the preferred sitting arrangement in a counselling encounter between you and a child client.
9. Give 4 conditions that may lead to the termination of a counselling relationship.
10. A method of summarizing data about an individual from a case history is called .....
11. The Graduate Record Examination is an ..... test designed to help graduate schools in the USA appraise the intellectual qualifications of candidates.
12. The ..... test measures the extent to which a pupil has benefited from instruction.
13. The ..... tests are designed to assess an individual's level of intellectual functioning.
14. The ..... Takes stock of an individual's knowledge or skills. It is administered prior to instruction.

15. The Rorschach Ink Blot Tests are examples of ..... Tests intended to measure a person's psychological make up.
16. The leniency or ..... effect is when referees tend to give higher scores than are justified by the behaviour of the subject.
17. The leniency effect is as bad as the ..... Effect which is a bias of the referee on overall impression.
18. In sum, a CRF is a means of ..... all the information about a pupil.
19. The Lazarus BASIC ID model covers most counselling problems that you are likely to encounter. What does ID stand for?
20. Failure to integrate feelings, thoughts and behaviours is one of the symptoms of ....., a diagnosis that describes a loss of contact with the environment, a split from reality and a disintegration of personality.

## SECTION B

There are 5 essay questions in this section. Attempt questions 1, 2 and any other one question from this section.

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### **Question 1 (Compulsory)**

You have been invited to present a paper to Guidance Counselling teachers. The topic given is "Major Challenges facing school guidance and counselling in Zambia: how to bring about desired results."

Prepare your paper.

### **Question 2 (Compulsory)**

Give a summary of Super's model of developmental stages in career choice.

### **Question 3**

The status of psychological tests and testing in Education (Zambia)

Critically evaluate.

#### **Question 4**

Counselling represents only one of the services to be found in a guidance programme.

Elaborate

#### **Question 5**

Glasser (1986) in his book “Control Theory in the Classroom” believed that society is not meeting our children’s needs and he contends that children are failing in school and in life, academically and behaviourally because their needs are not being met.

Critically evaluate Glasser’s statement.

**THANK YOU**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**EPS 301**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**ANSWER ALL QUESTIONS IN THIS SECTION**

---

Q1. Complete the following statements:

(a) A population is

.....  
.....

(b) A sample is

.....  
.....

(c) A parameter is

.....  
.....

(d) A statistic is

.....  
.....

Q2. Explain the difference between internal and external validity.

Q3. Though the case study method is widely used in Special Education research it has its demerits. List two (2) of these demerits.

Q4. What is the difference between probability and non-probability sampling.

Q5. Give two (2) reasons why it is important to pre-test questionnaires.

Q6. Give two (2) advantages and two (2) disadvantages of using each of the following:

- a) An interview schedule
- b) A self administered questionnaire

Q7. Give (2) elements involved in the editing of questionnaires.

Q8. a) A sampling fraction is associated with.....

..... sampling.

b) ~~A sampling fraction is associated with~~ .....

.....sampling.

Q9. Give the formula for sampling fraction.

## SECTION II

ANSWER TWO (02) QUESTIONS IN THIS SECTION

Q1. Based on the course outline for EPS 301, design a question on a topic of your choice and answer it in not more than three pages.

Q2. Upon graduation you are approached by a donor agency who wants to investigate Zambian's attitude towards the rights of disabled persons. Discuss in a logical and coherent sequence how you would proceed.

Q3. Constructing a questionnaire for a research on teacher education is not a haphazard exercise. What does this suggest to you?

Q4. Research aims at producing meaningful information from raw data. What steps would you as an upcoming researcher take to realize this objective?

Q5. Discuss the three (03) main types of literature review.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER DEFERRED/SUPPLEMENTARY EXAMINATIONS – JUNE  
2002**

**EPS 311: LEARNING PROCESSES - A PSYCHOLOGICAL PERSPECTIVE**

**TIME: THREE (3) HOURS**

**COMP NO.....**

**INSTRUCTIONS:**

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

- 1a) Answer ALL multiple choice questions in section A.
  - b) Answer ALL short answer type questions in section B.
  - c) Answer the compulsory question in section C.
  - d) Answer two questions from Section D.
- ii) Except for Section A, write each section answer in a separate booklet which should bear your computer number.
  - iii) Credit will be given for orderly presentation of material.
  - iv) This examination contributes 50% to the total course marks (Section A and B carry 10% each while Section C carries 14% and Section D carries 16%)

## SECTION A

Ten multiple choice questions are given below. Answer all questions by circling what you consider the best option.

1. Why is Piaget's theory classified as a "developmental theory"?
  - a) It reflects the four stages of cognitive development.
  - b) It puts emphasis on a child's ability to manipulate the environment.
  - c) It considers the ages when studying cognitive development.
  - d) It considers occurrences at each stage of a child's growth.
  
2. Formative evaluation is used to:
  - a) measure the students' entry behaviour before the beginning of teaching
  - b) determine how well students have attained the instructional objectives
  - c) provide on-going feedback to the teacher and student regarding success/failure
  - d) ascertain the basis of a student's problem.
  
3. What stage of Bruner's systems of representation is comparable/equivalent to Piaget's formal operations?
  - a) Action or inactive representation
  - b) Imagery or iconic representation
  - c) Perceptual representation
  - d) Language or symbolic representation
  
4. A part of the superego which consists of positive aspirations is called:
  - a) ego identity
  - b) the conscious
  - c) ego ideal
  - d) moral part
  
5. The definition of intelligence has continuously raised debate. Psychologists do not seem to agree with one another on the definition. In your opinion what would you consider to be the best definition?
  - a) The one which is culturally based
  - b) That which places emphasis on mental abilities
  - c) The one which includes one's ability to learn
  - d) That which focuses on the ability to deal with abstractions

6. .... Is when a new stimulus which was originally totally neutral takes the places of a stimulus which elicits a response.
- a) stimulus generalization
  - b) stimulus contiguity
  - c) stimulus substitution
  - d) stimulus neutrality
7. Split-half is a measure of:
- a) Validity
  - b) Practicality
  - c) Internal consistency
  - d) Intelligence
8. When a test measures what it is intended to measure, this is an indicator of:
- a) Reliability
  - b) Validity
  - c) High correlation
  - d) Predictability
9. The difference between Piaget and Bruner on the issue of readiness is that:
- a) Piaget holds that children progress through invariant stages, while Bruner opposes this view
  - b) Bruner holds that children progress through invariant stages, while Piaget opposes this view
  - c) Piaget believes that children can be taught anything at any stage, while Bruner opposes this view
  - d) Bruner believes that readiness is not very significant while Piaget opposes this view.
10. Accommodation occurs when a person
- a) tries to understand something new by fitting it into what he/she already knows.
  - b) tries to change existing schemes to respond to a new situation.
  - c) tries to change to a new situation systematically.
  - d) tries to organize his/her thinking processes into psychological structures.

## SECTION B

Presented below, are TEN questions to which you are required to provide brief answers. Each questions carries one mark, making a total of 10%.

1. According to principles of development, explain the statement: “all growth is related.”
2. Why is meaningless learning difficult and does not last?
3. According to the humanist theory of learning what is the role of the teacher?
4. What does the concept “tabula rasa” mean?
5. What is the key nature of significant learning?
6. Describe the concept of stimulus generalization giving a concrete example.
7. Using the example of “Denial”, explain the role of the ego defence mechanisms.
8. What does the concept of extinction mean? And how would you apply it in the classroom situation?
9. What is learning?
10. From the definition of number 9 above, mention one key thing that emerges.

## SECTION C

One question is given below. Answer it in a separate booklet bearing your computer number.

- 1.a) One indicator of variability is the RANGE of SCORES, what is the advantage and disadvantage of the range?
- b) Calculate the mean and standard deviation of the following distribution of scores: 3,4,5,6,2, Given that

$$S = \sqrt{\frac{\sum (x - m)^2}{n}}$$

- c) What is correlation co-efficient? Indicate the advantage and disadvantage of correlation.

## SECTION D

Four questions are given below. Answer two questions in a separate booklet bearing your computer number.

1. What is the difference between a criterion-referenced assessment and a norm-referenced assessment? If you were trying to boost the self-concept of one of your students who had just come on transfer from Congo, which type of assessment would be suitable and why?
2. Sigmund Freud outlined the structure of personality as being relevant to one's personality development.
  - a) Describe the format of personality as outlined by Freud.
  - b) What are the educational implications of each of the agents of the personality described in "a" above?
3. The Ministry of Education has put in place a policy forbidding spanking/beating children in school. Yet, the only means available in our schools to maintain discipline among our learners is punishment.
  - a) Argue for and against the above statement.
  - b) Explain how punishment can be used more effectively in a learning situation.
4. Select two schedules of reinforcement and explain how and why you would opt to use them in your teaching of first year students from Angola. In other words, discuss the pros and cons of each using concrete examples.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

**EPS 351:      ADVANCED STUDIES IN SPECIAL EDUCATION**

**TIME:           THREE (3) HOURS**

**MARKS:        40**

**INSTRUCTIONS:**

1.     There are two sections in this paper, A and B.
2.     Section A has short answer type questions
3.     Essay type questions constitute section B and you are expected to answer only three questions.
4.     All answers must be written on the answer sheet provided.

**SECTION A                           [16 marks]**

- Short answer type questions constitute this section
- Attempt all questions and use the answer sheet provided
- All questions carry equal marks

1. Identify and explain briefly two problems associated with adolescence which may adversely affect learning of your class.

[2 marks]

1.     What two factors would guide you in integrating a child academically?

[2 marks]

2.     Inclusion should not be conceived as special education initiative (Aefsky, 1995). Explain briefly what the statement entails.

[2 marks]

3.     Describe the nature and scope of Portfolio assessment taking into account how it would benefit the child with disability.

[2 marks]

4.     Why do you think heterogeneous grouping is preferred to homogeneous grouping as related to teaching children with special educational needs?

[2 marks]

5. Ethnic minority children often fall prey to deficiencies in systems of classification in public schools (Mercer, 1972). What are some implications? [2 marks]
6. Explain briefly at least two positive effects of child-based categorization systems. [2 marks]
7. Why is early intervention considered crucially important in special education? [2 marks]

**SECTION B** [24 marks]

- All questions in this section are essay type and you are requested to attempt only THREE questions.
  - Question 9 is compulsory.
  - Choose other two questions from questions 10 to 13
  - You will be rewarded 2 marks for orderly presentation of the material.
  - Use the answer sheet provided for your work.
8. Parents of children with special educational needs ought to actively participate in the education of their children.
- a) Why should parents be involved in their children's education? [2 marks]
- b) Explain clearly at least three decisive roles they must be seen performing. [6 marks]
9. Discuss the guidelines for effective case conference. [7 marks]
10. Argue for and against categorization and labelling of children especially those with exceptionality. [7 marks]
11. There are various elements which constitute effective co-operative learning.
- a) Describe some guidelines for designing and implementing co-operative learning. [4 marks]
- b) How do you as a teacher harmonize pupils' group working relationship? [3 marks]

12. Inclusive schooling in Zambia may or may not be a success story.

a) Explain some of these obstacles

[4 marks]

b) How do you address the imbalance in light of our national economic levels?

[3 marks]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

**EPS 361: CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

Answer question one and any other three from the following questions below. All questions carry equal marks.

1. If you were the Minister of Education, would you declare a separate curriculum for children with special educational needs? Why would you do so? If not, why would you take that action?
2. Discuss, the four interrelated elements which contribute to the development of the curriculum by giving practical examples.
3. The school as an institution must accomplish three basic needs of society. Discuss these functions relating them to curriculum for children with special educational needs.
4. It is believed that visually impaired children can comfortably follow the regular curriculum. What aspects of this curriculum could be modified in order to make this possible?
5. Why should specific needs of children be assessed before embarking on developing a curriculum for them?
6. Children with special educational needs must be taught all subjects available in the curriculum. Which subjects would adequately benefit children who are hearing impaired?
7. Knowledge is the basis of a school curriculum. Elaborate. How can this help a curriculum planner for a child with a physical impairment?

**THE END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

**EPS 431: EDUCATION AND INEQUALITIES IN ZAMBIA WITH SPECIAL REFERENCE TO THE HANDICAPPED**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- **ANSWER ANY THREE QUESTIONS: CREDIT WILL BE GIVEN FOR WELL-ORGANIZED WORK**
  - **ANSWER EACH QUESTION IN A SEPARATE BOOKLET**
- 

1. The differential academic achievement of the pupils with special educational needs in Zambian schools can be explained from a theoretical perspective. From your experiences as a teacher and the knowledge of the various theories, which you have discussed in the course, discuss the learning process of pupils with special educational needs. Use only one theory, which you think, can adequately explain the learning process of these pupils.
2. While teachers may be a major factor in the academic achievement of students with disabilities, there may be other equally important factors of academic achievement. Discuss how teachers can affect the academic achievement of disabled children. What are other factors, which can determine their academic achievement? Be sure to define academic achievement.
3. It would appear that in the New Deal Government, the policy of providing education for children with disabilities has been given greater attention than it has been given before. Critically discuss the factors that may enhance the government's provision of special education, and those factors, which may frustrate the New Deal Governments' efforts of providing education to children with special education needs.
4. In this course, you have discussed a number of theories. Take one theory and discuss it in relation to the disabled children's chances of going to school.

5. In not more than 10 lines, explain, with examples where possible, what these terms mean. <sup>each of</sup>  
^

- i) Equality of educational opportunity
- ii) Self-fulfilling prophecy of the teacher
- iii) Social mobility
- iv) Instrumental things
- v) Social stratification

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

**CPS 461: ADMINISTRATION AND MANAGEMENT IN SPECIAL  
EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

Answer question one and any other three from the following questions below.  
All questions carry equal marks.

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1. Where there is an organization, a need for administration must arise. In order for an organization to succeed in its administration, several things must be fulfilled. Discuss five of these necessary things giving examples from your experience.
2. List the five categories of workers in respect of attitudes to work. Which category of workers would you subscribe to and why?
3. General administrative systems cannot benefit the administration of special educational needs institutions. Discuss.
4. Contrast coercive to laissez-faire type of leadership style. How can these two styles affect the output of the organization?
5. Who is an effective headteacher? What responsibilities does she/he have?
6. Contrast the three basic elements of leadership: authority, power and responsibility. How can these be used or abused?
7. Special needs education should be administered separately. Elaborate.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**EPS 471**

**COUNSELLING IN CHILD DISABILITY - THEORY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. Ensure that each answer booklet used bears your computer number as well as the numbers of questions attempted.
2. There are two sections (A & B) in this examination paper:
  - Section A: Attempt all 13 questions in this section. All answers should be written in the answer booklet.
  - Section B: Attempt questions 1 & 2 and one other question. All the 3 essays should be written in the answer booklets.
3. Credit will be given for orderly presentation of work as well as for exhibiting original thought.

## SECTION A

There are 13 questions in this section. Attempt all.

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1. This model is employed by professionals who regard themselves as the main source of expertise on children with special needs but recognise the benefits of using parents as a resource. What model is this?
2. When professionals maintain control over decisions while parents' role is to receive information and instructions from professionals about their children with special needs, we may conclude that professionals are using the ..... model.
3. The danger of the ..... model is that, taken to its extreme, it can lead to an abdication of professional responsibility.
4. The most appropriate model for relationships between teachers and parents is one in which teachers are viewed as being specialists on education and parents are viewed as being specialists on their children. What is this approach called?
5. Apart from resource and information, what other two things do parents contribute in a model for parent involvement?
6. Apart from contributions, parents have needs too. Communication and support are the two needs. What are the other two?
7. At a workshop participants were divided into groups. Teachers and parents were in separate groups. For the parent group the task was "What we want from teachers" and for the teacher group they discussed "What we want from parents." When the two groups reported back, I mixed their points. From the following 6 points list the 3 that could have been said by the parent's group. (write a, b, c, etc).
  - a) they should reinforce school programmes at home
  - b) there should be regular interaction including home visits
  - c) they should encourage their children to be independent
  - d) they should have realistic expectation of what children are capable of doing
  - e) they should consult us more and listen to our view
  - f) they should have a say in planning child's educational programmes
8. The visual representation of the model for coming to terms with loss illustrates the continuum of stages of reaction beginning with shock, denial, anger (a) (b) (c) until the person achieves a mature acceptance of the situation.

What stage is (a), (b) and (c)?

9. The fact that feelings associated with having a child with special needs can be re-triggered at various times in the future has led some writers to suggest that, rather than a person going through a continuum of stages as in question 8, parents of children with special needs experience .....
10. Telling my client to “look on the bright side” is not a communication block but an encouragement.
- True or False
11. There are three aspects of assertiveness which are applied in any situation. These are: physical assertiveness, (a), and (b). Name (a) and (b).
12. In refusing a request, there are people who won't take no for an answer. Of the three ways of saying 'no' which one would you use for such people? (use a, b or c only)
- a) the postponed 'no'
- b) the back to me 'no'
- c) the broken record 'no'
13. Being ..... means that rather than waiting for things to come your way, you should decide to make small changes in the things you have influence over in order to make progress towards your goals. This is the first of the seven key habits Covey (1989) says characterise highly effective people like B.Ed Special Education graduates.

## SECTION B

Attempt the two (2) compulsory questions and one other question of your choice from the three options given.

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### Question 1 (Compulsory)

It is now considered that human development and behaviour cannot be understood independently of the social context in which it occurs. The social environment influences the behaviour of children and families and this occurs at several levels. Thus, the effects on parents of caring for a child with special needs are strongly influenced by the social environment in which they are living, including the extended family, services available and community attitudes.

Use the Ecological model of family functioning adapted from that described by Bronfenbrenner (1979) to detail the negative impact the Zambian social environment has on children with disabilities and their families.

## Question 2 (Compulsory)

What are the 4 listening skills and why they are important.

## Question 3 (Option)

You have been exposed to many counselling theories and techniques in EPS 471. Some of them are:

- Cognitive Therapy by Lazarus or Beck
- Psychoanalytic Therapy by Freud
- Adlerian counselling by Adler
- Person-centered counselling by Rogers
- Transactional Analysis by Berne
- Reality Therapy by Glasser
- Gestalt Therapy by Perls
- Rational-Emotive Therapy by Ellis
- Existential Therapy by Victor Frank & Rollo May.

Choose one therapy and state:

- a) What it says on human nature
- b) Process of intervention (procedure and techniques)

## Question 4 (Option)

- a) Children with disabilities
- b) Children with medical conditions
- c) Children coping with bereavement
- d) Children coping with parent's separation or divorce

Choose one of the above a, b, c, or d children.

Describe the (i) effects on families  
(ii) guidelines you would give to teachers who work with parents whose families are experiences each of a, b, c or d.

## Question 5

Two months after graduating you are asked by the P.E.O to present a paper on "ENABLING SKILLS" to professionals working in the challenging field of childhood disability. Divide your paper into 3 sections, i.e. value of enabling skills; being an effective person and characteristics of a fully functioning person; and finally, habits of highly effective people.

**THANK YOU,**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER DEFERRED/SUPPLEMENTARY EXAMINATIONS – JUNE  
2002**

**EPS 901**

**AN INTRODUCTION TO EDUCATIONAL RESEARCH**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

- **ANSWER ANY THREE (3) QUESTIONS. CREDIT WILL BE GIVEN FOR THE ORDERLY PRESENTATION OF MATERIALS.**
- **EACH QUESTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.**

1. Distinguish clearly the differences between any three (3) pairs of the following:
  - (i) Dependent and Independent variables
  - (ii) Factors and Variables
  - (iii) Validity and reliability of data
  - (iv) Hypothesis and theory
2. Discuss the major advantages and disadvantages of using interviews in research over questionnaires.
3. Discuss the major sources of the identification of a research problem.
4. What are the major differences between a qualitative and quantitative research?
5. Any research findings are liable to bias. What are the main likely sources of bias in research? How can they be minimized?

**END OF EXAMINATION**

**GOOD LUCK**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER DEFERRED EXAMINATIONS – JUNE, 2002

ISE 111: THE NATURE OF CHILDREN'S LEARNING

TIME: THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully:

1. There are two sections (A & B) in this examination paper.
  - a) Section A: Attempt all **30** questions in this section. Write your answers in the answer booklet which should bear *your computer number*.
  - b) Section B: Question one is compulsory. **ATTEMPT one other question in this section.** Write your answers in the answer booklet which should bear your computer number and indicate as the number of the questions you have attempted.
2. Credit will be given for orderly presentation of material as well as for *original* thought.
3. This examination contributes 60% of the total course mark.

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER DEFERRED EXAMINATIONS – JUNE, 2002**

**ISE 111: THE NATURE OF CHILDREN'S LEARNING**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

Read the following instructions carefully:

1. There are two sections (A & B) in this examination paper.
  - a) Section A: Attempt all **30** questions in this section. Write your answers in the answer booklet which should bear your computer number.
  - b) Section B: Question one is compulsory. **ATTEMPT** one other question in this section. Write your answers in the answer booklet which should bear your computer number as well as the number of the questions you have attempted.
2. Credit will be given for orderly presentation of material as well as for original thought.
3. This examination contributes 60% of the total course mark.

## SECTION A

**There are 30 questions in this section. Attempt all. Write your answers in the answer booklet.**

1. Bronfenbrenner described four ecological settings for developmental change. What is the name given to each of the following ecological levels:
  - (a) Situations in which the child has face to face contact with influential others.
  - (b) Settings in which the child does not participate but in which significant decisions are made affecting the child or adults who interact directly with the child.
  - (c) Relationships such as home-school, home-church, school-neighbourhood.
  - (d) Blueprints for defining and organizing the institutional life of the society e.g. ideology, social policy etc.
  
2. A girl aged 2-5 years should have or do which four of the following:
  - (a) Problem-solving
  - (b) Gender-role awareness
  - (c) Gender segregation
  - (d) Dramatic play
  - (e) Simple drawings
  - (f) Interest in opposite sex
  - (g) Preferred playmates
  
3. Complete the following (Erikson's) psychosocial developmental process. What are the names given to stages 2,3,4,5 and 6?

| PSYCHOSOCIAL STAGE       | APPROXIMATE AGE | FAVOURABLE OUTCOME   |
|--------------------------|-----------------|--|
| 1. Trust versus Mistrust | Birth – 1 year  | Development of self-trust and trusting others.               |
| 2?                       | 1-3 years       | Development of control over bodily functions and activities. |
| 3?                       | 3-6 years       | Self-assertion and purposefulness.                           |
| 4?                       | 6-12 years      | Focus on mastery, competence and productivity.               |

|                               |              |  |
|-------------------------------|--------------|--|
| 5?                            | 12-19 years  | Focus on formation of identity and fidelity.   |
| 6?                            | 19-25 years  | Achievement of intimate relationships and career direction.                              |
| 7. Generativity vs Stagnation | 25-50 years  | Focus on fulfillment through productive activity that contributes to future generations. |
| 8 Ego integrity vs Despair    | 50 and older | Focus on belief in integrity of life.  |

4. Operant conditioning is based on a simple concept called reinforcement, the process by which the likelihood that a particular response will occur again increases when that responses is followed by a certain stimulus
- False
  - True
5. a) A child is directly reinforced for repeating or copying the actions of others.
- b) A child learns the behaviours and personality traits of a parent through direct reinforcement.

Which of the two (a) or (b) is modeling?

6. “For such a long period of dependency is tailor-made for a creature whose major specialization is its capacity for learning and whose basic invention is culture.” Which creature is being described here?
7. In prenatal growth some events necessarily come before others. The embryo consists of primitive tissue layers before it develops organs, the skeleton is made f cartilage before it becomes bone. These are examples of development as \_\_\_\_\_
8. Initially, infants have little control of their motor apparatus. But how do they manage in the meantime? Part of the answer is that new borns have a \_\_\_\_\_ that sees them through their first period of helplessness.
9. Initially a baby gurgles and coos. Then the baby \_\_\_\_\_ before he/she can utter her/his first word.
10. The intellectual growth from infancy to adulthood is generally referred to as \_\_\_\_\_

11. There are 4 stages (according to Piaget) of development. Three of these are called concrete, sensory-motor and formal operations. What is the stage name missing?
12. Assimilation + Accommodation =
13. Name the Piagetian concept that is used to describe a child's failure to take another person's point of view in an argument?
14. At about one year of age, babies begin producing single words. Researchers believe that children are trying to use single words to express entire sentences. These one word utterances are referred to as \_\_\_\_\_ speech.
15. Two year old Tiza recently had an accident when her mother momentarily left her alone to answer the phone, and Tiza touched a hot stove. Now Tiza cries whenever the phone rings. Tiza's crying behaviour is the result of:
- a) habituation
  - b) operant conditioning
  - c) classical conditioning
16. A baby who sleeps deeply, eats well, enjoys bowel relaxation and generally feels that the world is a good place in which to live. According to Erikson, the baby is showing
- a) oral gratification
  - b) anal cathexis
  - c) basic trust
17. Physical and cognitive development during the pre-school years:
- a) is identical for males and females
  - b) may be strongly influenced by poor nutrition
  - c) is not affected by emotional factors
18. According to psychoanalysis, during the phallic stage girls must resolve their:
- a) oedipus complex
  - b) initiation crisis
  - c) electra complex

19. A two-part story about John and Henry was given to a group of 4-6 years old by Piaget in order to gauge their level of moral development. the 4-6 year olds are most likely to say that:
- a) John was naughtier because he was done more damage than Henry
  - b) Henry was naughtier because he was attempting to steal
  - c) Neither John nor Henry meant to break the cup, so they were both innocent
20. The term that describes our inner sense that we are male or female is:
- a) gender role
  - b) gender identity
  - c) sexual identity
21. In ISE 111, we are able to answer complicated questions such as these in this examination because, as Piaget would have noted, we are able to:
- a) solve concrete problems through logical operations
  - b) solve actual and hypothetical issues using abstract thought
  - c) use symbolic representation using an egocentric view of the world
22. Phelire is a 9-month old baby. When her pet is in the room, she watches it intently, but when the cat leaves the room, Phelire appears not to be affected by its absence. This means that Phelire lacks the notion of \_\_\_\_\_ according to Piaget.
23. Which of the following statements best describes how children develop?
- a) They proceed through stages in different orders, but at the same rate.
  - b) They proceed through stages in the same order, but at different rates.
  - c) They proceed through stage in the same order, and at the same rate.
24. At what stage of a child's school years is the teacher most likely to see the greatest acceleration of weight and height?
- a) Grades 1-2
  - b) Grades 7-9
  - c) Grades 11-12

25. You notice that certain pupils in your class arrive with more apparent desire than others to achieve. Research indicates that the best prediction of who is more driven to achieve would be:
- a) First born females
  - b) First born males
  - c) Both (a) and (b)
26. Regarding relative rates of normal physical development, a basic school teacher should expect:
- a) Boys to be more advanced
  - b) Girls to be more advanced
  - c) Boys and girls to be equally advanced
27. Parent's place of work, school PTA and School Board are examples of a child's
- a) exosystem
  - b) mesosystem
  - c) microsystem
28. Ideology, social policy, and shared beliefs and values are good examples of a child's:
- a) exosystem
  - b) mesosystem
  - c) microsystem
29. Eric and Chanda are both one year old. Chanda is walking alone. Eric is still creeping. We can conclude that, in all probability:
- a) Eric and Chanda are developing normally.
  - b) Eric will catch up to Chanda only if his parents encourage him to walk.
  - c) Eric is retarded in motor development.
30. Two pupils in your class show opposite extremes of behaviour. One child is withdrawn; the other is aggressive. Which child is likely to have a poor self-identity?
- a) The withdrawn child
  - b) Both the aggressive and withdrawn children
  - c) Neither of the two.

## SECTION B

Question one is compulsory. Attempt ONE other questions from the questions given as options.

### Question 1 (compulsory)

You have taught your Grade 4 pupils from the time they were in Grade 1. You know them very well. Over the years, you have noted one boy in this Grade 6 class who has serious social relationship problems. He is self-centred and preoccupied with his own needs. He seems to have had a rotten early childhood. Use Freud's psychosexual or psychoanalytic theory to explain why the boy has problems. What could have been wrong in the first three stages. Explain each stage.

| PSYCHOSEXUAL STATE | APPROXIMATE AGE | EROTIC ZONE |
|--------------------|-----------------|-------------|
| Oral               | Birth – 1 year  | Mouth       |
| Anal               | 1-3 years       | Anus        |
| Phallic            | 3-6 years       | Genitals    |

### Question 2 (Option)

Discuss the major indicators of low educational quality at lower and middle basic school level. How do these affect children's learning. What should be done to enhance children's learning?

### Question 3 (option)

Briefly explain the following:

- Childhood socialization
- Different parental styles
- Kohlberg's stages of moral reasoning

### Question 4 (option)

What do studies of counting, numerical reasoning, theories of mind, perception and belief imply about how cognitive development proceeds?

***END OF EXAMINATION***

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS – APRIL 2002

ISE 151: PHYSICAL EDUCATION

TIME:

INSTRUCTIONS

ANSWER TWO (2) QUESTIONS FROM SECTION A AND TWO (2) FROM SECTION B. ALL QUESTIONS CARRY EQUAL MARKS

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SECTION A

1. Mention the three major aims of Physical Education in the Primitive Society. Explain each of them.
2. The 14<sup>th</sup>-16<sup>th</sup> centuries Industrial Revolution – Renaissance, which brought about positive change in economic, social and political life of the people, introduced the **New Emphasis** in Physical Education. What was this concept?
3. P.H Ling talked of the **Seven Advantages** of teaching educational gymnastics. Name the seven advantages.
4. What are the functions of **play** in the **social** and **emotional development** of a child?

SECTION B

5. What are the definitions of these terms in the sociology of Sports:-
  - Play
  - Sport
  - Socialization
  - sociology
6. The modern Olympics Games might be in danger of extinction for reasons similar to those that caused the Ancient Olympics Games to die out. Discuss.
7. Discuss the place of Physical Education in Ancient Greek Society, with special reference to possible influence on Modern Physical Education.

8. Its known that when the colonialists brought the conventional education, they also introduced the so called Physical Education. Before that, Africans in this part of the world had their physical activities (traditional games). Mention ten (10) of them and explain how **one** of them is played. Giving its rules, ground, the sex that played it, how many at a time, how do players win.

**THE END**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER DEFERRED/SUPPLEMENTARY EXAMINATIONS – JUNE  
2002

ISE 151

PHYSICAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

Answer **Two (2)** questions from section A and **Two (2)** from section B. All questions carry the same marks.

---

SECTION A

1. What do you understand by the term **Socialization** as related to physical education?
2. Name and explain the **four** groups that **P.H Ling** divided his gymnastics.
3. What significance has the Olympic Games in today's society?
4. Compare the aims of ancient and modern Physical Education.

SECTION B

5. Name and explain the **three** historical stages of humanity and how Physical Education got developed.
6. What was the full significance of the Festival of Olympia to ancient Greeks?
7. Compare the Physical Education offered in ancient **sparta** and **Anthens**.

THE END

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**ISE 181**

**INTRODUCTION TO SOCIAL STUDIES 1**

**TIME: THREE HOURS**

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

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**SECTION ONE**

- 1 Why did the Luba and Lunda migrate into Zambia and what was their impact on Zambia?
- 2 What <sup>wife</sup> ~~was~~ the factor responsible for the rise of the Bemba kingdom?
- 3 How did the Kololo rule affect the Lozi kingdom?
- 4 Examine the impact of long distance trade on Central Africa.

**SECTION TWO**

- 5 How were the powers of chiefs in Zambia eroded during the colonial period?
- 6 Define the following concepts with examples:
  - (a) Ethnicity
  - (b) Tradition
  - (c) Culture.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATION – APRIL, 2002**

**ISE 221: HOME ECONOMICS TEACHING METHODS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

There are two (2) sections in this paper. Answer 2 questions from each section.

---

**SECTION A**

1. Values play a very important role in peoples lives. People often have some confusion or conflict about their values in several areas of their lives.
  - a) Discuss two situations where you would have value conflicts.
  - b) What solution would you give to the conflicts cited above.
2. A home economist practices effective communication during her professional practice. Critically discuss the above statement and give illustrations.
3. The development of home economics in Africa faces a lot of problems because of differences that emerge. Discuss these differences.
4. A home economist faces a lot of challenges in teaching of the subject. Discuss these challenges and suggest ways in which they can be overcome.

## **SECTION B**

1. Evaluation is an important tool in the process of teaching home economics.
  - i) Define evaluation
  - ii) Design an evaluation tool for a grade 9 class for a lesson on methods of cooking.
2. In critical thinking the last step is Discussion Ideas in an organized way. Discuss what is involved in this step citing examples.
3. You have just been invited to a home economics conference. Your task is share with fellow professionals the skill of problem solving process. Discuss this skill by discussing one problem in home economics as a subject.
4. Girls education has received a lot of attention in Zambia. Using the problem solving process, outline how you would go about solving the problem of girls dropping out of school.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**ISE 231**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**40 MARKS**

**READ THE INSTRUCTIONS CAREFULLY BEFORE YOU START ANSWERING QUESTIONS. CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION OF WORK**

**SECTION A**

**ANSWER ALL QUESTIONS**

1. Which material is malleable which is fondly used to produce local utensils?
2. What kind of sculpture which is made vertical of one material, such as wire, straws that depends largely on a continuous line?
3. Wedging is a method used on clay for .....
4. The method used for refining a dampened clay is called .....
5. What makes letters legible, readable and understandable easily?
6. Letters drawn with a three dimensional effect or cast shadows are called .....
7. How do you call the art of making illustrations using a pencil or charcoal?
8. Turn this word “MEM” (capital letters) into an open space.
9. Carving in relief is called .....
10. Coiled ware, slabware, tiles are made of .....

## **SECTION B**

**ANSWER ONLY THREE (3) QUESTIONS. QUESTION ONE IS COMPULSORY**

1. How do you understand this statement "SCALING UP A DRAWING? Give an example.
2. Explain with the help of a simple diagram how you can construct a stable.
3. Explain how you can apply WEDGING and KNEADING when preparing clay.
4. Discuss sculpture and its importance in our Zambian Society. How is it done to produce a particular sculpture?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**ISE 241**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**40 MARKS**

**READ THE INSTRUCTIONS CAREFULLY BEFORE YOU START ANSWERING QUESTIONS. CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION OF WORK.**

**Answer ONLY THREE (3) questions. Question ONE is COMPULSORY.**

---

1. Discuss the following “AIM” in Art Education.  
“Art Education should assist the learner to grow:
  - (a) intellectually;
  - (b) emotionally; and
  - (c) socially
2. What teaching strategies would you use if you were to present a lesson on clay?
3. How do you understand this term, “Teaching materials improvisation”? Give two examples which can replace western glue, and paper for the sculpture. Discuss briefly how you can produce them.
4. Discuss in detail how you can assess the pupils performance in creative Art.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

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

**TIME: THREE HOURS**

**INSTRUCTIONS:**

**ANSWER THREE QUESTIONS, TWO FROM SECTION A AND ONE FROM SECTION B. QUESTION ONE SHOULD BE ANSWERED COMPULSORILY**

---

**SECTION A**

1. Choice and decision-making are important social skills to develop in pupils. Show how abilities to make defensible choices and decisions can be developed in social studies.
2. When we teach social studies conceived as social action pupils are supposed to engage in immediate and delayed social action.  
  
Cite  
a) two immediate social actions pupils can engage in  
b) three delayed actions that pupils will engage in when they become adults
3. (a) What are socio-cultural values?  
  
(b) Why do we need to know the socio-cultural values held by people in communities which we study?  
  
(c) How can value conflicts be resolved in the classroom?

**SECTION B**

4. What are some of the aims and objectives of Social Studies?
5. Citizenship in a multi-ethnic society demands respect for each other regardless of the tribe one belongs to. Discuss.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**ISE 351:      PHYSICAL EDUCATION**

**TIME:        THREE (3) HOURS**

**INSTRUCTIONS**

ANSWER ONLY FOUR QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS

1.      What do you understand by this phrase, ‘Dance is a **Medium** of **self expression**’
  
2.      One of the objectives of teaching Physical Education is for pupils
  - (i)            to experience success and achievement
  - (ii)          enhance motivation organization, leadership and interpersonal skills. How can this apply to teaching traditional games as part of Physical Education?
  
3.      Traditional games were **interwoven** in the **cultural fabric**, enhanced social cohesion. What does this mean?
  
4.      Most of the traditional games, songs and dances have a message to the people. Give a game, song and dance and the messages they have for the society.
  
5.      Compare the benefits that a child would derive from both the conventional physical education and traditional games.
  
6.      Name a traditional game, give the rules that governs the game, size of ground, number of players, song that go with it, the apparatus used. How does the team or person win? Make an illustration to support your answer.

**THE END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATION – APRIL, 2002**

**ISE 371: FAMILY RESOURCE MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

Answer only four (4) questions from this paper.

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1. Family life education is a field that is now fairly well established and many activities are taking place.
  - i) What is the purpose of family life education?
  - ii) Discuss the operational principles of family life education.
  - iii) Discuss a family problem you may have to deal with in a home.
2. Family means differently to different people.
  - i) Discuss the different forms of families common in Zambia.
  - ii) What are the advantages and disadvantages of each family form you have discussed in (i) above.
3. Conflict theory is one of the major theories used in understanding the family.
  - i) Discuss this theory.
  - ii) Cite an example of how a family can deal with conflict.

4. HIV/AIDS is one of the issues that families have to deal with in modern day Zambia.
- i) Discuss the issue using the symbolic interactionist theory.
  - ii) Cite examples of a family that can handle this problem.
5. Resource management is vital in a family set up.
- a) What kind of resources does a family manage.
  - b) What are the consequences of poor resource management.
6. One of the problems encountered by families in family life education is adoption. In Zambia it may mean taking responsibility of orphaned children. Discuss the advantages and disadvantages of adopting orphaned children.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**ISE 381: SPECIAL TOPICS IN SOCIAL STUDIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**ANSWER THREE QUESTIONS. QUESTION ONE IS COMPULSORY**

---

1. Report on any problem you have studied in the field under the following sub-headings:-
  - (a) Background
  - (b) Problem
  - (c) Aim and Objectives
  - (d) Methodology
  - (e) Findings
  - (f) conclusion
  
- 2(a) How does studying characteristics of a local population by carrying out a mini-census better than using a textbook or previous census statistics?
  - (b) What population data does an age-sex pyramid provide learners with?
  
- 3(a) Show how studying by direct observation becomes important in studying environmental problems.
  - (b) Name a problem you can study by direct observation within Lusaka and show how you would organize your class to study such a problem.
  
- 4(a) What is quality of life?
  - (b) Why should attainment of high quality of life be the ultimate goal in our socio-economic development?
  
5. Rationalize the use of fieldwork in teaching social studies in Zambia today.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**LSE 211: SOCIAL STUDIES TEACHING METHODS 1**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

ANSWER **THREE** QUESTIONS. QUESTION **ONE** IS COMPULSORY. ANSWER **TWO** QUESTIONS FROM SECTION ONE AND **ONE** QUESTION FROM SECTION B

---

1. What is teaching? What is involved in teaching? Discuss the two major methods of teaching.
2. What is a syllabus? Why is it an important document to both the teachers and the pupils?
3. Schemes of work are important educational documents. Discuss.

**SECTION B**

4. Give an account of the recent changes which have taken place in the Social Studies curriculum grades 1-7 and explain changes which need to be effected to improve this curriculum.
5. (a) Comment on the role played by visual aids in the successful teaching of Social Studies.  
(b) Explain the necessity of class control in the process of teaching.

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2001-2002 SEMESTER I EXAMINATIONS**

**LSE 231: ENGLISH TEACHING METHODS (PRIMARY)**

**GENERAL INSTRUCTION**

**Answer only THREE questions. Credit will be given for impeccable grammar, clarity and precision. All questions carry equal marks. Choose only one question from each section.**

**APRIL, 2002**

## SECTION ONE

Answer only ONE question from this section

1. Discuss with clear examples the language policies of the colonial administration in the period after the Second World War and 1964.
2. In the three phases of colonial development in Northern Rhodesia, viz 1890-1923, 1924-1945, 1946-1964 when did Zambian (vernacular) languages enjoy pre-eminence and why?
3. critically analyze and evaluate the views of two of the persons named below on the question of language in Zambia with specific reference to English:

John Mwanakatwe  
Mubanga M. Kashoki  
Simon M. Kapwepwe  
S. Shana

## SECTION TWO

Answer only ONE question from this section

4. To some extent, many people argue, the Zambia Primary English Course produced good speakers of English. Discuss what could have been done to improve this. If not, then say what other options were available for implementation in this course.
5. What sorts of experts are required to improve the quality of teaching materials in English in the primary schools?
6. Discuss the strategies you would use to implement current English teaching methodologies, theories and approaches to improve (a) teacher preparation, (b) materials and resources and (c) pupil mastery of English.

## SECTION THREE

Answer only ONE question from this section.

7. Define, with examples, three of the following:
  - a) the four basic language skills
  - b) fluency in, and mastery of, English
  - c) teaching aids in primary school English
  - d) standard English and Zambian English
  - e) drill and exercise

8. referring to materials from the ZPC and ZBEC, give examples of each of the following psychological principles:

- a) association
- b) reinforcement
- c) reward
- d) punishment
- e) negative reinforcement

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION'**

**FIRST SEMESTER EXAMINATION – APRIL 2002**

**LSE 291: RELIGIOUS STUDIES TEACHING METHODS 1 (PRIMARY)**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

1. Answer three (3) questions only
  2. Answer one question from Section A and two questions from Section B.
  3. All work must be clearly and neatly written.
- 

**SECTION A**

Choose one question only.

1. Discuss the contribution of Jean Piaget to the teaching of Religious Education in Primary Schools.
- 2(a) Compare and contrast existential and dimensional approaches in the teaching of Religious Education
- (b) Which of the two approaches in 2(a) is suitable for teaching Religious Education in the Zambian Primary Schools and why?

**SECTION B**

Choose two questions only

- 3(a) Compare and contrast an aim and an objective.
- (b) List ten (10) action verbs that may be used in a Religious Education objective.
4. Discuss the importance of the following in the teaching of Religious Education:
  - (a) Schemes of work
  - (b) Weekly forecast
  - (c) Lesson plan

- 5(a) Identify and arrange in order of importance the six variables of a lesson plan.
- (b) Briefly comment on the importance of each variable.
- 6(a) Discuss the relationship between a national education policy, curriculum, syllabus, schemes of work, weekly forecast and lesson plan.
- (b) Why should a teacher be familiar with the national policy on education, curriculum and syllabus?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**LSE 401: CURRICULUM STUDIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**CHOICE OF QUESTIONS**

You should answer THREE questions choosing ONE from EACH of the three sections. In each section, you have to choose ONE question from the TWO available.

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**USE THREE SEPARATE ANSWER BOOKS**

Please use a separate answer book for each question. You should therefore submit THREE answer books. Please clearly indicate the number of the question you are answering in the left hand margin of the answer sheet in the answer book.

**TOTAL MARKS: 100**

## **SECTION A**

### **INSTRUCTIONS FOR SECTION A**

Answer only ONE question in this section; either question 1 or question 2. Use a separate answer book.

1. It is stated that “the experiential model of the curriculum is subjective, personalistic, heuristic and transactional. It is learner-centred activity-oriented approach to teaching and learning.” Discuss this statement in the light of curriculum planning and development drawing on actual examples of experientially designed curricula.
2. D. Lawton has said that the behaviourist vantage point of people and the behavioural objectives model of the curriculum have been scrutinized and criticized as being irrelevant. He further states that both these schools of thought are philosophically and psychologically unsound and anti-humanistic.
  - (a) To what extent would you agree that the disadvantages of the behavioural objectives model have influenced the rejection of the behavioural model of the curriculum.
  - (b) Briefly explain whether there is a relationship between the behavioural perception of human beings and the behavioural objectives model of the curriculum.

## **SECTION B**

### **INSTRUCTIONS FOR SECTION B**

Answer only ONE question in this section, either question 3 or question 4. Use a separate answer book.

3. “Jean Piaget’s work on stages of cognitive development and that of Jerome Bruner on modes of representation of the culture have had considerable influence on curriculum thinking.” Comment on this statement in view of implications for curriculum planning and development.
4. Compare and contrast humanistic curriculum and social reconstructionist curriculum. What are their implications for curriculum planning with particular reference to the Zambian school situation?

## SECTION C

### INSTRUCTIONS FOR SECTION C

Answer only ONE question in this section, either question 5 or question 6. Use a separate answer book.

5. Phrases like the “hidden curriculum” referred to by radical educationists, such as Ivan Illich and Everett Reimer, demonstrate features of schooling that are usually taken for granted.
- (a) Define “hidden curriculum” and justify the reason for defining it that way.
  - (b) Discuss the assertion that the “hidden curriculum” and “moral education” as propounded by Lawrence Kohlberg in “Education for Justice” as contained in a book titled Moral Education are interlinked.
  - (c) Explain manifestations of the hidden curriculum and moral education in Zambian basic schools.
6. Preventive maintenance is very important, especially in the Zambian basic schools. It is a welcome innovation by all school authorities who take the initiative to repair school buildings, desks, tables, chairs, and other equipment. (Zambia Educational Sector Support Programme, FINNIDA/Ministry of Education, 1995).
- (a) What type of an “innovation” is Preventive Maintenance in the school system?
  - (b) Identify the type of strategy employed in introducing such an “innovation”.
  - (c) Using the relevant ideas covered in this course, critically analyze some of the factors that might impede the implementation of the “innovation” by any school.
  - (d) Propose an alternative approach to the introduction of such a change in the school system and give reasons why.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**LSE 411: GEOGRAPHY TEACHING METHODS**

**TIME: THREE (3) HOURS**

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

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- 1(a) Draw a Development Compass Rose and describe its main components. [5 marks]
- (b) Devise a teachable lesson for a school grade and topic of your choice by incorporating in the body of your lesson fifteen (15) questions using the development compass rose. Ensure that your questions cover **all** the diagonal points of the rose. [15 marks]
- 2 As a teacher of geography, how can you develop good citizenship in your pupils by using the subject of 'beer drinking in Zambia'? [15 marks]
- 3 Discuss how best you may assess your pupils in geography. [15 marks]
- 4 Critically assess the value of school textbooks in the teaching of Geography. [15 marks]
- 5 Discuss the issues involved in teaching the less able pupil in geography. [15 marks]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**LSE 421: GEOGRAPHY TEACHING METHODS (SINGLE SUBJECT MAJOR)**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS, QUESTION ONE IS COMPULSORY**

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- 1(a) Show how rapid population growth and the health status of Zambians are serious population problems.
- (b) Show the relationship between population, resource utilization and conservation.
- 2(a) What is the major focus of Zambia's national population policy revised in 1998?
- (b) Why is removal of gender biases crucial to the attainment of the national population policy goal and objectives?
3. Discuss the opportunities and challenges brought about by introduction of field project work in senior school geography in Zambia.
- 4(a) What are the merits and demerits of use of multiple choice items in testing performance of pupils in geography in Zambia?
- (b) Argue for the continued use of essay type items in geography examinations in Zambia.
5. Report on one fieldwork you undertook indicating the problem you studied, how you studied it and the major findings.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - APRIL 2002**

**LSE 431:      ADVANCED ENGLISH TEACHING METHODS**

**TIME:         THREE (3) HOURS**

**INSTRUCTIONS:**

**THERE ARE THREE (3) SECTIONS IN THIS QUESTION PAPER: A, B AND C. ATTEMPT ONE (1) QUESTION FROM EACH SECTION AS INSTRUCTED IN EACH CASE. ALL QUESTIONS CARRY EQUAL MARKS.**

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**SECTION A:       TEACHING STRUCTURE**

**EITHER**

1.     State the six (6) principles of CLT, and explain each principle in the context of teaching English as a second language.

**OR**

2.     Discuss similarities and differences between the audio-lingual method and the communicative approach to language teaching.

**SECTION B:       TEACHING COMPOSITION WRITING**

**EITHER**

3.     Design a lesson plan to teach a grade eleven class composition writing in a double period lasting 80 minutes. The topic of the composition is: The dangers of heavy drinking.

**OR**

4.     Design a lesson plan to teach a grade ten class composition writing in a double period lasting 80 minutes. The topic of the composition is: How grandfather had changed.

## SECTION C: TEACHING LITERATURE

### EITHER

5. Write an essay to persuade your headteacher not to drop literature in English from the time-table. Give your essay the following title: Reasons why we should teach literature.

### OR

6. You have decided to use the following extract from Things Fall Apart in the grade eleven end of term examination. Do the following:
- set five (5) context questions based on it.
  - In brackets against each question, indicate how many marks it carries, bearing in mind that the total score should be 20.
  - Below each question, write the model answer.

### THE EXTRACT

When the District Commissioner arrived at Okonkwo's compound at the head of an armed band of soldiers and court messengers he found a small crowd of men sitting wearily in the obi. He commanded them to come outside, and they obeyed without a murmur.

'Which among you is called Okonkwo?' he asked through his interpreter.

'He is not here,' replied Obierika.

'Where is he?'

'He is not here!'

the Commissioner became angry and red in the face. He warned the men that unless they produced Okonkwo forthwith he would lock them all up. The men murmured among themselves, and Obierika spoke again.

'We can take you where he is, and perhaps your men will help us.'

The Commissioner did not understand what Obierika meant when he said, 'Perhaps your men will help us.' One of the most infuriating habits of these people was their love of superfluous words, he thought.

Obierika with five or six others led the way. The Commissioner and his men followed, their firearms held at the ready. He had warned Obierika that if he and his men played any monkey tricks they would be shot. And so they went.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**LSE 451: HISTORY TEACHING METHODS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**40 MARKS**

ANSWER ANY THREE OF THE FIVE QUESTIONS GIVEN IN THIS PAPER.

WRITE THE ANSWER TO EACH QUESTION ON A SEPARATE SHEET

ALL THE QUESTIONS CARRY EQUAL MARKS

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1. Discuss the attributes of a good history textbook and explain with examples how a textbook can be applied to enhance history teaching.
  2. Why are questions essential in teaching and what are some of the good questioning techniques?
  3. Outline the stages that are involved in the execution of a school historical project. What advantages and disadvantages are associated with the project-based teaching?
  4. Discuss the nature, value and limitations of any two of the following objective test instruments:
    - (a) Multiple choice
    - (b) True/false
    - (c) matching
5. What are the routine duties of a Head of the Social Sciences Department in a Secondary School, and how can he/she improve the teaching of the subjects under his/her charge?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

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

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

Answer two questions from each section. All the questions carry equal marks.

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**SECTION A**

1. With the help of examples, explain the usefulness of structural linguistics, psycho-linguistics and socio-linguistics to you as a first-language teacher.  
[25 marks]
2. State the arguments for and against teaching the grammar of a mother tongue.  
[25 marks]
3. Discuss the advantages of using children's home language as a medium of instruction in the early stages of their education.  
[25 marks]
4. Although Tanzania has one hundred twenty (120) languages, there is only one local Bantu lingua franca.
  - (a) Why hasn't the choice of this one language provoked unfavourable reactions among speakers of other languages in Tanzania?  
[4 marks]
  - (b) State the role of other Tanzanian languages  
[4 marks]
  - (c) Briefly discuss how the educational language policy in Tanzania has promoted the development of Swahili  
[17 marks]

## SECTION B

- 5.(a) Write a three-stanza poem, in the local language you teach, in which you illustrate the use of the following
- (i) apostrophe
  - (ii) pun
  - (iii) iron
  - (iv) hyperbole
  - (v) symbolism
- [3 marks]
- (b) i. List all the examples of each of the above features in the poem.
- [5 marks]
- ii. Name the class in which you would use this poem and state why it would suit this level.
- [2 marks]
- (c) i. State the **setting** and the **occasion** in the poem.
- [3 marks]
- ii. Name the clues that you would use to help pupils identify the setting and the occasion in this poem.
- [3 marks]
- (d) i. Explain three preliminary activities you would engage pupils in, in order for them to prepare to analyze and understand the poem.
- [3 marks]
- ii. Briefly state the clues you would give pupils in order for them to understand the arrangement of ideas, feelings, thoughts, etc, as well as the features used in it and the theme.
- [6 marks]
6. Design an eighty-minute composition lesson plan for a Grade 11 class, based on an advertisement for a job, in which you integrate the four language skills in such a way that the use of one leads naturally to the use of another, as in real life.
- [25 marks]

7. (a) State **two** similarities and at least **three** differences between the structural and notional syllabuses.

[10 marks]

(b) Compile **three** units of teaching items based on each of the following types of language syllabus in order to illustrate the difference between them.

- i) structural
- ii) situational
- iii) notional

[15 marks]

8. You have just finished writing a reading comprehension passage for a Grade 12 class, in the Zambian language you teach, on the significance of the eclipse of the sun both as a natural phenomenon and a source of revenue for your country. You intend to use this passage in teaching reading comprehension.

(a) Prepare:

- i) pre-reading activities. [4 marks]
- ii) post-reading activities [4 marks]

(b) Construct questions for a testing written exercise as follows:

- i) Two multiple-choice questions which test the pupils' understanding of structural meaning. [6 marks]
- ii) Two WH-questions: one testing reasoning skills and another one testing evaluation skills. [4 marks]
- iii) Two WH-questions which test the pupils' understanding of lexical meaning. [4 marks]

(c) Prepare a follow-up activity to this lesson

[3 marks]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – APRIL, 2002**

**LSE 481: FRENCH TEACHING METHODS**

**DUREE: TROIS HEURES**

**CONSIGNES:**

**REPONDEZ AUX TROIS QUESTIONS UNE QUESTION DANS LA PREMIERE SECTION ET DEUX DANS LA DEUXIEME SECTION**

**PREMIERE SECTION**

- (1) “Tempo” est une methode organisee a partir d’objectifs de communication. Decrivez les phases (activites) principales dans cette methode.

OU

- (2) Qu est-ce que vous entendez par i Evaluation? Quelle est le role de l’evaluation formative dans la classe de langue?

**DEUXIEME SECTION**

- (3) Quelle est le role du chef de de`partement de francais a l ecole secondaire?
- (4) “Les jeux contribuent a animer les classes de langue et a permettre aux apprenants de s’impliquer davantage dans leur apprentissage en prenant plaisir a jouer avec les, mots, les phrases et les textes qu’ils creeront individuellement on collectivement.” Proposez un j
- (5)
- (6)
- (7) eu de vocabulaire pour les eleves en grade 8 ou 9.
- (5) La motivation est definie ainsi “Facteur psychologique predisposant l’individu a accomplir certaines actions ou a tendre vers certain but” (Pieron H.). Quelles strategies allez-vous employer pour motiver vos apprenants de grade 8 ou 9?
- (6) Qu’est-ce que vous entendez par la sociolinguistique? Allez-vous enseigner a vos eleves des mots familiers comme; chouette, nana, flic, bagnole, mec, sampa..... Justifiez votre response.

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS (APRIL 2002)**

**MSE 131**

**FOUNDATION MATHEMATICS FOR TEACHERS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** Answer and FIVE questions. Each question carries 20 marks. Marks for parts of questions are shown in brackets [ ].

**MARKS POSSIBLE: 100**

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1. A company produces three different models of colour television sets,  $X$ ,  $Y$  and  $Z$ . Each model  $X$  set requires 2 hours of electronics work, 2 hours of assembly time and 1 hour of finishing time. Each model  $Y$  requires 1 hour electronics, 3 hours assembly and 1 hour finishing time and each model  $Z$  requires respectively 3, 2 and 2 hours of similar work. There are 100 hours available for electronics, 100 hours for assembly, and 65 hours for finishing per week.
- (a) Form a system of three equations based on the given constraints. [ 3 ]
- (b) Solve the system of equations using two methods: a matrix method and a non matrix method. [10]
- (c) Discuss the advantages of each method over the other. [ 5 ]
2. (a) Find, from first principles, the gradient function of the curve  $y = \frac{1}{(x-2)}$  [ 6 ]
- (b) Explain the importance of developing mathematical concepts from first principles. [ 4 ]
- (c) One of the questions in Paper 2 of the 1992 School Certificate Mathematics examination asked candidates to draw the graph of  $y = x + \frac{6}{x}$ . They were further asked to draw a suitable tangent to their curves and to find the coordinates of the point at which the gradient of the tangent is equal to  $-\frac{1}{2}$ .
- (i) Attempt an answer to this question. [ 6 ]
- (ii) Explain how a candidate who understands the mathematical procedure of the differentiation can be in an advantaged position in working out the answer to this question. [ 4 ]

3. (a) P is a point on the straight line AB such that  $AP:PB = m:n$ . The vector  $\mathbf{OA} = \mathbf{a}$  and  $\mathbf{OB} = \mathbf{b}$ .
- (i) Express the vectors  $\mathbf{AB}$  and  $\mathbf{AP}$  in terms of  $\mathbf{a}$ ,  $\mathbf{b}$ ,  $m$ , and  $n$ . [ 3 ]
- (ii) Hence show that  $\mathbf{OP} = (\mathbf{na} + \mathbf{mb}) / (m + n)$ . [ 3 ]
- (b) The position vectors of three points A, B, and C relative to an origin O are  $\mathbf{p}$ ,  $3\mathbf{q} - \mathbf{p}$ , and  $9\mathbf{q} - 5\mathbf{p}$  respectively.
- (i) Show that the points A, B, and C lie on a straight line and state the ratio  $AB:BC$ . [ 5 ]
- (ii) Given that OBCD is a parallelogram and that E is the point on DB such that  $\mathbf{DB} = \frac{1}{3}\mathbf{DE}$ , find expressions in terms of  $\mathbf{p}$  and  $\mathbf{q}$  for the position vectors of D and E. [ 9 ]
4. (a) (i) Determine the nature of the roots of the equation  $(3k + 2)x^2 - (6k + 1)x + (3k - 1) = 0$ . [ 6 ]
- (b) The roots  $\alpha$  and  $\beta$ , where  $\alpha > \beta$ , of the equation  $x^2 + 6x + c = 0$ , differ by  $2n$ , where  $n$  is real and non-zero. Find  $\alpha + \beta$ ,  $\alpha\beta$ ,  $\alpha^2 + \beta^2$ , and hence show that  $n^2 = 9 - c$ . [ 6 ]
- (c) The functions  $f$  and  $g$  are defined as follows:
- $f: x \rightarrow (1 + 2x) / (1 - 2x), \quad x \neq \frac{1}{2}$ ,
- $g: x \rightarrow x^2$ .
- Find similar expressions for  $f^{-1}$  and  $gf$  and state the range in each case. [ 8 ]

5. (a) Mathematics educators believe that children should not be given computational rules or formulae before they have understood the processes leading to their derivation. In view of this, how would you go about explaining to children the validity of the 'CAST' diagram, which shows the signs of the trigonometric ratios (Sine, Cosine, Tangent) in different quadrants. [ 8 ]

(b) Find all values of x in the interval  $0^{\circ} \leq x \leq 360^{\circ}$  for which:

(i)  $2 \cos^2 x + 3 \sin x = 0$  [ 5 ]

(ii)  $\sin x - 2 \cos x = 1$  [ 7 ]

6. (a) Discuss briefly the advantages and disadvantages of using the mean, median, and mode as measures of central tendency, citing examples of suitable situations in which each may be appropriately used. [ 9 ]

(b) (i) Show that if A and B are mutually exclusive events, then  $p(A \text{ or } B) = p(A \cup B) = p(A) + p(B)$ . [ 3 ]

(ii) There are three house in a certain area, numbered I, II, and III, and each house has occupants who are children (C) and/or adults (A), as shown in the table below:

|             |              |           |
|-------------|--------------|-----------|
| I<br>5C, 2A | II<br>1C, 3A | III<br>2A |
|-------------|--------------|-----------|

A researcher intends to interview two persons who may live in the same house or in different houses. Find the probability that s/he interviews (a) a child and an adult, (b) two adults. [ 8 ]

End of Examination

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER DEFERRED/SUPPLEMENTARY EXAMINATIONS – JUNE  
2002

MSE 131: FOUNDATION MATHEMATICS FOR TEACHERS

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER ANY FIVE QUESTIONS. EACH QUESTION CARRIES 20 MARKS.  
MARKS FOR PARTS OF QUESTIONS ARE SHOWN IN BRACKETS [ ]

MARKS POSSIBLE: 100

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1. (a) (i)  $f(x) = 2x^2$ ,  $g(x) = 2x - 1$   
Find  $x$  if  $g f(x) = 24$  [6]
- (ii) Explain why the function  $h(x)$  defined by  $h(x) = (x^2 - 1)^{-1}$ , where  $x > 1$ , has no inverse. [4]
- (b) Find the range of values of  $x$  for which the equation  $2(k^2 x^2 + 1) - 3x = 0$  has real roots. [10]
2. (a) The position vectors  $\mathbf{p}$  and  $\mathbf{q}$  have length 2 and 3 respectively. Find the angle between them if their scalar product is  $-1$  [6]
- (b) Given that  $\mathbf{OA} = \mathbf{a}$ ,  $\mathbf{OB} = \mathbf{b}$ ,  $\mathbf{OP} = \frac{4}{5}\mathbf{OA}$  and that  $Q$  is the midpoint of  $AB$ , express  $\mathbf{AB}$  and  $\mathbf{PQ}$  in terms of  $\mathbf{a}$  and  $\mathbf{b}$ .  $PQ$  is produced to meet  $OB$  produced at  $R$ , so that  $\mathbf{QR} = n \mathbf{PQ}$  and  $\mathbf{BR} = k\mathbf{b}$ . Express  $\mathbf{QR}$ :
- (i) in terms of  $n$ ,  $\mathbf{a}$  and  $\mathbf{b}$ ,  
(ii) in terms of  $k$ ,  $\mathbf{a}$  and  $\mathbf{b}$ .
- Hence find the values of the scalars  $n$  and  $k$ . [14]

3. (a) Find all values of  $x$  between  $0^\circ$  and  $360^\circ$  if:

(i)  $\cos x = -\frac{3}{4}$

(ii)  $\tan^2 x - 3 \tan x + 2 = 0$  [10]

(b) Express the left-hand side of the equation  $3 \sin \theta - \cos \theta = 1$  in the form  $R \sin(\theta - \alpha)$  where  $R$  is positive, stating the values of  $R$  and  $\alpha$ . State the maximum value of  $3 \sin \theta - \cos \theta$  and find all values of  $\theta$  between  $0^\circ$  and  $360^\circ$  inclusive such that  $3 \sin \theta - \cos \theta = 1$  [10]

4. (a) It has been observed that many graduate secondary mathematics teachers have not studied formally probability and statistics beyond the school level.

Describe briefly two possible ways in which this might affect negatively the teaching of these two topics in high schools [6]

(b) (i) Define what is meant by mutually exclusive events and statistically independent events, illustrating your answers by examples. [4]

(ii) A mathematics teacher asked each of 300 children in a school to tell her which of the three science subjects (Biology, Physics or Chemistry) they were taking. The results are shown below.

Physics 75, Biology and Physics 40, Biology 140, Physics and Chemistry 25, Chemistry 105, Biology and Chemistry 30, Non of these 60.

From a venn diagram, find the probability that a child selected at random from the group studies Physics but not Biology or Chemistry. [10]

5. (a) Explain why the following system of equations has NO solution.

$$x + y + z - 1 = 0$$

$$2x - 3y - 2z + 4 = 0$$

$$3x - 2y - z + 2 = 0$$
 [5]

(b) Solve the following set of equations using two different methods.

$$3x + y - 2z - 2 = 0$$

$$x + 3y - z - 3 = 0$$

$$2x - y + 4z - 5 = 0$$
 [15]

6. (a) Expand  $(x + h)^3$  in ascending powers of  $h$ . Hence differentiate  $x^3$ . Using this as an example explain the importance when teaching school children of developing complex mathematical ideas from first principles. [8]
- (b) The curve  $y = x^2 - 5x + 4$  cuts the  $x$  - axis at A and B. The tangents to the curve at A and B meet at T, and the normals to the curve at A and B meet at N. Calculate the length of the line TN. [12]

**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER FINAL EXAMINATIONS (APRIL 2002)

MSE 231

PRIMARY MATHEMATICS EDUCATION I

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer any FOUR questions. Each question carries 25 marks. Marks for parts of questions are shown in brackets [ ].

MARKS POSSIBLE: 100

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1. (a) List **three** advantages and **three** disadvantages of using behavioural objectives in teaching mathematics. [ 6 ]
- (b) What is meant by the term **taxonomy**? In what ways can teachers of mathematics make use of a taxonomy of objectives? [ 7 ]
- (c) Write down three **complete** behavioural objectives, one from each of the three domains (cognitive, psychomotor, and affective), suitable for use in upper primary mathematics classrooms. [12]
  
2. Comment on the following models in sequencing instruction:
  - (a) The Motor Model. [ 5 ]
  - (b) S.P.C.P. Model. [ 5 ]
  - (c) Taba Tri Tram Model. [ 5 ]
  - (d) Bloom's Taxi Model. [ 5 ]
  - (e) Gagne's Scenic Route Model. [ 5 ]

3. (a) Discuss the strengths, weaknesses, opportunities and threats of using each of the following forms of assessment in primary mathematics education in Zambia.
- (i) Oral [6]
  - (ii) Practical [6]
  - (iii) Observation [6]
- (b) What do you understand by **portfolio assessment**? Why is the idea of portfolio assessment currently being promoted? [7]
4. (a) Describe the teaching/learning methods at primary school being advocated in each of the following three documents: *AIEMS Module 5*, *ZATEC Guide*, and the *Basic School Curriculum Framework* document. [9]
- (b) Discuss what the three documents share in common and where they differ in relation to teaching/learning methods. [6]
- (c) Discuss the prospects and challenges of implementing the teaching/learning methods being advocated in the three documents in primary schools in Zambia [10]
5. The ZATEC assessment instrument for lesson planning requires that (a) there be a "variety of related objectives reflecting knowledge, skills and attitudes" and that these objectives be specific and integrated; (b) the teaching and learning strategies should have a "range of learner-centred activities progressively organised using integrative cross curricular planning".
- (a) For a specified topic (different from the one you used in the course MSE 231), write down the objectives satisfying the ZATEC lesson planning assessment criteria. [7]
  - (b) Describe the teaching and learning strategies that could be used to fulfil the objectives you have written down in (a) above. [10]
  - (c) Discuss the prospects and challenges of making lesson plans and teaching according to the ZATEC requirements by teachers country-wide. [8]

6. (a) The last few years have seen a major advocacy towards **learner-centred** teaching methodologies. Learner-centred teaching is now receiving criticism and some educationists are advocating for what is known as **learning-centred** methodologies.
- (i) Explain what you think the terms learner-centred and learning-centred mean. [ 5 ]
- (ii) For either learner-centred or learning-centred, explain the necessary condition for effectiveness of the approach. [ 8 ]
- (b) Apart from undertaking further studies or participating in in-service courses, name and describe four other ways in which teachers can improve their knowledge, skills and attitudes in relation to the teaching of mathematics. [12]

**End of Examination**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER FINAL EXAMINATIONS (APRIL 2002)**

**MSE 331**

**MATHEMATICS EDUCATION II**

**TIME:** **THREE (3) HOURS**

**INSTRUCTIONS:** Answer any FOUR questions. All questions carry 25 marks. Marks for parts of questions are shown in brackets [ ].

**MARKS POSSIBLE:** 100

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1. (a) Using examples from school mathematics, distinguish between a teaching aim and a learning objective. [ 5 ]
- (b) Explain **two** ways in which high school mathematics teachers can use a taxonomy of objectives (such as Bloom's Taxonomy of cognitive domain objectives) in their day-to-day lesson planning and presentation. [ 8 ]
- (c) Make an appraisal of each of the following statements with regard to their suitability for use as learning objectives in high school mathematics classrooms:
  - (i) Given a well presented lecture on matrix multiplication students should be able to understand matrix multiplication. [ 6 ]
  - (ii) Having participated in a classroom discussion on the evolution of mathematical ideas, students will realise the contributions of various cultures to the development of mathematics. [ 6 ]

2. (a) Lesson plans are said to enhance effective teaching and learning, and every teacher is expected to spend sometime making lesson plans. Do you agree with the view that lesson plans are essential parts of effective mathematics teaching? Justify your answer. [6 ]
- (b) For each of the following pairs justify which should be considered first in making lesson plans.
- (i) Lesson Objectives and Pre-requisite Objectives. [ 4 ]
- (ii) Pupil activity and Teacher Activity [ 4 ]
- (b) What are the major differences between a syllabus and a scheme of work? [ 6 ]
- (c) Explain why teachers need records of work? [ 5 ]
3. (a) There is an emerging school of thought, which holds that sequencing instruction is not necessarily important in modern teaching. Discuss the pros and cons of sequencing instruction in teaching mathematics. [13]
- (b) What factors influence the sequencing of subject matter in mathematics?[12]
4. "What a pupil studies in mathematics to a large extent depends upon what s/he expects to be tested on and the manner in which s/he works is determined by the test which s/he anticipates at the end of the course"
- (a) Outline how teachers might address or minimise the problem of examinations limiting the teaching and learning of a full mathematics curriculum. [10 ]
- (b) Discuss the purposes of assessment in mathematics. [15 ]

5. The aim of teaching is to facilitate children's learning.
- (a) Describe what should constitute effective teaching of mathematics at high school level. [ 8 ]
  - (b) Discuss the extent to which lessons presented during peer teaching in MSE 331 give a general indication of whether or not mathematics education students are likely to measure up to your idea of effective teaching as you have described in (a) above. Illustrate your points with specific examples. [ 9 ]
  - (c) Describe what you consider to be the necessary conditions that should prevail for effective teaching in mathematics to take place in schools. [ 8 ]
6. Different educationists use different terms to describe the teaching/learning activities that take place in the classroom or similar situations constructed, usually by the teacher, to result in pupil learning. The terms used include *teaching methods*, *teaching strategies*, and *modes of instruction*.
- (a) Explain your understanding of what each of these three terms mean and justify your preferred term. [ 9 ]
  - (b) The Cockcroft Commission of Enquiry in England and Wales (1982) declined to provide a definite recommendation on how mathematics should be taught in schools. The Commission said that it was neither possible nor desirable to prescribe a definite approach to teaching mathematics.
    - (i) Explain why it is neither possible nor desirable to prescribe a definite way of teaching mathematics. [ 4 ]
    - (ii) The Commission (in stead) outlined key activities that effective mathematics teaching at all grade levels in school should include. Name and describe **four** of them. [ 12 ]  
*instead*

**End of Examination**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - APRIL 2002**

**MSE 341/351/361**

**BIOLOGY, PHYSICS AND CHEMISTRY TEACHING METHODS**

**TIME: THREE (3) HOURS**

**INFORMATION:**

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

**INSTRUCTIONS:**

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

1. a) What is a syllabus? [2]
- b) What functions does a Biology/Physics or Chemistry syllabus serve? [4]
- c) List and explain briefly five components which a school certificate Biology/Physics or Chemistry syllabus contains. [5]
- d) State three things which a school certificate Biology/Physics or Chemistry syllabus does not prescribe. [3]
- e) State one disadvantage of having a syllabus. [1]
- f) Discuss five problems faced by science teachers in Zambia in trying to implement syllabuses prepared outside the country. [5]
2. a) Identify three uses of instructional objectives in science teaching. [2]
- b) Write on each of the following:
  - (i) outcome statement
  - (ii) condition of evaluation
  - (iii) evaluation statement [9]

- c) List and describe briefly the domains of learning. [6]
- d) State and reject at least three (3) points of criticism of instructional objectives. [3]
3. a) Write notes on:
- (i) Advantages of carrying out a topic analysis. [2]
- (ii) How best teaching can be done using a concept map. [2]
- (iii) Importance of sequencing instruction. [2]
- (iv) Values of knowing the learners' pre-requisite knowledge. [2]
- b) One of the aspects that are involved in sequencing of instruction is that "teachers should arrange their lessons in a manner that will help learners process the information meaningfully." Discuss the ways in which the teacher can achieve this, using appropriate examples. [12]
4. a) Discuss the merits of using a variety of teaching strategies when teaching science. [5]
- b) Discuss the value of practical work in the teaching and learning of Science. [5]
- c) Giving examples, clearly distinguish between an illustrative experiment and an investigative experiment. [5]
- d) Explain why investigative experiments are encouraged much more than illustrative experiments in science teaching. [5]
5. a) Compare and contrast between a syllabus and a scheme of work. [5]
- b) Discuss the importance of a scheme of work in the teaching of science. [3]
- c) Identify factors that must be taken into consideration when preparing a science scheme of work. [4]
- d) Identify and describe briefly details which a science scheme of work must have. [8]

6. a) Write on each of the following:
- (i) Diagnostic test
  - (ii) Formative test
  - (iii) Summative test [6]
- b) Distinguish between reliability and validity. [4]
- c) Give two (2) advantages and two (2) disadvantages of each of the following:
- (i) Multiple choice test items,
  - (ii) Essay type test items. [6]
- d) Distinguish between criterion referenced evaluation and normative referenced evaluation. [4]

**END OF EXAMINATION**

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UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER FINAL EXAMINATIONS (APRIL 2002)

MSE 431

MATHEMATICS EDUCATION III

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** Answer any FOUR questions. All questions carry 25 marks. Marks for parts of questions are shown in brackets [ ].

**MARKS POSSIBLE:** 100

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1. According to Pollack (1988), "Mathematics education has at least four major purposes: the mathematics needed for everyday life, the mathematics needed for intelligent citizenship, the mathematics needed for vocation or profession, and mathematics as part of human culture..."

Discuss in some detail each of these four major purposes of mathematics education. [ 25 ]

2. (a) (i) What is the main purpose of forming mathematics clubs in schools? [ 2 ]
- (ii) Explain briefly **two** ways in which teachers' participation in activities of mathematics clubs can enhance their professional skills. [ 8 ]
- (b) "Children's learning difficulties are not just a reflection of their inherent difficulties or disabilities; they are often compounded, or even caused, by factors within schools".
- (i) Give **two** examples of factors within schools which might compound the learning difficulties of mathematically slow pupils. [ 6 ]
- (ii) Suggest ways in which schools and teachers might behave differently to help slow learners overcome their learning difficulties in mathematics. [ 9 ]

3. (a) Discuss the role of the head of mathematics in high school in terms of:
- (i) curriculum development. [ 5 ]
  - (ii) professional development of his/her staff. [ 5 ]
  - (iii) pupils' quality of learning. [ 5 ]
- (b) Describe one theory of classroom management and discuss the prospects and challenges of implementing the theory in schools in Zambia. [10]
4. Discuss the following forms/types of assessment, indicating how best each could be used in high school mathematics education.
- (a) Oral and practical assessments [10]
  - (b) Observations [ 5 ]
  - (c) Projects and investigations [10]
5. (a) "To be worthy of the name, a student **project** must be truly a **problem solving** activity".
- (i) State your understanding of the above statement in the context of school mathematics, explaining clearly the meanings of the highlighted terms. [ 9 ]
  - (ii) Identify and justify **four** possible subheadings in student mathematics project report at secondary school level. [16]
6. (a) The last few years have seen a major advocacy towards *learner-centred* teaching methodologies. Learner-centred teaching is now receiving criticism and some educationists are advocating for what is known as *learning-centred* methodologies. [ 5 ]
- (i) Explain what you think the terms learner-centred and learning-centred mean.
  - (ii) For either learner-centred or learning-centred, explain the necessary condition for effectiveness of the approach. [ 8 ]
- (b) Other than further studies and in-service courses, name and describe four other ways in which teachers can improve their knowledge, skills and attitudes in relation to the teaching of mathematics. [ 12 ]

**End of Examination**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - APRIL 2002**

**MSE 441/451/461 and DTS 142/162**

**BIOLOGY, PHYSICS AND CHEMISTRY TEACHING METHODS 111**

**TIME: THREE (3) HOURS**

**INFORMATION:**

1. There are six questions in this paper.
2. Each question has possible maximum mark of 20.

**INSTRUCTIONS:**

1. Answer question 1 and
2. attempt any other 4 questions.

- 1.a) Identify the leadership approaches available to a Head of Natural Science Department in a secondary school. [3]
- b) Describe briefly the characteristics of each of the approaches you have identified above. [9]
- c) Enumerate one strength and one weakness of each of the leadership styles you have described in 1(b) above. [6]
- d) What factors might influence the type of leadership style a Head of science department may take? [2]

2. Some teachers of science may make learners dislike science subjects.

- a) From what you saw during your school experience, discuss how teachers cause learners to dislike Biology, Chemistry or Physics. [8]
- b) Discuss how you would ensure that pupils like your subject. [8]
- c) Why is it important for a science teacher to ensure that pupils like her/his subject? [4]

3. Departmental meetings are important in the proper running of a Science Department

- a) Identify 3 issues you need to consider before calling for a departmental meeting. [3]
- b) Apart from using a Departmental meeting to communicate information, identify 3 different strategies you would use to communicate information to staff in the Department. [3]
- c) For each of the strategies you have identified in 3(b) above, discuss its merits and demerits as a means of communicating information. [7]
- d) What is the value of good communication in a science department? [3]

- e) Identify techniques you would use to promote good communication in your department if you were appointed head of science department. [3]
- 4.a) Explain what a science curriculum is. [3]
- b) Identify and discuss factors which have had an influence on the science curriculum in Zambian schools. Show clearly how each of them has influenced the science curriculum. [15]
- c) In what way is an integrated science curriculum different from a spiral science curriculum? [2]
5. The participation and achievement of girls in science subjects has generally been lower than that of boys.
- a) Some people have attributed the low participation and achievement of girls in science subjects to classroom practice of some science teachers.
- (i) In what ways do science teachers discourage girls during science lessons? [8]
- (ii) When you start teaching science, discuss steps you will take to encourage girls participation during your lessons. [10]
- b) Why is it important for girls to learn science? [2]
- 6.a) Discuss the importance of being a member of a professional science association for a science teacher. [5]
- b) Discuss the role played by the following organizations/associations in trying to improve the teaching and learning of science in Zambia:
- (i) National Science Centre [5]
- (ii) Zambian Association for Science Education [5]
- (iii) Junior Engineers, Technicians and Scientists. [5]

**END OF EXAMINATION**

RS 101:           **INTRODUCTION TO RELIGIOUS STUDIES**  
First semester examination, 2002  
**UNIVERSITY OF ZAMBIA**

**TIME:           3 HOURS**

**Instructions: Answer 3 questions only**

1. a) Describe in detail any two of the following:  
**The Animistic Theory    The Magic Theory    Wish-fulfilment Theory**  
b) What is Religion? What is the importance of studying Religion?
2. Write brief but concise notes on the following approaches of the study of Religion  
i) Anthropological            ii) sociological            iii) psychological  
iv) philosophical            v) theological
3. a) Clearly illustrate how Zoroastrianism influenced the development and beliefs of Judaism.  
b) Account for the decline of Zoroastrianism and indicate what is left of this religion.
4. a) Outline the historical clear truths concerning Judaism  
b) Describe Diaspora Judaism  
c) Explain in detail two of the following varieties of Judaism  
i)       **Orthodox**    ii)       **Reform**        iii)       **Reconstructionist**
5. a) Write detailed notes on any of the following three:  
i)       Gnosticism    ii)       Marcionism    iii)       Montanism  
iv)      Donatism     v)       Arianism  
b) What was the Council of Trent? What was discussed?  
c) Show how the Church of England developed.

6.
  - a) Trace the origins of **Mennonites, Amish and Methodists**.
  - b) Who initiated the Vatican II Council and show what changes were brought about by this Council.
  - c) Briefly account for the proliferation of churches in Zambia.
7.
  - a) Describe the life of the first Christian community
  - b) How did Jesus fulfil the role of Jewish messiah?

**THE END**

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**FIRST SEMESTER DEFERRED/SUPPLEMENTARY EXAMINATIONS – JUNE  
2002**

**RS 201**

**INDIGENOUS RELIGIOUS IN CENTRAL AFRICA 1**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

1. Answer three (3) questions only
  2. All work must be clearly and neatly written
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1. Describe the movement of the Eastern Bantu from Benue Valley to the Central Sudanic region.
  2. Discuss the role of the house and bigman in the development of chiefdoms and royal spirits.
  3. How did Lobengula and the Mwari spirit benefit from each other?
  4. Compare and contrast Akishi and Mahamba spirits.
  5. Clearly explain the following terms:
    - a) Hunting spirits
    - b) Royal spirits
    - c) Lineage spirits
    - d) Ancestral spirits
    - e) Territorial spirits
  6. Outline and discuss the four functions of religion.
  7. State and explain the four linguistic techniques used by historians to construct the history of the Bantu.

**END OF EXAMINATION**

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**FIRST SEMESTER EXAMINATIONS – APRIL, 2002-03-24**

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

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

Answer four (4) questions only.

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**Question one**

- a) Outline and explain two approaches in the study of mission history in Africa.
- b) Discuss the three adaptations that Strayer speaks of in his article on mission history.

**Question two**

- a) Define conversion
- b) List and explain five types of conversion.

**Question three**

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

**Question four**

List and discuss factors that Beidelman identifies in the study of Christian missionaries.

### **Question five**

- a) Write detailed notes on any of the following three:
- i) Conversion, ii) missionary, nationalism; iii) human capital theory;
  - iv) three stages of fisher's approach to conversion.
- b) Christian missionaries paved a way for the colonisation of Africa. Do you agree or disagree with the above statement? Give reasons for your answer.

### **Question six**

- a) Does school (literacy) lead to a more critical approach to conversion?
- b) Illustrate how the capitalists mode of production tends to be incompatible with tradition African microcosomic belief system.

### **Question seven**

Inequalities in the political and economic role of men and women in the Zambian society can be traced back to the foundational period of missionary education during British South African Company rule.

State and explain five factors that negatively affected girls education.

### **Question eight**

According to Tiberondwa, 'the Church and school (in Africa) are called to become allies of the progressive forces based in Africa'.

What does this mean? Explain.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA  
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**FIRST SEMESTER EXAMINATIONS – APRIL, 2002**



**RS 921: RELIGIOUS AND PSYCHOLOGY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

Answer 4 questions only.

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1. Emotional and Motivational development is the subject of Erik Erikson's work and he links religious development to general development, sometimes explicitly and sometimes implicitly. Clearly explain.
2. William James talks of a healthy soul and a sick soul. Both are personality types. How do the two approach religion?
3. Religiousness in every form, according to Sigmund Freud, has its deepest roots in the oedipal complex. Critically discuss.
4. Compare and contrast the approaches of Sigmund Freud and Carl Jung to the Psychology of Religion.
5. The Greek physician Hippocrates proposed four basic temperaments: Sanguine, Melancholic, Choleric and Phlegmatic. Describe in some detail each of these temperaments and suggest, according to your own analysis which of the temperaments would be amenable to religious values. Justify your answer.
6. Tease out Abraham Maslow's stages and hazard a connection between self-actualisation and religious life.
7. At what stage and to what extent does Otto's *Idea of the Holy* become a psychological thesis?

**END OF EXAMINATION**