

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2015 FULL YEAR COURSE EXAMS

COURSE CODE	COURSE TITTLE
1.CSE 1010	INTRODUCTION TO CARRICULUM STUDIES.
2.CSE 9095	CARRICULUM FOUNDATION AND PRINCIPLES.
3.CVE 1010	INTRODUCTION TO CIVIC EDUCATION.
4.CVE 1020	INTRODUCTION TO GOVERNANCE.
5.CVE 2010	CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS.
6.CVE 2020	SOCIAL AND ECONOMIC DEVELOPMENT.
7.CVE 3010	CULTURE, GENDER AND DEVELOPMENT.
8.CVE 3020	PUBLIC POLICY AND LEGAL EDUCATION STUDIES.
9.CVE 4010	CORE VALUES AND PRINCIPLES OF DEMOCRACY.
10.DPE 1020	FUNDAMENTALS OF NUTRITION SCIENCE.
11.DPE 2010	ART AND DESIGN.
12.DPE 2030	MUSIC OF AFRICA.
13.DPE2070	INSPECTION AND SUPERVISION IN EDUCATION.
14.DPE3020	COMMUNITY HEALTH AND NUTRITION.
15.DPE 3090	PRIMARY SCHOOL CARRICULUM DEVELOPMENT AND INSTRUCTION DESIGN.
16. EAP 3010	ISSUES IN EARLY CHILDHOOD AND PRIMARY EDUCATION.
17.EAP 2010	EDUCATION PLANNING.
18.EAP 3025	INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION.
19.EAP 9012	EDUCATION ADMINSTRATION AND MANEGEMENT.

20.EAP 9055	THE POLITICAL ECONOMY OF EDUCATION.
21.EAP 9065	GENDER ISSUES IN EDUCATION.
22.EAP 9065	INTRODUCTION TO GENDER ISSUES IN EDUCATION.
23.EDU 1010	EDUCATION AND DEVELOPMENT IN ZAMBIA.
24.EDU 1012/2012	EDUCATION PSYCHOLOGY.
25.EDU 1011	SOCIOLOGY OF EDUCATION.
26.EDU 2011	SOCIOLOGY OF EDUCATION.
27.EED 1020	INTRODUCTION TO ECOLOGY FOR ENVIRONMENTAL EDUCATION.
28. EED 1030	ENVIRONMENTAL GOVERNANCE.
29. EED 2010	ENVIRONMENTAL MANEGEMENT.
30. EED 2030	ENVIRONMENTAL HEALTH.
31. EED 3010	EDUACTION FOR SUSTAINABLE DEVELOPMENT.
32. EED 4030	ENVIRONMENTAL PROJECT MANEGEMENT.
33. EPS 1010	DEVELOPMENTAL OUTCOMES BIRTH TO ADOLESCENCE.
34. EPS 1020	COGNITIVE DEVELOPMENT.
35. EPS 1022	DEVELOPMENTAL OUTCOMES : COCEPTION TO ADOLESCENCE.
36. EPS 1030	INTRODUCTION TO SPECIAL EDUCATION.
37. EPS 2031	LEARNING DISABILITIES.
38. EPS 2032	CHILD NEUROPSYCHOLOGY.
39. EPS 2035	PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS.
40. EPS 2042	COMMUNICATION DISORDERS.
41. EPS 3020	VISUAL IMPAIRMENTS.
42. EPS 3030	
43. EPS 3031	RESEARCH METHODS IN SPECIAL EDUCATION.
44. EPS 3050	TEACHING METHOD IN SPECIAL EDUCATION.

45. EPS 4032	INTELLECTUAL DISABILITIES.
46. EPS 4311	INTRODUCTION, ASSESMENT AND INTERVENTION IN SPECIAL EDUCATION.
47. EPS 4330	GUIDANCE AND COUNSELLING.
48. EPS 4332	WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES.
49. ERS 9001	INTRODUCTION TO EDUCATIONAL RESEARCH.
50. FR 1130	INTRODUCTION TO FRENCH LANGUAGE.
51. LSE 2030	ENGLISH TEACHING METHOD (PRIMARY).
52. LSE 2090	TEACHING METHODS IN SOCIAL STUDIES.
53. LSE 3010	CIVIC EDUCATION TEACHING METHOD.
54. LSE 3030	ENGLISH TEACHING METHOD.
55. LSE 3040	TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL EDUCATION
56. LSE 3060	METHODS IN GEOGRAPHY EDUCATION.
57. LSE 3069	FUNDAMENTAL TOPICS IN SECONDARY SCHOOL GEOGRAPHY
58. LSE 3070	HISTORY TEACHING METHODS I.
59. LSE 4020	ADVANCED TEACHING AND LEARNING TECHNIQUES IN CIVIC EDUCATION.
60. LSE 4040	ADVANCED TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL EDUCATION.
61. MSE 9040	ADVANCED BIOLOGY TEACHING METHODS.
62. PEM 1021	TEACHING METHODS.
63. PEM 1030	UNIVERSALS IN MUSIC.
64. PEM 1049	CARRICULUM STRENGTH : ENGLISH.

65. PEM 2071	ORGANISATION SKILLS IN TEACHING.
66. RED 2020	PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING METH METHOD
67. RES 1010	INTRODUCTION TO WORLD RELIGIONS.
68. RES 2010	INDIGENOUS RELIGIONS OF SOUTHERN AFRICA.
69. RES 3010	RELIGIOUS CONVERSION AND ITS IMPACT ON AFRICA.
70. RES 3020	SCRIPTURES OF WORLD RELIGIONS.
71. RES 9010	AFRICAN INDEPENDENT CHURCHES.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2014/15 ACADEMIC YEAR

FINAL EXAMINATION

CSE 1010: INTRODUCTION TO CURRICULUM STUDIES

TIME: THREE HOURS

INSTRUCTIONS

1. Write your computer number on all the answer scripts.
2. DO NOT WRITE YOUR NAME on any answer script.
3. Answer question one (1) and any other two (2) questions.
4. You are required to read all the questions carefully before selecting the ones you intend to answer.
5. There are two (2) printed pages in this examination.

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Question One (Compulsory)

A curriculum is a plan for learning (Taba, 1962).

- i. Critically explain how the intended curriculum is related to the available curriculum.
(3 marks)
- ii. With the aid of three (3) examples explain why curriculum scholars argue that there is a lot that modern education systems in Africa can learn from the African indigenous education.
(6 marks)
- iii. Analyse the psychological, philosophical and sociological foundations of a curriculum.
(6 marks)

Question Two

Missionaries and colonialists did not introduce education to the Africans.

- i. With the aid of examples establish the link between education and a curriculum. (3 marks)
- ii. Analyse the following principles of African indigenous education and curricula.
 - a. Functionalism
 - b. Prennialism

- c. Communalism
- d. Wholisticism

(8 marks)

- iii. Analyse two (2) challenges of implementing African indigenous education in today's society.
(4 marks)

Question Three

Curriculum theory facilitates the understanding of the curriculum development, implementation, evaluation and change processes.

- i. With the aid of an example explain why the curriculum intent is important for curriculum development? **(3 marks)**
- ii. Critically explain the significance of the in-formal and non-formal dimensions of a curriculum to the education of a learner. **(6 marks)**
- iii. Explain what is likely to happen to learners who are educated based on the cognitive domain of the Bloom's Taxonomy only without exposing them the other two domains. **(6 marks)**

Question Four

Curriculum development is a continuous process of any education system.

- i. What is curriculum content? **(1 mark)**
- ii. Analyse the challenges of including the principles of inclusive and multi-cultural education in the development of a curriculum for Zambian schools. **(4 marks)**
- iii. Explain how the following determine and shape a curriculum;
 - a. Curriculum conceptions
 - b. Teacher's education
 - c. Teaching and learning resources
 - d. National Politics **(10 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2014/15 ACADEMIC YEAR

FINAL EXAMINATION (Regular)

CSE 9095: CURRICULUM FOUNDATIONS AND PRINCIPLES

TIME: THREE HOURS

INSTRUCTIONS:

1. Write your computer number on all the answer scripts.
2. DO NOT WRITE YOUR NAME on any answer script.
3. Answer question ONE (1) and any other TWO (2) questions.
4. You are required to read all the questions carefully before selecting the ones you intend to answer.
5. There are TWO (2) printed pages in this examination.

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Question One (Compulsory)

Discuss the assertion that “Curriculum, Teaching and Assessment are interrelated activities in the curriculum implementation process of the Education system in Zambia” and identify the criticisms levelled against grade 9 and grade 12 public examinations in Zambia thereby proposing the solutions to the problems you have identified. **(20 marks)**

Question Two

Print (2007:23) confesses that “one of the most pressing problems confronting curriculum developers at the earliest stage of their work is simply where to begin.

- i. Briefly analyse the link between teacher education and curriculum development for secondary schools. **(3 marks)**
- ii. Discuss **two (2)** major contributions of D. K. Wheeler’s model of curriculum development to curriculum development today. **(4 marks)**
- iii. Analyse **four (4)** qualities of an effective curriculum change and innovation. **(8 marks)**

Question Three

Hirst (1974:16) stated that if curriculum planning is a matter of planning means to specified ends, and an educational curriculum therefore serves educational ends, the clearer we are about those ends and their nature the more adequate the planning can be.

- i. With the aid of **three (3)** examples analyse why it is important for curriculum specialists to have clear curriculum intent as they embark on the curriculum development process. **(6 marks)**
- ii. Critically discuss why evaluation during the planning, try out /pilot and implementation stages of the curriculum development process helps to keep the curriculum specialist in line with the intent. **(9 marks)**

Question Four

Hawes (1982) asserts that implementation of a curriculum change is a complex enterprise.

- i. Explain with relevant examples how the philosophical, sociological/cultural and psychological foundations can bring about curriculum change. **(9 marks)**
- ii. Critically discuss **two (2)** internal and **one (1)** external factors to a school that can influence the curriculum development process. **(6 marks)**

Question Five

Bruner (1980) explained that understanding the “key concepts of the discipline” is what is significant in content selection of what should be incorporated in a school curriculum.

- i. In your own words, what is meant by the term “key concepts of the discipline”. **(3 marks)**
- ii. Clearly explain with appropriate examples how curriculum specialists can make the selected content relevant to learners and to the society in which learners live. **(6 marks)**
- iii. Discuss **three (3)** principles that can guide a curriculum specialist in the sequencing of curriculum content. **(6 marks).**

END OF THE EXAMINATION

The University of Zambia

School of Education

University Deferred Examinations- July 2015

CVE 1010: Introduction to Civic Education

Instructions:

- a. There are five(5) questions in this paper
 - b. Question One(1) is compulsory
 - c. Failure to address demands of the questions will lead to loss of marks
 - d. Write as legible as possible
-
1. With clear examples outline and discuss conceptual challenges in Civic Education (40marks)
 2. Critically discuss why Civic Education cannot be discussed without citizenship.(30marks)
 3. Civic Education is strongly linked to philosophy. Discuss.(30marks)
 4. With clear examples, show how the discourse of development is closely linked to Civic Education.(30marks)
 5. Critically discuss the relationship between democracy and Civic Education. (30marks)

End of Examination

The University of Zambia

School of Education

Department of Language and Social Sciences Education

End of 2014/15 Academic Year Examination

CVE 1010: Introduction to Civic Education (Regular, Parallel and Distance Students)

Instructions:

- a. **There are five (5) questions in this paper**
 - b. **Answer Question One (1) and any other Two (2) questions.**
 - c. **Failure to address the demands of the questions will lead to loss of marks**
 - d. **Write as legible as possible**
-
1. **With clear examples discuss key distinctive features of education **for** citizenship; education **of** citizenship and education **about** citizenship (40 marks)**
 2. **Discuss four (4) main definitions of citizenship and show how each of them is significant to the aims, purposes and content of Civic Education (30 marks).**
 3. **Examine the role that Civic Education can play in democratic multicultural society(30 marks)**
 4. **Development and Civic Education are said to be value-laden. Comment (30 marks).**
 5. **Discuss the scope and nature of public administration. In your view what is the role of Civic Education in administration? (30 marks).**

End of Examination

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

2014/15 ACADEMIC YEAR FINAL EXAMINATIONS

CVE1020: INTRODUCTION TO GOVERNANCE

(FULL TIME AND DISTANCE)

TIME: THREE HOURS

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

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- 1: Explain what good governance and bad governance are. In your view are there any effective ways you would use to determine the goodness of governance of a country. **(40 Marks)**
 - 2: Identify and explain the characteristics of pre-colonial governance, colonial governance and post-colonial governance in Zambia. **(30 Marks)**
 - 3: NGOs are essential agents of development in our country. Discuss. **(30 Marks)**
 - 4: Explore neo-colonialism and critically examine governance in post colonial Zambia. **(30 Marks)**
 - 5: The terms government, governance, state and politics are interrelated but they do not mean one and the same thing. Discuss. **(30 Marks)**
 - 6: What is civil society? do you think that civil society has any significant roles it plays in governance? **(30 Marks)**

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2015 ACADEMIC YEAR
DEFERRED EXAMINATIONS

CVE 1020: INTRODUCTION TO GOVERNANCE

TIME: THREE HOURS

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

- Question 1: What is civil society? And why is it important to strengthen civil society?
- Question 2: What is bad governance? How would you measure the goodness of governance of any one particular country?
- Question 3: Global governance is not world government. Discuss.
- Question 4: Identify and discuss the salient characteristics of governance in the post- colonial Zambia.
- Question 5: Do you agree that there is a difference between the terms **governance** and **Government?** and in your view what do consider to be the various factors affecting governance.
- Question 6: With references to their strengths and weakness explain the roles played by nongovernmental organisations(NGOs) in the governance process in Zambia.

END OF EXAMINATIONS



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

CIVIC EDUCATION SECTION

END OF 2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

FULL-TIME AND DISTANCE EDUCATION STUDENTS

CVE 2010: CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS:

ANSWER ONE (1) QUESTION FROM EACH SECTION.

SECTION A

1. Explore the meaning of Constitutionalism and briefly discuss the characteristics of a good constitution. (40 marks)

SECTION B

2. Define Federation. Comment on the arguments for and against a federation. (30 marks)
3. Comment on Human Rights violations in Zambia since independence. (30 marks)

SECTION C

4. Explain the four domains and the four elements of citizenship. (30 marks)
5. Critically discuss reasons for and against dual citizenship in Zambia. (30 marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCE EDUCATION**

**END OF 2014/15 ACADEMIC YEAR FINAL EXAMINATIONS
CVE 2020: SOCIAL AND ECONOMIC DEVELOPMENT**

FULL - TIME AND DISTANCE STUDENTS

Time: 3 hours

Marks 100

- Answer Question 1 and any other 2.
- 1 question must be from Section 2 and another one from Section 3.
- Carefully read and understand the question before attempting to answer it.

Section 1: Compulsory

1. Scarcity is the key constraint to socio-economic development in Zambia. What is scarcity and with what levels of success has Zambia attempted to address the challenge of scarcity since 1964? (40 Marks).

Section 2: Chose 1 Question

2. The State has evolved from being a prime mover of development, to being the problem and in most recent times, it is seen as a critical facilitator of economic and human development. Discuss the roles of the state and evaluate its impact under each of the three perspectives (30 Marks).
3. Urban and rural environments generally face equally pressing but fundamentally different challenges that stem from population pressures. Outline and discuss some of the key differences and propose key measures to address them (30 Marks).
4. Addressing the challenge of rural land degradation is more a matter of addressing challenges surrounding security of land tenure in rural areas. Critically explore this statement by analysis the poverty scenario of poor farmers in rural areas.

Section 3: Chose 1 Question

5. Development policies and planning should put people at the centre of development. It should be participatory, bottom-up and inclusive where local citizens take part in making decisions on issues that affect them. With reference to Zambia Decentralisation Policy objectives critically evaluate Zambia's attempts at putting people at the centre of development. (30 Marks).
6. Eighty - one (81%) of those working in the agricultural sector are the working poor. Decision-making remains top-down and does not take into account local challenges and solutions. Discuss some of the policy measures related to New Public Management functions that can address this challenge.
7. Entrepreneurs are a critical capital resource besides, labour, land and buildings, and plant and machinery. By referring to Zambia's entrepreneurial landscape and acumen discuss opportunities and challenges to human development in rural areas.

END OF EXAMS.

CVE 2020: SOCIAL AND ECONOMIC DEVELOPMENT

FULL-TIME AND DISTANCE STUDENT

TIME: 14:00 – 17:00 HOURS

VENUE: LIBRARY BASEMENT

DATE: 31 JULY 215

INSTRUCTIONS TO CANDIDATES

- This exams comprises 50% of the total course mark
- Candidates are required to answer question 1 and any other 2 of their choice, 1 from Section 2 and 1 from Section 3
- Section 1 carries 40 marks, while section 2 and 3, each has 30 marks.

Section 1: Compulsory Question

1. Development is multidimensional, i.e., economic, social, political and institutional and these must interact in ways that makes development overall sustainable. Discuss key challenges for measuring development, especially from the economics and propose how these can be addressed (40 Marks)

Section 2: Answer 1 Question

2. Development is not development unless it is sustainable? What do you understand by sustainable development and why is it important for a country like Zambia? (30 Marks)

3. Effective and efficient delivery of human development requires policies that address specific dimensions of human development to build resilience. From your experience, what are some of these key aspects of policy areas that can build human resilience? (30 marks)

Section 3 Answer 1 Question

4. Through what major forms has decentralisation primarily taken root in Zambia and with what levels of success has Zambia implemented its Decentralisation Policy? (30 Marks)

5. Why is the discussion of development planning in Zambia particularly important? What specific roles does government play in development planning and co-ordination? (30 Marks)

END OF EXAMS

[illegible]



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

DEFERRED

END OF 2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

FULL TIME AND DISTANCE EDUCATION STUDENTS

CVE 3010: CULTURE, GENDER AND DEVELOPMENT

TIME: 3 Hours

Marks: 100

INSTRUCTIONS:

ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS.

1. Explore Culture and discuss different types of culture. (40 marks)
2. Explain the impact of Global Culture on the Development of Zambia. (30 marks)
3. Discuss the Factors responsible for the growth of Nationalism. (30 marks)
4. Explore Gender and explain the major differences between Gender roles and Sex roles. (30 marks)
5. Discuss the impact of Socialization in relation to Gender roles. (30 marks)
6. Explore Development and show its relationship with Gender and Culture (30 marks).

END OF EXAMINATION



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

[Full Time/Parallel and Distance]
End of Academic Year Final Examinations, July, 2014/2015
13th July, 2015
Time: 09:00 to 12:00 Hrs.

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

Duration: 3hours

1. With the aid of diagrams, discuss and analyse the various theories of Policy Process that are used to generate Public Policies. [40 marks]
2. Discuss any five [5] elements of a good legal system and show how each of the element may enhance the democratization of a country [30 marks]
3. Critically analyse the role of a people driven Constitution to the development of any given nation in the sphere of economy, social and political. [30 marks]
4. 'Imprisonment of criminals has been seen as a blow in the face of human rights' United Nation, 2012, **Human Rights Annual Report**, page 73. Discuss the arguments that supporters of punishment to the criminals advance to justify punishment and imprisonment of criminals. [30 marks]
5. Discuss and analyse the major challenges of a confederate State in a modern setting. [30 marks]

END OF EXAMINATIONS



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

[Full Time/Parallel and Distance]
End of Academic Year Final Deferred Examinations, 31st July, 2015
Time: 09:00 hours to 12 hours.

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

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

1. Critically discuss reasons why each aspect and sphere of our lives should be enshrined in Public Policy. [40 marks]
2. Critically discuss the major elements of Presidential System that enable the system to enhance separation of powers and exercise genuine decentralization. [30 marks]
3. 'Hogwood and Gunn specified ten uses of the term policy'. B.W Hogwood and L.A Gunn, **Policy Analysis for the Real World**, London: Oxford University Press, 1984, pages 13-19. Critically analyse five [5] of the uses of the term 'policy' by Hogwood and Gunn with good examples in the Education Sector in Zambia. [Each of the points should be discussed in a separate paragraph]. [30 marks]
4. What features of Greek Constitutionalism would be extremely difficult to practice in today's modern democracy? [30 marks]
5. Samson Banda has a house on title next to the football ground of Mumana Primary School. Banda went to see the Head Master of Mumana, claimed he was the owner of the land on the east of the school football ground and that he had title of ownership to the land. He then proposed to sell the piece of land to the Teachers of Mumana that can house about forty [40] medium cost houses. Thirty-four [34] Teachers organized themselves and managed to raise the money required to purchase the piece of land. Mr. Banda gave them an account where to deposit the money and later on, on production of the remittance slip, process the transfer of land to the Teachers using his lawyer. Three [3] weeks after depositing the money, it came to light that the account he had given them though it was active, it belonged to a dead man, but Mr. Banda had withdrawn the whole amount using an ATM, and later advised the bank through his old and ill uncle, to close the account. Mr Banda was dragged to the Police, but refused having any land

and receiving any single coin from anybody. The bank acknowledged receiving three [3] hundred and ten thousand kwacha [K310,000] in the account, which later was closed with no single ngwee on the notice given by one Tembo Muzandabwa that the owner died three [3] years ago.

1. Write the possible criminal procedure that can be used to prosecute this matter up to the point of judgement. **[15marks]**
2. Discuss the legal issues that can be found in this case that will have a bearing on the judgement to be determined in the High Court. **[15marks]**

END OF EXAMINATIONS



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
CIVIC EDUCATION
END OF 2014/2015 ACADEMIC YEAR FINAL EXAMINATION
FULL TIME/DISTANCE EDUCATION

CVE 4010: CORE VALUES AND PRINCIPLES OF DEMOCRACY

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS:

ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS.

1. Explore the meaning of democracy and briefly discuss conditions necessary for successful working of democracy. (40 marks)
2. Critically discuss the rights and responsibilities of citizens in democratic governance. (20 marks)
3. Explain the merits and de-merits of Presidential form of government in democratic governance. (30 marks)
4. Comment on the merits and de-merits of pressure groups in democratic governance. (30 marks)
5. Discuss the major successes and failures in democratization process in Zambia since 1991. (30 marks)

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

COURSE: DPE 1020 FUNDAMENTALS OF NUTRITION SCIENCES

2015

Duration: 3Hours

Total Marks: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has three sections A, B and C. **Section A** carries 20 marks and **section B** 40 marks and **section C** 40 marks
2. Credit will be awarded to legible, good and orderly presentation of your work.

SECTION A

ANSWER ALL THE QUESTIONS IN THIS SECTION. CIRCLE THE RIGHT ANSWERS. EACH QUESTION CARRIES 1 MARK

1. Saturated fatty acids:
 - a) are always 18 carbon
 - b) have at-least one double bond
 - c) are fully loaded with hydrogen atoms
 - d) are always liquid at room temperature
2. Which of the following is not true about the fats:
 - a) contain glucose
 - b) provide energy
 - c) protect against organ shock
 - d) carry Vitamins A, D, E, and K
3. The essential fatty acids include:
 - a) steric acid and oleic acid
 - b) oleic acid and linoleic acid
 - c) palmatic acid and linoleic acid
 - d) linoleic acid and linolenic acid

4. Which part of protein chemical structure differentiates one amino acid from another:
 - a) its side group
 - b) its acid group
 - c) its amino group
 - d) its double bond
5. In the stomach, hydrochloric acid:
 - a) denatures proteins and activates pepsin
 - b) hydrolyzes proteins and denatures protein
 - c) emulsifies protein and release peptidase
 - d) condenses proteins and facilitates digestion
6. Proteins that facilitates chemical reactions are:
 - a) buffers
 - b) enzymes
 - c) hormones
 - d) antigen
7. Carbohydrates are found virtually in all foods except:
 - a) milk
 - b) meats
 - c) breads
 - d) fruits
8. Disaccharides include:
 - a) starch, glycogen and fibre
 - b) amylose, maltose, and lactose
 - c) sucrose, maltose and lactose
 - d) glucose, galactose, and fructose
9. The making of a disaccharide from two monosaccharides is an example of:
 - a) digestion
 - b) hydrolysis
 - c) condensation
 - d) gluconeogenesis
10. The storage form of glucose in the body is:
 - a) insulin
 - b) hydrolysis
 - c) condensation

- d) glycogen
11. The ultimate goal of carbohydrate digestion and absorption is to yield:
- a) fibres
 - b) glucose
 - c) enzymes
 - d) amylase
12. The enzymes that breaks down a disaccharide into glucose and galactose is:
- a) amylase
 - b) maltase
 - c) sucrase
 - d) lactase
13. Vitamins:
- a) are inorganic compounds
 - b) yield energy when broken down
 - c) are soluble either in water or fats
 - d) perform best when linked in long chains
14. Which of the following is a B Vitamin:
- a) inositol
 - b) carnitine
 - c) vitamin B15
 - d) pantothenic acid
15. Vitamin C serves as a(n):
- a) coenzymes
 - b) antagonist
 - c) antioxidants
 - d) intrinsic factor
16. Fat-soluble vitamins:
- a) are easily excreted
 - b) seldom reach toxic levels
 - c) require bile for absorption
 - d) are not stored in the body tissues
17. Vitamin A-deficiency symptoms include:
- a) rickets and osteomalacia
 - b) haemorrhaging and jaundice

- c) night-blindness and keratomalacia
 - d) fibrocystic breast diseases and erythrocyte hemolysis
18. Lack of Vitamin K leads to _____.
- a) muscles atrophy
 - b) bones become soft
 - c) skin rashes develop
 - d) blood fails to clot
19. The body generates water during:
- a) buffering
 - b) dismantling of bones
 - c) metabolism of minerals
 - d) break down of mineral nutrients
20. Which of these people is least likely to develop an iron deficiency?
- a) 3-year-old-boy
 - b) 52-year-old-man
 - c) 17-year-old-girl
 - d) 24-year-old-woman

SECTION B

ANSWER ALL QUESTIONS IN THIS SECTION. MARKS ARE INDICATED ON EACH QUESTION.

1. Explain why each of the following nutrients is important to the body. **(6 marks)**

i) Iodine

ii) Sodium

iii) Calcium

2. List three factors that affect the amount of Vitamin C present in the food. **(3 marks)**

3. Name the source of each of the following proteins. **(4 marks)**

- i) Myosin _____
ii) Gluten _____
iii) Albumen _____
iv) Lacto-albumen _____

4. State any three ways in which air can be introduced into flour mixtures. **(3 marks)**

5. Name the three types of beverages. **(3 marks)**

6. Define the following terminologies. **(6 marks)**

- i) Meal

ii) Dish

iii) Course

7. What are the three types of fish? **(3 marks)**

8. Name three methods of heat transfer, giving an example of each. **(6 marks)**

9. Give four reasons for cooking food. (4 marks)

10. Mention two ways of making cheese more digestible. (2 marks)

SECTION C

ANSWER TWO (2) QUESTIONS ONLY. EACH QUESTION CARRIES 20 MARKS.

Question 1

Non-living matter begins with an atom to something complex like a compound. Describe the five (5) phases of human biological organisation from a cell to an organism. (20 marks)

Question 2

Food passes through different path ways when it is consumed. Explain the digestion of carbohydrates from the mouth to the anus. (20 marks)

Question 3

In a family there are nutritional needs at different stages of life. Discuss the nutritional needs and rules for toddlers (early childhood) meals. (20 marks)

Question 4

There are different moist methods of cooking. Explain the two ways of steaming, the advantages and the disadvantages of steaming. (20 marks)

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

THE UNIVERSITY OF ZAMBIA

School Of Education

I. D. E

Final 2nd year Examination

Course: DPE 2010 – Art and Design(Written)

Instructions:

1. Read the Instructions carefully
2. Write down your particulars
3. Do not start writing until you are told
4. Answer only three questions

QUESTIONS

Choose three items from the list below and state how to produce them:

- Fold over painting
- String painting
- enlargement of a picture
- stenciling
- potato printing

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2014 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 2030: MUSIC OF AFRICA

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. There are two sections in this examination paper.
 2. Attempt all the questions.
 3. Clearly indicate your computer number on the front cover of your answer book.
-

SECTION A: SHORT ANSWERS

(50 Marks)

1. Describe Polyrhythm in the indigenous music of Africa.
2. What is the function of hand clapping that in indigenous music of Africa?
3. Describe how the tonal systems that are currently used in Africa were derived.
4. Discuss with examples the free rhythm in the music of Africa.
5. What is the *Kora* in the music of Africa?

SECTION B: MUSIC ANALYSIS

(50 Marks)

6. Study the music score below then answer the question below.

Call

Call continued

Response

Response continued

8.1 Describe the melody of the piece of music.

8.2 What is the likely cultural origin of this music? Given reasons for your answer.

7. Study the music extract below and then answer the questions that follow:

Call

Voice

Response

Call

Response

Call

Response

8.3 Discuss the rhythm of this music extract.

8.4 Determine its cultural origin (s) by its use of the elemental structures.

8.5 What are the differences in the forms of the music in questions 6 and 7?

8.6 What are similar musical features of music pieces in question 6 and 7.

8. Study the following musical presentation and answer the questions that follow:

E-tinka-te-le o-wa j'o-ba E-tin ka-

E - tin yé - yé o - tin yè - yè

Hand-claps: x 1 x 2 x 3 x 4 x 1

- 8.1 What problem(s) does this graphic presentation resolve in recording of indigenous music of Africa?
- 8.2 Describe the melodic movement of this except of music.
- 8.3 What is the metre of this music?
- 8.4 What has this notation borrowed from traditional Western notation?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DPE 2070: INSPECTION AND SUPERVISION IN EDUCATION
DEFERED EXAMINATION, 28ST JULY 2015

DURATION: 3HOURS

MARKS: 100%

1. Clearly indicate your computer number on the front cover of your answer booklet.
2. Attempt all sections.
3. Read instructions for each sections carefully

SECTION A

Attempt all questions.

1. At the core of the philosophical foundation of supervision was the need to have _____ teaching.
 - A. Effective
 - B. democratic
 - C. collaborative
 - D. organised
2. What is not true about the things to consider before the inspectors visit a school?
 - A. Should or not notify the school administration in advance
 - B. Study the facts on the inspection sheet beforehand.
 - C. Take only file of current report sheets about the school.
 - D. Should prepare a box of materials needed for inspection.
3. The importance of prior notification about the intended inspection visit to an Institution is?
 - A. To find what the school real needs are.
 - B. To recommend the head teacher and her/his team.
 - C. To prepare for the inspection and supervision.
 - D. To collect data on who needs confirmation.

4. Which one is not one of the goals of clinical supervision?
- A. To diagnose and solve instruction problems
 - B. To help teachers develop skills in using instruction strategies
 - C. To help supervisors develop positive attitude about continuous professional development
 - D. To evaluate teachers for promotion and personal development.
5. The teaching where all instructional objectives are achieved even few or without the use of teaching resources can be said to be _____.
- A. Effective teaching.
 - B. Efficient teaching.
 - C. Achieved teaching.
 - D. Desired teaching.
6. Practices which originated in the scientific management of industry are perceived as means of bringing_____.
- A) Efficiency, Economy, Order and Competition
 - B) Efficiency, Standards, Specialisation and Stability
 - C) Effectiveness, Labour Strifes, Fight and flight.
 - D) Economy, Unity, Relationship and Love.
7. Which scholar proposed the lowest stages of clinical supervision?
- A) Acheson & Gall
 - B) Goldhammer
 - C) Morris Cogan
 - D) Barack Rosenshine
8. Which of the following is are the dual roles of the inspectors
- A. Administration and Planning
 - B. Administration and advising
 - C. Advising and promotions
 - D. Planning and promotions
9. Which one of the following is a function of inspectors?

- A. Conduct some type of teacher education
 - B. Participation in the marking of examinations
 - C. Participate in setting examination questions
 - D. To pay school administrators and teachers
10. The underpinning rationale behind inspection is _____.
- A. Efficiency
 - B. Accountability
 - C. Authority
 - D. Management.
11. The styles of supervision are _____.
- A. Directive, collaborative, non-directive
 - B. Full, Partial and Follow up
 - C. Directive, non-directive, Basic.
 - D. Non-directive, Partial, traditional
12. The legitimate authority and power of the inspectorate department of the Ministry of Education, Science, Vocation and Early Education can be traced in _____.
- A. Educating Our future 1996
 - B. Fifth Education Development Plan 2011
 - C. Education Act 1966
 - D. Education Reforms 1977
13. The Education Standards Officers in Vubwi District visited a school for specific after a tip off. What type of inspection were they conducting?
- A. Basic
 - B. Partial
 - C. Special
 - D. Follow up
14. Which of the following is not part of an inspection report?
- A. Appendices
 - B. Objectives

- C. Observations
- D. Budgeting

15. Which one is a not characteristic of effective teaching?

- A. The teacher uses questions at less cognitive levels
- B. The teacher exhibit clarity
- C. The teacher uses a variety of material
- D. The teacher avoids harsh criticism

SECTION B

Attempt all. In this section you are required be very brief.

- 16. State Wargner (1995)'s five questions on accountability in education.**
- 17. Outline the four styles of Supervision**
- 18. State the principle of validating ones claim for accountability in education**
- 19. List four challenges typical to Zambia Inspectors or Education Standards Officers**

SECTION C

Attempt two questions from the following:

- 20. Discuss the two principals of Ned Flanders Instructional Analysis System.**
- 21. Discuss the office of the education standards officers in terms of the demands of the office and the items that could aid him/her to do the work efficiently. In the final analysis highlight the challenges that are typical to Zambian education standards officers.**
- 22. Discuss the three theories of Inspection and Supervision.**

UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE DPE 3020-COMMUNITY HEALTH AND NUTRITION

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

3. Read the instructions carefully before you start answering the questions. This paper has three sections **A**, **B** and **C**. **Section A** carries 20 marks and **section B** 40 marks and **section C** 40 marks
 4. Credit will be awarded to legible, good and orderly presentation of your work.
-

SECTION A (20 MARKS)

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

1. Community nutrition programmes focuses on ----
 - a) People, policy and programme
 - b) Individuals and community
 - c) Policy and community
 - d) None of the above
2. A programme planned to improve the nutrition of individuals and groups in the community is called -----
 - a) Community nutrition programme
 - b) Nutrition health programme
 - c) Public health programme
 - d) Nutrition education
3. When was the RDA born?
 - a) 1940
 - b) 1939
 - c) 1941
 - d) 1935
4. In terms of nutritional status anthropometric refers to -----

- a) Dietary assessment
 - b) Measurement of height and weight
 - c) Blood test
 - d) Observable on physical examination
5. Which of the following does NOT currently present a significant health challenge in Zambia?
- a) HIV/AIDS
 - b) Malaria
 - c) Cardiovascular disease
 - d) Diarrheal diseases
6. A condition which occurs when a child lacks protein in the diet is referred to as --
- a) hypoglycaemia
 - b) marasmus
 - c) kwashiorkor
 - d) ketosis
7. A coordinated school health programme includes all of the following component EXCEPT-
- a) mental health education
 - b) school health instructions
 - c) physical education
 - d) nutrition and food services
8. The following are elements of primary health care;
- a) Family planning, safe sanitation and maternal and child health
 - b) Traditional medicine and essential drugs
 - c) Food and nutrition, immunization and health education
 - d) All of the above
9. Which of the following is an example of abiotic component
- a) Plants and air
 - b) Animals and water
 - c) Water and air
 - d) Microorganism and solar system
10. Goals for nutrition aim at prevention which of the following is not a goal for community nutrition programme-----
- a) Promotion of good nutrition and health practices
 - b) Treatment of disease that have a nutrition problem
 - c) Identification of potential and existing nutrition problem and action for prevention
 - d) Removing of risk factors and screening
11. The following is an example of primary prevention
- a) Nutrition education
 - b) Screening for cervical cancer

- c) Rehabilitating person with health conditions
 - d) Medication
12. When you are teaching women a new recipe for children under the age of five. The best methods to use are -----
- a) Lecture and demonstration
 - b) Group work and discussion
 - c) Lecture and group work
 - d) Discussion and group work
13. In Zambia most people between the ages of 30 and 60 are suffering from diabetes. Diabetes in this case is referred to as a
- a) Potential problem
 - b) Existing problem
 - c) Risk factor
 - d) Undesirable condition
14. Which of the following is the purpose of using anthropometric?
- a) To evaluate progress of growth in pregnant women, infants, children and adolescents
 - b) To detect under nutrition and over nutrition in all age groups
 - c) To measure body changes over a period of time
 - d) To measure and identify target group
15. When people are given food aid during natural disaster, this feeding programme is referred to as -----
- a) General feeding
 - b) Emergency feeding
 - c) Feeding the vulnerable
 - d) Supplementary feeding
16. ----- includes all purposeful activities designed to improve personal and public health.
- a) Wellness
 - b) Health education
 - c) Health promotion
 - d) health
17. Family organization is one of the component of -----
- a) Human ecology
 - b) Family ecosystem
 - c) Family system
 - d) Symbolic interaction
18. The following are blocks to food path except -----
- a) Distribution
 - b) Production
 - c) Food

- d) Food nutrition surveillance
19. The qualities of a successful nutritionist are -----

ANSWER ALL QUESTIONS IN THIS SECTION

ANSWER ALL QUESTIONS IN THIS SECTION

1. True or false. Write T or F against the sentence. **One mark each.**
- a) Feminism theory is one of the best theories used to understand the family phenomena.
 - b) Conflicts in the family are normal and unvoided.
 - c) Disease can be a block to the food path
 - d) Biosphere consists of the organism only.
 - e) Community analysis and diagnosis involves the collection of detailed information concerning the community under study.

b) Human ecology -----

----- **2 marks**

c) Community nutrition -----

----- **2 marks**

d) Nutrition problem -----

- ----- 2 marks
- e) National food security -----

----- 2 marks
3. What are earth life supporting systems? -----

----- 2 marks
4. Briefly explain the stages in family life cycle -----

----- 8 marks
5. Family development theory has two concepts the -----
-----and ----- 2 marks
6. List the seven major topic areas of family life education-----

----- 3 marks
7. The two sides of the health coin are ----- and ----- 2 marks
8. Complete the following cyclic process in health programme planning
1) Community analysis, 2) ----- 3)-----
-----4) implementation and 5) -----
----- 3 marks
- 2) What are the three components of food security?-----

----- 3 marks

- 3) The three fundamental characteristics of family ecosystem are -----

----- 2 marks

SECTION C (40 MARKS)

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

1. Group feeding programme is one of the intervention programmes in community nutrition; explain the different types of feeding programmes. Outline the disadvantages of group feeding programmes.
2. Describe how nutrition education can be made effective and outline the methods and materials that can be used in nutrition education.
3. Discuss the process of policy making and why is the process important in community nutrition.
4. Discuss factors affecting food security in Zambia.
5. The focus of community nutrition programmes is for prevention. In detail explain the three levels of prevention.
6. Human beings interact with the environment for their survival. Explain the three components of family ecosystem.

GOOD LUCK!



THE UNIVERSITY OF ZAMBIA
DPE 3090: PRIMARY SCHOOL CURRICULUM DEVELOPMENT AND
INSTRUCTION DESIGN
FINAL EXAMINATIONS 2014-15 ACCADEMIC YEAR
DURATION: 3HOURS **MARKS: 100%**

Instructions

1. Clearly indicate your computer number on the front cover of your answer booklet.
2. Write your answers in the official answer booklet provided.
3. Attempt all the three sections in this paper.

SECTION A

Attempt all question in this section.

1. "Only in education , never in the life of farmer, sailor, merchant, physician, or laboratory experimenter, does knowledge mean primarily a store of information a loaf from doing" (in Print, 140). To which of the following scholar can you associate this quote with?
 - A. William Harris
 - B. John Phiri
 - C. George Counts
 - D. Kil-Partrick
2. The _____ movement devoted less time to drill and more time to creative self-awareness, self-expression and self-emancipation.
 - A. Social Efficiency Movement
 - B. Social Meliorist Movement
 - C. Developmentalist Movement
 - D. Humanist Movement
3. What society is cannot tell us what it ought to be. This criticism was leveled against the
 - A. Social Efficiency Movement
 - B. Social Meliorist Movement
 - C. Developmentalist Movement
 - D. Humanist Movement

4. Some critic argued that the _____ movement was indoctrinating learners.
- A. Social Efficiency Movement
 - B. Social Meliorist Movement
 - C. Developmentalist Movement
 - D. Humanist Movement
5. Which scholar published a book "*The Project Method*"
- A. John Dewey
 - B. Kil-Partrick
 - C. Mary Rose
 - D. Prnt
6. Which of the following curriculum model is best suited for curriculum development at school level?
- A. Wheeler's Model
 - B. Nicoll's Model
 - C. Tyler Model
 - D. Silkbeck's Model
7. Which of the following models is not sequential?
- A Silkecks Model
 - B. Nicoll's Model
 - C. Tyler Model
 - D. Taba's Model
7. Which group of were the main advocates of Social Meliorist?
- A. Bobbit, Charters, Finney, Peters and Snedden
 - B. Eliot, Harris, Robert and Hutchins
 - C. Ward, Small, Harold and Count.
 - D. Charters, Robert, Kilpatrick and Albion

13. The order in the presentation of curriculum content is known as.....
- A. Scope
 - B. Notion of a core
 - C. Sequence
 - D. Scope of content.
14. The curriculum foundation that deals with the nature of knowledge is called ____
- A. Epistemology
 - B. Axiology
 - C. Philosophy
 - D. Architectonics
15. Which of the following is not a criterion for selecting objectives?
- A. Specificity
 - B. Validity
 - C. Sequence
 - D. Compressive

SECTION B

Answer the questions briefly (answers one word or one sentence)

16. What were the greatest contributions to the curriculum development by the following?
people?
- a) Wheeler _____
 - b) Boobit _____
 - c) Taba, H _____
 - d) Phenix _____

17. To which curriculum movement can trace the following Zambian situation:
- a) The gender reforms of the 1990s. _____
 - a) Quality control in the curriculum _____
 - b) College entry requirement of 5 o levels including English _____
 - c) Learner Centred Curriculum Designs _____
18. Tyler (1949) argued that to develop any curriculum, one had to pose four fundamental questions. Outline the four questions and suggest the curriculum element that each of these questions represent.
- a) _____
 - b) _____
 - c) _____
 - d) _____
19. Name two prominent scholars behind the dynamic model of curriculum planning
- a) _____
 - b) _____
20. i) Describe two major techniques of curriculum implementation.
- a) _____
 - b) _____
- ii) List two resources for curriculum implementation
- a) _____
 - b) _____
21. Outline two weaknesses of the learner centred curriculum design
- a) _____
 - b) _____

SECTION C

Answer one of the following questions

22. Good intentions, fine goals and objectives, excellent content and flawless evaluation procedures, are all for naught if the learning activities in which students engage do not provide them with experience whose consequences are educational (Robert Zais 1976)

Discuss Tyler's criteria for organising learning activities.

23. One of the programmes identified in the "Fifth National Development Plan is curriculum development and education materials..." (MESVTEE (2013:15).

- a) Critically analyse the term curriculum.
- b) Show how curriculum is important for national development.

24. One of the functions of evaluation in curriculum development is to inform decision makers.

There are three groups of decision-makers; participants in the curriculum, sponsors of the curriculum and interested outsiders.

- a) Justify the three groups of decision maker's interested in curriculum evaluation.
- b) Discuss Robert Stake's Congruency-Contingency Model of curriculum evaluation.
- c) Using the above model, evaluate the current curriculum implementation in Zambia.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2014/2015 ACADEMIC YEAR DEFERRED EXAMINATIONS

EAP 1030 – ISSUES IN EARLY CHILDHOOD AND PRIMARY EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS

- i. Answer **ANY three (3)** from the nine given questions
 - ii. **ALL** questions carry equal marks (i.e 20 marks each, total marks 60).
 - iii. You are required to read through all the questions carefully before selecting which ones to attempt.
 - iv. There are two printed pages in this examination
-

1. Discuss in details how the ideas of Jean Rousseau and Friedrich Frobel influenced the development and evolution of Early Childhood and Primary Education.
2. Identify and discuss factors that contribute to teacher dissatisfaction in Early Childhood Education in Zambia. What do you think should be done to remedy the situation?
3. With clear examples, explain how health and nutrition are related to Early Childhood and Primary Education.
4. Discuss the concept of social development of the child between 6-12 years of age and identify the key factors in that process that a teacher ought to take account of in his/her work?
5. Ruralisation and diversification of the primary school curriculum can foster socio-economic development in Zambia. Discuss
6. Discuss how various socio-economic, cultural and institutional barriers affect female participation in education in Zambia. What measures has the government put in place to promote girl child education.

7. Identify and discuss the various developments which have taken place in Zambia's Early Childhood and Primary Education sector between 1991 and 2015.
8. It is often argued that the language of instruction plays a critical role in levels of achievement in children's education. Explain how the aspect of language of classroom instruction has evolved in Zambia since political independence.
9. Discuss the assertion that Post-Secondary Education is the foundation of a country's socio-economic development and not Early Childhood and Primary Education.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 2010 - Educational Planning
FINAL EXAMINATION 2014/2015

DURATION: THREE (3) HOURS

Instructions:

- A. Answer any three (3) from the given nine (9) questions.
- B. Each question carries 20 Marks
- C. You are required to read through all the questions carefully before selecting which ones to attempt.
- D. There are two (2) printed pages in this examination

-
1. With regards to educational planning in Zambia, discuss the contention that “without identifying the political context and calculating its factors, planning is likely to be superficial, deceptive and incomplete.”
 2. Explain the role of economics in education planning in Zambia.
 3. Imagine you were appointed as District Education Planner for a newly created district in the Western Province. What are some of the social factors you are likely to consider in planning for the new district?
 4. Planning should be an integral part of the whole process of educational management, when defined in the broadest sense. What is the main reason for educational planning?
 5. Countries in which development remains dependent on donor support, the planning process itself is partly shaped by the modalities of external aid. Explain.
 6. Discuss the levels and planning activities in a typical secondary school.

7. Objectives, actions and resources, are key elements in educational planning. Critically analyse the significance of each of these elements. Provide some examples to consolidate your answer.
8. Strategic planning and operational planning are inseparable for both large scale and small scale projects. Explain the purpose of each of these forms of planning and suggest how you can determine their success or failure.
9. Discuss the three stages of educational planning through computer simulations.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2014/2015 ACADEMIC YEAR DEFERED EXAMINATION

EAP 3025: INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION

INSTITUTE OF DISTANCE EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer only Three (3) questions from the given Nine (9) questions**
- b) All questions carry equal marks**
- c) You are required to read through all questions carefully before selecting which ones to attempt.**
- d) There is one (1) printed page in this examination**

-
1. Highlight how teacher mortality as a result of HIV and AIDS has affected the provision of quality education in schools.
 2. Critically analyze how the message of abstinence can be made effective in high Schools.
 3. With the advent of HIV, it has been discussed that People need Life skills to cope. Discuss the importance of life skills in this era.
 4. With clear and concise examples, show how disclosure and introduction of ARVs has brought hope to the education system.
 5. Describe and discuss in detail the four (4) major theories about the origin of the Human Immunodeficiency Virus (HIV).
 6. Discuss the counselling process you would give to a pupil who comes to you and request for Voluntary Counseling and Testing for HIV.
 7. The Ministry of Education, Science, Vocational Training and Early Education has incorporated sex education in the school curriculum. Discuss measures which need to be put in place to make this an effective programme. In your discussion, highlight the challenges the Ministry might encounter in the implementation of the programme.
 8. Since the HIV/AIDS pandemic was discovered in Zambia, discuss the challenges that the education sector has faced.
 9. Discuss how the knowledge in this course can help remove stigma and discrimination in learning institutions.

THE END

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2014/2015 ACADEMIC YEAR EXAMINATION

EAP 3025: INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer only three (3) questions from the given Nine (9) questions.**
- b) All questions carry equal marks.**
- c) You are required to read through all questions carefully before selecting which ones to attempt.**
- d) There are two (2) printed pages in this examination.**

-
1. Enabling and protective policies and laws are essential in the fight against HIV and AIDS. Discuss their importance in institutions of learning and society in general.
 2. Discuss how the dominant interpretations of AIDS are aiding in the reproduction of problematic colonial and post colonial representations, practices and social politics.
 3. Risk reduction has been recommended in HIV prevention. Discuss the importance of this concept in HIV prevention giving practical examples from community level perspective.
 4. Counselling is very important in combating HIV and AIDS but the counsellor has to prepare the client by following laid down guidelines if this process has to be effective. Outline and discuss the stages you would employ when counselling a pupil at your school.
 5. Research has shown from the population based data that Condom efficacy is between 60% and 95% in the prevention of HIV transmission. Discuss from the practical perspective how the above can be realised and state the challenges of achieving the optimum performance of condoms.
 6. AIDS in Africa is reversing development and socio-economic gains. Discuss the above statement and state the role that education can play in alleviating the status quo.
 7. Compare and contrast the criminal law approach of HIV prevention to the public health approach. In your explanation, refer to practical examples from the societies where the two have been implemented.

- ⑧. Identify and discuss the Common Qualities of an Effective Leader that are relevant in the HIV and AIDS context as advanced by the Trait Approach.
9. The use of Antiretroviral (ARV) drugs has contributed to saving a lot of human resources in the education system and the community at large. Giving practical examples, give an in-depth analysis of how they work in the prevention of HIV transmission.

THE END

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

EAP 9012 – EDUCATIONAL ADMINISTRATION AND MANAGEMENT

REGULAR & PARALLEL

TIME: THREE (3) HOURS

INSTRUCTIONS

- (a) DO NOT WRITE YOUR NAME on any answer booklet.**
 - (b) Attempt any THREE (3) from the given nine (9) questions.**
 - (c) All questions carry equal marks i.e. 20 marks each; total: 60 marks.**
 - (d) You are required to read all the questions carefully before selecting the ones to attempt.**
 - (e) There are 2 printed pages in this examination**
-

- 1) The three (3) major approaches to counselling mainly focus on conscious, subconscious and unconscious areas. Discuss the three approaches to counselling and relate them to how these areas are utilised. In your discussion, use the major pillars in counselling to show how an effective counselling session can be achieved.
- 2) Outline some of the characteristics of effective schools in the education system and say how these would improve productivity in educational delivery and the economy of Zambia.
- 3) Examine the Hilda Taba model of the curriculum development process.
- 4) Describe a good records system, taking into consideration the phases of the life cycle of records.
- 5) With clear examples, explain the impact of conflict on productivity and efficiency of an educational organisation. Show how you would apply the conflict stimulation and reduction methods in resolving conflict within an educational organisation.
- 6) Critically discuss the key roles of a school manager. In your discussion refer to organisational theories of human behaviour. What strategies should he/ she put in place to achieve effective leadership in the school and community?

- 7) Identify and discuss the basic stages of the decision- making process up to the point when the decision is finally made.
- 8) Compare and contrast Democratic Leadership style with Bureaucratic leadership style of management.
- 9) Describe the socio- cultural environment that characterises rural and urban schools. How can a school manager promote community involvement/ participation at his or her school?

THE END OF THE EXAMINATION!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 9012: EDUCATIONAL ADMINISTRATION AND MANAGEMENT DEFERRED
EXAMINATION
INSTITUTE OF DISTANCE EDUCATION

TIME: THREE [3] HOURS

2014/2015 ACADEMIC YEAR

INSTRUCTIONS:

- A. Answer **THREE [3]** questions in this paper
 - B. All questions must be answered on the sheets of paper **PROVIDED**.
 - C. This paper has **ONE (1)** printed page.
 - D. All questions carry **EQUAL** marks.
-
- 1. Additional challenges in curriculum development often arise from gaps between the intended curriculum, the implemented curriculum and the attained curriculum. With reference to this statement, examine the role of administrators in the curriculum development process.
 - 2. Using two clearly identified situations, critically discuss what charismatic leadership is. State the differences and similarities in characteristics between laissez-faire leadership and autocratic leadership styles.
 - 3. With examples, explain the impact of conflict on productivity and efficiency of an educational organisation. How would you apply the conflict stimulation and reduction methods in resolving conflict within an organisation?
 - 4. The majority of senior managers in educational institutions are men even in the institutions where 50% are women. Describe in detail what a gender positive approach to management would mean in such institutions.
 - 5. Examine the Human Relations Approach to Organisational theory. Discuss the relevance of the principles of this approach to the Zambian educational system.
 - 6. Outline some of the characteristics of ineffective schools in education. How can these schools become effective and eventually be able to enhance productivity in educational delivery.
 - 7. Giving practical examples, examine the prerequisites and steps needed in the implementation of successful decentralization of education in Zambia.
 - 8. Discuss the three major approaches to counselling. In your discussion use the major pillars in counselling to show how an effective counselling session can be achieved.
 - 9. Using the knowledge you have acquired in Educational Administration and Management, discuss the roles and functions of Head teachers in schools.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EAP 9055: THE POLITICAL ECONOMY OF EDUCATION**

2014/2015 ACADEMIC YEAR EXAMINATIONS - FULLTIME

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any **THREE** (3) from the given nine (9) questions.
 - b. Each question carries 20 marks.
 - c. Read through all the questions carefully before selecting any.
 - d. There is one (1) printed page in this examination.
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1. Discuss educational provision in Zambia from an economic point of view.
2. Highlight the Three (3) social functions of education and establish their benefits to society as well as an individual.
3. Identify Three (3) ways in which government politics can influence the education system. Suggest how best each of those ways can be managed to achieve quality education.
4. Critically discuss the Four (4) models of governance in school education and relate them to different forms of accountability.
5. Clearly identify and discuss the procedures involved in the decision-making process.
6. With clear examples, identify and discuss various factors affecting demand and supply of education in Zambia.
7. Education and skills development play a critical role in the socio-economic development of our country. In line with this statement, critically examine how education can be used as a tool for national development in Zambia.
8. Analyse any Four (4) principles of Total Quality Management and relate each principle on its usefulness to education by citing relevant examples.
9. What are the benefits of foreign aid to education? Should Developing Countries such as Zambia continue to depend on foreign aid in the 21st Century?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2014/2015 ACADEMIC YEAR FINAL EXAMINATION

EAP 9065: GENDER ISSUES IN EDUCATION

(REGULAR AND PARALLEL)

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any three (3) questions from the nine (9) given questions.
 - b. Each question carries equal marks.
 - c. You are required to read through all the questions carefully before selecting which ones to attempt.
 - d. There are two (2) printed pages in this examination.
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QUESTIONS

1. Compare and contrast English law and Traditional law citing the relevance of these laws to gender issues in Zambia.
2. 'Gender' and 'Sex' are 'contradictory in terms' normally used in Gender Issues in Education. Show the distinction of these two terms as they are used in our everyday lives.
3. The vision espoused in the National Gender Policy document is to achieve men and women's full participation in the development process in Zambia. Discuss the issues that have been addressed by the policy.
4. Although significant gains have been made in the past decade in educating the girl-child, there still remains a host of issues that militates the education of girls. Analyse those issues.
5. Evaluate the misunderstandings between sex roles and gender roles and how these have contributed to gender imbalances in schools. In your evaluation, highlight the measures that the education sector has taken to counter the stated imbalances.
6. "Health, gender and HIV/AIDS have been cited as cross-cutting issues in the provision of quality education in Zambia." How can the three impact negatively in the provision of quality education.

7. What is a research proposal? Identify and explain the stages of a research proposal highlighting the main features of each stage.
8. Explain gender issues in relation to education, employment, training and government high positions. Show ways of striking a gender balance in these factors.
9. There is an assumption that women generally experience subordination. Evaluate the views of:
 - Liberal school of thought
 - Marxist/radical school of thought and
 - Frederick Engel's school of thought concerning this matter.

- END OF EXAMINATION -

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

EAP 9065: INTRODUCTION TO GENDER ISSUES IN EDUCATION
INSTITUTE OF DISTANCE EDUCATION DEFERRED EXAMINATION

TIME: THREE [3] HOURS

2014/2015 ACADEMIC YEAR

INSTRUCTIONS:

- A. Answer THREE [3] questions in this paper**
 - B. All questions must be answered on the sheets of paper PROVIDED.**
 - C. This paper has ONE (1) printed page.**
 - D. All questions carry EQUAL marks.**
-

1. Critically discuss the theory of thermodynamics in relation to the education of women in the early times.
2. Trace and analyse the historical background of the legal system in Zambia as regard to women's rights to education and their position in society.
3. The three [3] major influences on the education of girls include; Family, Society and the School. Discuss these, giving examples from the Zambian situation.
4. A gender policy guideline helps to address gender equality issues in all sectors. Discuss the Ministry of Education's strategies for the implementation of gender policy in Zambia?
5. Discuss the factors that Contributed to Gender Inequalities in schools during the Colonial Period and highlight the measures which the Government took to resolve the stated inequalities.
6. Giving practical examples from the education system, state the General Overview Relationship between Gender Training and Labour Market in Zambia.
7. Critically and clearly show the differences between feminine and masculine gender roles and their origin as advanced by social structure theories of gender.
8. In most Zambian Schools Urban Girls perform better at national examinations than Rural girls. State some of the reasons for this trend and how this situation can be improved.
9. As a School Manager how could you apply the principles learnt in this course to bring about improvement in the retention and access of both girls and boys to education?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2014/2015 ACADEMIC YEAR FINAL EXAMINATION

EDU 1010: EDUCATION AND DEVELOPMENT IN ZAMBIA

[REGULAR AND PARALLEL]

DURATION: THREE (3) HOURS

TOTAL MARKS: 60

INSTRUCTIONS:

- a. Answer **ONE (1)** question from each of the three (3) sections. Each section has four (4) questions.
 - b. All questions carry equal marks.
 - c. Read through all the questions carefully before selecting which ones to attempt.
 - d. There are **two (2)** printed pages in this examination.
 - e. **Careful** presentation of your work will earn you more marks.
-

SECTION A

1. With practical examples explain how various institutional, socio-cultural and personal factors affect girl child education in Zambia. What interventions has the Zambian government put in place to promote girl child education in Zambia?
2. Discuss the development and challenges of education during the pre-colonial period in Northern Rhodesia from 1883 to 1924.
3. Outline the major educational reform documents and Plans. What did they talk about with regards to education from 1964 to 2015?
4. Discuss the contribution of the Phelps- Stokes Commission to the development of education in Northern Rhodesia. How true is the assertion that the recommendations of the Commission were responsible for the slow development of secondary education?

SECTION B

5. The rationale behind financing of the education system is founded on the premise of enabling every qualified individual to have access to education of good quality. From the above statement discuss the reasons and principles for financing education in Zambia.
6. Explain clearly the link between education and democracy in a developing country like Zambia.
7. What is decentralization? Identify the benefits and challenges of decentralization in the Zambian education system.
8. What is a theory? How important is the Human capital Theory to the development of education in Zambia?

SECTION C

9. The Ministry of Education Strategic Plan 2003 – 2007 prioritized certain aspects of the education system. Identify the four major themes and their importance to the development of education in Zambia.
10. Analyse the curriculum reforms of ruralisation and diversification and give a critique of each of these reforms.
11. Education has the power to provide answers to national development. State with specific examples how this is possible.
12. The Government of the Republic of Zambia has tried to mitigate poverty by using education but this has been met with challenges. Discuss some of these challenges and bring out the measures that the government has put in place to mitigate them.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EDU 1010- EDUCATION AND DEVELOPMENT
DEFERRED FINAL EXAMINATION 2014/2015

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- A. Answer one question from each of the three sections A, B And C
- B. Each question carries 20 marks
- C. You are required to read through all the questions carefully before selecting which ones to attempt from the three sections
- D. There is two (2) printed pages in this examination

SECTION A

- 1. Identify the four major players in the education sector during the period 1924 – 1963 and state some of the major milestones achieved by each.
- 2. State reasons forwarded by Geoffrey Latham, the first director of African education as to why it was important to have well trained teachers in the advancement of education during the colonial years.
- 3. Why is the Phelps-Stokes commission significant in the development of education in Northern Rhodesia?
- 4. In ancient Zambia, traditional education identified the initiation ceremony as an important transition period in a young person's life. Point out reasons forwarded for this assertion.

SECTION B

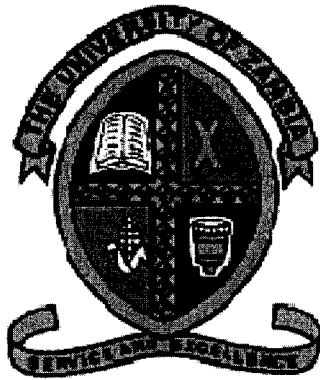
- 5. State some of the reasons attributed to the failure of implementation of the 1977 Educational Reforms.
- 6. Outline some of the common themes that were carried on from the Jomtien Conference of 1990 to the Dakar Conference of 2000 on Education for All.
- 7. What impact does HIV and AIDS have on education provision in Zambia?

8. Highlight at least two (2) Millennium Development Goals (MDGs) directly pointing to education and state how they have helped advance the education agenda in Zambia.

SECTION C

9. The Sixth National Development Plan discusses important issues pertaining to educational development in Zambia, highlight some relating to secondary education.
10. State some of the ways that reflect a form of decentralization in the management of education in Zambia.
11. What role can education play in improving the lives of people in a developing country like Zambia?
12. 'Educating our Future' policy document is the current national policy on education in Zambia. Why is it important to have such a policy document in place?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

UNIVERSITY END OF TERM EXAMINATION (, JUNE 2015)

EDU 1012 /2012- EDUCATIONAL PSYCHOLOGY (DISTANCE EDUCATION)

TIME: 3 HOURS

MARKS:50

INSTRUCTIONS

1. THIS PAPER HAS FOUR SECTIONS; A, B, C AND D.
2. ANSWER ALL THE QUESTIONS IN SECTIONS A, B AND C.
3. ANSWER ONLY ONE QUESTION FROM SECTION D.
4. ANSWERS MUST BE WRITTEN IN THE SEPARATE BOOKLET PROVIDED.

SECTION A: ANSWER ALL QUESTIONS

1. Is a branch of psychology which is also called Industrial or occupational Psychology.
 - A) Educational Psychology
 - B) Clinical Psychology
 - C) Paediatric Psychology
 - D) Organisational Psychology
2. Mwila sat for grade seven exams last year and failed in all the subjects. He feels uncomfortable when friends talk about it and boasts about being a good footballer. What form of defence mechanism is being employed by his ego?
 - A) Projection
 - B) Sublimation
 - C) Compensation
 - D) Displacement
3. A researcher is interested in finding out whether 50 year olds perform the same as 20 year olds in an intelligence test, what sort of research should he or she venture into?
 - A) Quasi-experimental
 - B) Correlational
 - C) Experimental
 - D) Cross Sectional study
4. Refers to choosing to abort a foetus, typically in a multi-fetal pregnancy, to decrease the health risks to the mother in carrying and giving birth to more than one or two babies, and to also decrease the risk of complications to the remaining foetus.
 - A) Vitro Fertilization
 - B) Selective Reduction
 - C) Artificial Insemination
 - D) Test tube fertilization
5. Is the ability to arrange items along a quantitative dimensions mentally.
 - A) Transitive inference
 - B) logical thinking
 - C) seriation
 - D) Conservation
6. In Piaget's theory of moral development, at which stage do children see rules as unchangeable?
 - A) Autonomous stage
 - B) Heteronomous stage
 - C) Preconventional stage
 - D) Postconventional stage
7. According to Urie Bronfenbrenner the refers to the community level influence including fairly established rules standards and social networks.

- A) Macrosystems
- B) Mesosystem
- C) Exosystem
- D) Chronosystem

8. are action oriented
- A) Pivot words
 - B) Holophrase
 - C) Overextension
 - D) Under extension
9. On the first day in the school, Mwenya was badly beaten by an elderly man who he did not know. When the English teacher first entered the classroom, Mwenya felt tense, afraid, and threatened because he recognised him as the elderly man who clobbered him. Pavlov would suggest that this experience is as a result of ?
-
- A) Extinction
 - B) Operant conditioning
 - C) Conditioning Trials
 - D) Spontaneous recovery
10. Towani is 9 months old baby. Her mother rolled a ball which she followed keenly. When the mother snatched the ball from Towani, she cried and threw tantrums. The developmental milestone the child above has accomplished is?.....
- A) object permanence
 - B) goal- directed behaviour.
 - C) reversibility
 - D) hypothetical- deductive reasoning
 - E)

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION

1. The four stages of piagets cognitive development are....., ... and
2. The three basic characteristics of piagets stages are and
3. The two Vygotsky- based educational innovation each of which incorporates assisted discovery and peer collaboration are and
4. In teaching concepts occurs when learners include non-example as members.
5. Vygotsky believed that to promote cognitive development social interaction must have certain features. Mention the two features of interaction that promote cognitive development.

6. is a defence mechanism where success in one area make is up for frustrations in another, it is making up for a deficiency by placing effort into a similar area or different one
7. The three personality principles according to freud are And.....

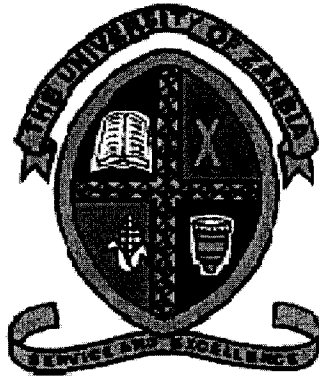
SECTION C: WRITE SHORT NOTES ON EACH OF THE FOLLOWING

1. Continuous reinforcement
2. Chronosystems
3. Regression
4. Adaptation
5. Holophrase
6. Experimental design
7. Embryonic Period
8. Genotype
9. Conservation
10. Intrinsic Motivation

SECTION D: ANSWER ONLY ONE QUESTION FROM THE FOLLOWING ESSAYS

Write one essays from the following.

1. Explain Urie Bronfenbrenner's ecological theory of development and its implications on Education.
2. Explain Erick Erickson's theory of personality development and how it influences teaching in a classroom situation.
3. Discuss Abraham Maslows Theory. What are the educational implications of this theory?



THE UNIVERSITY OF ZAMBIA

UNIVERSITY END OF TERM EXAMINATION (, JULY/AUGUST 2015)

EDU 1012 /2012- EDUCATIONAL PSYCHOLOGY (DISTANCE EDUCATION)

TIME: 3 HOURS

MARKS: 50

INSTRUCTIONS

1. THIS PAPER HAS TWO SECTIONS: A AND B
2. ANSWER ALL THE QUESTIONS IN SECTION A
3. QUESTION ONE IS COMPULSORY AND CHOOSE ANY OTHER QUESTION TO MAKE IT TWO ESSAYS IN SECTION B
4. ANSWERS MUST BE WRITTEN IN A SEPARATE BOOKLET PROVIDED.

SECTION A: WRITE SHORT NOTES ON EACH OF THE FOLLOWING

1. Experimental research
2. Organogenesis
3. Egocentrism
4. Accommodation
5. Repression (defence mechanism)
6. Heterozygous
7. Holophrase
8. Scaffolding
9. Inter-subjectivity
10. Invariant
11. Extrinsic motivation
12. Longitudinal study
13. Selective reduction
14. Pivot words
15. Irreversibility

SECTION B: ANSWER QUESTION ONE AND ANY OTHER QUESTION FROM THIS SECTION

Answer Question ONE is compulsory and choose any other ONE essay from 2 and 3.

1. Explain Erick H. Erickson's theory of personality development and its influence on education today, use real life examples when explaining the theory's influence on Education.
2. According to Sigmund Freud people use different types of defence mechanisms to defend themselves in different situations. Explain any five defence mechanisms as explained in personality development.
3. Explain how Kolberg's theory of moral development can be applied in Educational psychology and discuss whether or not morality should be taught in school.

End of examination



THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS-JULY 2015

INSTITUTE OF DISTANCE EDUCATION

EDU 1011: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

MARKS: 50%

INSTRUCTIONS

1. There are **FOUR** questions in this question paper. Answer **question one** and any other **two** questions.
2. Credit will be given for well thought-out work.

Computer No. :-----

1. Discuss Emile Durkheim's four explicit areas of sociology of education. **(20 marks)**
2. Write brief notes on schooling and inequality in Zambia under the following subheadings: **(15 marks)**
 - a. Residence
 - b. Gender
 - c. Poverty
3. Discuss why in Zambia it may be difficult for teaching to attain the following characteristics of a profession. **(15 marks)**
 - a. Autonomy
 - b. Complex knowledge
 - c. High social status
 - d. Control of entry and licensing
 - e. Unique body of knowledge
4. The school is one of the major agents of socialisation. Discuss in depth five other agents of socialization and how they play out their roles of socializing children. **(15 marks)**

END OF THE EXAMINATION

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

END OF YEAR EXAMINATION, JULY 2, 2015.
EDU 1012/2012- EDUCATIONAL PSYCHOLOGY

Candidate's Computer Number _____

Instructions

1. This paper comprises three sections; **A, B** and **C**. You are required to answer all the questions in sections **A** and **B**. From section **C**, you are required to answer any one question out of the three that have been provided.
 2. All questions in **section A must be answered on the question paper**, by circling the chosen answer from the alternatives provided.
 3. Questions in sections **B** and **C** should be answered in the answer booklets that have been provided.
 4. Bonus marks shall be awarded for orderly presentation of work.
 5. Ensure that you write your **correct computer number** on the question paper you have used to answer questions in section **A**, as well as on each of the answer booklets you have used.
 6. Please ensure that the **question paper is securely attached** to the rest of the answer booklets before you submit.
-

SECTION A (28 Marks)

1. If a husband and a wife are both homozygous dominant for a trait, how much chance do they have to have children who are heterozygous dominant?
A. 25% B. 100% C. 0% D. 75%
2. _____ is the visible appearance in the characteristics of an organism.
A. Genotype B. Phenotype C. Mitosis D. Meiosis

3. Which one of the following is not part of Jean Piaget's sub-stages of the sensorimotor stage of cognitive development?
A. Reflexes B. Primary circular reactions C. Repeated actions D. Pre-operations
4. Which one of the following facts is not correct about teratogenic effects?
A. They are highest during delivery B. They are highest during the first trimester
D. They influence child development C. They can be prevented
5. A recessive gene can only be physically expressed if it is paired by another recessive gene.
True or False
6. _____ is the major proponent of the environmental theory of language acquisition.
A. Vygotsky B. Chomsky C. Skinner B. Lenneberg
7. According to Bronfenbrenner's _____, parents' jobs can influence children's development.
A. macrosystem B. mesosystem C. chronosystem D. exosystem
8. _____ is considered the pioneer of research in the area of moral development.
A. Kohlberg B. Vygotsky C. Piaget D. Bruner
9. Operant conditioning deals with responses that are _____.
A. emitted B. elicited C. reinforced D. punished
10. A baby combines pre-linguistic vocalizations with gestures to indicate meaning.
True or False
11. During the _____ stage of Erikson's theory of psychosocial development, the focus is on establishing trust.
A. first B. third C. fourth D. second
12. In classical conditioning, a stimulus that acquires the ability to trigger a response through contiguous pairing is referred to as _____ stimulus.
A. natural B. neutral C. conditioned D. unconditioned
13. Which one of Bandura's phases of observational learning involves making adjustments to the modeled behaviour?
A. attention phase B. motivation phase C. reproduction phase D. retention phase
14. The _____ schedule involves the presentation of rewards after a pre-determined period of time.
A. variable ratio B. fixed interval C. fixed ratio D. variable interval

15. Which research design would you use to test children of different age groups at the same time?
A. Experimental design B. Correlational design C. Cross-sectional design
D. Descriptive design
16. Which one of the following scholars is not a behaviourist?
A. Thorndike B. Kohler C. Watson D. Skinner
17. In order for learning to take place, conditions have to be planned and controlled.
True or False
18. _____ came up with crises in education, which impede meaningful learning.
A. Abraham Maslow B. Arthur Combs C. Carl Rogers D. Erik Erikson
19. Which one of the following stages in Sigmund Freud's psycho-sexual stages theory of personality development is a stage of sexual fantasies?
A. Oral stage B. Anal stage C. Latency stage D. Phallic stage
20. _____ is a defense mechanism where a person transforms an unacceptable behaviour into something acceptable.
A. Repression B. Sublimation C. Regression D. Projection
21. _____ is a defense mechanism where an individual hides the real emotion by showing the opposite of what he/she is truly feeling.
A. Sour grapes syndrome B. Sublimation C. Reaction formation D. Projection
22. An extrinsically motivated person _____
A. sets own goals B. is other-driven C. is self-regulated D. seeks self-satisfaction
23. The need for socializing with other people falls in the _____ level of needs in Abraham's hierarchy of needs.
A. first B. second C. third D. fourth
24. _____ is regarded as the father of genetics.
A. Darwin B. Binet C. Mendel D. Thorndike
25. Selective attention helps move information from the sensory register to the short term memory.
True or False
26. Which one of the following is not a way of storing information in the long-term memory?
A. Elaborative rehearsal B. Organization C. Encoding D. Contextualization
27. How many chromosomes are contained in the diploid number of a human cell.
A. 21 B. 46 C. 23 D. 44

28. According to the gestalt theory, learning is best attained when done in segmented pieces.
True or False
29. The babinski reflex manifests itself through a baby turning in the direction where its cheek is stroked.
True or False
30. During which stage of development are children most inquisitive?
A. Infancy B. Late childhood C. Early childhood D. Middle childhood
31. According to Erik Erikson, personality development involves resolving sexual conflicts at each stage.
True or False
32. According to the interactionist view, language development is a product of _____
A. heredity B. environment C. both heredity and environment D. none of the above
33. James is heterozygous dominant for height (Tt). He marries Jessica who is short (tt). How much chance does the couple have to have a child who is tall?
A. 0% B. 25% C. 50% D. 75%
34. A _____ is removed in negative reinforcement to encourage good behaviour.
A. reinforcer B. punisher C. controller D. pointer
35. _____ is a condition which arises when a child is deprived of oxygen at birth.
A. Anoxia B. Rubella C. Anorexia D. Anemia
36. _____ is the optimal period when women are expected to have children.
A. 13-15 yrs B. 35-40 yrs C. 18-35 yrs D. 40-50 yrs
37. A father who is addicted to alcohol can beget a child who has Foetal Alcohol Syndrome.
True or False
38. The _____ period is the second stage of prenatal development.
A. embryonic B. foetal C. germinal D. organogenesis
39. Which one of the following is not a teratogen?
A. Marijuana B. Lead C. Milk D. Nicotine
40. According to Piaget, biological maturation, activity, social experience, and _____ are essential for cognitive development to take place effectively.
A. conservation B. equilibration C. reversibility D. egocentrism
41. Piaget's autonomous morality stage coincides with the commencement of the formal operational stage.
True or False

42. _____ is the proponent of the critical period of language acquisition.
A. Chomsky B. Lenneberg C. Skinner D. Watson
43. The _____ operates on the reality principle.
A. id B. superego C. ego D. thanatos
44. A defense mechanism are always a wrong way of dealing with challenges.
True or False
45. The ninth stage of Erikson's stages of personality development signifies _____
A. fear of death B. leaving a legacy C. establishing intimacy
D. acceptance of mortality
46. Which one of the following is not a challenge during adolescents' development.
A. Peer pressure B. Drug abuse C. Leaving a legacy D. Suicide
47. According to the strong form of the Whorf-Sapir hypothesis, _____
A. Thought determines language B. Language determines thought
C. No thinking can happen without language D. language is irrelevant to thought
48. _____ is the proponent of the language acquisition device.
A. Vygotsky B. Skinner C. Chomsky D. Lenneberg
49. Which one of the following is not an example of long-term memory?
A. Explicit memory B. Sensory memory C. Implicit memory D. semantic memory
50. Which one of the following is a deliberate way of losing information in the long-term memory?
A. Repression B. Decay C. Interference D. Loss of cues
51. A learner who is filled with the need to gain mastery for its own sake is _____
A. Socially motivated B. Intrinsically motivated
B. Extrinsically motivated D. Reward seeking
52. In vicarious reinforcement, the subject is directly rewarded.
True or False
53. The best way to retrieve information from the long-term memory is through _____
A. reconstruction B. spreading activation C. chunking D. attention
54. Which set of factors is a natural influence on gender development?
A. Social factors B. Cognitive factors C. Biological factors D. Media factors
55. The central argument in Bronfenbrenner's ecological systems theory is that a child is passively influenced by five related systems around him/her.
True or False

56. Which one of the following behaviours would be an indication of fixation at the oral stage, according to Sigmund Freud?
A. Being stingy B. Being too clean C. Being too talkative D. Being too humble

SECTION B (12 Marks)

Answer **all** questions in this section

Write brief notes on each one of the following terminologies:

- 57. Cephalocaudal principle
- 58. Oedipus complex
- 59. Retroactive inhibition
- 60. Chunking
- 61. Scaffolding
- 62. Industry Vs Inferiority

SECTION C (10 Marks)

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

- 63. With the help of concrete examples, explain how a humanistic teacher can organize his/her class to attain meaningful learning.
- 64. Self concept has distinct attributes by which it is distinguished. Discuss.
- 65. Punishment takes many forms. Explain how a teacher can effectively use punishment to eliminate learners' unwanted behaviour.

END OF EXAMINATION



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

**UNIVERSITY END OF YEAR EXAMINATIONS, JUNE/JULY 2015
EDU 2011: SOCIOLOGY OF EDUCATION**

TIME: THREE HOURS

MARKS:100

Surname: _____

First Name: _____

Computer Number: _____

INSTRUCTIONS:

1. THERE ARE THREE SECTIONS IN THIS EXAMINATION PAPER; SECTIONS A, B AND C.
2. ANSWER ALL QUESTIONS IN SECTIONS A AND B. ALL ANSWERS FOR SECTIONS A AND B SHOULD BE WRITTEN IN THE QUESTION PAPER.
3. IN SECTION C; ANSWER THREE SHORT ESSAYS AND ONE LONG ESSAY. ANSWERS FOR SECTION B SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.
4. CREDIT WILL BE GIVEN FOR WELL THOUGHT OUT WORK.
5. ENSURE THAT YOU WRITE YOUR PARTICULARS, CLEARLY, ON THIS QUESTION PAPER AND ON THE ANSWER BOOKLET.

SECTION A (20%)

INSTRUCTIONS: Answer all questions in this section

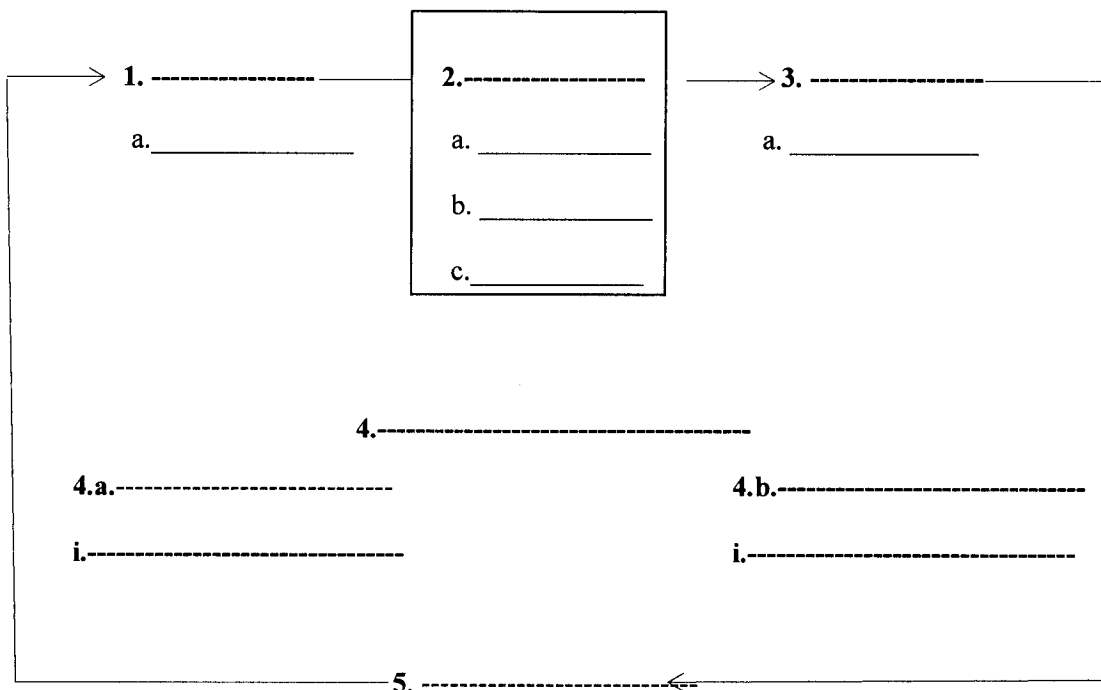
Circle the most appropriate answer

1. The founding father of sociology of education is _____.
 - a. Max Weber
 - b. Talcott Parsons
 - c. Emile Durkheim
 - d. Auguste Comte
2. The term significant others is associated with _____.
 - a. Robert Merton
 - b. George Mead
 - c. Charles Cooley
 - d. Karl Marx
3. The Parent Teachers' Association (PTA) is an example of _____.
 - a. an auxiliary voluntary association
 - b. linking mechanism
 - c. formal legal authority
 - d. an association
4. _____ theories focus on specific structures or units of society.
 - a. Micro
 - b. Sociological
 - c. Macro
 - d. Biological
5. The human capital theory is associated with the works of _____.
 - a. Samuel Bowles
 - b. Robert Merton
 - c. Theodore Schultz
 - d. Auguste Comte
6. The Teaching Profession Act is an act to establish the _____.
 - a. Teaching Council of Zambia
 - b. Teaching Professional Council of Zambia
 - c. Teachers' Association of Zambia
 - d. Teachers' Professional Association of Zambia
7. The intellectual roots of the conflict perspective on education are mainly found in the works of _____.
 - a. Karl Marx
 - b. Max Weber
 - c. Robert Merton
 - d. Ivan Illich

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

8. **True False** According to Durkheim, minority group members often face barriers in the educational systems because they lack power.
9. **True False** Rosenthal and Jacobson (1968) outlined the stages of the self-fulfilling prophecy as used in the classroom situation.
10. **True False** There are two stages of socialization in between the infant and adult stages of socialization.
11. **True False** Charismatic leadership is highly productive as it involves use of force.
12. **True False** The structural-functionalist theory is also known as the consensus theory.
13. **True False** Comte referred to the interdependence of all the social systems and how they interrelate for order and stability to prevail as social statics.

14. Complete the open system approach model by labelling the numbered and lettered parts (7 Marks)



SECTION B (30 %)

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

15. Scalar status is also known as _____.
16. _____ contend that most existing social arrangements in society such as social stratification are necessary.
17. The major concern of the labelling theory is the _____ by which individuals in the society are labelled as deviants.
18. Teachers are regarded as _____ because their status is less legitimate than a profession.
19. The school offers _____ to the learners through the teaching of subjects and skills, the community on the other hand provides the _____.
20. One of Weber's arguments was that _____ groups in society shape the schools.
21. _____ considered sociology to be the most complex of all sciences and the last science to develop following physics, chemistry and biology.
22. A _____ is a setting in which people are isolated from the rest of society for a set period of time and are subjected to control by officials.
23. _____ is the sociological term for the ranking of members of a society according to the unequal distribution of whatever is considered valuable.
24. According to John Locke, a child is born with a _____.
25. Max Weber identified the following as dimensions of social stratification;
 - i. _____
 - ii. _____
 - iii. _____
26. Before carrying out a prestige rating study, what three things should be considered?
 - i. _____
 - ii. _____
 - iii. _____
27. Before independence, the teaching profession was perhaps the most highly respected and envied among the Africans. Give 5 reasons for the teacher's high status during this period.

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

28. Give any 4 reasons why teaching in Zambia is not yet considered as a profession.

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

29. Outline the first four stages of the self-fulfilling prophecy as applied in the classroom.

- i. _____

_____.
- ii. _____

_____.
- iii. _____

_____.
- iv. _____

_____.

SECTION C (50 %)

INSTRUCTIONS: This section has two parts; short essays and long essays. Answer **only 3 short** essays and only 1 long essay.

Short essays; Answer any three of the following short essays. Each essay should be answered in not more than 10 lines.

30. Comte believed that all societies moved through certain fixed stages of development from primitive to perfection. Discuss these stages. (10 marks)
31. Discuss the three schools of thought that explain the relationship between the school and the community. (10 marks)
32. Discuss Durkheim's ideas that led to the development of the discipline of sociology of education. (10 marks)
33. Discuss the concerns of the 'New' sociology of education theory. (10 marks)
34. Human beings come to know about norms, values and belief systems through the process of socialisation. During this lifelong process, individuals are transformed into participating members of the society. Discuss the four types of socialisation an individual is likely to experience in their life time. (10 marks)
35. Social inequality exists even in those nations that claim to be without a class structure; for reality is that scarce resources and social rewards are not equally distributed. Discuss the four factors that significantly affect disparities in schooling between subgroups. (10 marks)

Long essays: Answer **only one** question

36. The intellectual roots of the structural-functionalist perspective on education are found in the works of many scholars. Among these are; Emile Durkheim, Herbert Spencer, Max Weber, Robert Merton and Talcott Parsons. With relevant examples from the Zambian education system, discuss the structural functionalist perspective on education as postulated by any three of these scholars. (20 marks)
37. With reference to any secondary school of your choice, discuss five characteristics of Weber's ideal bureaucracy. (20 marks)
38. Social institutions perform specific functions allocated to them by society. The function of a social institution refers to the contribution it makes to the maintenance and continuance of the total system of which it is a part. With relevant examples, discuss how the Zambian education system at the secondary school level achieves the functions it has been mandated to perform by society. (20 marks)

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DISTANCE EDUCATION

2014/15 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

EED 1020: ECOLOGY FOR ENVIRONMENTAL EDUCATION

TIME : THREE HOURS

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

1. Write short explanatory notes on the following:

- a. Scope of Ecology. (5marks)
- b. Types of Ecosystems. (5marks)
- c. Ecological Niche. (5marks)
- d. Sustainable Development. (5marks)

2. Explain the role of adaptation in species survival. (15 marks)

3. a. With specific examples, what is a community in ecology? (5 marks)

b. Explain the relationship between abiotic and biotic components in an ecosystem. (10 marks)

4. a. Zambia has a population density problem. Discuss this statement. (9 marks)

b. Explain the J and S shaped population growth curves. (6 marks)

5. What is your definition of the term 'Environment' and what management suggestions would you put forward in relation to Zambia? (15)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

2015 ACADEMIC YEAR FINAL EXAMINATIONS

EED 1020: INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION

TIME : THREE HOURS

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

1. Write short explanatory notes on the following:

- A. Characteristics of marine environment. (5marks)**
- B. Carrying capacity of an ecosystem.(5marks)**
- C. Biodiversity conservation. (5marks)**
- D. Types of succession. (5marks)**

2 There are various interactions exhibited by organisms in the ecosystem. With specific examples discuss five common interactions species are involved in. (15marks)

3 It is necessary for Environmental Educators to study Ecology. In your own view explain why this is important giving specific Examples. (15marks)

4 Several biogeochemical cycles exist in the ecosystem? Using one specific cycle discuss the role it plays in the ecosystem. (15marks)

5 A grassland area on the verge of an active volcano is covered by molten lava and totally destroyed after a severe volcanic eruption.

(a) Give a detailed account of the ecological succession process the area mentioned above will undergo.(10marks)

(b) Give a brief description of the main types of ecological succession. (3 marks)

(c) With specific examples briefly explain the concept of ecological dominance. (2marks)

END OF EXAMINATION

The University of Zambia
School of Education
Department of Language and Social Sciences Education
Geography and Environmental Education Unit

END OF YEAR EXAMINATION-2015/2016 ACADEMIC YEAR

EED 1020: ECOLOGY OF ENVIRONMENTAL EDUCATION

DURATION: 3 HRS

Instructions:

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

Q1. Give short explanatory notes of the following:

- | | |
|---|-----------|
| a. Difference between Primary Succession and Secondary Succession | (5 marks) |
| b. Explain the concept of Ecological Dominance | (5 marks) |
| c. Natural Carbon Sequestration | (5 marks) |
| d. A Biogeochemical cycle | (5marks) |

Q2. Write a detailed essay on 'Natural Resource Types'. (15 marks)

Q3. a. From an Environmental Education perspective, what is the Development Compass Rose (DCR)?

(5 marks)

b. Discuss the significance of the DCR to a country like Zambia. (10 marks)

Q4. Describe the Nature and Scope of Ecology. (15 marks)

Q5. a. Discuss, in detail, the relationship between human consumption habits and environmental degradation.

b. As an environmentalist, what mitigation measures would you suggest to reduce the high natural resource consumption? (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS
EED 1030: ENVIRONMENTAL GOVERNANCE

TIME: Three Hours

Instructions: Answer **Question one** and any other three.

1. Write an essay on ‘the role of environmental resources and environmental governance regimes in eruption of conflicts, sustenance of conflicts and resolution of conflicts’.

(20 Marks)

2. Prisoner’s dilemma is often used to characterize public goods and externality problems and to illustrate solution methods. Consider the following prisoner’s dilemma game, where 2 individuals decide on how to use open access grazing lands. A maximum of 60 animals can be accommodated on the grazing lands and be adequately fed. Each individual can choose to cooperate and place 30 animals on the land or to defect and place more than 30 animals on the land. The payoffs are as follows:

		INDIVIDUAL 2	
		COOPERATE	DEFECT
INDIVIDUAL 1	COOPERATE	(10:10)	(-1:11)
	DEFECT	(11:-1)	(0:0)

What is the outcome of this game? Explain your answer.

Suppose the government proposes a penalty of -2 each time a player defects. What will be the outcome of this new game? Will this penalty work to yield good results for resource governance? Explain.

(10 marks)

3. You have just been appointed to work in a government department that deals with environmental/natural resources as a policy analyst. Your first assignment is to develop a policy to address a conflict in operations that has arisen between the Zambia Wildlife Authority and the Forestry Department.
- Identify the type of policy analysis that you would employ, and
 - Explain how you would go about carrying out your assignment. Briefly explain each step of the process.

(10 Marks)

4. The rational choice theory is applicable to one of the categories of barriers to sustainable environmental governance.

Identify the category of barriers and explain how it relates to the rational choice theory.

(10 Marks)

5. Write brief notes on the following:

i) 1992 earth summit (3 Marks)

ii) Herman Daly's 1990 definition of "environmental sustainability". (5 Marks)

iii) Participatory approach to planning community interventions. (2 Marks)

6. With reference to Zambia, discuss the statement 'Through national and multi-lateral agencies, first world states have facilitated socially and environmentally disruptive policies and practices in diverse third world settings'. You may use an example in your discussion. (10 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS
EED 1030: ENVIRONMENTAL GOVERNANCE

TIME: Three Hours

Instructions: Answer **Question one** and any other three.

1. Environmental Resources Governance Regimes or in some cases environmental resources have been implicated as causers of violent conflicts. Write an essay and discuss the role of environmental resources and environmental governance regimes in eruption of conflicts, sustenance of conflicts and resolution of conflicts. **(20 Marks)**
2. Prisoner's dilemma is often used to characterize public goods and externality problems and to illustrate solution methods. Consider the following prisoner's dilemma game, where 2 individuals decide on how to use open access grazing lands. A maximum of 60 animals can be accommodated on the grazing lands and be adequately fed. Each individual can choose to cooperate and place 30 animals on the land or to defect and place more than 30 animals on the land. The payoffs are as follows:

		INDIVIDUAL 2	
		COOPERATE	DEFECT
INDIVIDUAL 1	COOPERATE	(10:10)	(-1:11)
	DEFECT	(11:-1)	(0:0)

What is the outcome of this game? Explain your answer.

Suppose the government proposes a penalty of 2 each time a player defects. What will be the outcome of this new game? Will this penalty work to yield good results for resource governance? Explain.

(10 marks)

3. You have just been appointed to work in a government department that deals with environmental/natural resources as a policy analyst. Your first assignment is to develop a policy for environmental/natural resources governance to address a conflict in operations that has arisen between the Zambia Wildlife Authority and the Forestry Department.
 - i. Identify the type of policy analysis that you would employ, and
 - ii. Explain how you would go about carrying out your assignment. Briefly explain each step of the process.

(10 Marks)

4. The rational choice theory is applicable to one of the categories of barriers to sustainable environmental governance.
Identify the category of barriers and explain how it relates to the rational choice theory.
(10 Marks)
5. Discuss the relationship between 'Collective Regime' and 'management of Common Pool Resources'.
(10 Marks)
6. With reference to Zambia, discuss the statement 'Through national and multi-lateral agencies, first world states have facilitated socially and environmentally disruptive policies and practices in diverse third world settings'. You may use an example in your discussion.
(10 Marks)

END OF EXAMINATION

The University of Zambia

School of Education

University end of 2014 Academic Year Differed Examination-June/July 2015

EED 2010 : ENVIRONMENT MANAGEMENT

TIME : THREE (3) HOURS

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

-
1. Write brief notes on the following:
 - a. Importance of an environmental audit report.
 - b. How to conduct an environmental audit.
 - c. When to conduct an environmental audit

(20 marks)
 2. Describe three different methods of waste disposal with emphasis on the advantages and disadvantages of each method?

(15 marks)
 3. Discuss the challenges of environmental pollution in your district?

(15 marks)
 4. Briefly discuss the importance of the following ideologies to the Zambian environment:
 - a. Environmentalism of the poor
 - b. The cult of wilderness
 - c. Gospel of eco-efficiency

(15 marks)
 5. Climate change is a problem not only in Zambia but the world at large. Discuss.

(15 marks)

End of Examination.

THE UNIVERSITY OF ZAMBIA

School of Education

University end of 2014 Academic year Examinations – June/July 2015

EED 2030 : Environmental Health

TIME : Three (3) hours

INSTRUCTIONS : Answer a total of three (3) questions. Question one is compulsory, then answer any other two. Credit will be given for answers showing deepened understanding of the topic instead of mere memorization of lecture notes

1. Write brief notes on the following:
 - a) Industrial Health and Safety
 - b) The urban challenge
 - c) Health effects of toxic exposures
 - d) Climate change and diseases

(20 Marks)
2. E waste – a global challenge. Discuss

(15 marks)
3. Critically analyse environmental pollution, and describe its sources and effects on humans and physical environments.

(15 marks)
4.
 - a) Discuss three types of hazards responsible for food-borne illnesses.
 - b) Analyse why meat products sold by street vendors can be a source of Salmonellosis.

(15 marks)
5. You have been asked by the Minister of Health to make a presentation to women of Chelstone community on vector- borne diseases. Prepare notes of your presentation covering the following subtopics.
 - a) Definition of vector- borne diseases with at least five examples.
 - b) Climatic changes that promote vector-borne diseases and why.
 - c) Ways of preventing vector- borne diseases.

(15 marks)

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

THE UNIVERSITY OF ZAMBIA

School of Education

**University end of 2014 Academic year Deferred Examinations – July/August
2015**

EED 2030 : Environmental Health

TIME : Three (3) hours

INSTRUCTIONS : Answer a total of three (3) questions. Question one is compulsory, then answer any other two. Credit will be given for answers showing deepened understanding of the topic instead of mere memorization of lecture notes

1. Write brief notes on each of the following.
 - a) Ecological balance
 - b) E-waste
 - c) Public health
 - d) Food borne infections

(20 marks)
2. Generally the attitudes of people towards the environment can be assessed by their habits in relation to disposing waste. With clear examples discuss.

(15 marks)
3. Critically analyse the health and environmental effects of toxic exposures and suggest measures one can put in place to reduce the effects.

(15 marks)
4. As an environmental educator, you have been asked to prepare a presentation to farmers about the effects of pesticides. In your presentation, include sustainable alternatives farmers can use in place of harmful chemicals.

(15 marks)
5. Explain why the poor are most affected by environmental degradation

(15marks)

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

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF EDUCATION
2014/15 ACADEMIC YEAR FINAL EXAMINATIONS**

EED 3010: EDUCATION FOR SUSTAINABLE DEVELOPMENT

TIME: THREE (3) HOURS

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

1. You are an economic and environmental advisor to the office of the vice president, explain the economic, environmental and health benefits of using Bicycle transport in Chipata, Eastern province of Zambia (*20 marks*).
 2. Explain how building human capacity is a challenge and barrier to ESD (*15 marks*).
 3. Explain the extent to which poverty influences decisions for the environment (*15 marks*).
 4. Explain the FOUR PILLARS of Sustainable Development. For each pillar show the core issues (*15 marks*).
 5. The heavy reliance on woodfuel that characterizes energy consumption in Chongwe is often cast as inherently damaging to the environment. Design a sustainability management program for Chongwe community where deforestation is an environment hazard. Show how various actors and their actions will be incorporated into the program (*15 marks*).
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2014/15 ACADEMIC YEAR FINAL EXAMINATIONS
EED 3010: EDUCATION FOR SUSTAINABLE DEVELOPMENT

TIME: THREE (3) HOURS

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

1. Lusaka is rich with a wide variety of marble which has resulted in massive exploitation of this resource by both large scale and small scale quarrying. Small scale extraction provides employment during incidences of economic shocks which has led to land degradation. Design a sustainability management program for a quarrying settlement in Cook compound. Show how various actors and their actions will be incorporated into the program *(20 marks)*.
 2. With specific examples explain why many environmentalists view the idea of Sustainable Development as an oxymoron *(15 marks)*.
 3. Discuss the differences and similarities between Environmental Education (EE) and Education for Sustainable Development (ESD) *(15 Marks)*.
 4. Explain the extent to which poverty influences decisions for the environment. *(15 Marks)*.
 5. Explain four thrusts of Education for Sustainable Development *(15 marks)*
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
END OF 2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS
EED 4030: ENVIRONMENTAL PROJECT MANAGEMENT

TIME: THREE HOURS

INSTRUCTIONS: Do not write essays in this examination.

Memorization of facts will not earn you marks, think precisely and creatively.

Read the article from UNZA NETWORK before attempting the questions.

Answer three questions, **question one is compulsory.**

UNZA ANTI-ACCOMMODATION CRISIS CAMPAIGN

(Author: Name Withheld)

“This serves to inform all UNZA students that we shall officially launch the UNZA ANTI ACCOMMODATION CRISIS CAMPAIGN the first week of opening. Steps have been made to engage corporate firms and government ministries in assisting. The aim of this campaign is to reduce accommodation crisis at UNZA and possibly accommodate all. We shall start by taking the needful step ourselves as students by contributing K50 each and then hold a function that will engage different stake holders that will further assist. This is not a long term project but rather an immediate implementation. We shall aim at building proper big flats as well as bring well designed containers as Barclays and ZANACO have been doing with their branch banks. It's time we took matters in our hands and stop waiting for a miracle to come because the miracle lies in us. A committee will be formed soon and all students are welcome to join...please let's work together for a better UNZA.”

SOURCE: UNZA NETWORK, JANUARY 3, 2013

<https://www.facebook.com/UnzaNetwork/posts/507472529283994>

1. You are hired to plan and implement the project idea shown in the above article, use the tabular format and, *logically & creatively* present the project title, project problem, two specific objectives, two thematic areas and three Key Indicators of Success (KIS).
2. Using the Tabular Matrix only, present a *clear* and *analytical* SWOT for the above project.
3. Design a *clear* Tabular Financial Management Strategy (TFMS) for the above project.
4. Based on question 1, diagrammatically illustrate the Project Road Map (PRM).
5. Using a table format, prepare a summary Project Monitoring and Evaluation Plan (PMEP).

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**FULL TIME 2014/15 ACADEMIC YEAR EPS 1010 FINAL EXAMINATION – 3RD
JULY, 2015**

INSTRUCTIONS

- Answer **all** the questions in section A, B,C and **TWO** from section D
- Duration – 3 hours
- This examination contributes 50% to the Course Grade.
- Be concise in your responses for Section C.

SECTION A: CIRCLE THE RIGHT ANSWER (5 MARKS)

1. _____ skills occur with fingers in coordination with eyes.
 - a) Gross motor
 - b) Fine motor
 - c) Cognitive
 - d) Muscle
2. Infants differentiate _____ from others and prefer to listen to it more than any other.
 - a) Musical tone
 - b) Mother's voice.
 - c) Father's voice
3. Which of the following statements is **not true** about language development?
 - a) Children with hearing loss experience delays in speech development.
 - b) Caregivers who teach their children provide a rich learning medium for language development.
 - c) Children are born with language.
 - d) Children exclusively learn from the other speakers.
4. Child development refers to
 - a) The psychological and sociological development that occurs in infancy and adolescence.
 - b) The psychological and cognitive changes that occur in infancy and adolescence.
 - c) The physiological and psychological development that occurs in infancy and adolescence.
 - d) The physiological and cognitive changes that occur during infancy and adolescence.
5. The principle of _____ states that the child's arms develop before the hands and the hands and feet develop before the fingers and toes.
 - a) Physical development
 - b) Proximodistal development
 - c) Motor development
 - d) Muscle development

SECTION B: FILL IN THE BLANK SPACES (5 MARKS)

6. A.....is a motivational tension or arousal that energizes behaviour in order to fulfil some need.
7. Whorf (1956) argued that according to the.....theory, language shapes and in fact may determine the way people of a particular culture perceive and understand the world.
8. are the means of interactions among people in which they create, share, and or exchange information and ideas in virtual communities and networks.
9. Adolescence is the 5th stage of the.....theory of Erik Erikson.
10. Munsaka and Matafwali (2013) posit that between the age of eighteen and twenty-four months, children begin to use.....speech.

SECTION C: WRITE SHORT EXPLANATORY NOTES ON: (20 MARKS)

11. Social media and adolescence. (2 marks)
12. Between language and thought, which one influences the other? (2 marks)
13. The three areas in which adolescents face challenges. (2 marks)
14. One humanistic model of motivation. (2 marks)
15. The maturationist theory of literacy development. (2 marks)
16. Operant conditioning. (2 marks)
17. Zone of Proximal Development. (2 marks)
18. Nature versus Nurture language debate. (2 marks)
19. Kohlberg's sixth stage of moral reasoning. (2 marks)
20. Strange Situation. (2 marks)

SECTION D: ESSAY QUESTIONS: CHOOSE TWO QUESTIONS ONLY (20 MARKS)

21. Briefly discuss the four developmental domains (cognitive, language, social and physical developmental domains) that develop as children begin to explore their new world.(10 marks)
22. How can knowledge of personality types identified by Sheldon affect your interaction with students? (10 marks)
23. For your intended teaching position, how can you utilise Bronfenbrenner's theory to maximise learning? (10 marks)
24. With specific examples for each stage, describe how Piaget's theory impacts teaching and learning in the Zambian context. (10 marks)

END OF EXAMINATION

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

EPS 1010: DEVELOPMENTAL OUTCOMES BIRTH TO ADOLESCENCE

2015 ACADEMIC YEAR FINAL EXAMINATION – 3RD JULY, 2015

Instructions

- Duration – 3 hours
- Answer **all** the questions in section A, B,C and **TWO** from section D
- There are Six (6) questions in section D. Answer question One (1) which is compulsory and any other **TWO** questions of your choice.
- This examination contributes 50% to the Course Grade.

SECTION A: MULTIPLE QUESTIONS: Circle the Right Answer (5 MARKS)

1. John Bowlby observed orphaned infants after World War II and concluded that...
 - a) Babies and mothers don't have an innate tendency to form an attachment
 - b) Infants' attachment to a caregiver is similar in the degree of security in the attachment
 - c) Early social attachment between an infant and a caretaker is essential for normal social .
 - d) All the above
2. Mary Answorth argued that differences in security of attachment influence _____
 - a) Personal efforts towards achieving a goal.
 - b) A person's ability to work harder.
 - c) Personality and social relationships in infancy.
 - d) Typically the infant's mother.
3. Kohlberg believed and was able to demonstrate through studies that people progressed in their _____ through a series of phases.
 - a) Life
 - b) Stages
 - c) Decisions
 - d) Morality
4. In the formal operational stage, the ability to _____ is evident.
 - a) Behave less egocentric.
 - b) Reason scientifically.
 - c) Learn actively.
 - d) Interpret stories.
5. The laws, values and customs in the society in which the individual lives is _____
 - a) Macrosystem
 - b) Exosystem
 - c) Microsystem
 - d) Mesosystem

SECTION B: TRUE OR FALSE QUESTIONS (10 MARKS)

6. ZPD refers to the difference gap between what a child can learn among peers and what they can learn in co-operation with a teacher/mentor. **TRUE OR FALSE**
7. Cognitive development focuses on how processes such as emotions, creativity, morality, personal traits change over time. **TRUE OR FALSE**
8. According to Erikson children in stage two are encouraged by parents and teachers to develop a feeling of competence and belief in their skills. **TRUE OR FALSE**
9. Maturation implies overall changes in shape, form or structure resulting in improved working or functioning. It indicates the changes in the quality or character along with the quantitative aspect. **TRUE OR FALSE**
10. All human activity, regardless of context is culturally mediated and is inherently social. **TRUE OR FALSE**

SECTION C: SHORT ANSWER QUESTIONS (15 MARKS)

11. Explain how lower order mental functions becomes higher order mental functions according to Vygotsky sociocultural perspective
.....
.....
.....
.....
.....
12. Describe the four stages of prenatal development
(i)
(ii)
(iii).....
(iv).....
13. Describe the three infant attachment patterns that were observed from the Ganda project by Ainsworth during the 1960s.
(i)
(ii)
(iii).....

SECTION D: ESSAY QUESTIONS.CHOOSE TWO QUESTIONS ONLY (20 MARKS)

14. Discuss at least four contributions of Vygotsky's theory to the education system. (4 marks)
15. How does parenting, educational environment, poverty and diet may affect cognitive development? (4 marks)
16. Discuss at least four limitations of Piaget's cognitive development theory.
17. With specific examples, graphically describe Bronfenbrenner's Human ecological systems model and how it can be applied to the Zambian school situation.(4 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**EPS 1020: COGNITIVE DEVELOPMENT FINAL EXAMINATION 2014/2015
ACADEMIC YEAR**

TIME: THREE (3) HOURS

SECTION A (20 MARKS)

Instructions: Answer all the questions in this section and write your answers in the exam

booklet given. Each question carries in 1 mark.

1. The two components or modules of long-term memory include the _____ and the _____ memory.
 - a) semantic and episodic memory
 - b) general and personal
 - c) procedural and declarative memory
 - d) episodic and procedural
2. Memory of skills and habits such as riding a bicycle represents _____ memory.
 - a) declarative
 - b) procedural (nondeclarative)
 - c) semantic
 - d) episodic
3. Remembering that $3 \times 2 = 6$ represents _____ memory.
 - a) episodic
 - b) long-term
 - c) selective
 - d) semantic
4. Jean Piaget gathered the information for his theories about cognitive development by _____.
 - a) reviewing the literature on cognitive development.
 - b) surveying thousands of parents.
 - c) observing his own children.
 - d) testing hundreds of children in his laboratory.
5. According to Piaget, the incorporation of new information into existing schemes is called _____.
 - a) adaptation.
 - b) equilibration.
 - c) accommodation.
 - d) assimilation.

6. Lovemore Zulu likes to explore his parents' house through touch. One day he touches the oven and burns his hand. Lovemore learns that although some objects are safe to touch, ovens are not. According to Piaget, this is an example of _____.

- a) assimilation.
- b) accommodation.
- c) equilibration
- d) adaptation

7. One technique to help overcome the limited capacity of short- term memory is called _____.

- a) chunking
- b) rehearsal
- c) working memory
- d) semantic codes

8. In talking with grandmother on the phone, Tommy Situmbeko suddenly exclaims, "Oh, look at that pretty red bird!" When his grandmother asks him to describe the bird, Jake says, "Out there, out there! Right there, Grandma!" He finally gets frustrated and says good-bye. This is an example of _____

- a) centration.
- b) egocentrism.
- c) decentering.
- d) symbolic representation.

9. A young child, Loveness Kasali, might be heard saying, "The moon is smiling at me." Loveness' belief that the moon has human qualities and is capable of action is referred to as _____

- a) humanism.
- b) conservation.
- c) animism.
- d) seriation.

10. _____ is clearly evidenced in young children's lack of conservation when they focus their attention on one characteristic (such as height or length) to the exclusion of other characteristics.

- a) Egocentrism
- b) Centration
- c) Accommodation
- d) Decentering

11. Peter Musonda understands that his father can also be a son and a brother, all at the same time. This suggests that Peter is in the _____

- a) sensorimotor stage.
- b) preoperational stage.
- c) concrete operational stage.
- d) formal operational stage.

12. During what stage of development can Dorothy Mwanza take a pile of rocks and place them in order from largest to smallest?

- a) Sensorimotor stage
- b) Concrete stage
- c) Preoperational stage
- d) Formal operations stage

13. Tasks in the upper limit of the zone of proximal development (ZPD) are ones _____

- a) a child can perform on his or her own.
- b) that are too difficult for a child to perform without assistance.
- c) that require intuitive thought.
- d) that require deductive reasoning.

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

- a) Children who use a lot of private speech are usually less socially competent.
- b) Children use internal speech earlier than they use external speech.
- c) Language and thought initially develop together and then become independent.
- d) All mental functions have social origins.

15. Mutale Bwalya talks to herself often, especially when she is trying to solve a difficult problem. Vygotsky would say Mutale is _____

- a) engaging in egocentric and immature thinking.
- b) using private speech to organize and regulate her thinking.
- c) functioning at the upper limit of her zone of proximal development.
- d) not effected by her social environment.

16. Pauline Chibenga repeatedly taps the stuffed toy in her bed to make it play music. Pauline has reached which substage of the sensorimotor period?

- a) Reflex modification
- b) Primary circular reactions
- c) Secondary circular reactions
- d) Tertiary circular reactions

17. Which of the following is the best example of accommodation?

- a) When Songiso Ngenda is camping with his family in the mountains, he sees a bird and calls it an insect.
- b) Yoram Mwamba thinks that spiders are insects until he learns that insects have 6 legs but spiders have 8.
- c) Mwenje Maiwanga says she isn't sure whether worms are insects.
- d) Rebecca Chimuna believes that fireflies (lightning bugs) have internal light switches.

18. Which of the following alternatives best characterizes the concept of equilibration in Piaget's theory of cognitive development?

- a) A process that promotes increasingly complex thought and knowledge
- b) A feeling of mental discomfort about a confusing situation
- c) The ability to think logically about abstract concepts and phenomena
- d) The recognition that an object's mass doesn't change, despite a change in shape, if nothing is added or taken away.

19. Research has shown that Mexican children whose families make pottery for a living acquire conservation skills much earlier than Piaget thought. Which of the basic issues in the study of development does this example address?

- a. nature vs. nurture
- b. continuity vs. discontinuity
- c. universality vs. diversity*
- d. qualitative vs. quantitative change

20. Suppose Gift Sikelete calls the information operator to find Cynthia Chilekwa's phone number. When Gift dials Cynthia's number, he gets a busy signal as Cynthia is talking to another classmate, Teddy Phiri. Later, when he starts to dial the number again, he realizes he has forgotten it. This experience probably occurred because the phone number was only temporarily stored in his _____.

- a) short-term memory
- b) long-term memory
- c) sensory register
- d) none of the above

SECTION B (30 MARKS)

Instructions: There are five (5) questions in this section. Question twenty one (21) is **compulsory**. Answer any other **two (2)** questions. Therefore, you should answer **three (3)** questions altogether. Write your answers in the exam booklet given. Each question carries 10 marks. Credit will be given for orderly and logical presentation of your work.

21. Write brief notes on the following:

- a) zone of proximal development and private speech
- b) theory of linguistic relativity
- c) deep vs shallow processing of information

Compulsory

22. Give an account of the network and schema theories of memory.

23. Account for forgetting in terms of decay, interference and repression and their implication to learning.

24. Describe J.S. Bruner's systems of representation and their implication on education

25. How do children acquire language? ✓ 10

The end of the exam!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

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

2015 FINAL EXAMINATION

EPS 1022: DEVELOPMENTAL OUTCOMES: CONCEPTION TO ADOLESCENCE

COMPUTER # _____

This Examination Paper consists of three Sections; Section A, B, and C. Section A consists of 40 Multiple Choice Questions (20 Marks), Section B has 10 Fill-in-Blank Questions (10 Marks), while Section C consists of 3 Essay-Type Questions. Answer ALL Questions in Sections A and B, and 1 Question in Section C.

ANSWER GRID FOR MCQ

1		9		17		25		33	
2		10		18		26		34	
3		11		19		27		35	
4		12		20		28		36	
5		13		21		29		37	
6		14		22		30		38	
7		15		23		31		39	
8		16		24		32		40	

Total: ____/40
____/20

SECTION A: MULTIPLE CHOICE QUESTIONS (20 Marks)

INSTRUCTIONS: This section consists of 40 multiple choice questions with one correct answer each. Each question accounts for ½ mark. Answer ALL questions in this section by WRITING the letter with your best answer on the ANSWER GRID on the FRONT PAGE.

1. Which of the following is NOT a reason why psychologists study children?
 - a. Studying children can lead to a better understanding of adult behaviour
 - b. Understanding normal child development helps in the early detection of problems
 - c. Information about child development can have important practical and policy implications
 - d. Children are easier to obtain as research subjects and easier to study than adults
2. In classical conditioning, the stimulus that comes to elicit a response that it would not previously have elicited is called the
 - a. classical stimulus
 - b. unconditioned stimulus
 - c. conditioned stimulus
 - d. discriminative stimulus
3. Which alternative below is not an example of operant conditioning?
 - a. A cat pushes against a lever to open a door on its cage
 - b. A student drives within the speed limit to avoid getting another speeding ticket
 - c. A dog rolls over for a dog biscuit
 - d. A student's blood pressure increases when she anticipates speaking with her Educational Psychology Lecturer
4. Rewarding each step toward a desired behaviour _____ the new response pattern.
 - a. Inhibits
 - b. shapes
 - c. disrupts
 - d. eliminates
5. Which name below is not associated with classical conditioning or operant conditioning?
 - a. Pavlov
 - b. Skinner
 - c. Wertheimer
 - d. Thorndike
6. Kohlberg sees behaviour at the _____ level as based on the desire to avoid punishment and gain rewards.
 - a. Preconventional
 - b. Conventional
 - c. post conventional
 - d. amoral

7. The gap between neurons is called the:
 - a. terminal button
 - b. cell body
 - c. synapse
 - d. refractory period
8. _____ in the cerebral cortex enhance(s) the most sophisticated integration of neural information by providing for much greater surface area and complex interconnections among neurons.
 - a. Convolutions
 - b. Mapping
 - c. Lateralization
 - d. Hemispheric dominance
9. If a developmental psychologist attempted to examine the exact steps a child took in solving a math problem and described those steps in the form of a flow chart, the psychologist would be working from the ____ perspective.
 - a. cognitive social learning
 - b. information processing
 - c. Piagetian
 - d. Psychodynamic
10. The goal of cross-cultural research is to determine _____.
 - a. how socioeconomic status affect child development
 - b. the universal aspects of child development
 - c. how a culture changes across time
 - d. how human beings grow and develop
11. One's outward appearance is the same as one's genetic makeup only if the genetic makeup for that trait is _____.
 - a. Heterozygous
 - b. homozygous
 - c. co-dominant
 - d. dominant
12. If heredity is an important determinant of a specific behaviour, what prediction can we make about expression of the behaviour in identical twins reared apart compared to its expression in fraternal twins reared apart?
 - a. Fraternal twins will express the behaviour more similarly than identical twins
 - b. There will be little similarity in the expression of the behaviour in either set of twins
 - c. Identical twins will express the behaviour more similarly than fraternal twins
 - d. The behaviour will be expressed as similarly by identical twins as it is by fraternal twins

13. Chomsky's view of language argues that _____.
- a. language is innate
 - b. language is acquired through reinforcement
 - c. language results from sensorimotor knowledge
 - d. language acquisition relies both on built-in structures and on principles of learning and cognition
14. An older sibling is helping a younger sibling complete a puzzle. The older sibling says "Wait. Only put one piece in at a time." The older sibling is _____
- a. Tutoring
 - b. more intelligent
 - c. using private speech
 - d. scaffolding
15. One way to solve the conservation of weight problem is to understand that the long, thin lump of clay can be returned to its former shape. This is an example of the concept of _____.
- a. mental identity
 - b. reversibility
 - c. hypothesis testing
 - d. contrary-to-fact reasoning
16. Margo is teaching Tom to play a new composition for the piano. Initially, Margo must provide each explanation, many hints, and several demonstrations. As Tom practices, Margo's instruction is reduced. Gradually, Tom learns to perform the composition well all by himself. This is an example of Lev Vygotsky's concept of _____.
- a. Assimilation
 - b. Wisdom
 - c. apprenticeship training
 - d. zone of proximal development
17. Piaget and Kohlberg agree that young children are oriented toward obedience. However, Piaget believed this is true because children _____ whereas Kohlberg believed it is because children _____.
- a. depend on authority; feel guilty for their wrongdoing
 - b. feel guilty for their wrongdoing; depend on authority

- c. avoid punishment and gain rewards; respect authority
 - d. respect authority; avoid punishment and gain rewards
18. Behaviours in which infants experiment with the properties of external objects and try to learn how objects respond to various actions is termed _____.
- a. primary circular reactions
 - b. secondary circular reactions
 - c. coordination of secondary schemata
 - d. tertiary circular reactions
19. _____ in thinking leads children to focus their attention on only one dimension of an object whereas _____ is the tendency to view the world from one's own perspective.
- a. Centration; egocentrism
 - b. Egocentrism; centration
 - c. Conservation; egocentrism
 - d. Centration; conservation
20. The _____ approach deals with how individuals analyze their many sources of information and the numerous steps used to make sense of this information.
- a. critical thinking
 - b. information processing
 - c. cognitive monitoring
 - d. decisional
21. You show a seven-year-old a grocery shopping list of 10 items and ask him to remember them when you go to the supermarket. You indicate that he can do this better if he organizes them into categories such as fruits, dairy products, and frozen foods. You are teaching the child to improve his memory via _____.
- a. Organization
 - b. Attention
 - c. short-term memory rehearsal
 - d. salience
22. Piaget's second stage is _____ in which the child shows great respect for rules but applies them quite inflexibly.
- a. immanent justice

- b. premoral
- c. moral realism
- d. preconventional level

23. Which is true of Vygotsky's "zone of proximal development"?

- a. It influences both nonverbal thought and undifferentiated speech
- b. It is a mental-symbolic frame
- c. It is a place where a child can master a new understanding with reinforcement and rewards from adults.
- d. It is a place where a child can master a new understanding with guidance and scaffolding from adults.

24. Teachers should observe the behaviors of young children for all the following reasons except

-
- a. to understand the developmental patterns of growth and development.
 - b. to plan for the individual interests and needs of the child.
 - c. to compare the child's accomplishments to other children in the classroom
 - d. to determine the reasons for possible behaviors

25. According to Bronfenbrenner, the growth and development of children is affected by the values and politics characteristic of their culture. Within the ecology of human development this is known as the _____

- a. Chronosystem
- b. Macrosystem
- c. mesosystem
- d. microsystem

26. A proponent of the nurture side of the nature-nurture issue would emphasize which of the following beliefs?

- a. The first few years of a child's life are the most important years.
- b. Most children's tendencies are genetically wired.
- c. The peer group is influential in shaping a child's developing personality.
- d. Parents do not exert any influence on their children.

27. Reinforcement and punishment are terms used in _____.

- a. classical conditioning
- b. social learning.
- c. operant conditioning
- d. none of the above

28. The historical impact of divorce on children is an example of which environmental system, according to Bronfenbrenner?
- a. Microsystem b. Mesosystem c. Macrosystem d. Chronosystem
29. Rubella, AIDS, drugs, alcohol, and electromagnetic radiation are examples of _____.
a. Teratogens
b. Amnions
c. Organogenesis
d. maternal characteristics affecting prenatal development
30. Rh factor is a concern during which of the following circumstances?
- a. If the pregnant woman is Rh+.
b. If the pregnant woman is Rh- and her baby is Rh+.
c. If the pregnant woman is Rh+ and her baby is Rh-.
d. If both the pregnant woman and her baby are Rh-.
31. The _____ pattern suggests that growth starts at the center of the body and moves toward the extremities.
a. Cephalocaudal b. Proximodistal c. moro reflex d. dendrite
32. Axons are encased with fat cells called _____ that speed neuronal transmission of information.
a. Gluten b. Myelin c. Corpuscles d. Dendrites
33. When baby Rebecca is stroked on the side of the cheek, she turns toward the side that was touched. This is an example of the _____ reflex.
a. Sucking b. Rooting c. Moro d. Grasping
34. Dogs are often used in airports to detect explosives materials and/or narcotics. Their trainers teach them to smell out a certain substance by rewarding them with treats for correctly identifying a substance. In what type of learning are the dogs engaging?
a. Classical conditioning
b. Observational learning
c. Operant conditioning
d. Negative reinforcement
35. The sentence, "The tablecloth asked her dog to type the dishes," contains _____.
a. Correct syntax but incorrect semantics

- b. Correct semantics but incorrect syntax.
 - c. Morphemes but not phonemes.
 - d. Phonemes but not morphemes.
36. If an adult is 20 years old and her mental age is 30, what is her IQ?
- a. 50 b. 67 c. 100 d. 150
37. The family's pet dog, Reese, begins barking at a stranger right next to the baby's crib. The baby's startled response is an example of the _____ reflex.
- a. Sucking b. Rooting c. Moro d. Grasping
38. In classical conditioning, an unlearned, inborn reaction to an unconditioned stimulus is a(n) _____
- a. unconditioned stimulus
 - b. conditioned stimulus
 - c. unconditioned response
 - d. conditioned response
39. The teacher notices Shawn cannot solve a problem on his own, but can when he is given either adult or peer guidance. This guidance is called:
- a. Assisted performance
 - b. The zone of proximal development
 - c. Preoperational thinking
 - d. Lateralization
40. Fluid intelligence provides the capabilities for many adaptive and functional human behaviours.
- Which alternative below correctly describes a person's fluid-intelligence capabilities?
- a. Fluid intelligence increases after birth until early adulthood.
 - b. Fluid intelligence is high all through a person's lifetime.
 - c. Fluid intelligence increases more slowly during late adulthood and old age.
 - d. Fluid intelligence remains fairly constant until a person's death.

SECTION B: Answer ALL Questions in this section by writing your answers in the spaces provided (10 Marks).

41. Genetic makeup of a person, containing both expressed and unexpressed characteristics is called _____ (1 Mark).
42. Adjustment to new information about the environment through the complementary processes of assimilation and accommodation is called _____ (1 Mark) in Piaget's terminology.
43. _____ (1 Mark) is the Principle that development proceeds from within to without (i.e., that parts of the body near the center develop before the extremities).
44. The process of coating neurons with a fatty substance that enables faster impulses between cells is called _____ (1 Mark).
45. _____ (1 Mark) is an attachment pattern in which an infant separates readily from the primary caregiver and actively seeks out the caregiver upon the caregiver's return.
46. An attachment pattern in which an infant rarely cries when separated from the primary caregiver and avoids contact upon his or her return is known as _____ (1 Mark).
47. Although the APGAR scale, the assessment routinely given to newborns, was named for Virginia Apgar, its name forms a convenient mnemonic. The first letter in APGAR stands for Appearance, What neonatal characteristics do the rest of the letters in this mnemonic represents?
- a. P stands for _____
 - b. G stands for _____
 - c. A stands for _____
 - d. R stands for _____ (2 Marks).

48. Chomsky proposes a(n) _____ an inborn mechanism that enables children to infer linguistic rules from the language they hear (1 mark).
49. In Piaget's terminology, the understanding that a person or object still exists when out of sight is called _____ (1 mark).

SECTION C (20 Marks): There are Three Questions in this section. Choose One Question and Write an Essay.

50. Use Ecological Systems Theory to explain growth or change in 2 of the domains (growth and physical development; health; cognitive development; socioemotional development; moral development; and, the social contexts) of development. (20 Marks).
51. "The environment" can be an important developmental force. In Developmental Psychology, what kinds of things do we need to keep in mind when we talk about "the environment"? (20 Marks).
52. The use of physical punishment has become quite controversial. Most school systems now outlaw its use, and many parents try to find alternatives to it. Define the issues related to the use of punishment, and answer the question, "Is it wrong to use physical punishment to discipline children?" As you answer, consider whether there are circumstances that may require routine use, or if it should be rare. Describe alternatives for its use in normal disciplining of children (20 Marks).

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2014 ACADEMIC YEAR EXAMINATION
EPS 1030 INTRODUCTION TO SPECIAL EDUCATION

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade.
- ii) There are three sections in this paper.
- iii) Answer all the questions in section A and B.
- iv) Answer three (3) questions in Section C. Answer question 1 which is compulsory and any other two in Section C.
- v) All answers must be written in the official booklets provided.

SECTION A

Answer all the questions in this section

[10 Marks]

- 1) Which missionary organisation was responsible for setting up the first special education in Zambia? [1 Mark]
- 2) Which disability is primarily associated with the paralysis of the brain ... [1 Mark]
- 3) Muscular dystrophy doesn't weaken the affected individual's muscles.
True/ False [1 Mark]
- 4) Hydrocephalus is a proper closure of the protective tissue surrounding the spinal cord
True / False [1 Mark]
- 5) UNCRPD stands for [1 Mark]
- 6) List two identification marks of Hearing impairment [2 Marks]
- 7) List two causal factors related to giftedness among children in Zambia. [2 Marks]
- 8) In the field of Special Education, IEP stands for [1 Mark]

Section B

There are five (5) questions in this section. Answer all the questions

[10 Marks]

Instruction

Write short notes on the following aspects of Special Education. Your notes should not exceed half a page for each item.

- 1) Evolution of Special Education worldwide.
- 2) The difference between prelingually and postlingually deaf children.
- 3) Describe the Spina Bifida condition and its associated implications.
- 4) Describe the significance of special education support to children.
- 5) The difference between mainstreaming and inclusive education.

Section C

There are five (5) questions in this section, question 1 is compulsory. Answer any other two questions in addition to the compulsory one

[30 Marks]

- 1) Imagine that after your graduation at the University of Zambia you have been appointed by UNESCO to advocate for inclusive education in Zambia. Discuss the following:
 - i). The meaning behind inclusive education
 - ii). various challenges that you anticipate to encounter in your quest to popularise inclusive education
 - iii). Mitigatory measure you could devise to effectively popularise inclusive education
 - iv). Possible benefits of implementing inclusive education in Zambia.
- 2) Why are gifted and talented children included among those to be taught by teachers with special education training? In addition, discuss measures you would implement to enable them realise their potential [10 Marks]
- 3) One of the teachers at Chitokoloki Primary School argues that 'there is something special about children with special education'. Discuss the above point of view. What should be done to strengthen the provision of Special Education in Zambia? [10 Marks]

- 4) With reference to children with visual impairment, discuss the following:
- (i) Indicators to visual impairment
 - (ii) possible causes of visual impairment.
 - (iii) measures you would recommend to enable them to effectively benefit from the education system. [10 Marks]
- 5) With clear examples discuss possible causes of Learning disability and how it is manifested among children in schools. [10 Marks]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2014 ACADEMIC YEAR EXAMINATION
EPS 1030 INTRODUCTION TO SPECIAL EDUCATION

DEFERRED EXAMINATION

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade.
- ii) There are three sections in this paper.
- iii) Answer all the questions in section A and B.
- iv) Answer three (3) questions in Section C. Answer question 1 which is compulsory and any other two in Section C.
- v) All answers must be written in the official booklets provided.

SECTION A

Answer all the questions in this section (10 Marks)

- 1. In the field of Special Education, what is meant by the following acronyms?
 - i). ADHD
 - ii). ADL
 - iii). UNCRPD
 - iv). IEP

[2 Marks]
- 2. What is meant by neurological impairment? [2 Marks]
- 3. Who is the pioneer of the first documented special school in Zambia? [1 Mark]

4. List any three (3) benefits for working with parents in the provision of education to children with Special Education Needs. [3 Marks]

5. List 2 characteristics of the era of institutionalisation in the history of Special Education [2 Marks]

Section B

There are five (5) questions in this section. Answer all the questions [10 Marks]

Instruction

Write short notes on the following aspects of Special Education. Your notes should not exceed half a page on each item below.

- 1) Describe the era of accelerated growth phase of Special Education in Zambia.
- 2) The difference between postnatal and perenatal associated factors to children with Special Education Needs.
- 3) The difference between intellectual impairment and intellectual illness.
- 4) Describe the challenges associated with special education in general.
- 5) The difference between integration and inclusive education.

Section C

There are five (5) questions in this section, question 1 is compulsory. Answer any other two questions in addition to the compulsory one [30 Marks]

- 1) Despite efforts from government and other stakeholders to equip learner with special education with survival skill, a number of them are still on the street begging.
 - i). What could be some of the reasons that could account for their preference to remain on the street begging?
 - ii). If today you were appointed Minister of Education, how would you help resolve this perennial challenge of street begging among people with disability?

[10 Marks]

- 2) Now that the EFA targets in relation to children with Special Education Needs will not be met by the end of 2015, what do you think accounts for this failure? What measures do you recommend for Zambia to meet the EFA goal by 2030?

[10 Marks]

- 3) Discuss the challenges associated with hearing impairment and measures you would recommend to enable them effectively benefit from the education system.

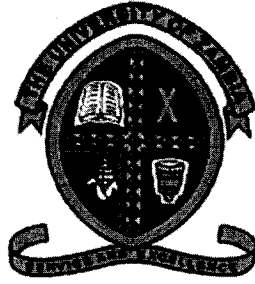
[10 Marks]

- 4) Discuss the labels given to children with intellectual impairment in your local language? What underlining traditional values and beliefs are inherent in such labels? How could you help to improve the perception of your community on children with special education needs?

[10 Marks]

- 5) Discuss the challenges faced in the care and treatment of persons with disabilities during various phases of special education.

[10 Marks]



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

DEFERRED EXAMINATIONS (31 ST JULY 2015)

EPS 2031- LEARNING DISABILITIES

DURATION: TWO (2) HOURS

MARKS: 100

Instructions:

- This Examination Contributes **50%** to the Total Course Grade
- There Are **Two** Sections In This Paper.
- Answer **All** Questions In Sections **A**.
- Answer **Two** Questions in Section **B**. Question **Twenty-one (21)** is Compulsory.
- Write **All** Your Answers In The Answer Booklet Provided
- There Are **Three (3)** Printed Pages Of This Examination Paper
- **DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

SECTION A

Indicate whether the statement is True or False in the answer booklet. (Marks 20)

1. A child who fails to wait for their turn and fails to be sensitive to the feelings of peers when playing is said to lack playing skills.
2. According to Cruickshank *et al* (1961), four conditions were to be considered in the teaching environment during the Integration Phase of the development of Learning Disabilities.
3. According to the Principles of Therapeutic Teaching, Rapport entails a poor relationship between a teacher and a child.
4. Identifying learning disabilities is not easy because they can be distinguished from other conditions.
5. Maria Montessori developed the Orton Theory of reading disability.
6. Pedagogical Approach to teaching mainly involves understanding the behaviour of all children in the classroom.
7. The term Attention Deficit Disorders (**ADD**) was changed to Attention Deficit Hyperactivity Disorders (**ADHD**) in the year 1964.
8. The U.S. Department of Education (2004) defined Learning Disabilities as ‘... a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities’.
9. Traditional assessment procedures may usually be used when assessing children with learning disabilities they are culturally biased.
10. Writing problems cannot manifest themselves in the inability to write legibly or intelligently.
11. The Foundation Phase in the development of Learning Disabilities span from the year 1980.
12. Genetically, learning disabilities are usually acquired.
13. Children with poor motor abilities have difficulties in gross and fine motor coordination.
14. Poor sense of body image is a characteristic that is commonly found among children with reading disabilities.
15. Hyperactive is a subtype of Attention Deficits Hyperactivity Disorders that has characteristics of severe inattention.
16. The prevalence rate of Learning Disabilities is well documented in Zambia.
17. The Home environment is the first learning environment for a child with Learning Disabilities.

18. The Medical Model of Learning Disabilities was developed by persons with disabilities themselves because of stigma and discrimination by society.
19. Severity of the bad behaviour is one of the four factors to be considered for a diagnosis of Attention Deficits Hyperactivity Disorders.
20. It is important to use computers when teaching children with dyscalculia because it helps them to learn better.

SECTION B

There are **Five (5) Essay Questions** in this section. Attempt Question **Twenty-one (21)** which is compulsory and any other question. **(30 Marks)**

21. Children with Attention Deficits Hyperactivity Disorders (ADHD) are often mistaken for difficult children who like acting out and embarrass their parents. However, various studies have shown that they are unable to control their behaviour due to the disability. Discuss the symptoms and the four factors to consider for a correct diagnosis of ADHD. **(20 Marks)**
22. Critically analyse the similarities and differences between an Individualised Education Programme (IEP) and Differentiated Instructions. **(10 Marks)**
23. Discuss the Social and Medical Models of Learning disabilities. **(10 Marks)**
24. Critically analyse the four main strategies for improving Reading Comprehension of children with Learning Disabilities. **(10 Marks)**
25. Describe the three main ecological considerations when teaching children with Learning Disabilities in the classroom. **(10 Marks).**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE

2015 ACADEMIC YEAR FINAL EXAMINATIONS – 15TH JULY, 2015

EPS 2032 - CHILD NEUROPSYCHOLOGY

TIME: 3 HOURS

INSTRUCTIONS

- This examination contributes 50% towards the Course Grade.
- Answer all questions in Sections A, B, C and only **THREE** Questions in section D.

SECTION A: CIRCLE THE TRUE OR FALSE STATEMENT (5 MARKS, 1 FOR EACH)

1. Parietal lobes control executive functions such as formulating, planning, and carrying out goal-directed initiatives. **true or false**
2. Luria does not support the idea of equipotentiality. **true or false**
3. A neuropsychological evaluation involves rehabilitation of dysfunctional thinking, behaviour, and social-emotional abilities. **true or false**
4. Lacerations involve actual ruptures and destruction of brain tissue. **true or false**
5. The main advantage of the Luria – Nebraska test battery is that it only takes 3 hours to complete. **true or false**

SECTION B: FILL IN THE BLANK SPACES (5 MARKS, 1 MARK EACH)

6. _____ is a noninvasive method of describing brain functioning based on a patients' performance on standardized tests that have been shown to be accurate and sensitive indicators of brain-behavior relationships.
7. Neuropsychologists are also involved in patient care and research on _____ and work in universities and, research institutes, medical and psychiatric hospitals, defence forces and private practice.
8. _____ considers that certain areas of the brain are strictly responsible for certain functions of the brain.

9. According to _____ and _____ higher intellectual functioning is mediated by the brain as a whole, and any brain injury will impair these higher functions.
10. _____ control visual-spatial skills, creativity, musical activities, and the perception of direction.

SECTION C: WRITE BRIEF EXPLANATORY NOTES ON EACH OF THE FOLLOWING (10 MARKS, 2 EACH)

11. The central nervous system (CNS)
12. The peripheral nervous system (PNS)
13. Myelin sheath
14. Dendrite
15. Axon

SECTION D: WRITE SHORT ANSWERS ON THREE OF THE FOLLOWING (30 MARKS, 10 EACH)

16. Differentiate the white matter from the gray matter.
17. List the four lobes of the brain and their functions.
18. Explain at least five areas of cognitive functioning and the tests that are used to assess them.
19. Examine the functions of the following neurotransmitters:
- a) Acetylcholine (ACh)
 - b) Dopamine
 - c) Endorphins
 - d) GABA (Gamma-Aminobutyric Acid)
 - e) Serotonin

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EPS 2032 - CHILD NEUROPSYCHOLOGY
REGULAR 2015 ACADEMIC YEAR FINAL EXAMINATIONS – 15th JULY, 2015

INSTRUCTIONS

- This examination contributes 50% to the Course.
- Answer all questions in Sections A, B, C and only TWO Questions in section D.

SECTION A: CIRCLE THE ITEM OF YOUR CHOICE (5 MARKS)

1. Who first proposed the localization of language?
 - a. Plato
 - b. Broca
 - c. Fritsch
 - d. Gall
2. Neuropsychologists' study the brain in the following methods **except**
 - a. Accidents
 - b. Lesions
 - c. Biopsy
 - d. Brain scans
3. Messages travel throughout the body by means of two communication networks _____
 - a. Nervous System and Endocrine System
 - b. Motor unit and Sensory unit
 - c. Respiratory System and Central Nervous System
 - d. Central Nervous System and Peripheral Nervous System
4. _____ is used to examine the activity of the brain during task performance.
 - a. Functional Computerized Tomography
 - b. Functional Magneto Encephalography
 - c. Functional Positron Emission Tomography
 - d. Functional Magnetic Resonance
5. _____ play an integral role in hearing, organization/comprehension of language, and information retrieval
 - (a) Frontal lobe (b) Parietal lobe (c) Occipital lobe (d) Temporal lobe

SECTION B: CIRCLE THE TRUE OR FALSE STATEMENT (5 MARKS, 1 FOR EACH)

6. Plato was the first to recognize that paralysis occurs on the side of the body opposite the side of a head injury. **TRUE OR FALSE**
7. The earliest neuropsychological investigations recognized how diseases and blows to the brain affect intelligence. **TRUE OR FALSE**
8. Almost all ancient philosophers believed in the importance of the brain to behavior. **TRUE OR FALSE**
9. Leonardo da Vinci produced a wax cast of human spinal cords. **TRUE OR FALSE**
10. Galen's theory sought to describe differences in personality and cognitive traits by the size of individual brain areas. **TRUE OR FALSE**

SECTION C: WRITE BRIEF EXPLANATORY NOTES ON ALL OF THE FOLLOWING (20 MARKS, 4 EACH)

11. Wada test
12. Neuropsychological evaluation according to Zillmer et al (2008)
13. Hemispherectomy
14. The brain hypothesis
15. The neuron hypothesis

SECTION D: CHOOSE ONLY TWO OF THE FOLLOWING (20 MARKS, 10 EACH)

16. Briefly explain why a physician may recommend a neuropsychological assessment.
17. With reference to the findings by Rosenzweig (1984) what is the role of the environment in brain development?
18. What role does right hemisphere play in language processing? Make reference to findings by Springer et al (1999) or Knecht et al (2000) on handedness.
19. Explain how a neuropsychological evaluation differs from a school evaluation.

END OF EXAMINATION

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

2015 ACADEMIC YEAR FINAL EXAMINATIONS – 15TH JULY, 2015

EPS 2032 - CHILD NEUROPSYCHOLOGY

TIME: 3 HOURS

INSTRUCTIONS

- This examination contributes 50% towards the Course Grade.
- Answer all questions in Sections A, B, C and only **THREE** Questions in section D.

SECTION A: CIRCLE THE TRUE OR FALSE STATEMENT (5 MARKS, 1 FOR EACH)

1. Parietal lobes control executive functions such as formulating, planning, and carrying out goal-directed initiatives. **true or false**
2. Luria does not support the idea of equipotentiality. **true or false**
3. A neuropsychological evaluation involves rehabilitation of dysfunctional thinking, behaviour, and social-emotional abilities. **true or false**
4. Lacerations involve actual ruptures and destruction of brain tissue. **true or false**
5. The main advantage of the Luria – Nebraska test battery is that it only takes 3 hours to complete. **true or false**

SECTION B: FILL IN THE BLANK SPACES (5 MARKS, 1 MARK EACH)

6. _____ is a noninvasive method of describing brain functioning based on a patients' performance on standardized tests that have been shown to be accurate and sensitive indicators of brain-behavior relationships.
7. Neuropsychologists are also involved in patient care and research on _____ and work in universities and, research institutes, medical and psychiatric hospitals, defence forces and private practice.
8. _____ considers that certain areas of the brain are strictly responsible for certain functions of the brain.

9. According to _____ and _____ higher intellectual functioning is mediated by the brain as a whole, and any brain injury will impair these higher functions.
10. _____ control visual-spatial skills, creativity, musical activities, and the perception of direction.

SECTION C: WRITE BRIEF EXPLANATORY NOTES ON EACH OF THE FOLLOWING (10 MARKS, 2 EACH)

11. The central nervous system (CNS)
12. The peripheral nervous system (PNS)
13. Myelin sheath
14. Dendrite
15. Axon

SECTION D: WRITE SHORT ANSWERS ON THREE OF THE FOLLOWING (30 MARKS, 10 EACH)

16. Differentiate the white matter from the gray matter.
17. List the four lobes of the brain and their functions.
18. Explain at least five areas of cognitive functioning and the tests that are used to assess them.
19. Examine the functions of the following neurotransmitters:
 - a) Acetylcholine (ACh)
 - b) Dopamine
 - c) Endorphins
 - d) GABA (Gamma-Aminobutyric Acid)
 - e) Serotonin

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EPSSE

2014/15 ACADEMIC YEAR DEFERRED EXAMINATIONS – JULY, 2015

EPS 2032 - CHILD NEUROPSYCHOLOGY

TIME: 3 HOURS

INSTRUCTIONS

- This examination contributes 50% towards the Course Grade.
 - There are SIX questions in this paper. Answer ONLY THREE QUESTIONS
-

1. What are the arguments of the functional systems theory and how does it contribute to the study of neuropsychology.
2. Explain how communication occurs within a neuron.
3. How does a withdrawal reflex action occur within the spinal cord?
4. Critically discuss the main ideas and scholars of the brain hypothesis and explain how it helped shape the understanding of brain-behaviour studies during the ancient times.
5. What is neuroplasticity? How does it help visually impaired persons?
6. The field of neuropsychology has grown over the years due to a number of factors. Explain what has led to the expansion of Neuropsychology.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
EPS 2035: PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS
JULY –AUGUST 2015 EXAMINATIONS

INSTRUCTIONS

Duration: 3 hours

Marks = 100 %

- There are three [3] sections in this paper. Section ‘A’ has **20** multiple choice questions each question is **0.5** marks (**10** Marks). Answer all.
- Section ‘B’ has 5 short answer questions (**10** Marks).
- Section ‘C’ has four essays, Question **16** is compulsory (**20** marks). Choose any other (1) question from the remaining questions (**10** marks).
- Write all your answers on the booklet provided; ensure that you write your correct computer number.

SECTION 'A': INSTRUCTIONS: Answer all the twenty (20) questions in this section. Each question is **0.5 marks (10 Marks)**

1. is the physical condition characterized by head of child becomes abnormally big due to excessive accumulation of cerebral spinal fluid in the brain.
 - a. Meningocele
 - b. Hydrocephalus
 - c. Brain damage
 - d. Spina bifida
2. Loss of strength and vitality inviting incessant medication in human being is a characteristic of
 - a. Disease
 - b. An infection
 - c. Health impairment
 - d. Disability
3. Structural adjustments made to the environment meant to help learners with physical disabilities move freely are referred to as.....
 - a. Adjustments
 - b. Modifications
 - c. Accommodations
 - d. Rehabilitations
4. Which of the following conditions are neurological?
 - a. Anthritis, asthma and cerebral palsy
 - b. Cerebral palsy, club foot and HIV AIDS
 - c. Cerebral palsy, poliomyelitis and convulsions
 - d. Convulsions, cleft palate and cerebral palsy
5. A vivid protrusion of the spina cord is likely to be seen in persons with
 - a. Cerebral palsy
 - b. Meningocele
 - c. Meningomyelocele
 - d. Mixed spina bifida
6. is a correctable physical condition where the feet twist inwards

- a. Osteogenesis imperfecta
 - b. Scoliosis
 - c. Club foot
 - d. Kyphosis
7. Minor fits is also called.....
- a. Epilepsy
 - b. Petit mal
 - c. Grand mal
 - d. Jacksonian epilepsy.
8. Which of the following conditions is characterized by weak muscles.....
- a. Brittle bones
 - b. Osteogenesis imperfect
 - c. Club foot
 - d. Muscular dystrophy
9. Which of the following physical conditions are not orthopedic impairments
- a. Juvenile arthritis and limb deficiencies
 - b. Osteogenesis imperfect and scoliosis
 - c. Scoliosis and juvenile arthritis
 - d. Epilepsy and cerebral palsy
10. Some health impairments impose life expectancy limits. Life expectancy for health impairments is likely to depend on.....
- a. The intensity of the illness
 - b. The type of health impairment
 - c. The religious attachment to medication
 - d. The amount of prayers involved
11. Milder impairment has been detected in a number of studies of HIV-positive people receiving antiretroviral therapy
- a. Physical
 - b. Neurocognitive
 - c. Health
 - d. Dementia
12. Which of the following conditions results from defects in the neural tube
- a. Cerebral Palsy

- b. Epilepsy
 - c. Spina Bifida
 - d. Arthritis
13. Paralysis at the lumbosacral level is likely to result in
- a. Damage to the brain
 - b. Weak immune system
 - c. Incontinence
 - d. Lack adherence to medication
14. People with scoliosis are likely to exhibit.....
- a. Impaired health
 - b. Compromised immunity
 - c. Uneven shoulders
 - d. Wheezing and coughing
15. None progressive physical disabilities.....
- a. Worsen over time
 - b. Do not worsen over time
 - c. Are static
 - d. Neither worsen nor improve
16. Borne tuberculosis may be categorized as.....
- a. Health impairment
 - b. Physical impairment
 - c. Neurological impairment
 - d. Orthopedic impairments
17. is the type cerebral palsy characterized by increased deep tendon reflexes of the limbs.
- a. Athetosis
 - b. Ataxia
 - c. Spasticity
 - d. Occulta
18. Duchenne muscular dystrophy (DMD) is caused by.....
- a. Damage to the brain
 - b. Mutation of a gene located on the X chromosome

- c. Mutation of a gene located on the Y chromosome
 - d. Limb-girdle dysfunction
19. a hereditary blood disorder that results in failure of red blood cells to carry enough oxygen to all parts of the body is called
- a. HIV/AIDS
 - b. Sickle cell anemia
 - c. Asthma
 - d. Cystic fibrosis
20. In people with.....the body produces mucus that is abnormally thick and sticky.
- a. HIV/AIDS
 - b. Sickle cell anemia
 - c. Asthma
 - d. Cystic fibrosis

SECTION B: INSTRUCTIONS: This section has five (5) short answer questions (10 Marks). Answer all questions in this section

21. If a child has a visual impairment, it means he or she cannot use his or her eyes, cannot enjoy normal social activities such as playing chess. TRUE/ FALSE (1 Mark)
22. The affected child with ataxia easily falls over and has clumsy hands. TRUE/ FALSE (1 Mark)
23. State two reasons why parents may differ in coping with having a child with disabilities
- (i)(2 marks)
 - (ii)(2 marks)
24. FAS has been known to cause neurological disorders that damages the brain, disfigures the face and damage the heart. The letters FAS stand for.....(2 Marks)
25. To encourage participation in various activities related to self-help, daily living, prevocational, leisure time, and perceptual motor skills for learners with physical disabilities, a teacher is required to work with therapists.
(2 marks)

SECTION 'C'.

INSTRUCTIONS: There are four [4] questions in this section. Question '26' is compulsory (20 marks). Answer question '26' and any other one (1) question of your choice.

26. Mr and Mrs Kikopo gave birth to a bouncing baby boy in 1999. However, the child could not walk at walking age. When they visited an Italian doctor, they were told their child had several plegias.
- (a) Discuss the meaning of 'plegia' and different types of 'plegics' physical conditions associated it. (10 Marks)
- (b) With examples, distinguish between neurological and orthopedic impairments. (10 Marks)
27. Describe the impact of cystic fibrosis and sickle cell anemia as health impairments on a learner. What are the causes, characteristics and management strategies for such conditions? (10 marks)
28. Provide a clear cut set of guidelines for managing an epileptic attack in a classroom situation. (10 Marks)
29. Design a school policy that includes meeting the needs for learners with physical and health impairments. (10 Marks)

END OF THE EXAMINATION!

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
EPS 2035: PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS
JULY 2015 DEFERRED EXAMINATIONS**

INSTRUCTIONS

Duration: 3 hours

Marks = 100 %

- There are five **(5)** questions in this paper. Answer three **(3)** only. Question one **(1)** is compulsory. Choose any other two **(2)** questions.
 - The examination contributes **50%** to the overall assessment.
 - Write all your answers on the booklet provided; ensure that you write your correct computer number.
-

1. What is Spina Bifida? Explain the three main types of spina bifida and the challenges such problems pose to learners with spina bidida. **(20 marks)**
2. Explain cystic fibrosis as a health condition and discuss how teachers can help a child with this condition. **(10 marks)**
3. Discuss the meaning of 'plegia', different types and causes of 'plegic' physical conditions. **(10 marks)**
4. Design a screening tool to help you identify learners with physical and health impairments. How can you identify a child with this condition? **(10 marks)**
5. Describe the curriculum adaptations for learners with physical and health impairments. **(10 marks)**

GOOD LUCKY!!

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

EPS 2035: PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS
JULY –AUGUST 2015 EXAMINATIONS

INSTRUCTIONS

Duration: 3 hours

Marks = 100 %

- There are three [3] sections in this paper. Section 'A' has **20** multiple choice questions each question is **0.5** marks (**10** Marks). Answer all.
- Section 'B' has 5 short answer questions (**10** Marks).
- Section 'C' has four essays, Question **16** is compulsory (**20** marks). Choose any other (1) question from the remaining questions (**10** marks).
- Write all your answers on the booklet provided; ensure that you write your correct computer number.

SECTION 'A': INSTRUCTIONS: Answer all the twenty (20) questions in this section. Each question is 0.5 marks (10 Marks)

1. is the physical condition characterized by head of child becomes abnormally big due to excessive accumulation of cerebral spinal fluid in the brain.
 - a. Meningocele
 - b. Hydrocephalus
 - c. Brain damage
 - d. Spina bifida
2. Loss of strength and vitality inviting incessant medication in human being is a characteristic of
 - a. Disease
 - b. An infection
 - c. Health impairment
 - d. Disability
3. Structural adjustments made to the environment meant to help learners with physical disabilities move freely are referred to as.....
 - a. Adjustments
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4. Which of the following conditions are neurological?
 - a. Anthritis, asthma and cerebral palsy
 - b. Cerebral palsy, club foot and HIV AIDS
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 - d. Convulsions, cleft palate and cerebral palsy
5. A vivid protrusion of the spina cord is likely to be seen in persons with
 - a. Cerebral palsy
 - b. Meningocele
 - c. Meningomyelocele
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6. is a correctable physical condition where the feet twist inwards

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- a. Juvenile arthritis and limb deficiencies
 - b. Osteogenesis imperfect and scoliosis
 - c. Scoliosis and juvenile arthritis
 - d. Epilepsy and cerebral palsy
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- a. The intensity of the illness
 - b. The type of health impairment
 - c. The religious attachment to medication
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 - b. Neurocognitive
 - c. Health
 - d. Dementia
12. Which of the following conditions results from defects in the neural tube
- a. Cerebral Palsy

- b. Epilepsy
 - c. Spina Bifida
 - d. Arthritis
13. Paralysis at the lumbosacral level is likely to result in
- a. Damage to the brain
 - b. Weak immune system
 - c. Incontinence
 - d. Lack adherence to medication
14. People with scoliosis are likely to exhibit.....
- a. Impaired health
 - b. Compromised immunity
 - c. Uneven shoulders
 - d. Wheezing and coughing
15. None progressive physical disabilities.....
- a. Worsen over time
 - b. Do not worsen over time
 - c. Are static
 - d. Neither worsen nor improve
16. Borne tuberculosis may be categorized as.....
- a. Health impairment
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 - d. Orthopedic impairments
17. is the type cerebral palsy characterized by increased deep tendon reflexes of the limbs.
- a. Athetosis
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18. Duchenne muscular dystrophy (DMD) is caused by.....
- a. Damage to the brain
 - b. Mutation of a gene located on the X chromosome

- c. Mutation of a gene located on the Y chromosome
 - d. Limb-girdle dysfunction
19. a hereditary blood disorder that results in failure of red blood cells to carry enough oxygen to all parts of the body is called
- a. HIV/AIDS
 - b. Sickle cell anemia
 - c. Asthma
 - d. Cystic fibrosis
20. In people with.....the body produces mucus that is abnormally thick and sticky.
- a. HIV/AIDS
 - b. Sickle cell anemia
 - c. Asthma
 - d. Cystic fibrosis

SECTION B: INSTRUCTIONS: This section has five (5) short answer questions (10 Marks). Answer all questions in this section

21. If a child has a visual impairment, it means he or she cannot use his or her eyes, cannot enjoy normal social activities such as playing chess. TRUE/ FALSE , (1 Mark)
22. The affected child with ataxia easily falls over and has clumsy hands. TRUE/ FALSE (1 Mark)
23. State two reasons why parents may differ in coping with having a child with disabilities
- (i)(2 marks)
 - (ii)(2 marks)
24. FAS has been known to cause neurological disorders that damages the brain, disfigures the face and damage the heart. The letters FAS stand for.....*Fetal Alcoh Syndrome*.....(2 Marks)
25. To encourage participation in various activities related to self-help, daily living, prevocational, leisure time, and perceptual motor skills for learners with physical disabilities, a teacher is required to work with*Occupational*.....therapists. (2 marks)

SECTION 'C'.

INSTRUCTIONS: There are four [4] questions in this section. Question '26' is compulsory (20 marks). Answer question '26' and any other one (1) question of your choice.

26. Mr and Mrs Kikopo gave birth to a bouncing baby boy in 1999. However, the child could not walk at walking age. When they visited an Italian doctor, they were told their child had several plegias.

(a) Discuss the meaning of 'plegia' and different types of 'plegics' physical conditions associated it. (10 Marks)

(b) With examples, distinguish between neurological and orthopedic impairments.

(10 Marks)

27. Describe the impact of cystic fibrosis and sickle cell anemia as health impairments on a learner. What are the causes, characteristics and management strategies for such conditions? (10 marks)

28. Provide a clear cut set of guidelines for managing an epileptic attack in a classroom situation. (10 Marks)

29. Design a school policy that includes meeting the needs for learners with physical and health impairments. (10 Marks)

END OF THE EXAMINATION!

THE UNIVERSITY OF ZAMBIA

2014/2015 ACADEMIC YEAR FINAL EXAMINATION

EPS 2042 COMMUNICATION DISORDERS

TIME: 3 HOURS

TOTAL MARKS: 50%

INSTRUCTIONS

THIS PAPER HAS THREE SECTIONS, SECTION A, SECTION B AND SECTION C

ANSWER ALL QUESTIONS FROM SECTIONS A AND B

ANSWER ANY TWO QUESTIONS FROM SECTION C

WRITE ALL YOUR ANSWERS IN THE ANSWER BOOKLETS PROVIDED

SECTION A. ANSWER ALL QUESTIONS IN THIS SECTION (10 MARKS)

1. A child has small growths protruding from the vocal cords. Which of the following is likely to be eminent in their Speech?
 - a. Dysphonia
 - b. Apraxia
 - c. High Pitched tone
 - d. Dysfluency
2. The Palate creates a demarcation between which two structures?
 - a. The Larynx and the velum
 - b. The Nasal and Oral cavities
 - c. The Nasal and Glottis
 - d. Velum and the Oral Cavity
3. In order for Speech to be audible there has to be normally functioning
 - a. Neuropathology
 - b. Sociolinguistics
 - c. Semantics
 - d. Lateralization
4. Language is defined as a shared code with rules that govern its form and function. Each individual must understand the rules that govern the sound systems of language in addition to other rules. Based on this understanding, language can be said to be _____
 - a. Prosodic
 - b. Heterogeneous
 - c. Morphologic
 - d. None of the above
5. Cognitive Development plays an important role in the acquisition of language. A child with a cognitive profile described as sub-average is likely to have poor language skills. This type of language impairment is said to be
 - a. A Primary language Impairment
 - b. A Secondary language Impairment
 - c. Pure Aphasia
 - d. an Auditory Processing Disorder
6. Individuals with a cleft soft palate are likely to exhibit which of the following Communication Disorders?
 - a. Hyponasality
 - b. Hypernasality
 - c. Dyspraxia
 - d. Dysphonia
7. Males and Females show different voice characteristics. This difference is due to the vibrations of the vocal folds. This is an example of which kind of voice parameter?
 - a. Voice Quality
 - b. Voice Pitch

- c. Voice Loudness
 - d. Voice Fluency
8. A patient with poor language skills due to dysfunction in the language processing mechanisms is said to have which type of aphasia?
- a. Secondary Aphasia
 - b. Fluent Aphasia
 - c. None fluent Aphasia
 - d. Primary Aphasia
9. Pimpa is unable to control to pitch of his voice. He sounds like he is shouting all the time and yet he is not. Which of the following is likely to be effected in communication?
- a. Paralinguistic Aspect
 - b. Metalinguistic Aspect
 - c. Nonlinguistic Aspect
 - d. None of the above
10. Which theory of language development was advanced by Bruner?
- a. People need to belong to the same area
 - b. People are born with mechanisms for language development
 - c. People need to interact to develop language
 - d. People need to speak the same way

SECTION B. ANSWER ALL QUESTIONS IN THIS SECTION (25 MARKS)

WRITE BRIEF NOTES ON EACH OF THE FOLLOWING CONCEPTS

- 1. Aspects of Language (**5 Marks**)
- 2. Types of Voice Disorders (**5 Marks**)
- 3. Causes of Hypernasality (**5 Marks**)
- 4. Language Development according to B.F.Skinner (**5 Marks**)
- 5. Vocal Polyps (**5 Marks**)

SECTION C. ANSWER ANY TWO QUESTION IN THIS SECTION (15 MARKS).

Each question carries 7.5 Marks

1. Diagnosis of children with Communication Disorders requires accurate methods to rule out other factors that could affect effective communication. With appropriate illustrations, discuss the three main factors that can come in the way of effective communication. (7.5 Marks)
2. The structure of the oral cavity can result in one form or the other of Speech Disorders. With the aid of a diagram, show the different structures of the oral cavity that can cause an individual to fail to produce correct phonemes. (7.5 Marks)
3. In order to accurately and efficiently provide intervention for children with Language Disorders, it is necessary that we identify the specific problems the child presents with. Critically analyse the steps, and their significance, that need to be followed in order to help a child with Language Disorders. (7.5 Marks)
4. "Failure to learn and use language can be due to organic and environmental factors". With specific examples, discuss the extent to which this statement is true. (7.5 Marks)

END OF EXAMINATION!!!!

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2014 ACADEMIC YEAR FINAL EXAMINATIONS
EPS 3020 - VISUAL IMPAIRMENTS
DEFERRED EXAMINATION

TIME – THREE HOURS

INSTRUCTIONS

Read the following instructions carefully

- i) There are five (5) questions in this examination paper.
 - ii) Attempt question 1 and any other two (2) questions.
 - iii) The examination contributes 40% to the total course mark.
 - iv) All answers must be written in the answer booklets provided.
-
- 1. Analyse the strengths and weaknesses of the cognitive paradigm in teaching orientation and mobility.
 - 2. Self-esteem, self-concept and achievement are related and complementary. (Burns, 1982; Lopez-Justicia & Pichardo, 2001). Analyse.
 - 3. With specific examples, analyze the components of good early learning program for learners with visual impairments.
 - 4. Identify and discuss the psychological characteristics of the visually impaired and how these can help in a classroom situation.
 - 5. Discuss the ways vision loss affect the development of child with a visual impairment.

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY SOCIOLOGY AND

SPECIAL EDUCATION

EPS 3030 Final Examinations

Duration: 3hours

Instructions to Candidates

- There are six questions in this paper.
- The first two questions are compulsory.
- Question 1 is the compulsory question for full time students.
- Question 2 is the compulsory question for distance and parallel students and the visually impaired.
- For the rest of the questions, answer any two questions of your choice.

Questions

1. Analyse the following signs in terms of their parameters. In your analysis remember to always begin with the dominant hand, double hand articulation should be clearly represented as such and also hand shapes that change form in the process of sign production must be reflected accordingly.

- a. cat
- b. Manager
- c. Policeman.
- d. Doctor.
- e. Examination.
- f. Disappoint.
- g. Yesterday
- h. Before
- i. March
- j. feeling
- k. Institution
- l. Pen
- m. Calculator
- n. Wrong
- o. Boring

p. Kitwe

q. Admitted

r. Improve

s. President

t. blood

[20

marks]

2. Outline the history of deaf education globally and in Zambia from the Aristotle times to present. What measures should be put in place to improve deaf education in

Zambia.

[20

marks]

3. Describe the anatomy of the ear showing exactly how each of the parts of the ear contributes to the hearing and balance systems.

[10 marks]

4. Discuss the various causes of hearing loss. Where possible, specify the types of hearing loss they can cause and the parts of the ear likely to be affected.

[10 marks]

5. What is absolute threshold of hearing? Discuss the three main classical methods of measuring hearing thresholds.

[10 marks]

6. You are an audiologist who has just received a client who requires hearing aids to –

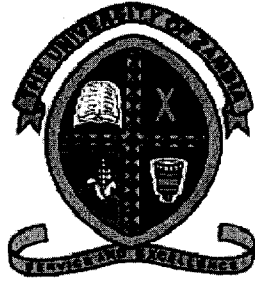
p

assist his hearing. Discuss in detail at least 6 types of hearing aids available on the

market with your client so that he or she can make an informed choice.

[10 marks]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY END OF YEAR EXAMINATION (JUNE/JULY 2015)

**EPS 3031 RESEARCH METHODS IN SPECIAL EDUCATION
(DISTANCE EDUCATION)**

DURATION: 3 HOURS

MARKS: 100

INSTRUCTIONS:

- THIS EXAMINATION CONTRIBUTES 40% TO THE TOTAL COURSE GRADE.
- THERE ARE THREE SECTIONS IN THIS PAPER.
- ANSWER ALL QUESTIONS IN SECTIONS A, AND B.
- ANSWER TWO QUESTIONS ONLY IN SECTION C. QUESTION **TWENTY-SIX (26)** IS COMPULSORY.
- WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED.
- THERE ARE **SIX (6)** PRINTED PAGES OF THIS EXAMINATION PAPER.
- **DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

SECTION A

Answer All Questions. Write the letter that best represents the answer of your choice. **(10 Marks)**

1. A researcher is interested in finding out if the mental capacity of 15 year olds is the same as that of 35 year olds. What type of research should he venture into?
 - A) Experimental
 - B) Correlational
 - C) Cross sectional
 - D) Quasi-experimental

2. One of the characteristics of research is that it is
 - A) conducted in a haphazard manner
 - B) systematic
 - C) biased
 - D) not based on empirical evidence.

3. Research that is done to solve a particular problem is called.....
 - A) pure
 - B) basic
 - C) applied
 - E) survey

4. Research conducted in the early stages of a programme or project to track down problems or assess the progress is called
 - A) formative
 - B) summative
 - C) pure
 - D) basic

5. Some of the challenges researchers face when reviewing literature include
- A) failure to review current studies
 - B) lack of documentation
 - C) poor presentation of literature review
 - D) all of the above
6. A sample is an element of the
- A) population
 - B) survey
 - C) topic
 - D) none of the above
7. Thematic analysis is a form of
- A) qualitative data
 - B) data collection procedure
 - C) test effect
 - D) literature review
8. The following are measures of central tendency except?
- A) Mean
 - B) Mode
 - C) Variance
 - D) Median
9. A sentence or paragraph which explains what the study intends to accomplish is called the
- A) introduction of the study
 - B) statement of the problem
 - C) purpose of the study
 - D) objective of the study
10. One of the guidelines in reviewing literature is that a researcher must

- A) identify key themes of the research
- B) establish all possible sources of literature
- C) note down titles of the sources of literature during the review
- D) all of the above

SECTION B

There are two parts in this Section. Answer all questions in each part.

PART A (20 Marks)

Fill the blank spaces. Write only **one word** in the answer booklet provided.

11. According to Ogula (2005) basic research is directed towards increase in
12. Tuchman (1978) describes research as a systematic attempt to providing to questions.
13. is a type of qualitative research which involves observations of groups of people.
14. Research can be classified in two categories namely research by and
15. Independent variables are also known as predictors or variables.
16. In the format of a research proposal, the third chapter is known as
17. A hypothesis is an educated about possible differences, relationships or causes of research problems (Kombo and Tromp, 2006).
18. Sampling is a procedure a researcher uses to gather or choose of the study.
19. sampling is sampling procedures that involves dividing the population in subgroups and then apply random sampling to select the final sample.
20. schedule is a list of questions that the researcher asks orally to the respondents.

PART B (20 Marks)

Answer all questions in this section. Write each one of your answers in **NOT** more than **10 lines**. Each question carries marks **4 Marks**.

21. Describe the four components of research.
22. Explain the role of research in Special Education.
23. Distinguish Null Hypothesis and Alternative Hypothesis.
24. Briefly discuss the four characteristics of a good research topic.
25. Analyse the disadvantages of using the Median as a measure of central tendency.

SECTION C

Answer **Two** Questions in this section. Answer Question **Twenty-Six (26)** which is compulsory and any other question **(50 Marks)**.

26. Grassroots Sports Inc. is a Non-Governmental Organisation (NGO) that tries to promote sports and other extra-curricular activities in schools. They have been going round the country to get views of the importance of incorporating extra-curricular activities in everyday school activities as they have heard that extra-curricular activities do help to curb indiscipline in schools. They have received funding from donors and they want to use the money to conduct research in 20 schools (10 in low density and 10 in high density areas) in Lusaka. Each school is estimated to have approximately 1000 pupils in Grades 8 through to 12. The results of this research will be a basis for determining the need to conduct a countrywide research study. Their research coordinator has developed a research topic that captures the main issues that they want to research into. The research proposal title has been approved by the donors and they have given a go ahead to write the full research proposal. The approved title is as follows:

“The Relationship between involvement in Extra-Curricular Activities and Pupils’ Discipline in Secondary Schools.”

Grassroots Sports Inc. has approached you to help them draft the research proposal being fully aware that you have just completed a course in research methods at the prestigious University of Zambia. From the training you underwent, you are aware that a good research proposal begins with a well thought out research title which should be brief, clear and should give a glimpse of the research. It is from the research title that a number of the components of the research proposal especially Chapters one and two are based.

With the above knowledge in mind, write a research proposal to be submitted to Grassroots Sports Inc. based on the research title they have given you. Your research proposal must include all the components of Chapters 1, 2(**hypothetical literature**) and 3. **(30 Marks)**

- 27.** Literature Review is an important aspect of any research proposal. Without it, a researcher will be regarded as ‘shooting in the dark’. In view of this, write a comprehensive essay illustrating the following ...: **(20 Marks)**

- a. importance of literature review;
- b. guidelines in writing literature review and
- c. the challenges faced in reviewing literature.

- 28.** .With specific examples in each instance critically analyse the Research Work Plan and the Research Budget. **(20 Marks)**

- 29.** Discuss the three types of averages when determining measures of central tendency in a research and highlighting their advantages and disadvantages. **(20 Marks)**

END OF EXAMINATION

The University of Zambia
School of Education
2014 Academic Year Examination
EPS 3050: Teaching Methods in Special Education

Time: Three (3) Hours

Marks: 50

Instructions:

- (i) There are seven (7) questions in this examination paper,
- (ii) Attempt any four (4) questions,
- (iii) Each question carries 12.5 marks

1. As teachers of learners with visual impairments, we must ensure that the content of the teaching and learning aids we use in the lessons are easily accessible and beneficial to such learners in our classrooms. Bearing in mind the statement above,
 - (a) Provide reasons for use of teaching and learning aids in the learning of learners mentioned in the statement,
 - (b) Outline qualities of a good teaching and learning aid in the learning of such learners,
 - (c) Suggest adaptations you would make in your classroom in the teaching and learning of such learners.
2. Provide reasons for preparing an Individualised Educational Plan (IEP) for a child who is identified with either phonological or arithmetical related learning problems and suggest appropriate instructional strategies you would use to assist the child learn.
3. Prepare a scheme of work on a topic, in a subject and for a named disability group in either grade/ level 3 or 8 covering a period of three (3) weeks starting from 1st June, 2015 and justify your preparation of such a document.
4. You have been asked as a mentor for student-teachers on school experience to prepare a short paper on instructional roles of a teacher in a class of learners with intellectual disabilities for presentation at the next school orientation meeting for student-teachers. Prepare talking points that would guide your presentation.
5. Examine the role of charts in the learning of learners with hearing impairment and suggest limitations you are likely to encounter as you use charts in the lessons.
6. Using your peer teaching experience in EPS 3050, describe how you would make and use a teaching and learning aid on a topic and subject of your choice for learners with a disability of your choice.
7. Discuss ways in which the delivery of a school curriculum in a mixed class of learners with physical impairments and normal children can be effectively differentiated and outline possible challenges in attempting to do so.

End of Examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2014/2015 FINAL EXAMINATION
EPS 4032- INTELLECTUAL DISABILITIES.**

TIME: THREE HOURS.

INSTRUCTIONS:

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

1. Attitude towards persons with Intellectual Disabilities presents a story of progress from misery, neglect, to effective treatment. With reference to the historical categories, discuss the history of Intellectual Disabilities **(20 Marks)**
2. Transition of Individuals with intellectual disabilities from one setting to another require adequate planning in order for them to benefit from vocational training and to maximise opportunities for employment **(15 Marks)**.
 - (a) Outline the steps to be followed for successful transitioning from school to vocational training.
 - (b) Identify the different models of vocational placement
 - (c) Explain the concept of supported employment and its benefits to individuals with intellectual disabilities.
3. Write short notes on Three (3) of the following **(15 Marks)**
 - (a) Systems of support
 - (b) Information processing
 - (c) Developmental curriculum
 - (d) Labelling
4. One of the most challenging aspects of Intellectual Disabilities is the diversity of perspectives with regard to the definition of the phenomenon. **(15 Marks)**.
 - (a) Critically analyse the professional paradigms in the definition of Intellectual Disabilities.
 - (b) Highlight the factors that have influenced change in the definition of Intellectual Disabilities.
5. Parental involvement is critical in the provision of quality education for children with intellectual Disabilities. Discuss. **(15 Marks)**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

FINAL EXAMINATION

2014/2015 ACADEMIC YEAR

EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION

TIME: 3 HOURS

TOTAL MARKS: 40%

INSTRUCTIONS

THERE ARE FIVE QUESTION IN THIS PAPER.

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

QUESTION ONE CARRIES 16 MARKS

ALL OTHER QUESTIONS CARRY 12 MARKS EACH

THIS EXAMINATION ACCOUNTS FOR 40% OF YOUR COURSE WORK

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

QUESTION 1:

The following are the results of children who were assessed for the presence of disability using the Learning Disabilities Diagnostic Inventory.

Note: Children with scores below the 3rd Stanine will be said to have a disability.

Name	Age	Listening	Speaking
Chipecto	10.3	60	60
Neta	10.9	40	34
Ishmael	10	77	60
Julia	9.6	59	50
Mwanja	9	98	94
Kayla	10	84	72
Mabvuto	10.1	78	77
Mike	10	60	60
Shaun	10.3	70	68
Erika	10	45	36

Using the additional sheet provided, answer the following questions:

- How many children will be said to have disability?
- Which children have Stanines falling in the 4th Stanine?
- Using the percentiles, how many children will be said to have done equal to or less than Ishmael in the listening subtest?
- What psychometric ethic could be breached when using this table for this group of children?

QUESTION 2

Mutinta has been exhibiting disruptive behaviour in class. The teacher has reached her last limits and asks you as a specialist to help with her case. Discuss what method you will use to collect data about her behaviour during instruction. What steps would you use to ensure that you collect accurate information about the child's behaviour? (12 Marks)

QUESTION 3

The fact that a child is seen to be failing to make academic progress in school does not mean the child has learning problems. There are several reasons why children could have poor academic performance. With specific examples, show how different factors can affect a child's ability to make progress in school. (12 Marks)

QUESTION 4

Mr. Chewe is running the Special Education Unit at a government school in Chongwe. The school has received a number of children who have been assessed and reports generated. The children need to be placed in school urgently. Mr. Chewe looks for some old IEP and uses them to help the children

start learning. As a graduate in Special Education, what advice would you give to Mr. Chewe about principles he could use to decide on placement for these children? (12 Marks)

QUESTION 5

Issues of reliability are central to determining which children have and do not have disability. Discuss the concept and types of reliability. Critically analyse the implications that could be seen in an instrument with reliability of .89. (12 Marks)

END OF EXAMINATION

Table 3
Percentiles for Ages

10-0 Through 10-11

Percentile	LI	SP	RD	WT	MT	RE	Stanine
< 1	< 19						
1	19-25	< 19					1
2	26-27	19					1
3	28-32	20-24					1
4	33	25-26				< 18	1
5	34-37	27-29		< 17	< 18	18	2
6	38	30	< 18	17-18	18-19	19-20	2
7	39-40	31-32	18-19	19-20	20-21	21-22	2
8	41-42	33	20	21	22	23	2
9	43	34-35	21-22	22-23	23-24	24	2
10	44-45	36-37	23-24	24-25	25	25	2
12	46	38-39	25	26	26	26	2
13	47	40-41	26-27	27-28	27-28	27	3
14	48-49	42-43	28-29	29-30	29-30	28	3
16	50	44-45	30	31	31	29	3
18	51-52	46	31-32	32-33	32-33	30	3
19	53	47-48	33-34	34-35	34-35	31	3
21	54-55	49	35	36	36	32	3
23	56	50-51	36-37	37-38	37-38	33-34	3
25	57-58	52	38-39	39-40	39-40	35	4
27	59	53-54	40	41	41	36	4
30	60-61	55-56	41-42	42-43	42-43	37	4
32	62	57	43	44-45	44-45	38	4
35	63-64	58-59	44-45	46	46	39	4
37	65	60	46-47	47-48	47-48	40	4
39	66-67	61-62	48-49	49	49	41	4
42	68	63-64	50-51	50-51	50	42	5
45	69-70	65	52-53	52	51-52	43	5
47	71	66-67	54	53-54	53	44	5
50	72-73	68	55-56	55	54-55	45-46	5
53	74	69-70	57	56-57	56	47	5
55	75-76	71	58-59	58	57-58	48	5
58	77	72-73	60	59-60	59	49-50	5
61	78-79	74	61-62	61	60-61	51	5
63	80	75-76	63	62-63	62	52-53	5
65	81-82	77	64-65	64	63-64	54	6
68	83	78-79	66	65-66	65	55	6
70	84-85	80	67-68	67	66-67	56-57	6
73	86	81-82	69	68-69	68	58	6
75	87-88	83	70-71	70	69-70	59-60	6
77	89	84-85	72	71-72	71	61	6
79	90-91	86	73-74	73	72-73	62-63	6
81	92-93	87-88	75-76	74-75	74	64	7
82	94	89-90	77	76	75-76	65	7
84	95-96	91	78-79	77-78	77	66-67	7
86	97	92-93	80	79-80	78-79	68	7
88	98-99	94-95	81-82	81-82	80	69-70	7
89	100	96	83-84	83	81-82	71	7
90	101-102	97-98	85-86	84-85	83	72-73	7
91	103-104	99	87	86-87	84-85	74	8
92	105	100-101	88-89	88	86-87	75-76	8
93	106-107	102	90-91	89-90	88	77	8
94	108	103-104	92-93	91-92	89-90	78-79	8
95	109-112	105-107	94-97	93-95	91-93	80	8
96	113	108-109	98	96	94-95	81-83	8
97	114-118	110-114	99-103	97-101	96-99	84-85	8
98	119	115-116	104	102	100-101	86-89	9
98	120-121	117-118	105-106	103-104	102	90	9
99	122-127	119-124	107-113	105-110	103-109	91	9
> 99	> 127	> 124	> 113	> 110	> 109	92-97	9

(Note. LI = Listening; SP = Speaking; RD = Reading; WT = Writing; MT = Mathematics; RE = Reasoning.)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2014 ACADEMIC YEAR EXAMINATION

EPS 4330: GUIDANCE AND COUNSELLING

Time: Three (3) hours

Instructions:

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

1. Kanchule is a 18 years old girl and she is hard of hearing. She is in grade 12. She is an average performer in class but feels she can do better. She tries to concentrate both in class and private studies but does not hear everything the teacher says in class. Sometimes she gets very frustrated in class when her teacher shouts at her. Instead of improving she becomes worse and this time has failed English Language. Her friend Mwazingwa advised her to seek counselling services.

Counselling dialogue: (first counselling session)

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

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

Kanchule: (smiling back) Thank you Sir.

Counsellor: (leaning forward) You look unhappy today.

Kanchule: Yes, Sir. I am very unhappy because my teacher shouted and called me a deaf.

Counsellor: I understand how you feel.

Kanchule: Thank you Sir.

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

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

Counsellor: I will also respect you and I expect the same from you. Are you annoyed because he called you deaf or because he shouted at you?

Kanchule: Today is the second time to call me deaf. I am Kanchule and not deaf.

Counsellor: (nodding) Mmm. I know you as Kanchule.

Kanchule: (looks down, then up) I have been trying very hard to improve my performance yet my teacher seems not to appreciate my efforts. In fact, he does not even speak loudly.

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

Kanchule: (shivering with fear) Sir, I am planning to do better next time.

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

Kanchule: I do not like men touching me.

Counsellor: Okay. Do not worry. I understand you. (Pats her shoulders again but she screams at him and said, *do not touch me you rapist.*)

Answer the following questions:

- i) Distinguish the concept hard of hearing from deaf. **(1 mark)**
 - ii) From the above case study, identify instances of how the counsellor used empathy and acceptance. **(4 marks)**
 - iii) How did the counsellor use skills of active listening, attentive listening and non-verbal listening? **(5 marks)**
 - iv) Examine the action of the counsellor by patting the client on the shoulder and the response of the client. Explain these actions in relation to the golden rule of ethical and unethical practices in counselling. **(2 marks)**
 - v) What aspects of rapport were omitted by the counsellor? **(2 marks)**
 - vi) What measures can the teacher take to help Kanchule in her class performance? **(2 marks)**
2. (a) If Carl Rogers was asked about the nature of human beings, what would he say? **(4 marks)**
- 2 (b) Using examples, explain how Carl Rogers would describe a fully functioning person. **(8 marks)**
- 3(a)** During lessons in class and practicum, you could have conducted HIV test on a client using the Abbott test. Describe how the positive, negative and invalid HIV results are identified. **(5 marks)**
- (b) What major points would you explain during post-test counselling to a client who has been found HIV positive **(7 marks)**
- 4 (a). Rational Emotive counsellors believe that emotions can be controlled. Using examples, explain four ways in which emotions can be controlled **(4 marks)**
- 4 (b) Using examples, explain how the ABC Framework works in counselling. **(4 marks)**
- 4 (c) Outline four contributions to counselling by the Rational Emotive theory. **(4 marks)**
5. Explain the purpose of educational guidance in schools. **(12 marks)**

End of examination.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2014 ACADEMIC YEAR EXAMINATION

EPS 4330: GUIDANCE AND COUNSELLING

Time: Three (3) hours

Instructions:

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

1. Kanchule is a 18 years old girl and she is hard of hearing. She is in grade 12. She is an average performer in class but feels she can do better. She tries to concentrate both in class and private studies but does not hear everything the teacher says in class. Sometimes she gets very frustrated in class when her teacher shouts at her. Instead of improving she becomes worse and this time has failed English Language. Her friend Mwazingwa advised her to seek counselling services.

Counselling dialogue: (first counselling session)

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

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

Kanchule: (smiling back) Thank you Sir.

Counsellor: (leaning forward) You look unhappy today.

Kanchule: Yes, Sir. I am very unhappy because my teacher shouted and called me a deaf.

Counsellor: I understand how you feel.

Kanchule: Thank you Sir.

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

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

Counsellor: I will also respect you and I expect the same from you. Are you annoyed because he called you deaf or because he shouted at you?

Kanchule: Today is the second time to call me deaf. I am Kanchule and not deaf.

Counsellor: (nodding) Mmm. I know you as Kanchule.

Kanchule: (looks down, then up) I have been trying very hard to improve my performance yet my teacher seems not to appreciate my efforts. In fact, he does not even speak loudly.

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

Kanchule: (shivering with fear) Sir, I am planning to do better next time.

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

Kanchule: I do not like men touching me.

Counsellor: Okay. Do not worry. I understand you. (Pats her shoulders again but she screams at him and said, *do not touch me you rapist.*)

Answer the following questions:

- i) Distinguish the concept hard of hearing from deaf. **(1mark)**
 - ii) From the above case study, identify instances of how the counsellor used empathy and acceptance. **(4 marks)**
 - iii) How did the counsellor use skills of active listening, attentive listening and non-verbal listening? **(5 marks)**
 - iv) Examine the action of the counsellor by patting the client on the shoulder and the response of the client. Explain these actions in relation to the golden rule of ethical and unethical practices in counselling. **(2 marks)**
 - v) What aspects of rapport were omitted by the counsellor? **(2 marks)**
 - vi) What measures can the teacher take to help Kanchule in her class performance? **(2 marks)**
2. (a) If Carl Rogers was asked about the nature of human beings, what would he say? (4 marks)
- 2 (b) Using examples, explain how Carl Rogers would describe a fully functioning person. (8 marks)
- 3(a)** During lessons in class and practicum, you could have conducted HIV test on a client using the Abbott test. Describe how the positive, negative and invalid HIV results are identified. **(5 marks)**
- (b) What major points would you explain during post-test counselling to a client who has been found HIV positive **(7 marks)**
- 4 (a). Rational Emotive counsellors believe that emotions can be controlled. Using examples, explain four ways in which emotions can be controlled (4 marks)
- 4 (b) Using examples, explain how the ABC Framework works in counselling. (4 marks)
- 4 (c) Outline four contributions to counselling by the Rational Emotive theory. (4 marks).
5. Explain the purpose of educational guidance in schools. **(12 marks)**

End of examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
JUNE –JULY 2015 END OF YEAR EXAMINATIONS
EPS 4332; (WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES)**

INTERNAL CANDIDATES

INSTRUCTIONS: There are five [5] questions in this paper. Question one [1] is twenty [20] marks. Answer question (1) and any other two [2]. The other questions are ten [10] marks each. This final examination is **40%** of your course work.

1. Robbie, now ten [10] years old was born “very normal” at birth. He had all normal functioning prerequisites from birth and even managed to enroll in grade one at seven [7] years old. His mother was a receptionist and the father was a truck driver living on an up starved flat in the mid of town. But a lot of things seem to have happened after Robbie’s new acquired status.
 - a. Identify and explain the child and parental factors that could have influenced the way this family reacted to this disability. **[5 marks]**
 - b. Describe a health family functioning by giving its three [3] main features **[5 marks]**
 - c. Describe how the change in the child’s state affected the way the family functioned previously. **[5 marks]**
 - d. How best can you as professional help the parents adapt to the change in this family **[5 marks]**
2. Explain the process of adaptation according to the stage model. Examine its implications for professionals. **(10 marks)**
3. Professionals are advised to pick ideas for relating and working with parents in their duties from parent professional partnership models. From the following models, choose three [3] that may be very helpful in relating and working with parents and give reasons for your choices. Why have you not chosen the other two models?
 - a. The negotiation model
 - b. The expert model
 - c. The consumer model
 - d. The obstructive model

e. The transplant model

4. Describe the four essential functions of professionals (10 marks)
5. Using Urie Bronfenbrenner's Ecological Systems Theory, explain how a child with disabilities can be affected positively or negatively at the various layers of the ecological systems theory. [10 Marks]

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION
INSTITUTE OF DISTANCE EDUCATION
JUNE –JULY 2015 END OF YEAR EXAMINATIONS
EPS 4332; (WORKING WITH PARENTS OF CHILDREN WITH
DISABILITIES)

INSTRUCTIONS:

Duration: 3 hours

Marks = 100 %

There are three sections in this paper. Section 'A' has ten [10] questions. Each question is 0.5 marks. Answer all. Section 'B' has eleven [11] questions; ten [10] marks; answer all. Section 'C' has four [4] essay questions. Question 22 is compulsory (20 marks). Answer any other one [1] question from the remaining three questions (15 marks).

Answer all questions in the booklet provided. Ensure that you write a correct computer number.

SECTION A

INSTRUCTIONS: Section has ten [10] questions. Each question is **0.5** marks. Answer all the questions.

1. An identifiable defect in the basic functions of an organ or any part of the bodily system is called
 - a. Impairment
 - b. Disability
 - c. Handicap
 - d. Disease
2. After getting involved in a road accident, Marita could no longer play scrabble. She could not enjoy normal social function as she used to because she is
 - a. Handicapped
 - b. Disabled
 - c. Impaired
 - d. Discriminated
3. "This is as good as dead, I don't know why God should choose to give me such a child", said Musolokoto after his child was diagnosed with autism.....
 - a. This explains the seriousness of the disability
 - b. This explains the effects of disability on a family
 - c. It is an expression of hopelessness
 - d. This is an expression of negative attitudes towards disability
4. Which of the following models is more eclectic in working with parents
 - (a) The Obstructive model
 - (b) The expert model
 - (c) The Negotiation Model
 - (d) The consumer model
5. Having a broken leg but with an ability to use it means
 - a. One has a disability
 - b. One has an impairment
 - c. One has a handicap
 - d. One has all the above
6. The stage that is regarded as a turning point in adaptation process is;
 - a. Detachment
 - b. Reorganisation
 - c. Sadness
 - d. Denial
7. Which of the following statements is true;

- a. According to the chronic sorrow model of adaptation, feelings of anger, sadness and denial are never resolved but become part of emotional life.
 - b. According to the adaptation stage model, feelings of anger, sadness and denial are never resolved but become part of emotional life.
 - c. According to the existential conflict model of adaptation, feelings of anger, sadness and denial are never resolved but become part of emotional life.
 - d. According to all the models of adaptation to sorrow, feelings of anger, sadness and denial are never resolved but become part of emotional life.
8. represents the ability of the family system to operate in a cohesive yet flexible manner.
- a. Parent professional relationship
 - b. Family functioning
 - c. Adaptation
 - d. Resilience
9. propounded the ecological systems model of family functioning
- a. Bronfenbrenner
 - b. Turnbull
 - c. Caroline
 - d. Seligman
10. Which of the following is NOT an element of the family systems conceptual framework;
- a. Communication
 - b. Family interaction
 - c. Family functioning
 - d. Family life cycle

SECTION 'B'. INSTRUCTIONS: There are eleven [11] questions in this section. Answer all!

11. List two [2] typical functions of a family
- a.
 - b.
- (2 marks)
12. Two of the members of the micro system are.....;
- a.
 - b.
- (2 marks)

13. Which model believes that an individual influences the social system in which he or she is developing and social system reciprocally influencing him.....; **(1 mark)**
14. Two of the three major characteristics that make family structures unique are; **(2 marks)**
- a.
- b.
15. A family has to grapple with what an unexpected disabled child means to them psychologically and practically when..... **(1 mark)**
16. A child to child interaction in a family is an example of **(1 mark)**
17. According to Oslo and Colleagues (1984) creates the greatest amount of family stress. **(1 mark)**
18. Provide two points of difference between the Expert and the transplant models
.....
.....
..... **(2 marks)**
19. Professionals have a duty to link parents to organizations dealing in issues of disabilities. The following acronyms represent names of organizations that deal in disability issues. What does each one of them stand for.....; **(3 marks)**
- (i) ZAFOD;
- (ii) ZOCS;
- (iii) ZAPD;
20. State two child factors and two parent factors influencing the way parents adapt to having a child with disability **(2 marks)**
- a.
- b.
21. List three characteristics of sorrow according to the chronic sorrow model of adaptation **(3 marks)**
- a.
- b.
- c.

SECTION 'C'

INSTRUCTIONS: There are four [4] questions in this section. Question twenty two (22) is compulsory (20 marks). Choose any other one [1] question from the remaining three (3) questions (15 marks).

22. Robbie, now ten [10] years old was born very normal. He had all normal functioning prerequisites from birth and even managed to enroll in grade one at seven [7] years old. His mother was a receptionist and the father was a truck driver living on up starred flat in the mid of town. But a lot of things seem to have happened after Robbie's new acquired status.

a. Identify and explain five parental factors that could have influenced the way this family reacted to this disability. **[5 marks]**

b. Identify and explain five child factors that could have influenced the way this family reacted to this disability. **[5 Marks]**

c. Describe a health family functioning by giving its three [3] main features and show how the change in the child's state affected the way the family functioned previously.

[5 marks]

d. How best can you as a professional help the parents adapt to the change in this family

[5 marks]

23. Explain the process of adaptation according to the stage model. Examine its implications for professionals. **[15 Marks]**

24. Describe any three [3] essential functions of professionals. **[15Marks]**

25. Using the Ecological Systems Theory, explain how a child with disabilities can be affected positively or negatively at the various layers of the ecological systems theory.

[15 Marks]

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION
INSTITUTE OF DISTANCE EDUCATION
JULY 2015 END OF YEAR EXAMINATIONS
EPS 4332, DEFERRED EXAMINATION; (WORKING WITH PARENTS
OF CHILDREN WITH DISABILITIES)**

INSTRUCTIONS:

Duration: 3 hours

Marks = 100 %

There are five [5] questions in this paper. Question one [1] is compulsory. Answer any other two [2] to make a total of three [3] answered questions.

1. From the models of parent professional relationships, identify key elements/features for application in working with parents. Examine the benefits of a good relationship between professionals and parents to a child with disabilities in a family. **(20 Marks)**
2. Describe the chronic sorrow model of adaptation. How does this theory serve as a critic of the adaptation model? **(10 marks)**
3. Distinguish the terms impairment, disability and handicap and show if there is a relationship. How can the degree, type, severity and onset of a disability influence the way parents react to having a child with disability in a family. **(10 marks)**
4. One of the essential functions of professionals is to link parents. Examine this role in full as a professional and explain how you would apply it in your daily professional relationship with parents of children with disabilities. **(10 marks)**
5. Prepare a checklist of attributes that a school should have showing how it relates and works with parents. **(10 marks)**

GOOD LUCKY!!!

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SCHOOL OF EDUCATION

2014/15 ACADEMIC YEAR: DEFERRED EXAMINATIONS

EPS 9001: INTRODUCTION TO EDUCATIONAL RESEARCH

TIME: 3 HOURS MARKS: 40%

DATE: 31ST JULY, 2015

INSTRUCTION(S):

All answers must be written in the answer booklet provided

SECTION A: Answer **all** questions

SECTION B: Chose **only four** (4) Items and write **short explanatory notes on each.**

SECTION C: Answer **One question** only.

Note: That credit will be given for well thought out work

SECTION A

1. In research, you can manage your time and resources best, by:
 - a) Working out a timetable
 - b) Finding out what resources are readily available to you
 - c) Calculating a budget for likely expenditure
 - d) All of the above
2. Why is it helpful to keep a research diary or log book while you are conducting your project?
 - a) To give you something to do in the early stages of your research when nothing is happening
 - b) Because funding councils generally demand to see written evidence that you were working every day during the period of the research
 - c) To keep a record of what you did and what happened throughout the research process
 - d) It can be added to your dissertation to ensure that you reach the required word limit
3. What can you do to ensure your physical safety during your research?
 - a) Be alert to the possibility of exposure to danger
 - b) Avoid interviewing alone in the respondent's residence
 - c) Make sure someone knows where you are and how you can contact them in an emergency
 - d) All of the above
4. We review the relevant literature to know:
 - a) What is already known about the topic
 - b) What concepts and theories have been applied to the topic
 - c) Who are the key contributors to the topic
 - d) All of the above
5. A deductive theory is one that:
 - a) Allows theory to emerge out of the data
 - b) Involves testing an explicitly defined hypothesis
 - c) Allows for findings to feed back into the stock of knowledge
 - d) Uses qualitative methods whenever possible

6. What does an empiricist believe?

- a) We should not apply natural science methods to social science research
- b) It is the sociologist's aim to understand the meaning of social action
- c) Knowledge, in the form of 'facts', should be gained through sensory experience
- d) Research conducted within former empires was biased and unreliable

7. An inductive theory is one that:

- a) Involves testing an explicitly defined hypothesis
- b) Does not allow for findings to feed back into the stock of knowledge
- c) Uses quantitative methods whenever possible
- d) Allows theory to emerge out of the data

8. Operational definitions are encouraged in research in order to:

- a) Conform to the requirement of statistical analysis
- b) Increase the probability that experiments will succeed
- c) Make terms used in a study as explicit as possible
- d) Make educational research more easily understood by laypersons

9. "Students taught first aid by programmed instruction will achieve at a higher level than those taught first aid by the traditional method." The independent variable in this hypothesis is:

- a) Students
- b) Level of achievement
- c) Programmed instruction
- d) Method of instruction

10. In the example in question 17, the dependent variable is:

- a) Students
- b) Level of achievement
- c) Programmed instruction
- d) Method of instruction

11. What does 'sampling cases' mean?

- a) Sampling using a sampling frame
- b) Identifying people who are suitable for research
- c) Literally, the researcher's brief-case

d) Sampling people, newspapers, television programmes etc.

12. The first step in selecting a sample should be to:

- a) Define the population**
- b) Decide how to stratify the population**
- c) Compile a list of the population**
- d) Determine how to randomize**

13. The most important consideration in selecting a sample is that the sample be:

- a) Selected from the population by means of a table of random numbers**
- b) Made up of a large number of subjects**
- c) Representative of the population**
- d) Selected from a large number of individuals or elements**

14. Generalizing research findings from a sample to the population is most likely to be justifiable when:

- a) A small systematic sample is used**
- b) Cluster sampling is used in a large, heterogeneous population**
- c) The null hypothesis is confirmed, regardless of the sampling procedures used**
- d) A large random sample is used**

15. Mixed-method research refers to use of both:

- a) Experimental and correlational methods**
- b) Quantitative and qualitative methods**
- c) Description and intervention**
- d) Group and single subject designs**

16. Statements or predictions that are tested by collecting and analysing objective evidence are called:

- a) Assumptions**
- b) Indicators**
- c) Hypotheses**
- d) Premises**

17. Characteristics of persons or things that can assume different values are called:

- a) Distributions**
- b) Observations**
- c) Data**

d) Variables

18. Confidentiality requires that:

- a) It is impossible to connect data to individuals
- b) All data be collected anonymously
- c) Access to collected data is limited to research staff
- d) Participants not be asked for personal information

19. A research worker plans to evaluate high school students' reactions to a new policy on closed campus stations. He locates himself near the office of the dean, where he interviews every fourth student who visits the dean. He eventually secures data from 100 interviews and publishes his findings as the "Reactions of high school students to a new policy for a closed campus." What may be wrong with this approach?

- a) Too small a sample
- b) Inadequately defined problem
- c) Inadequate techniques of analysis
- d) Biased sample

20. Which of the following best describes a **deductive** and **inductive theory**?

	Inductive theory is one that:	Deductive theory is one that:
a)	Involves testing an explicitly defined hypothesis	Allows theory to emerge out of the data
b)	Does not allow for findings to feed back into the stock of knowledge	Uses qualitative methods whenever possible
c)	Uses quantitative methods whenever possible	Allows for findings to feed back into the stock of knowledge
d)	Allows theory to emerge out of the data	Involves testing an explicitly defined hypothesis

SECTION B: Chose **only four items** from the following list and write **short explanatory notes** on each.

- a) Systematic sampling
- b) Stratified sampling
- c) Non-probability and probability sampling
- d) Importance of a thorough literature review in research
- e) Between-Subject Designs vs Within-Subjects Designs
- f) Experimental Design

SECTION C: Chose **only one** question.

1. Explain fully why the natural sciences have often been characterized as being positivist in epistemological orientation.
2. The case study method is a very popular form of qualitative analysis. Discuss the characteristics and advantages of a case study method in research.
3. Discuss the analysis strategies that may be employed in qualitative research and the conditions under which qualitative research is applicable?

END OF EXAMINATIONS



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014/2015 ACADEMIC YEAR FINAL DEFERREDEXAMINATION

FR 1130

INTRODUCTION TO FRENCH LANGUAGE

DURATION:

TWO HOURS

INSTRUCTIONS:

- **DICTIONARIES ARE NOT ALLOWED**
- **ANSWER ALL QUESTIONS OF ALL SECTIONS ON THE ANSWER SHEET PROVIDED.**

SECTION A: COMPOSITION:

Write a paragraph about yourself in French i.e your name, where you live etc.

SECTION B: LA COMPREHENSION

Salut!

Je m'appelle Michelo. J'ai vingt-neuf ans et j'habite à Ndola. Je suis professeur de français à une école secondaire. J'ai trois enfants, une fille et deux garçons. J'habite avec ma sœur. Elle a dix-neuf ans. Elle aime danser et écouter la musique. Le weekend, nous allons au cinéma. Mes enfants aiment beaucoup regarder les films.

Questions

Answer with **VRAI** (TRUE) OR **FAUX** (FALSE)

1. Michelo a 24 ans.
2. Michelo est docteur.
3. Michelo a 3 enfants.
4. La sœur de Michelo a 19 ans.
5. Le weekend, ils vont au marché.

SECTION C : LA GRAMMAIRE

A. Conjugate the verbs in brackets as shown in the example below :

Ex: Je (être) malade.

Answer: Je **suis** malade.

1. Elle (être) contente.
2. Il (avoir) deux enfants.
3. Nous (être) intelligents.
4. Vous (avoir) une ferme.
5. Mon enfant (être) grand.
6. Tu (avoir) une maison.
7. Ma sœur (être) étudiante à UNZA.
8. Elles (avoir) des livres.
9. Vous (être) belle.
10. Je (avoir) une voiture.

B. Complete with « un », « une » or « des »

1. Elle mange..... banane.
2. Il travaille dans..... banque.
3. Dans mon village, il y a maisons anciennes.
4. Dans ma maison, il y a livres et disques.
5. Je vais acheter télévision.
6. Dans le parc, il y a arbres.
7. J'ai chaine stéréo.
8. Nous avons boutique.
9. Mon ami travaille dans hôpital.
10. Mon frère a chien et chat.

C. Write the following figures in words

Example: 1= UN

1. 2
2. 17
3. 9
4. 10
5. 13
6. 16
7. 20
8. 5
9. 3
10. 4

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2015 JUNE –JULY END OF YEAR FINAL EXAMINATIONS
LSE2030: ENGLISH TEACHING METHODS (PRIMARY)**

DEFERRED EXAMINATION QUESTION PAPER

MARKS: 50

TIME: THREE HOURS

INSTRUCTIONS

1. There are two Sections in this Paper, Sections A and B.
2. Answer Three Questions in total, **one** from Section A and **two** from Section B.
3. All questions carry equal marks.
4. Good command of English language will be rewarded.

SECTION A: COMPULSORY (20 MARKS)

Answer all the questions in this Section.

1. Write brief notes on each of the following:
 - (a) Mother tongue and second language
 - (b) Eclecticism in language teaching
 - (c) NBTL method to literacy teaching
 - (d) Class exercise types

SECTION B: OPTIONAL (30 MARKS)

Answer any two questions from this Section.

2. Design (a)**one visual** situational and(b)**one linguistic** situational exercise to teach past perfect tense (-ed). **(15 Marks)**
3. Explain the importance of lesson planning in language teaching. **(15 Marks)**
4. Explain the procedure you would use to teach a comprehension passage. Note that this should not be a lesson plan but procedure to follow. **(15 Marks)**
5. With clear illustrations, how would teach a plot of the story to a grade eight class at a school of your choice. **(15 Marks)**

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2015 JUNE –JULY END OF YEAR FINAL EXAMINATIONS
LSE2030: ENGLISH TEACHING METHODS (PRIMARY)**

DEFERRED EXAMINATION QUESTION PAPER

MARKS: 50

TIME: THREE HOURS

INSTRUCTIONS

1. There are two Sections in this Paper, Sections A and B.
2. Answer Three Questions in total, **one** from Section A and **two** from Section B.
3. All questions carry equal marks.
4. Good command of English language will be rewarded.

SECTION A: COMPULSORY (20 MARKS)

Answer all the questions in this Section.

1. Write brief notes on each of the following:
 - (a) Mother tongue and second language
 - (b) Eclecticism in language teaching
 - (c) NBTL method to literacy teaching
 - (d) Class exercise types

SECTION B: OPTIONAL (30 MARKS)

Answer any two questions from this Section.

2. Design (a)**one visual** situational and(b)**one linguistic** situational exercise to teach past perfect tense (-ed). **(15 Marks)**
3. Explain the importance of lesson planning in language teaching. **(15 Marks)**
4. Explain the procedure you would use to teach a comprehension passage. Note that this should not be a lesson plan but procedure to follow. **(15 Marks)**
5. With clear illustrations, how would teach a plot of the story to a grade eight class at a school of your choice. **(15 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL EDUCATION

2014/15 ACADEMIC YEAR: END OF YEAR EXAMINATIONS

LSE 2090: TEACHING METHODS IN SOCIAL STUDIES

TIME: 3 HOURS

MARKS: 50%

INSTRUCTION(S):

ANSWER ONLY **THREE** QUESTIONS IN THIS PAPER. **TWO** FROM **SECTION A** OF WHICH QUESTION ONE IS **COMPULSORY**, AND **ONE** FROM **SECTION B**.

SECTION A: Answer question **one (1)** which is compulsory and **any other** question.

1. Prepare an ideal lesson plan on the topic: **RAIL TRANSPORT AND ITS ADVANTAGES IN ZAMBIA.**
2. Explain why debate as a teaching method is better than lecture method.
3. Compare and contrast the schemes of work and records of work.
4. Discuss the importance of teaching aids in any given lesson.

SECTION B: Answer **one question only**

5. Explain why a teacher should use a variety of methods when teaching?
6. Discuss the importance of lesson evaluation in the teaching-learning process?
7. Why is it necessary for a teacher to know his pupils?
8. Describe the taxonomies of educational or instructional objectives in the cognitive and affective domain as given by Bloom and his associates.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL EDUCATION

2014/15 ACADEMIC YEAR: DEFERRED EXAMINATIONS

LSE 2090: TEACHING METHODS IN SOCIAL STUDIES

TIME: 3 HOURS

MARKS: 50%

DATE:

31ST JULY, 2015

INSTRUCTION(S):

Answer only **three** Questions in this Paper. **Two** from **Section A** of which question one is **Compulsory**, and **one** from **Section B**.

SECTION A: Answer question **one (1)** which is compulsory and **any other** question.

1. Prepare an ideal lesson plan on the topic: **Urbanisation and its Impact on the Environment**.
2. What are the strengths of '**Debate**' as a teaching method over '**lecture**' method?
3. Compare and contrast *Schemes of Work* and *Records of Work* as tools used in the teaching-learning process.

SECTION B: Answer **one question only**

4. Explain why a teacher should use a variety of methods when teaching?
5. Discuss the importance of lesson evaluation in the teaching-learning process?
6. Describe the taxonomies of educational or instructional objectives in the cognitive and affective domain as given by bloom and his associates.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

DEFERRED EXAMINATIONS 2015

LSE 3010: CIVIC EDUCATION TEACHING METHOD

FULL TIME, DISTANCE AND PARALLEL

ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. Prepare an ideal lesson plan using the examples taught in the course on the topic: **PROPERTY-GRABBING AND HOW TO MINIMISE IT IN ZAMBIA.**
2. What is teaching? How does it differ from indoctrination?
3. Why is a syllabus an important document in the teaching and learning process?
4. Discuss the demerits labelled against the lecture method.
5. Why should we teach note-making exercise in senior secondary schools?

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL EDUCATION

LSE 3030 ENGLISH TEACHING METHODS 2014/2015

FINAL EXAMINATIONS FOR DISTANCE STUDENTS / FULL TIME

MARKS: 100

TIME: THREE HOURS

INSTRUCTIONS:

1. There are two sections in this paper, **Sections A and B**.
2. Answer one question from section **A**, (**compulsory**) and any two from Section **B**.
3. Good command of English language and clarity of expression will be rewarded.

SECTION A

Answer this question from this section.

1. Write brief notes on any five of the following.
 - (a) L1 versus L2
 - (b) Structuralism versus Interactionism
 - (c) Note Making versus Note Taking
 - (d) Classroom interaction types (any four types)
 - (e) Synthetic versus analytic approach to language teaching
 - (f) Form versus Function in Teaching Structure
 - (g) Lesson Plans, Schemes of Work and Records of Work
 - (h) Characterisation and Thematisation in the teaching of Literature

SECTION B

Answer any two questions from this section.

2. Discuss the background, characteristics and features of the Audio-lingual method in language teaching. Explain how these affect the choice of learning materials in the English Language classroom situation.
3. With illustrations, discuss the similarities and differences of the Cognitive Code Approach and the Situational Approach to Language Teaching.
4. Design a 40 minutes lesson plan to teach **Countable and Uncountable Nouns** to a grade 8 class.
5. Choose a topic of your choice and describe the lesson procedure you would use to teach Guided composition to a grade 8 class.

END- GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
DEFERRED EXAMINATION

LSE 3030 ENGLISH TEACHING METHODS 2014/2015 FINAL EXAMINATIONS

MARKS: 100

TIME:

THREE HOURS

INSTRUCTIONS

1. There are two sections in this paper, section A and B.
2. Answer one question from section A and two from section B.
3. Good command of English language and clarity of expression will be rewarded.

SECTION A

Answer all questions from this section.

1. Write brief notes on any of the following: **(40 marks)**
 - (i) Approach, method and technique **(8 marks)**
 - (ii) Behaviourism and functionalism **(8 marks)**
 - (iii) Communicative competence vs linguistic competence **(8 marks)**
 - (iv) Accuracy vs appropriacy **(8 marks)**
 - (v) Synthetic vs analytic approach to language teaching **(8 marks)**
 - (vi) Setting and characterization in literature **(8 marks)**
 - (vii) Text based approach in English language teaching **(8 marks)**
 - (viii) Title vs topic sentence in composition **(8 marks)**

SECTION B

Answer any two questions from this section.

2. With illustrations, discuss the similarities and differences between the audio-lingual method and the situational language teaching method. Explain how the two differ in terms of exercise types. **(30 marks)**
3. Communicative language teaching is said to be pupil centered as opposed to the audio-lingual method. Outline the classroom activities you would use to teach the following objective to a grade 11 class. Pupils should be able to use contrast both orally and in writing. **(30 marks)**

4. Design a 40 minutes lesson plan to teach reason to a grade 10 class using 'now that'. (30 marks)
5. Describe the lesson procedure (Not Lesson Plan) you would use to teach a reading comprehension based on the following passage. **(30 marks)**.

END OF EXAMINATION

GOOD LUCK

Giving First-Aid

- 1 People who become suddenly sick or injured do not have labels on them telling what the trouble is and what help should be given. So any person available to help should evaluate the victim's condition and decide what to do as quickly as possible. This evaluation should include the following life-saving measures: checking the victim's breathing and heartbeat, stopping bleeding, if any, by applying pressure as appropriate, and preventing shock from developing or getting worse by loosening the victim's clothing and keeping him adequately warm. It is important to see that the victim is not lying in a position which will endanger his life further. 5
- 2 Let us suppose that you are the person who must give emergency care to someone suddenly taken sick or injured. Don't worry about your lack of training. Do the best you can. 15
- 3 If other people are around, you may ask yourself whether you are the best qualified to give first aid. If not, then let the better qualified person be in charge and follow their instructions. Unless you know that someone else can give better emergency care than you, take over and tell the others what to do, without worrying that you might hurt their feelings. If someone else tries to interfere, ask them if they are better qualified to handle the situation than you are. As long as you are in charge, do not let the others disregard your instructions. Use a firm voice to give instructions and to ask for any help you may need. 20
25

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
END OF YEAR EXAMINATIONS
JUNE/ JULY, 2015

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

TIME : Three (3) Hours

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

1. You have been contracted by the ministry of education to help all departments at the ministry of education (Head Quarter) maintain environmentally friendly offices. Devise a work plan. **(20 Marks)**
2. Using concrete examples, discuss various learning/ teaching approaches that an environmental educator could use to enhance behavioural change in addressing the problem of littering at the University of Zambia. **(15 Marks)**
3. Explain how an environmental educator could use the concept of action competency to help a fishing community solve the problem of overfishing. **(15 Marks)**
4. Discuss the factors that determine adoption of innovation and its implication for an environmental educator. **(15 Marks)**
5. Write brief notes on each of the following:
 - a. Major educational ideologies **(5 Marks)**
 - b. Assessment as learning **(5 Marks)**
 - c. Variables affecting adult learning **(5 Marks)**

END.....OF.....EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
END OF YEAR EXAMINATIONS
JUNE/ JULY, 2015

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

TIME : Three (3) Hours

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

1. You have been asked by the department of forestry to educate charcoal burners on biodiversity loss. Create a one month scheme of work showing the type of content you would cover. **(20 Marks)**
2. Devise a record of work showing the type of content you would cover for four weeks deforestation lessons. **(15 Marks)**
3. Using concrete examples, discuss various learning/ teaching approaches that an environmental educator could use to enhance behavioural change in addressing the problem of littering at the University of Zambia. **(15 Marks)**
4. Discuss how an environmental educator could use the concept of community agency (action) to help a fishing community solve the problem of overfishing.
5. Write brief notes on each of the following:
 - a. Key items in a behavioural objective **(5 Marks)**
 - b. Factors to Consider when choosing a teaching method **(5 Marks)**
 - c. Major educational ideologies **(5 Marks)**

END.....OF.....EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014/2015 ACADEMIC YEAR FINAL EXAMINATION

LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION

TIME: THREE HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE (1) AND TWO OTHER
QUESTIONS. CANDIDATES ARE ADVISED TO MAKE USE OF
ILLUSTRATIONS AND EXAMPLES WHEREVER
APPROPRIATE.**

-
1. a) Discuss how you would ensure that the behavioural objectives you have set in the lesson plan are correct. (10 marks)
 - b) Why is an introduction important in a geography lesson. (10 marks)
 - ✓ 2. Discuss the different preparations that take place at school level, before a geography teacher can actually teach. (15 marks)
 3. Discuss the challenges that have come with the latest senior Geography syllabus(15 marks)
 - ✓ 4. The ability of the learner to acquire knowledge, skills and values is influenced by a number of factors. Discuss (15 marks)
 5. Critically analyze why many scholars advocate for the use of learner centred methods than teacher centred methods in Geography lessons. (15 marks)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014/2015 DEFERRED EXAMINATION

LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND TWO OTHER QUESTIONS. CANDIDATES ARE ADVISED TO MAKE USE OF ILLUSTRATIONS AND EXAMPLES WHEREVER APPROPRIATE.

-
1. Devise a 40 minute lesson plan for a grade 10 class on Agriculture in Zambia. (20 marks)
 2. Analyse the major components of a curriculum. (15 marks)
 3. Discuss the pro and cons of the teaching file in the teaching profession. (15 marks)
 4. Analyse the factors that influence a teacher when selecting teaching methods. (15 marks)
 5. What are the benefits and challenges of using the lecture and discussion methods in the teaching of geography? (15 marks)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

Department of Language and Social Sciences Education

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

LSE 3069: FUNDAMENTAL TOPICS IN SECONDARY SCHOOL GEOGRAPHY

TIME: Three Hours

Instructions: Answer ALL questions in this paper.

SECTION A: MULTIPLE CHOICE: WRITE THE LETTER OF THE CORRECT ANSWER (20 MARKS)

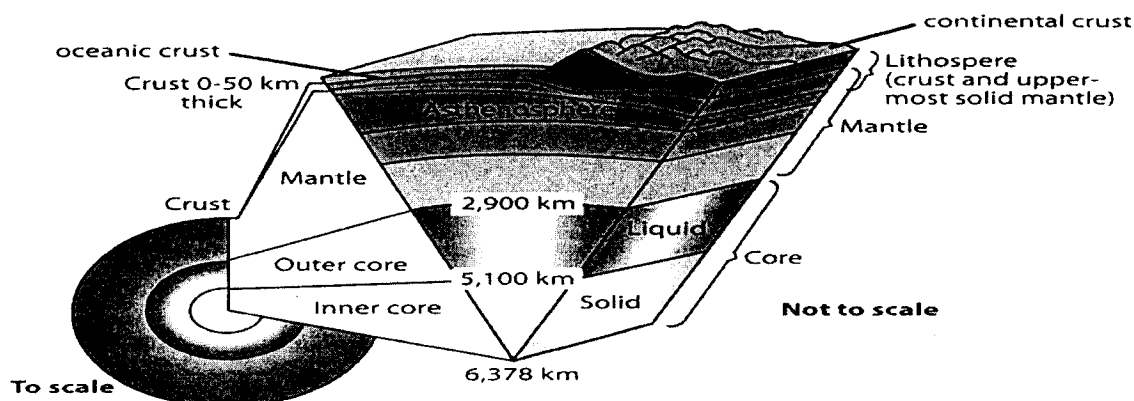
1. Moscow and Nairobi are on the same line of longitude (37 degrees east). It can thus be deduced that...

- A. they are of equal distance from the equator
- B. they have similar hours of daylight on June 21
- C. they have noon at the same time
- D. dawn is on the same duration in both places

2. A total eclipse of the sun occurred in Zambia, 30 degrees east, on Thursday at about 15.10 hours on 21st June, 2001 and lasted for 3 minutes. At what time did the people in Alaska, USA, 150 degrees west watch this eclipse live on television?

- A. 03.10 hours on Wednesday, 20 June B. 03.10 hours on Thursday, 21 June
- C. 03.10 hours on Friday, 22 June D. 07.10 hours on Thursday, 21 June

Study the diagram below which shows a cross-section of the Earth and answer questions 3 and 4.



3. Which of the following statements is correct?

- A. Continental crust is thicker than ocean crust.
- B. Continental crust is about 100 km thick.
- C. Continental crust is usually about 5 km thick.
- D. Continental crust is found below the upper mantle.

4. Which of the following statements is correct?

- A. The core is solid throughout.
- B. The mantle is most solid at the top.
- C. The mantle is thinner than the crust.
- D. The mantle is thicker than the core.

Study the graph below which shows flood hydrographs from two different parts of the same river system and answer questions 5 and 6

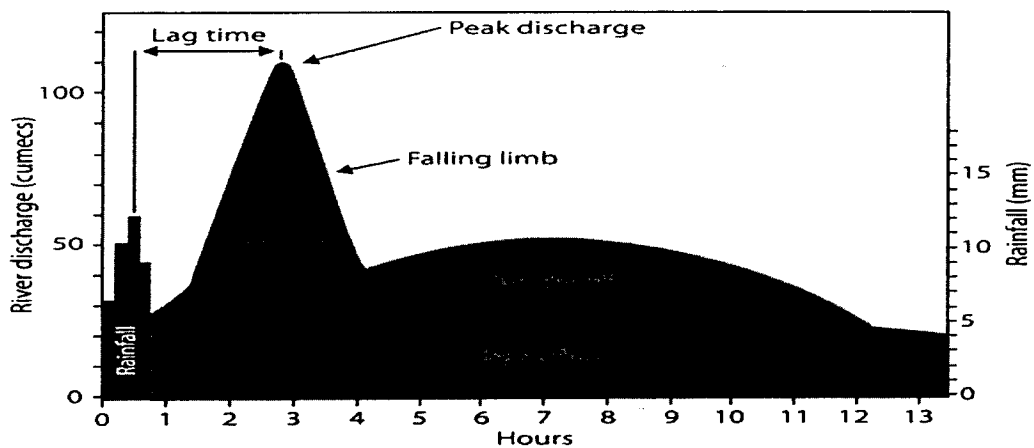


Figure 6

5. Which of the following best defines lag time?

- A. The highest level of the river.
- B. The time in which it rains.
- C. The time it takes for the river to return to normal.
- D. The time between peak rainfall and peak discharge

6. Which of the following best describes the difference in the hydrographs?

- A. Hydrograph 1 has a much lower peak discharge.
- B. Hydrograph 1 has a much shorter lag time.
- C. Hydrograph 2 has a steeper falling limb.
- D. Hydrograph 2 has a higher base flow

7. Which processes are responsible for the formation of a mountain?

- A. tearing and volcanism B. divergence and tension
C. faulting and translocation D. deposition and compression

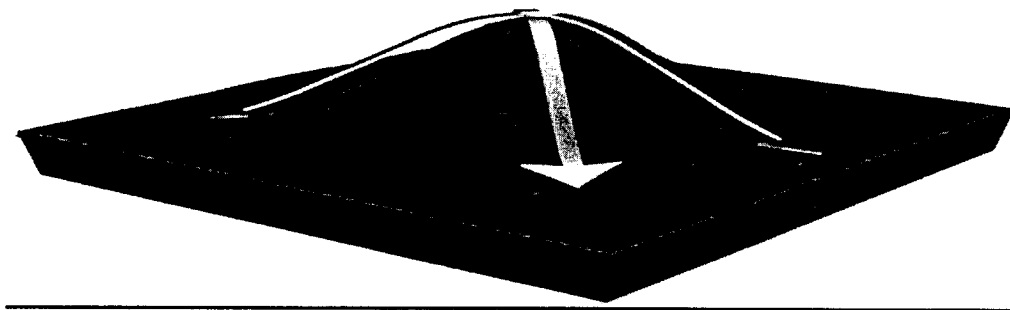
8. What is the dominant method of sediment transportation in the lower stage of river development?

- A. traction B. saltation C. deflation D. suspension

9. Which of the following types of clouds has the greatest vertical extent?

- A. cirrocumulus B. cumulonimbus C. stratus D. cirrus

Study the diagram below representing a drainage pattern and answer questions 10 and 11



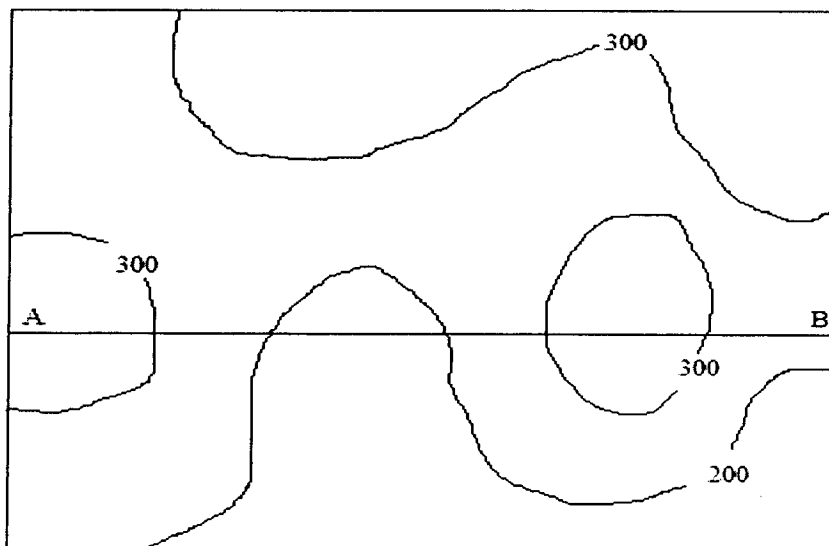
10. Which drainage pattern is represented by the above diagram?

- A. trellis B. radial C. dendritic D. annular

11. Which of the following geological features is associated with the drainage pattern in the diagram above?

- A. dome B. rift valley C. conical hill D. caldera

Study the diagram below and answer question 12



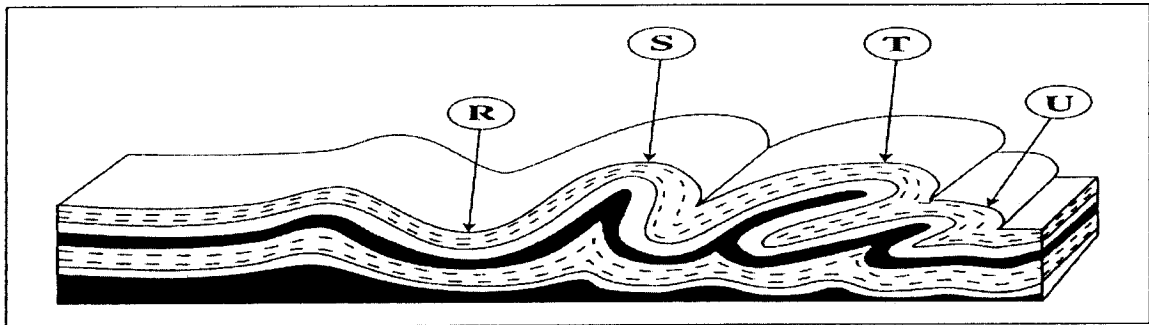
12. What relief feature is represented by the diagram?

- A. valley B. plateau C. dissected plateau D. undulating plain

13. Mafic igneous rocks contain:

- A. about 50% silica B. about 60% silica C. about 70% silica D. about 80% silica

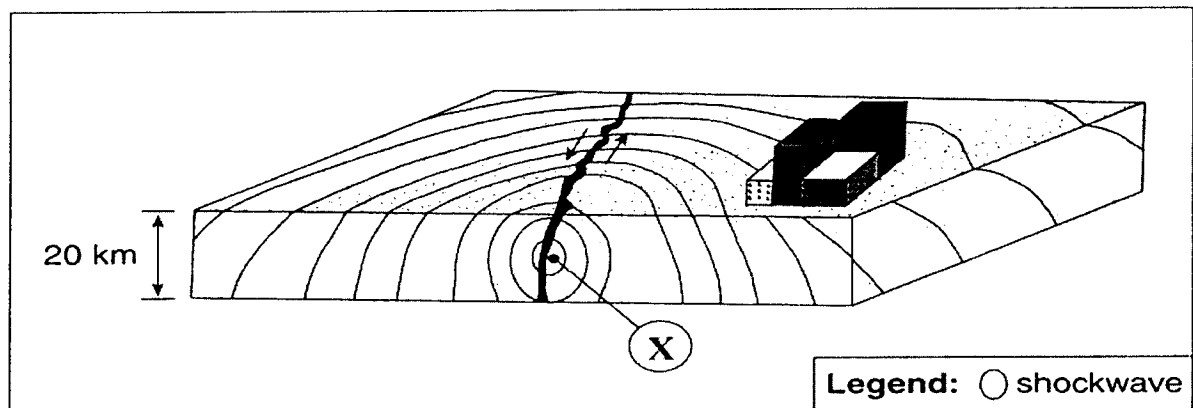
Study the diagram below carefully and answer question 14



14. Identify the syncline in the diagram.

- A. R B. S C. T D. U

Use the following diagram to answer question 15



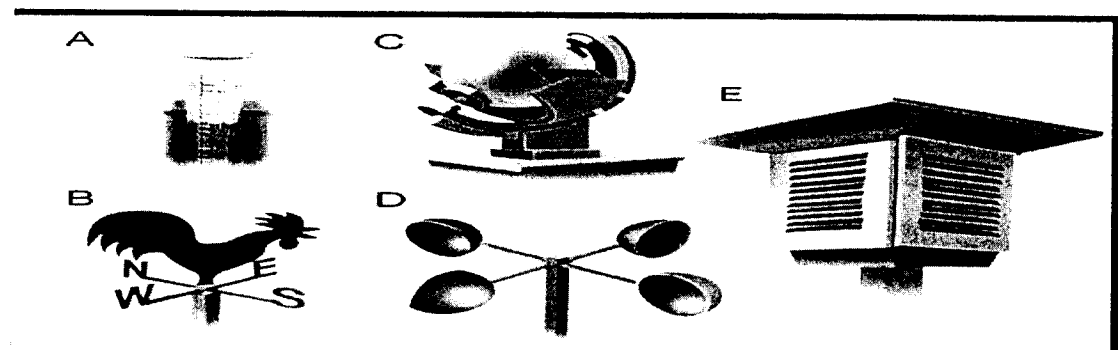
15. Identify feature X in the diagram.

- A. focus B. trench C. anticline D. epicentre

16. The greatest loss of life and property damage is associated with high-magnitude earthquakes located on

- A. lava plateaux B. ancient shields C. alluvial deposits D. extensive batholiths

Study the weather instruments shown below and answer questions 17 and 18



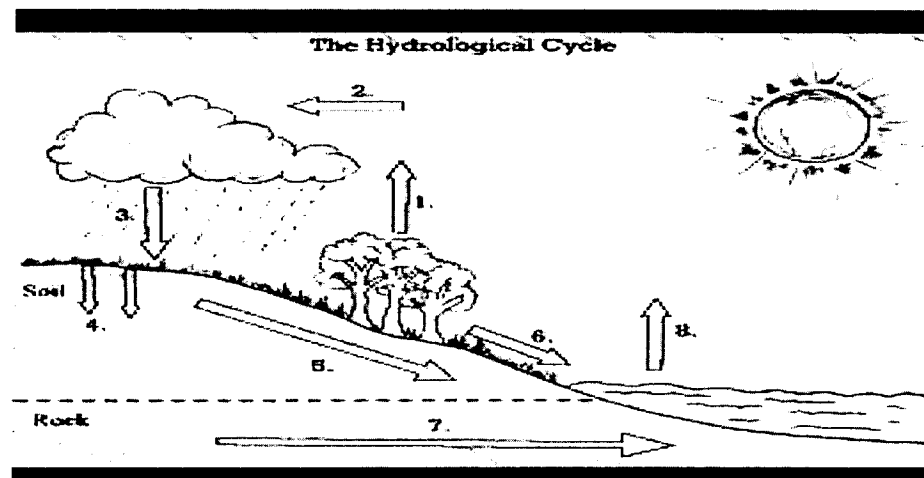
17. Which weather element is measured by instrument B?

- A. sunshine B. wind speed C. wind direction D. air pressure

18. Which weather instrument above is used to determine relative humidity?

- A. E B. D C. B D. A

Study the hydrological cycle below and answer questions 19 and 20



19. What processes are represented by 1 and 4 in the diagram?

	1	4
A	Transpiration	Condensation
B	Evapo-transpiration	Transpiration
C	Evaporation	Percolation
D	Transpiration	Percolation

20. Which is the correct sequence of processes as water moves from the ocean to land in the hydrologic cycle?

- A. 8, 2, 3, 6 B. 8, 3, 6, 2 C. 6, 3, 8, 2 D. 3, 8, 2, 6

SECTION B: ANSWER ALL QUESTIONS (30MARKS)

QUESTION ONE

(a) Study the table below which shows life expectancy in Zambia from 1980 to 2000

Life Expectancy		Year
Males	Females	
51.6	53.1	1980
46.1	47.6	1990
36.0	38.0	2000

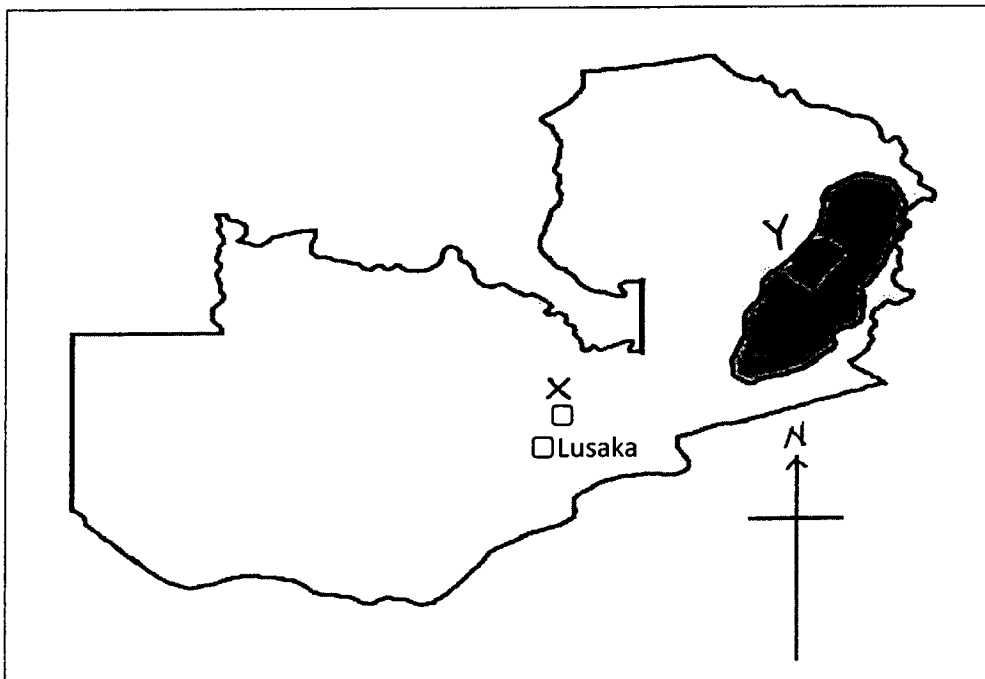
- (i) Describe the trend of the life expectancy from 1980 to 2000
(ii) Give reasons for the observed trend in (i) above (4 marks)
- (b) Explain the main features of the structure of the Zambian population (6 marks)

QUESTION TWO

- (a) Draw a sketch map of a settlement that is based on plantation farming and on it
(i) Mark and name various buildings and other infrastructure with various functions of the plantation
(ii) Draw the possible layout of the plantation fields (6 marks)
- (b) Explain the social and economic services that may be provided by the estate to the workers (4 marks)

QUESTION THREE

Study the map of Zambia below and answer questions that follow



- (a) Name town X and region Y (2 Marks)
- (b) Explain why region Y is sparsely populated (4 marks)
- (c) Account for the growth and decline of town X (4 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

**2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS (DEFERRED
EXAMINATION)**

LSE 3069: FUNDAMENTAL TOPICS IN SECONDARY SCHOOL GEOGRAPHY

TIME: Three Hours

Instructions: Answer ALL questions in this paper.

**SECTION A: Questions 1-12 are based on the 1: 50 000 map extract of Bindura
(Zimbabwe)**

1. What is the six figure grid reference of the bridge that carries the wide tarred road and gravel road across Pote River?
A. 171804
B. 173804
C. 187804
D. 804173
2. In which grid square is the highest hill?
A. 1679
B. 1987
C. 2478
D. 2486
3. What settlement pattern is notable south of Pote River?
A. Dispersed
B. Linear
C. Radial
D. Nucleated
4. What is the bearing of the hospital in square 2287 from the sewerage ponds in square 2488?
A. 66 degrees
B. 146 degrees
C. 206 degrees
D. 246 degrees
5. What is the bearing of the Tank in grid square 1680 from Wayerera school (1878)?
A. 1 in 14
B. 1 in 12
C. 1 in 13
D. 1 in 15
6. What anthropogenic feature is found at grid reference 162856?
A. Dam B. Mapunga Siding C. Railway cutting D. Stream
7. What is the distance along the Mazowe River in the north western part of the map extract?

- A. 5.4km B. 5.8km C. 6.2km D. 6.6km
8. Map evidence shows that the railway branch line to Burnside Estate and beyond was constructed to transport...
- A. Plantation crops
B. Fish
C. Quarried materials
D. Employees from town
9. Which ranges of services are evident at Bindura?
- A. District administration office, sports fields, post office
B. Hospital, police station, church
C. Market, post office, sports field
D. Post and telegraph agency, police station, hospital
10. The major economic activities carried out in the area north of grid line 86 are...
- A. Farming and power production
B. Fishing and mining
C. Mining and farming
D. Ranching and fishing
11. Describe the climate of Bindura.
- A. Warm wet summers, cool dry winters
B. Mild winters and cool summers
C. Hot wet summers and mild winters
D. Hot and wet throughout the year
12. In which grid square are the following: a power line, railway embankments, wide tarred roads and sewerage ponds?
- A. 2085
B. 2185
C. 2285
D. 2385
13. Which one of the following planets has the longest orbit?
- A. Earth B. Mercury C. Neptune D. Venus
14. What is the longitude of a place whose local time is 12 00 hours when Greenwich time is 16 00 hours?
- A. 45 degrees east B. 45 degrees west C. 60 degrees east D. 60 degrees east
15. The sun's angle of elevation at noon at latitude 48 degrees north on 21st June would be...
- A. 18.5 degrees B. 48.5 degrees C. 65.5 degrees D. 66.5 degrees
16. A fishing competition on Lake Volta on (0 degrees) and Lake Tanganyika (30 degrees east) was scheduled to start at the same time. If the competition started at 18.00 hours on Lake Tanganyika, at what local time did the competition start on Lake Volta?
- A. 16 hours B. 20 hours C. 17 hours D. 22 hours

17. On which one of the following latitudes will there be the shortest day light on 30th May?
- A. 23.5 degrees north B. 15 degrees north C. 0 degrees D. 23.5 degrees south
18. The world's population in 1985 was approximately 5 billion people. With a consistent rate of growth, the total population was expected to reach 10 billion in about 35 years - year 2020. The period of 35 years is known as
- A. Demographic transition rate
B. Doubling time
C. Population momentum
D. Natural increase
19. A country with a large amount of arable land and a small number of farmers will have a...
- A. high physiological density
B. low physiological density
C. high agricultural density
D. low agricultural density
20. Which one of the following type of farming would be closest to the Central Business District?
- A. beef ranching
B. dairy farming
C. cotton
D. poultry farming

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION

1. (a) What type of settlement is associated with:
 - (i) An area of highly mechanised farms?
 - (ii) Subsistence fishing along a river?
 - (iii) The presence of a hand-pump, a primary school and a clinic in an area of a rural place?
- (b) Explain how the challenge of shortage of accommodation in the cities of Livingstone, Lusaka and Kitwe are being solved by various councils and the central government.
2. Write short notes on each of the following:
 - (a) Conurbation (b) Garden city
 - (c) The growth and decline of Kabwe town
3. Explain the function of the following towns: Livingstone, Kafue and Mongu

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS

LSE 3070: HISTORY TEACHING METHODS I

Date: 15th July, 2015.

Duration: 3 hours.

Session: 09:00 – 12:00.

INSTRUCTIONS

Answer **any three** questions

All questions **carry equal** marks

1. How far would you agree or disagree with the assertion that the word 'history' is highly elusive in terms of definition.
2. For effective teaching and learning of history to be achieved, there is need for a history teacher to adequately plan for the lessons before delivery. Discuss.
3. Construct an essay under the theme 'knowing pupils' is an important requirement in every history teacher but not treating pupils as their equals.
4. Discuss the virtues that constitute an effective history teacher.
5. Examine the various essay marking approaches which are at the history teacher's disposal.

END OF EXAMINATION

The University of Zambia

School of Education

University Deferred Examinations- July 2015

LSE 4020: Advanced Teaching Methods in Civic Education

Instructions:

- e. There are five(5) questions in this paper**
 - f. Question One(1) is compulsory**
 - g. Failure to address demands of the questions will lead to loss of marks**
 - h. Write as legible as possible**
-
- 1. With clear examples outline and discuss pedagogical practices in the teaching of Civic Education in schools (40marks)
 - 2. Civic Education ought to be taught reflectively in schools. Comment (30 Marks)
 - 3. Critique Paulo Freire's approach to teaching and learning (30 Marks)
 - 4. Critically examine the concept of micro-teaching in Civic Education.(30marks)
 - 5. Discuss the relevance of ICTs in Civic Education (30 Marks)

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
END OF YEAR EXAMINATIONS
JUNE/ JULY, 2015

LSE 4040 : Advanced Teaching and Learning Techniques in Environmental Education

TIME : Three (3) Hours

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

1. Given this goal 'to be more organised and help all departments at the ministry of education maintain environmentally friendly offices' devise a four rank work plan.
(20 Marks)
2. Issues of human activities, environmental quality and education cannot be separated. Discuss. **(15 Marks)**
3. With clear illustrations, discuss teaching as inquiry. **(15 Marks)**
4. Explain how the changes in the way we think about human learning have influenced the teaching of environmental issues. **(15 Marks)**
5. Write short notes on each of the following:
 - a. Purpose of the curriculum **(5 Marks)**
 - b. Classic model **(5 Marks)**
 - c. Ecological footprint in relation to new trends in environmental education **(5 Marks)**

End..... of..... Examinations

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
END OF YEAR DEFERRED EXAMINATIONS
JULY, 2015

LSE 4040 : Advanced Teaching and Learning Techniques in Environmental Education

TIME : Three (3) Hours

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

1. In detail, describe elements of the work plan. **(20 Marks)**
2. Discuss links between *human activities, strong sustainability* and *education* **(15 Marks)**
3. Describe challenges of including environmental education as a subject in the Zambian curriculum. **(15 Marks)**
4. Explain how the changes in pedagogical development have influenced the teaching of environmental issues. **(15 Marks)**
5. Write short notes on each of the following:
 - a. Planetary Boundaries **(5 Marks)**
 - b. Concept of security **(5 Marks)**
 - c. Importance of teaching as inquiry for an environmental educator **(15 Marks)**

End..... of..... Examinations

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9040 – ADVANCED BIOLOGY TEACHING METHODS

TIME: THREE (3) HOURS

MARKS: 100

INFORMATION

1. There are **six (6)** questions in this paper
2. Each question has maximum **20** marks
3. There are 2 pages in this paper

INSTRUCTIONS

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

.....

1. You have been assigned to prepare Grade 12 Biology pupils in your School for Practical Biology Examinations.
 - (a) Discuss practical skills you are likely to demonstrate to the pupils for them to grasp practical biology. [10]
 - (b) Explain the experimental procedures you are likely to teach your students when carrying out food tests for starch, protein and reducing sugar. [10]
2. Genetics is a branch of biology concerned with the study of heredity and variation.
 - (a) Explain how you can teach the concepts of continuous variation and discontinuous variation to a grade 11 class. [10]
 - (b) Explain with examples how you can teach the differences between sex linked and non sex linked diseases in your school. [10]
3. Ms. Chanda, a newly appointed Head of Department Science at Holy Cross Secondary School came up with very brilliant ideas on how to improve the performance of her grade 12 girls in the final exams. She decided to sell the ideas to the rest of the department. Unfortunately, all but one science teacher resisted strongly the new ideas she was advocating.
 - (a) Discuss 5 possible reasons these teachers may have advanced against her new ideas of improving performance of her Grade 12 girls. [10]
 - (b) Explain how she dealt with this resistance in the management of the change process. [10]

4. Good communication is important in the effective management of a science department at Secondary School level.
 - (a) Apart from using departmental meetings, describe three strategies you would use to communicate information to teachers in the science department as a Head of Department. [3]
 - (b) For each of the strategies you have given in (a) above, give one strength and one weakness. [6]
 - (c) As a Head of Department, preparation for a departmental meeting is important in order to have a successful meeting. Discuss issues you need to do before a departmental meeting. [6]
 - (d) Describe three good practices of chairing a departmental meeting. [3]
 - (e) Explain the importance of taking minutes during a meeting. [2]

5. One of the factors which affect pupils' learning of Biology is the interest they have in the subject.
 - (a) Explain why interest is important in the learning of biology. [2]
 - (b) Discuss issues which tend to lower pupils' interest in biology attributed to teachers of biology. [9]
 - (c) You have been assigned to teach grade 11 Brown class known to have very little interest in learning biology at your new school. Discuss how you will go about to motivate the pupils in this class to like biology. [9]

6.
 - (a) Distinguish between pure Research and Action Research. [2]
 - (b) Undertaking Action Research is highly recommended for teachers of biology. Justify the value of undertaking action research to a teacher of biology. [5]
 - (c) Conducting action research is much more appropriate to a teacher of biology than conducting pure research. Argue in support of this statement. [5]
 - (d) Describe any four states of action research and show how they are related to each other using a simple illustration. [6]
 - (e) Give one challenge a teacher of biology is likely to encounter in relation to doing action research and how this challenge can be overcome. [2]

END OF EXAMINATION!

UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014/2015 DIFERRED EXAMIINATIONS

PEM 1021: Teaching Methods

TIME: THREE HOURS

MARKS: 100

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

1. Distinguish between Question and Answer method and Brainstorming method.
2. i) Describe Panel discussion as a method of teaching.
ii) What measures would you put in place in order to minimise the weaknesses of Panel discussion?
3. Explain how you would use Quest Speaker method to teach college students a topic from the study area of your choice.
4. i) Give a definition of a game as a teaching strategy.
ii) Describe two types of games.
iii) With reference to preparation and presentation, what advice would you give a colleague who wants to use a game to teach a class of secondary school pupils?
5. i) Discuss the advantages and disadvantages of using Project method.
ii) Explain the measures you would put in place in order to overcome the challenges you face when using project method to teach a class of secondary school pupils or college students.
6. i) With reference to selection and preparation, discuss the measures you would put in place in order to use visual aids effectively.
ii) Why are visual aids important in teaching? Explain.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

2014 ACADEMIC YEAR FINAL EXAMINATION

PEM 1030: UNIVERSALS IN MUSIC

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. Read the instructions carefully before you start answering questions.
2. There are THREE sections in this examination paper. Attempt all the questions.
3. Credit will be given for orderly presentation of work.

SECTION A: Multiple choice

(10 Marks)

1. What it is the relative minor of F major?
 - A) A minor
 - B) C minor
 - C) B minor
 - D) F minor
2. Give the term that is represented by this symbol (*P*) in music.
 - A) Push
 - B) Tempo
 - C) Piano
 - D) Loud
3. The official Zambia National Anthem the following key:
 - A) A minor
 - B) C major
 - C) C minor
 - D) G major
4. What does *dolce* stand for in notated music.
 - A) High
 - B) Slow
 - C) Sweet
 - D) Low
5. The characteristic quality of a sound is known as...
 - A) Tempo
 - B) Timbre
 - C) Pitch
 - D) Tone
6. A combination of two or more tones sounded at the same time is called ... in music.

- A) Harmony
 - B) Metre
 - C) Pulse
 - D) Rhythm
7. The combination of long and short tones in a melody is known as ...in music.
- A) Mode
 - B) Scale
 - C) Melody
 - D) Rhythm
8. What is the distance between two tones called in music?
- A) Interval
 - B) Triad
 - C) Tone
 - D) Tonic
9. The numeric symbol in the staff in the staff and at the beginning of a piece of music is called.
- A) Tempo
 - B) Time Signature
 - C) Duration
 - D) Key signature
10. In music Forte means what?
- A) Soft
 - B) Fast
 - C) Loud
 - D) Sad

SECTION B: Short answers

(50 Marks)

11. Describe the following concepts in music:

- Duration
- Dynamics
- Pitch
- Timbre
- Tempo

12. Define the following elements of music:

- Harmony
- Rhythm
- Melody
- Style
- Form

13. Describe the differences between music of the West and Music of Africa rhythmically.

14. Give brief descriptions of the following textures:

- Monophony
- Polyphony
- Homophony
- Counterpoint
- Mixed texture

15. Describe phenomenon “music” in the ethnic music of Africa.

SECTION C: musical Analysis

(40 Marks)

Study the following piece of music and then answer the question below:

Call Response

Voice

Na ni wa lya ma ka nga ya — be ne. e ya mu kwai.

3 Call Response

Na ni wa lya ma ka nga ya — pa be ne. ya mu kwai.

5 Call Response

ci te mbo mu ku le, mu twa le pa li be mba. e — mu kwai, kwai.

7 Call Response

ci te mbo mu ku le, mu twa le pa li be mba. e — ya mu kwai.

Describe the following music paying attention to the following:

- Form
- Melody
- Notation
- Rhythm

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
2014 ACADEMIC YEAR DEFERRED EXAMINATIONS

PEM 1049 – CURRICULUM STRENGTH: ENGLISH

TIME THREE (3) HOURS

INSTRUCTIONS:

- 1. Answer three (3) questions**
- 2. Clearly indicate your computer number on the front cover of your answer book.**
- 3. Also, clearly write the number of the question you are answering in the left hand margin of the sheets of paper contained in the answer book.**

Question One

Explain what is implied by the situation method uses a deductive approach to the teaching of the grammar of the English Language.

Question Two

Discuss the characteristics of the cognitive code approach to teaching and learning the English Language.

Question Three

According to Finocchiaro and Brumfit, describe the procedures for teaching and learning English under the Notional Functional Approach.

Question Four

With respect to communicative competence to be acquired by learners of English as a second language, discuss it according to Dell Hymes' view thereby mentioning the four dimensions of communicative competence according to Canale and Swain.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION

2014-15 ACADEMIC YEAR DEFERED EXAMINATION
PEM 2071: ORGANISATION SKILLS IN TEACHING
DURATION: 3HOURS

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

1. George Bishop in his book *Curriculum Development* says that teaching strategies are important for teachers to use in their day to day work. Identify thinking skills and demonstrate how you would use them in teaching of a topic from your subject area in the classroom.
2. Compare and contrast R.W. Tyler curriculum planning model with that of D.K. Wheeler Model.
3. Hugh Hawes in his book *Curriculum and Reality in African Primary Schools* states that regarding planning development and implementation of a new school curriculum stand revealed as a very intricate business. Discuss this statement in terms of factors taking into consideration when implementing a new school curriculum.
4. D. Warwick in his book *Team Teaching* terms team teaching as a form of organisation in which individual teachers decide to pool resources and expertise together in order to devise and implement a scheme of work for their students. Critically discuss the merits and demerits of team teaching in Zambia Teacher Education Course of the Primary Colleges of Education.
5. M. Print in his book *Curriculum Development and Design* points out that curriculum evaluation is the symmetric process of collecting, analysing and interpreting data to enhance decision making at different phases of curriculum implementation process

and about curriculum materials. Explain how the evaluation of teacher effectiveness and instructional materials e.g pupil's books and teacher's guides can promote effective curriculum implementation.

6. A. Ur^vbu in his book *Curriculum studies* asserts that curriculum design is concerned with the problem of making a choice of what should be the organisational basis or structural framework for the curriculum. Discuss five types of curriculum designs.

SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS STUDIES
END OF 2014 ACADEMIC YEAR EXAMINATION: JUNE/JULY 2015
**RED 2020: PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING
METHODS**

INSTRUCTIONS

1. Write your computer number on the question paper and answer book.
2. Attempt all the examination items in Section A, and write within the spaces provided.
3. Attach the question paper to the answer book.
4. Attempt one examination item in Section B

DURATION: THREE HOURS

COMPUTER NO.....

SECTION A. SHORT ANSWER EXAMINATION ITEMS (80 MARKS)

1. Identify and briefly describe four stages of Religious Education development in Zambia.(8 marks)
 - (a)
 -
 - (b)
 -
 - (c)
 -
 - (d)
2. Outline the five levels of planning in Religious Education and describe one main activity in each. (5 marks)
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)

3. State and describe four important parts of an objective. (8 marks)

- (a)
- (b)
- (c)
- (d)

4. Define the following concepts: (8 marks)

- (a) Lesson:
.....
- (b) Method:
.....
- (c) Aim:
.....
- (d) Objective:
.....

5. Explain the relationship of an aim and objective. (2 marks)

-
-
-

6. State five advantages of planning in Religious Education. (5 marks)

- (a)
- (b)
- (c)
- (d)
- (e)

7. List and briefly describe five documents required for inspection by a supervisor during School Experience. (10 marks)

(a).....
.....

(b)
.....

(a)
.....

(b)
.....

(c)
.....

8. List and briefly describe five major categories of the Affective Domain. (10 marks)

(a)
.....

(b)
.....

(c)
.....

(d)
.....

(e)
.....

9. State three categories of objectives according to Bloom's taxonomy. (3 marks)

(a)

(b)

(c)

10. State five characteristics of a good objective. (5 marks)

- (a)
- (b)
- (c)
- (d)
- (e)

11. Outline and briefly describe the five levels of planning in Religious Education, indicate the responsible officers at each level. (10 marks)

- (a)
.....
- (b)
.....
- (c)
.....
- (c)
.....
- (e).....
.....

12. Identify four features of the denominational stage. (4 marks)

- (a)
- (b)
- (c)
- (d)

13. Briefly describe the following concepts. (3 marks)

(a) Effective teaching.....

.....

(b) Efficient teaching.....

.....

(b) Personality.....

.....

14. Briefly describe the following terms in the teaching context: (10 marks)

(a) Evaluation

.....

(b) Formal records

.....

(c) informal records

.....

(d) Equity

.....

(e) Need

.....

15. Briefly explain the role of the following concepts in successful teaching and learning.

(a) Teacher's experience.....

.....

.....

(b) Pupil's experience.....

.....

.....

.....

(5 marks)

SECTION B: ESSAY EXAMINATION ITEMS (20 MARKS EACH)

1. Discuss advantages and disadvantages of a believer teaching pupils in Religious Education.
2. Discuss the importance of using teaching and learning aids when teaching grade one class.
3. “Prepare or perish.” How does this statement relate to teaching?

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2014 ACADEMIC YEAR

FINAL EXAMINATION

RES 1010: INTRODUCTION TO WORLD RELIGIONS

TIME: THREE HOURS

Instructions:

- ✓ All questions carry equal marks.
 - ✓ Answer question one (1) and any other two.
 - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
-

1. a) According to the teachings of Taoism, what are the main causes of suffering?
b) With reference to ancient Chinese tradition, explain the '*Ying-Yang theory*'.
2. Write short notes on the following:
 - a) Misconceptions about studying religion
 - b) Functional definitions of Religion
 - c) Projectionist hypothesis
3. a) With reference to Genesis 12-50, describe the origin and development of Judaism.
b) Who is a *Mashiach*? Explain why Jesus is not considered a *Mashiach* in Judaism?
4. From your acquired knowledge of Islam and Christianity, what would you consider to be the essential differences between Islam and Christianity?
5. a) "I take refuge in the *Buddha*, in the *Sangha* and in the *Dharma*". Explain the meaning of this statement.
b) What did the Buddha mean when he preached about the '*Middle Road*' that leads to peace?

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

**UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2014 ACADEMIC YEAR
DEFERRED FINAL EXAMINATION**

RES 1010: INTRODUCTION TO WORLD RELIGIONS

TIME: THREE HOURS

Instructions:

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

1. "Confucianism is a political and social philosophy seeking social harmony". Discuss critically.
2. Discuss the characteristic problems found with the traditional definitions of religion, citing examples of the definitions and scholars in each problem area.
3. Explain clearly why Projectionists hypothesize that '*God is created in the image of man, rather than man being created in the image of God*'.
4. With reference to Shiites and Sunni Muslims, differentiate between the Imamate and Caliphate doctrines.
5. a) What is the Ying-Yang theory?
b) Explain the main causes of suffering in Taoism.

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

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY EXAMINATIONS

2014/2015

COURSE:	RES 2010 - INDIGENOUS RELIGIONS OF SOUTHERN AFRICA
TIME:	THREE HOURS
MARKS:	100
INSTRUCTIONS:	ANSWER THREE QUESTIONS

1. You have been invited to meet a group of First Year students for the 2015 intake to talk about "Justification for the Study of African Traditional Religion." Prepare an essay for your presentation.
2. You are on exchange programme at Surrey University in the UK and your host lecturer asks you to explain why ATR should not be characterised as: *Fetishism, Animism, Ancestor Worship, Polytheism, Idolatry* and *Paganism*. Show your arguments with some attention to reasons to account for such disparaging terms.
3. Discuss in detail how the following beliefs emerged in Bantu societies in Southern Africa: *Royal Spirits; Hunting Spirits; Ancestral Spirits; Territorial Spirits; High or Unique Spirit*.
4. *Lineage Spirits* are "created" by the living through a funeral rite. Take any tribe of your choice in Zambia and discuss the funeral rite for creating a *lineage spirit*.
5. First define Spirit Possession and then discuss *Masabe, Ngulu Vimbuzo Ifinkubaila* in terms of origins and the procedure of what is called *Unplugging the Spirit*.
6. 'Witchcraft and socery are one and the same thing.' Discuss this assertion from an informed perspective using the insights you have gained on witchcraft and socery in African Traditional Religion.
7. The Zambia Law Development Commission intends to repeal the current Witchcraft Act. You have been invited to give a talk on *Witchcraft, Divination* and *Witchcraft Eradication movements* in Zambia to help the Commission establish some background to its plan. What would be the substance of your discussion?
8. Write an essay entitled: "The Merits of the *Deus Otiosus* and the problem with *Mediumistic* in explaining the position of God in African traditional worldview."
9. Using the three basic rules (caution, reverence, openness and sympathy) in the study of ATR, show how these three principles apply in reality when studying aspects of ATR. (You are advised to use real life examples such as rites, divination, ceremonies and festivals.
10. Discuss how oral tradition can survive in Zambia's twenty first century.

11. Describe the original homeland of the Bantu and show how the environment shaped the religious, and socio-economic life of the Bantu before they began to migrate.
12. In a detailed discussion of boys' or girls' *initiation rite* of your choice, clearly show how Arnold Van Gennep's phases and the symbolisms in each operate.
13. a) Discuss the three sacred positions of the Bemba woman as reported by Hugo Hinfelaar in terms of the following:
 - i) The religious roles.
 - ii) What present day women and men alike can learn from the past to address HIV and AIDS.b) How **Christian missionaries**, the **School** and **Migrant Labour** affected the religious roles of the woman.
14. a). Explain Robin Horton's *Thought Experiment on Conversion*.
b). Discuss the meeting of Christianity and ATR on one hand, and the meeting of Islam and ATR on the other. In your conclusion analyse how the two foreign religions fared in attracting converts.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS, JULY – AUGUST 2015
DEFERRED
RES 2010: INDIGENOUS RELIGIONS OF SOUTHERN AFRICA

Time: Three (3) Hours

Marks: 50

INSTRUCTIONS: Answer three (3) questions ONLY

1. What would you describe as aspects of African Traditional Religion in your denomination or religious affiliation? (Remember to mention the name of your religious affiliation or denomination. If you do not belong to any, use any of your choice).
2. Identify and discuss factors, which can enhance the academic study of African Traditional Religion in Zambia.
3. “*A na’anga* may deal with divination and/or healing. *A na’anga* dealing with divination may or may not be possessed during divination and while some *na’anga* only divine, others also give treatments and heal” (Dahlin, 2002:101). Discuss this statement in terms of all that you have learnt about divination in African traditional societies.
4. Imagine you are presenting a speech on Zambia’s 50th Independence Day celebrations in which you need to show how Zambia can embrace African Traditional Religion to promote peace and harmony in the nation. What would be the issues you would address in that speech? (Use vivid and clear issues from ATR)
5. Discuss at least 6 differences between a diviner or *na’anga* and a Witchfinder.
6. One result of the meeting of Christianity and African Traditional Religion was the development of African Independent churches. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

2015 ACADEMIC YEAR FINAL DEFERRED EXAMINATIONS

RES 3010: RELIGIOUS CONVERSION AND ITS IMPACT ON AFRICA

TIME : THREE HOURS

Instructions:

- ✓ All questions carry equal marks.
 - ✓ Answer question one (1-compulsory) and any other two (2) questions of your choice.
 - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
-

1. Discuss the following heresies:
 - (a) Pelagianism
 - (b) Docetism
 - (c) Nestorianism
 - (d) Arianism
2. (a) Conceptualize historiographies as Explained by Strayer.
(b) Explain the three adaptations that Strayer discusses in his article on mission history.
3. (a) What is Carmody's view of conversion at Chikuni?
(b) Using Beidelman, account for more conversions at Rusangu than Chikuni.
4. Discuss the factors that led to the decline of the Coptic Church.
5. Explain what Van Binsbergen means by the articulation process.
6. Critically, is it tenable to argue that William Harris Wade played any significant role in the development of the church in West Africa?
7. Using Fisher's stages of conversion discuss how West Africa was Islamised minus Arabianisation.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF RELIGIOUS STUDIES

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

RES 3020: SCRIPTURES OF WORLD RELIGIONS

TIME: THREE HOURS

MARKS: 50%

Instructions:

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

1. a) What is scripture?
b) Why is it *not easy* to define the concept of scripture?
2. Write *concise* notes on the following scriptural aspects;
 - a) Origin and development of the concept of scripture.
 - b) Functional roles of scripture in world religions.
 - c) Interpretation and translation of scripture.
 - d) The two (2) principle approaches to the study and interpretation of sacred scriptures.
3. Why is it a matter of utmost importance to consider the '*Complex Context of Composition*' of sacred scriptures in scholarly scriptural exegesis?
4. a) In scholarly scriptural exegesis or analysis, what is meant by the Historical Critical Approach?
b) Discuss the advantages and disadvantages of the Historical Critical Approach in scholarly scriptural exegesis.
5. There are various sources of African scriptures in ATR (s). State these sources and explain how they assume their scriptural roles in ATR.
6. According to Ellis (2010), four (4) traditions have influenced the books of the Torah. Explain how the four (4) traditions have influenced the books of the Torah.

7. a) What are the three (3) stages in the process of Writing the Gospels.
b) Why is there *one* Jesus but different portraits by gospel evangelists?
8. a) Compare and contrast Theravada and Mahayana Buddhist scriptures.
b) Which scriptures are more *credible* between Theravada and Mahayana Buddhist canons and why?
9. According to Kramer (1986), traditional Chinese religion was what may be referred to as '*civil religion*'. Discuss the claim by Kramer from a scriptural analytical perspective.
10. In his 1999 publication entitled '*A cultural History of India*', Basham argues that Hindu scriptures are distinct from scriptures of other religions. Discuss.
11. The Confucian doctrines assume the framework of traditional Chinese religion. Explain.

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

THE UNIVERSITY OF ZAMBIA
2015 UNIVERSITY EXAMINATION, JULY-AUGUST
DEFERRED
RES 9010: AFRICAN INDEPENDENT CHURCHES

Time: **Three (3) Hours**

Marks: **50**

INSTRUCTIONS: Answer three (3) questions ONLY

1. Discuss in detail why it is important to study African Independent churches today.
2. The acronym AIC may stand for a number of things. Name them and in detail discuss Harold Turner's definition.
3. Distinguish between *Ethiopian -type churches*, *Spirit-type churches* and *Messianic churches*.
4. Is it possible to argue that had Reverend Fergus MacPherson not left Lubwa for sabbatical, Lenshina Mulenga Lubusha would not have founded the Lumpa church?
5. Narrate the story of Simon Kimbangu up to his death.
6. What did Mulolani teach his follower, *Ba mutima*?
7. What contributions have African Independent churches made to the Christian Church as a whole?

END OF EXAMINATION