

THE UNIVERSITY OF ZAMBIA
FIRST SEMESTER EXAMINATIONS 2009/10
SCHOOL OF EDUCATION

1. CVE 111 - INTRODUCTION TO CIVIC EDUCATION
2. EAP 111 - THE ORIGIN AND DEVELOPMENT OF EDUCATION IN ZAMBIA
3. EAP 931 - THE HISTORY OF EDUCATION
4. EAP 955 - POLITICAL ECONOMY OF EDUCATION
5. EED 111 - INTRODUCTION TO ENVIRONMENTAL EDUCATION
6. EED 211 - TRENDS IN ENVIRONMENTAL EDUCATION
7. EED 221 - INTRODUCTION TO ENVIRONMENTAL MANAGEMENT
8. EPS 121 - DEVELOPMENTAL OUTCOMES ; PRE-SCHOOL YEARS
9. EPS 131 - SOCIOLOGY OF EDUCATION
10. EPS 152 - SPECIAL EDUCATION NEEDS
11. EPS 251 - TEACHING CHILDREN WITH DEVELOPMENTAL DISABILITIES
12. EPS 261 - INTRODUCTION TO CHILD NEUROPSYCHOLOGY
13. EPS 301 - INTRODUCTION TO RESEARCH METHODS IN SOCIAL EDUCATION
14. EPS 311 - LEARNING PROCESS - A PSYCHOLOGICAL PERSPECTIVE
15. EPS 332 - LEARNING PROCESS - A SOCIOLOGICAL PERSPECTIVE
16. EPS 351 - TEACHING METHODS IN SPECIAL EDUCATION
17. EPS 371 - TEACHING CHILDREN WITH PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS
18. EPS 451 - IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION
9. EPS 461 - TEACHING CHILDREN WITH VISUAL IMPAIRMENTS
0. EPS 471 - COUNSELLING IN CHILD DISABILITY - THEORY

46. MSE 331 - MATHEMATICS EDUCATION 1
47. MSE 341/351/361 - MATHEMATICS AND SCIENCE EDUCATION
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50. MSE 952 - PHYSICS TEACHING METHODS 2
51. RS 101 - INTRODUCTION TO WORLD RELIGIOUS 1
52. RS 201 - INDIGENOUS RELIGIONS IN SOUTHERN AFRICA
53. RS 311 - THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA 1
54. RS 335 - INTRODUCTION TO WORLD SCRIPTURES
55. RS 901 - AFRICAN INITIATIVES IN RELIGION
56. RS 921 - RELIGION AND PSYCHOLOGY
57. RS 935 - RELIGION AND POLITICS
58. RS 951 - SOCIOLOGY OF EDUCATION
59. RS 955 - HISTORY OF CHRISTIANITY IN ZAMBIA

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009/10 ACADEMIC YEAR
CIVIC EDUCATION EXAMINATIONS

CVE 111: INTRODUCTION TO CIVIC EDUCATION

TIME: THREE HOURS

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

- Question 1: Basing your arguments on its (a) principle, (b) philosophy, and (c) goals, explain the meaning of the term civic education and show its significance to the development of society.
- Question 2: Discuss the concept of patriotism and show its significance to development.
- ✓ Question 3: What is democracy? In your view is there any difference between direct and indirect democracy
- ✓ Question 4: What are millennium development goals? Examine the successes made so far by the Zambian government in its efforts to meet these millennium challenges and in your view is Zambia likely to achieve these goals by year 2015?
- ✓ Question 5: What is Globalizations? In your view is Globalization a good or bad phenomenon?
- Question 6: Explore development planning. In your view is development planning essential for a country like Zambia?
- Question 7: With reference to its social, economic, political and sustainable variants, explain the term development and show how you would measure the level development for any one given country.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2008/9 ACADEMIC YEAR
CIVIC EDUCATION EXAMINATIONS

CVE 112: INTRODUCTION TO GOVERNANCE

TIME: THREE HOURS

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

- Question 1: State and explain the differences (if any) between the terms **governance** and **Government**, and itemize and explain the various factors affecting governance.
- Question 2: What is bad governance? How would you measure the goodness of governance of any one particular country?
- Question 3: compare and contrast governance in pre-colonial and colonial Zambian societies.
- Question 4: Identify and discuss the salient characteristics of governance in the post- colonial Zambia.
- Question 5: What is civil society? And why is it important to strengthen civil society?
- Question 6: With references to their strengths and weakness explain the roles played by nongovernmental organisations(NGOs) in the governance process in Zambia.
- Question 7: Global governance is not world government. Discuss.

END OF EXAMINATIONS

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009/10 ACADEMIC YEAR
CIVIC EDUCATION EXAMINATIONS

**CVE 211: INTRODUCTION TO CONSTITUTION AND
HUMAN RIGHTS IN ZAMBIA.**

TIME: THREE HOURS

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

- Question 1: Both the Constituent Assembly (CA) and the National Constitution Conference (NCC) are constitution conventions. Explain what you think is the difference between these two and why it is argued that the CA is better than the NCC
- Question 2: Do you agree with the assertion that amendments to the constitution in Zambia always results in the violation of human rights?
- Question 3: What is a constitution? Differentiate between a rigid and flexible constitution and show whether these are of any advantages and disadvantages.
- Question 4: Describe and discuss the Zambian Human Rights Commission and show whether it is of any useful purpose to the Zambian society.
- Question 5: Discuss constitutionalism in Zambia from 1964 to 2009.

END OF EXAMINATIONS

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009/10 ACADEMIC YEAR
CIVIC EDUCATION EXAMINATIONS

CVE 331: AVANCED PEACE AND CONFLICT STUDIES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THE GIVEN QUESTIONS

- Question 1: Explore mediation. In your view is mediation a useful method of resolving conflict?
- Question 2: Who is a mediator? What do you think could be appropriate roles of mediator?
- Question 3: Identify and describe the different types of mediators. In your view which one is most appropriate.
- Question 4: What is peace education? Do you see peace education to be of any significance in the prevention of conflicts in society?
- Question 5: Explore peer mediation and show its importance in conflict prevention.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FIRST SEMESTER EXAMINATIONS 4TH November 2009
EAP111 – THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA
(FULL-TIME AND PARALLEL STUDENTS)

TIME: THREE (3) HOURS

INSTRUCTIONS

- a) Answer any three (3) from the nine (9) questions given below.
 - b) All questions carry equal marks.
 - c) You are required to read all the questions before selecting the three (3) questions you wish to attempt.
 - d) There is one (1) printed page in this examination.
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- 1) Describe the main themes which are reflected throughout the basic, high school and tertiary education sub-sectors in the Ministry of Education Strategic Plan 2003-2007.
- 2) What kind of learner does Educating Our Future aim to produce? What does the document stress in terms of teaching?
- 3) ***“For economic and social development to occur both locally and globally there should be education and training to provide the necessary skills”***. Comment on this Statement with specific reference to the Fifth National Development Plan's (FNDP) targets at Basic and University Education Levels.
- 4) Account for the limited Development of secondary education for Africans in Northern Rhodesia prior to the Federation period
- 5) Critically examine the principal objectives of the **Alan Pim Plan** of 1939 and discuss in detail with illustrations how the plan contributed to the development of education in Northern Rhodesia.
- 6) Critically analyse the factors that triggered the Educational Reform Movement in Zambia in the 1970s. Why did Zambia fail to implement the Educational reforms in Full?
- 7) Discuss the process and content of the 1977 Educational Reforms.
- 8) Identify and discuss the main factors that contribute to Gender Inequality in the Education system.
- 9) What were the perceptions of Human Resource Development in the 1960s? Highlight and discuss the areas of choice in Human Resource Development in this period.

END OF EXAMINATION!

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

2009 -ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS.

EAP 931: THE HISTORY OF EDUCATION.

TIME: THREE (3) HOURS-

TOTAL MARKS: 40 MARKS.

INSTRUCTIONS:

- (a) Answer any **three (3)** questions from the **nine** given questions.
- (b) All questions carry equal marks.
- (c) You are required to read through all the questions carefully before selecting which ones to attempt.
- (d) Please do not cut words at the end of each line.
- (e) There are ~~two~~^{ONE} printed pages in this examination.
- (f) You will be heavily penalised if you write your name on the answer booklet.

QUESTIONS

1. Discuss the significance of the "Renaissance" and "Reformation" in the development of Western Education.
2. Write detailed brief notes on any **two** of the following:
 - (a) A state within a state.
 - (b) Rejection of pagan learning in the West.
 - (c) Chantry schools.
3. Describe the system and form of education (education of chivalry) which gradually developed for the children of the nobility during the Middle Ages.
4. Quintilian had some ideas about Education that are as relevant today as they were in Roman times. Critically discuss his tenets about education.
5. What led to the decline of the Roman Empire after 180 A.D.?
6. Critically discuss in what ways the Revival ^{of} Learning was regarded as a period of change during the 13th century.
7. Describe and analyse in which ways was the system of training in Sparta was in part a reflection of the character of the people and in part a result of its geographical location.
8. Account for the rise of Universities in the 11th and 12th centuries.
9. Who were University mothers? Describe the evolution of Universities up to the 19th century.

THE END OF THE EXAMINATION!!!

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

FIRST SEMESTER EXAMINATIONS 20TH NOVEMBER, 2009

EAP 955: POLITICAL ECONOMY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any **THREE** from the given nine (9) questions.
 - b. Each question carries 20 marks.
 - c. Your script will not be marked if you write your name on it.
 - d. You are required to read through all the questions carefully before selecting which ones to attempt.
 - e. There are two printed pages in this examination.
-

- 1) Highlight the importance of decision making and problem solving in school management. Identify and explain the four (4) stages of problem solving in education management.
- 2) Discuss the common conditionalities set by the IMF and the World Bank when giving a borrowing country a loan. What are the implications on the provision of education might such conditions have on a country such as Zambia?
- 3) How would you define Human Resource Management in a learning institution? Discuss the basic functions under the following sub headings:
 - i. Employment
 - ii. Staff training and management development
 - iii. Wage and salary administration.
- 4) Explore the relationship between demand and supply factors in education. How does this affect the education system in Zambia?
- 5) Define quality and its attributes. What are the elements of quality assurance and quality control in the education system in Zambia? Elaborate your answers.
- 6) "A good leader uses all three leadership styles wisely depending on what forces are involved between the followers, the leader and the situation."
Critically discuss the statement with relevant and practical examples.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER 2009

EED 111
INTRODUCTION TO ENVIRONMENTAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in this examination, one of which should be question 1. All the answers must be written in the answer book(s) provided.

1. Write brief notes on the following aspects of Environmental Education:
 - (a) Formative and summative evaluation.
 - (b) Transmission model and engaged critical model of teaching and learning.
 - (c) Biotic and abiotic environment
 - (d) Formal and informal education.
2. Explain the top-down and bottom-up approaches in Environmental Education, giving the advantages and disadvantages of each.
3. Show how street vending in Lusaka is a function of biophysical, social, political and economic factors.
4. Explain the steps that you would take to design a curriculum in waste management for residents in Kalingalinga Township.
5. What are the direct drivers of ecosystem change?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

School of Education

University Undergraduate First Semester Examinations

November, 2009

EED 211: TRENDS IN ENVIRONMENTAL EDUCATION

Time: Three Hours

Instructions: Answer a total of **three** questions. Question one is compulsory, and then answer any two others. Credit will be given for answers which show deepened awareness of the topics rather than mere memorization of lecture notes.

1. In your own words, describe the spirit, nature and scope of environmental education as a field of study. (20 marks)
2. Give an outline of key concepts through which environmental education is being implemented of late. (15 marks)
3. Using examples of a case familiar to you, discuss the importance of learning from environmental history in environmental education. (15 marks)
4. "There is an emerging trend of learning from indigenous societies in environmental education". Discuss. (15 marks)
5. Discuss the importance of introducing learners to world studies (global education) in environmental education. (15 marks)

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY FIRST SEMETER EXAMINATION – NOVEMBER, 2009
EED 221**

**INTRODUCTORY TO ENVIRONMENTAL MANAGEMENT
TIME: THREE (3) HOURS
INSTRUCTIONS**

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

1. Write short explanatory notes on the following:
 - a. Wildlife species conservation (5 marks)
 - b. Renewable and non renewable resources (5 marks)
 - c. Water pollution (5 marks)
 - d. Five (5) Environmental treaties and agreements to which Zambia is part of (5 marks)
2. The principals and policies of wildlife conservation are generally based on problems of “what and how to conserve, and, “for what purpose”. Discuss the “for what purpose” aspect. (15 marks)
3. Discuss the main pillars of sustainable development and their significance to achieving the millennium development goals. (15 marks)
4. Imagine that you have been hired as a consultant to conduct an Environmental Impact Assessment of a lodge which is planned to be constructed in a ^{NATIONAL} Natural Park. Explain how you will go about conducting an Environmental Impact Assessment for the proposed lodge. (15 marks)
5. Environmental problems are solved from the contributions of many different sciences. Discuss. (15 marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EPSSE DEPARTMENT

EPS 121: DEVELOPMENTAL OUTCOMES: PRE- SCHOOL YEARS

FIRST SEMESTER FINAL EXAMINATION

NOVEMBER 2009

TIME: 3 hours

TOTAL MARKS – 50%

Section one (1) - multiple choice questions (10 marks)

There are twenty (20) questions in this section. Answer all the questions. Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case. Each question carries half a mark.

1. The development of fine motor skills is best accomplished by
 - (a) promoting finger dexterity activities.
 - (b) exposing children to new situations.
 - (c) allowing children to engage in physical activities
 - (d) controlling and directing child play

2. Which of the following types of development is associated with thinking?
 - (a) Physiological
 - (b) Cognitive
 - (c) Emotional
 - (d) Social

3. Some children may take longer to achieve certain milestones because
 - (a) they are slow in development.
 - (b) they lack stimulation.
 - (c) they are overweight
 - (d) they are not active

4. Centration means?
 - (a) The child feels that he is the centre of the subject at any given time.
 - (b) The child can only focus on one part of any given situation at a time.
 - (c) The child cannot be detracted easily by external stimuli
 - (d) The child thinks carefully to perform an operation

5. Which of the following theorists posited that children learn through actively constructing knowledge through hands-on- experience?
 - (a) Papalia Sally

- (b) Sigmund Freud
 - (c) Jean Piaget
 - (d) Erik Erikson
6. Atypical development can be determined by
- (a) comparing the child's performance level with other children.
 - (b) comparing the child's performance with his/her cognitive development.
 - (c) comparing the child's performance with his/her grade level.
 - (d) comparing the child's performance with his/her chronological age.
7. Which of the following schools of Psychology has been most interested in explaining personality development through dealing with conflicts between inborn sexual related urges and the requirements of society?
- (a) Cognitive
 - (b) Psychodynamic
 - (c) Behavioral
 - (d) Psychosocial
8. How do children in the sensori motor stage learn about themselves and their world?
- (a) Through sensory and motor activities.
 - (b) Through rewards and punishment.
 - (c) Through the media and adults.
 - (d) Through pre-schooling and interactions.
9. Children will not demonstrate social behaviors until they areready.
- (a) Maturationally
 - (b) spiritually
 - (c) morally
 - (d) motor skills
10. Which of the following is an example of Lawrence Kohlberg's conventional morality in pre-school aged children?
- (a) The child volunteers to sweep the classroom because he/she believes such behavior on his/her part would be approved of by the teacher.
 - (b) The child volunteers to sweep the classroom because she believes all members of society are obliged to help others.
 - (c) The child refuses to accompany her friends absconding school because of her fear of parental punishment for absconding school.
 - (d) The child refuses to accompany her friends absconding school because she disapproves of activities that might harm others.
11. What term is used to describe the process of normal physical and psychological development occurring independently of particular experience?
- (a) Motor skills
 - (b) Schematic

- (c) Adaptation
 - (d) Maturation
12. Eros according to Freud means?
- (a) The life instinct
 - (b) The drive instinct
 - (c) The death instinct
 - (d) The conscious instinct
13. Three of the best ways to improve a pupil's participation in class are:
- (a) Push the pupil into working, use visual aids, use abstract methods
 - (b) Act as a role model, set new goals, keep the pupil active
 - (c) Make it fun, use abstract methods, set achievable goals
 - (d) Use teaching aids, set achievable goals, encourage group work
14. is a type of behavior, either voluntary or reflex in nature, which provides the stimulation for a repetition of the same process.
- (a) Circular reaction
 - (b) Mental Pictures
 - (c) Motherese
 - (d) Transduction
15. Animism is typical of preoperational children in which children
- (a) attribute growth to nurture.
 - (b) attribute life to movement.
 - (c) attribute life to irreversibility.
 - (d) attribute development to decentration.
16. Cooling is a behavior pattern in infants that means?
- (a) Using signs to indicate the need in infants
 - (b) Having to do with infant development
 - (c) Infants inferences from sensory stimulation
 - (d) Make a soft murmuring sound
17. What is decentering?
- (a) An inference which has been drawn from formal premises or propositions to generate knowledge.
 - (b) Any behavioral pattern which protects the child's cognition from use of ego defences.
 - (c) Focusing simultaneously on more than one aspect of an object in order to arrive at a correct assessment of the object
 - (d) The ability to produce new forms in situations to solve problems using novel methods.

18. Children in the phallic stage of development acquire behavior dispositions of parents of their own sex through the process of
- (a) identification
 - (b) pretend play
 - (c) imitation ,
 - (d) modeling
19. In Piaget's preoperational stage, the child acquires the principle of.....
- (a) object permanence ✓
 - (b) conservation
 - (c) symbolic interaction
 - (d) abstract reasoning
20. Vygotsky emphasized the role of adults in influencing cognitive and language development of children. This is what he called
- (a) turn-taking learning ✓
 - (b) internalization motherese learning
 - (c) collaborative adult learning
 - (d) cultural mediated learning

Section two (2) True/False (5 marks)

For each item, write **True** or **False** in the answer booklet provided. Each question carries half a mark.

21. Children who show strength in one area of development might be slower to develop skills in another.
22. Differences in behavior among children of the same age always reflect differences in development.
23. Children's development follows a known and predictable course.
24. One of the developmental building blocks found in every child's bag is the child's education.
25. The child's development capacity will guide what a parent teaches.
26. Only infants should be engaged in structured activities in order to learn.
27. An effective way of teaching children at the motor stage of development is by practicing one skill on one type of situation.
28. The unfulfilled need in human beings acts as motor skill.
29. One-word utterance in children begin at one and half years.

30. The social aspect of speech affects the pace of language development.

Section three (3) - Filling in the black space- (5 marks)

There are ten (10) questions in this section. Fill in the blank space with an appropriate word or phrase. Each question carries half a mark.

31. Age-related development term for a child aged one month to one year is

32. is the ability of the child to name and identify sets of objects according to appearance, size or other characteristic.

33. Human Ecology theory specifies four nested environmental systems. The system addresses the influence of the larger cultural context in development.

34. Developmental change may occur as a result of genetically controlled processes known as, or as a result of environmental factors and learning.

35. as a defense mechanism involves attributing one's own unacknowledged, unacceptable/unwanted thoughts and emotions to another.

36. The process of modifying existing schemata to satisfy the requirements of new experiences is what Piaget referred to as

37. The ego's mode of operation, called....., is to assess new situations and plan how best to obtain gratification.

38. Freud suggested that if children receive too little or too much gratification in any of the Psychosexual stages, they are at risk of

39. The hereditist versus the environmentalist controversy on human development can best be resolved by taking the approach.

40. refers to the individual's preoccupation with his or her own point of view.

Section four (4) – Essay Questions (30 marks)

There are five essay questions in this section. Answer **only three (3) questions**. Each question carries ten (10) marks. Credit will be given for logical presentation of ideas and citing examples.

1. With the aid of a diagram, highlight and discuss four needs of a growing child in pre-school years. Give examples in each case.
2. Certain conditions place children at increased risk of experiencing a typical development. Describe the different categories of risk conditions and explain intervention strategies that government has put in place to avert a typical development among the pre-school aged children.
3. Referring to relevant theories identify and explain achievements in the area of cognitive and social development in early childhood (0-6 years). What is the significance of these developments?
4. Why is it important for a teacher of pre-school children to learn about developmental psychology?
5. Identify and explain the main principles of development as suggested by Papalia (1998)

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

EPS 131 – SOCIOLOGY OF EDUCATION

FIRST SEMESTER FINAL EXAMINATIONS – NOVEMBER, 2009.

MARKS: 100

TIME: 3 HOURS.

INSTRUCTIONS:

There are two sections in this paper. Section A and section B.

1. Answer **all** questions in section A using the *question paper*.
2. Answer **THREE** questions only in Section B using *Answer Booklets* provided.
Question 1 is compulsory.
3. Please write your particulars clearly.

NAME: _____

COMPUTER No. _____

TUTOR'S NAME _____

TUTORIAL DAY: _____ TUTORIAL HOUR _____

SECTION A (25 marks)

Write short notes on each of the following concepts.

1. Primary deviance _____

2. Caste system _____

3. Significant others

4. Generalised other

5. Open systems model

6. Metaphysical stage

7. Reference group

8. Social statics

9. Looking glass self

10. Conservative function

11. Midlife crisis

12. Latent function

13. Intra-role conflict _____

14. Inter- role conflict _____

15. Diffuse role _____

16. Esoteric knowledge _____

17. Altruism _____

18. Total institutions _____

19. Mores _____

20. Sponsored mobility _____

21. Dyad _____

22. Role taking _____

23. Isolate _____

24. Charismatic leader _____

25. Quackery _____

SECTION B (75 marks)

Answer **THREE** questions only from this section. **Question 1 is compulsory.** Each question carries **25 marks.** Credit will be given for well thought out work.

- Q1.** There are a number of theories that explain the process of socialization. Compare and contrast Cooley's *Looking Glass Self* and Mead's *Role Taking*. Support your ideas using examples from the socio-cultural context of Zambia.
- Q2.** Robert Merton argues that certain aspects of bureaucratic procedure may be dysfunctional to the organization. Discuss the dysfunctional tendencies of bureaucracies with examples from the Zambian basic school system.
- Q3.** Explain the relationship between three main types of leadership styles identified by Max Weber and their effect on pupils' behavior and academic performance in basic schools.
- Q4.** To what extent should the school community be detached from or be interwoven with the local community? Critically discuss this question using three schools of thought on the relationship between the school and the community. Justify your preferred position on this question.
- Q5.** Outline the main features of the labeling theory and discuss the impact of labelling learners by their teachers.

All the best!

24. Charismatic leader _____

25. Quackery _____

SECTION B (75 marks)

Answer **THREE** questions only from this section. **Question 1 is compulsory.** Each question carries **25 marks.** Credit will be given for well thought out work.

- Q1.** There are a number of theories that explain the process of socialization. Compare and contrast Cooley's *Looking Glass Self* and Mead's *Role Taking*. Support your ideas using examples from the socio-cultural context of Zambia.
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- Q5.** Outline the main features of the labeling theory and discuss the impact of labelling learners by their teachers.

All the best!

THE UNIVERSITY OF ZAMBIA
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION
EPS 152 - SPECIAL EDUCATIONAL NEEDS

TIME - THREE 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 sections A and B and from C, answer question 1 which is compulsory and any other
- iv) All answers must be written in the booklets provided.

SECTION A (10 Marks)

Answer all the questions in this section

1. Which of the following is not a symptom of emotional disorders
 - a) Sexual problems
 - b) Feeling constantly threatened
 - c) Inability to maintain close relationship
 - d) Keenness to start physical fights
2. Three of the following are examples of externalising behaviour disorders. Which one is not?
 - a) Delinquency
 - b) Depression
 - c) Hyperactivity
 - d) Aggression

3. _____ is a visual impairment where there is damage to a small area of the retina resulting in restricted fine central vision and difficulties in writing and reading.
- a) Retinal detachment
 - b) Retinoblastoma
 - c) Mucular degeneration
 - d) Diabetic retinopathy
4. A condition where the two eyes are improperly aligned causing two images being received by the brain is called _____
- a) Myopia
 - b) Nystagmus
 - c) Astigmatism
 - d) Strabismus
5. Which of the following is not a characteristic of learning disabilities
- a) Inattentiveness during lectures or class discussions
 - b) Impulsiveness
 - c) Poor motor coordination and spatial relation skills
 - d) Poor vision
6. Articulation disorders are of four major types. These are
- a)
 - b)
 - c)
 - d)
7. According to _____ theory of attachment, fearfulness is rooted in early insecure attachments.
8. _____ is the vocal production of language.
9. _____ may be manifested by fidgetiness or squirming in one's seat, by not remaining seated when expected to do so.
10. A hearing impairment or deafness which is acquired after a person has learnt to speak is referred to as _____

11. _____ is a type of cerebral palsy characterized by involuntary movements that are purposeless and uncontrolled.
12. _____ is an ear infection which could result in both language and hearing impairment.
13. Most definitions of mental retardation retain three components of this condition, these are
- a) _____
- b) _____
- c) _____
14. Cartesian split refers to _____
15. Central hearing loss refers to _____
16. _____ is a condition that manifests with mental retardation and other abnormal physical features in a newly born baby due to alcohol intake by a pregnant woman.
17. Speech is abnormal when it is _____, is unpleasant, or _____ with communication,
18. _____ which is lack of fluency in speaking may be characterized by severe hesitations or the repetition of sounds and words.

SECTION B (15 Marks)

Write brief notes on each of the following items. Each item carries 3 marks.

1. Autism
2. Academic Learning Disabilities
3. Types of Hearing Losses
4. Sickle Cell Anaemia
5. Epilepsy

SECTION C (25 Marks)

There are three questions in this section, answer question one which is compulsory and any other question.

1. Analyze the developmental characteristics of children with learning disabilities and how these can lead to academic learning problems.(15 Marks)
2. Gifted individuals show biological and social characteristics not present in persons of average intelligence. Discuss these features and the significance of early intervention for gifted persons.
3. With the use of appropriate examples, examine the major causes of visual impairments in Zambia.

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

EPS 231 - SOCIOLOGY OF EDUCATION

FIRST SEMESTER FINAL EXAMINATIONS - NOVEMBER, 2009.

MARKS: 100

TIME: 3 HOURS.

INSTRUCTIONS:

There are two sections in this paper. **Section A** has *Objective Questions* while **Section B** has *Essay questions*.

1. Answer **all** questions in Section A using the *question paper*.
2. Answer **THREE** questions only in Section B using *Answer Booklets* provided. **Question 1 is compulsory**.
3. Please write your particulars clearly.

NAME: _____

COMPUTER No. _____

TUTOR'S NAME _____

TUTORIAL DAY: _____ TUTORIAL HOUR _____

SECTION A (40 marks)

Circle the most appropriate answer.

1. A situation that occurs when a person has difficulties in meeting the expectations of a role is referred to as...
 - A. Role strain.
 - B. Role confusion.
 - C. Inter-role conflict.
 - D. Role expectation conflict.

2. "A school is regarded as a museum of virtue." This statement is associated with one of the following.
- A. Political function of education.
 - B. Conservative function of education.
 - C. Innovative function of education.
 - D. Economic function of education.
3. The founder of positivism, a school of philosophy that believes that social phenomena could be studied scientifically was...
- A. Herbert Spencer.
 - B. Emile Durkheim. ✓
 - C. Auguste Comte. ✓
 - D. Max Weber.
4. "Education produces the neighbourhood effect." This statement is associated with...
- A. Functionalist theory.
 - B. Symbolic interactionism.
 - C. Phenomenology.
 - D. Human capital theory.
5. What is the name of the classical pragmatist and educationist who viewed the educational system as a direct agent of social change and believed that the school could help reform society.
- A. John Dewey.
 - B. Max Weber.
 - C. Emile Durkheim. ✓
 - D. Talcott Parsons.
6. "Schools are regarded as repressive institutions that indoctrinate pupils, stifle creativity and imagination, induce conformity and stupefy students into accepting the interests of the powerful." This statement is associated with one of the following.
- A. Randall Collins.
 - B. Ivan Illich.
 - C. Samuel Bowles and Herbert Gintis.
 - D. Willard Waller.
7. In a sociometric test, an isolate is one who is...
- A. Chosen by everyone.
 - B. Chooses but is not chosen.
 - C. Unchosen and does not choose.
 - D. Not chosen, makes an effort to choose, but is not accepted by others.

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8. Which one of the following theorists view social unity as an illusion resting on coercion.
- A. Consensus theorists.
 - B. Interactionism
 - C. Modernisation theorists.
 - D. Conflict theorists. ✓
9. Which one of the following best describes the process of socialization.
- A. The process of learning how to get along with other people.
 - B. The process of learning new skills to serve society.
 - C. It is a life - long process, from birth to the grave.
 - D. The process of transmitting the culture of a society to new members of the society. ✓
10. The teacher's social position within the community is called...
- A. Functional status. ✓
 - B. Scalar status.
 - C. Organisational status.
 - D. Social status.

Complete the blanks with the most appropriate words or phrases.

11. _____ are rewards or punishments used to enforce conformity to norms.
12. The induction of newly recruited members working under supervision of experienced professionals is known as _____
13. A system in which scarce resources and rewards are determined on the basis of achieved status is known as _____ system.
14. _____ is an over simplified, exaggerated or unfavourable generalization about a category of people.

15. _____ is non conformity that results in the individuals who commit acts of deviance being labelled as deviants.
16. _____ refers to different roles attached to a single status.
17. A self-sufficient group composed of three members is known as a _____
18. The last stage in the law of *intellectual progress* or *human progress* according to Auguste Comte is known as the _____
19. The type of social action that characterizes formal organizations according to Max Weber is known as _____
20. Leadership based on proved competencies of an individual is known as _____ leadership.

Circle the appropriate letter to show whether these statements are True (T) or False (F).

21. T. F. The internalization of norms and values is an aspect of social learning called modeling.
22. T. F. It was Max Weber who wrote on pathological bureaucracies.
23. T. F. The assumption that schools can handle within their four-walls all the major problems of education is "an open door position."
24. T. F. Talcott Parsons sees the age difference between pupils and teachers as one source of their perpetual conflict.
25. T. F. Teacher's roles are regarded as superfluous compared with other traditional professions.

26. T. F. Folkways are norms that do not have a great moral significance attached to them.
27. T. F. Social control in every society is achieved through the process of socialization.
28. T. F. Grape vine is regarded as official communication in organizational settings.
29. T. F. Social dynamics has to do with progress and stability of social institutions.
30. T. F. The unsocialised, spontaneous and self interested component of our personality is known as the superego.

Match the words, concepts, ideas or names in Section A with those in Section B.

SECTION A	SECTION B	ANSWERS.
31. Robert Merton	A. Conflict in class	31. _____
32. Nathan Glazer	B. Educational stratification	32. _____
33. Ivan Illich	C. Minor profession	33. <u>E</u>
34. Bowles and Gintis	D. Isolated children	34. <u>H</u>
35. Randall Collins	E. Deschooling society	35. <u>B</u>
36. Quackery	F. Consensus theory	36. _____
37. Goad and Brophy	G. Unprofessional	37. <u>J</u>
38. Max Weber	H. Schooling in America	38. <u>I</u>
39. Kingsley Davis	I. Status groups	39. <u>D</u>
40. Willard Waller	J. Self-fulfilling prophesy	40. <u>A</u>

SECTION B. (60 marks)

Answer **THREE** questions only from this section. **Question 1 is compulsory and carries 30 marks.** Other **two questions carry 15 marks each.** Credit will be given for well thought out work.

1. Outline the social context of Emile Durkheim's creation of Sociology of Education. Given this particular context elaborate on the four explicit areas of interest presented by Durkheim in his study of Sociology of Education.
2. Compare and contrast the structural-functionalist theory and the conflict theory on the role of education in society.
3. What problems are associated with the professional status of teachers in Zambia? Discuss ways of improving teachers' professional status in Zambia as recommended in the *National Policy on Education* (Educating Our Future, 1996).
4. What is the difference between socialization and education?
5. Discuss the social functions of education in Zambia and show how the high school system is fulfilling these functions.

All the best!

5. To alleviate problematic interactions within the family system with Autistic Spectrum Disorders (ASD) the following concepts are recommended except one
- Teaching the parents how a child with Autistic Spectrum Disorders (ASD) perceives the world.
 - Understanding the child with Autistic Spectrum Disorders (ASD)'s craving for consistency.
 - Learning other ways to communicate and interact with the child with Autistic Spectrum Disorders.
 - Adopting a corporal style of disciplining the child with Autistic Spectrum Disorders (ASD).
6. Which of the following is not a characteristic feature of a child with Spina Bifida?
- Motor difficulties in the arms and hands
 - Possible absence seizures
 - Inability to communicate with words or gestures
 - Incontinence of both bowel and bladder
7. Which of the following is not associated with prenatal causes of Cerebral Palsy?
- Brain haemorrhages
 - German measles
 - Rh incompatibility
 - Metabolic disorders
8. The main problem areas for pressure sores in individuals with Spina Bifida include the following except
- Ankles
 - Heels
 - Behind the knees
 - Neck
9. Associated disorders of Cerebral Palsy include the following except
- Convulsive disorders
 - Perceptual and visual motor disorders
 - Normal development up to the age of 24 months
 - Drooling

10. Which type of Spina Bifida may be associated with a portion of the spinal cord protruding through the back?
- a) Myelocele
 - b) Occulta
 - c) Meningocele
 - d) None of the above
11. 'Trisomy 21' was a term described by
- a) Leo Kanner
 - b) John Langdon Down
 - c) Eugen Bleuler
 - d) Jerome Lejeune
12. Which of the following is not a characteristic feature of Autistic Spectrum Disorders (ASD)?
- a) Abnormal attachment to parents and caregivers
 - b) Stereotype behaviours
 - c) Only found in males
 - d) Language deficits
13. Which of the following is not a type of Autism Spectrum Disorders (ASD)?
- a) Tourettes syndrome
 - b) Retts Disorder
 - c) Childhood Disintegrative disorder (CDD)
 - d) Asperger's Disorder
14. The following are likely to cause Down Syndrome except
- a) Mosaicism
 - b) Translocation
 - c) Mothers under the age of 35
 - d) Mothers under the age of 20

SECTION B: Fill the blanks.

15. Epilepsies can be classified in several ways such as by _____
and _____ (2 marks)

16. A Multidisciplinary approach is a term referring to _____

_____. (1 mark)

17. Behaviour modification strategies against aggression and non compliance may
include _____ and _____
(2 marks)

18. Elective abortion rates show that 91-93% of pregnancies in the United States (US)
with a diagnosis of Down Syndrome are terminated. Why are some disability
movements not in favour of abortion based on disability?

_____. (1 mark)

19. Some researchers have found that the prevalence of mild Developmental Disabilities
is likely to be higher in third (3rd) world countries due to
_____ and _____.
(2 marks)

20. Children with Down Syndrome usually have common characteristics such as
a) _____
b) _____
c) _____
(3 marks)

21. Karyotyping refers to _____
_____. (1 mark)

22. What are the two major causes of Hydrocephalus?
a) _____
b) _____ (2 marks)

23. Children with _____
exhibit some characteristics of Autism Spectrum Disorders but do not meet all
necessary criteria for any single diagnostic category. (1 mark)

24. Symptomatic seizures refer to _____
_____.

(1 mark)

25. Why do children with Cerebral palsy require catheterisation?

(1 mark)

SECTION C: Answer only two questions.

Question 1 is compulsory.

1. The United States Federal Development Disabilities Act (PL 101-496) describes Developmental Disabilities as a term referring a severe chronic disability of a person 5 years of age or older attributable to mental and physical impairments likely to continue indefinitely.

It is estimated that about 5% of the population worldwide have developmental disorders. Some studies have shown that the prevalence of mild developmental disabilities is likely to be higher in areas of poverty and deprivation and among people of certain ethnicities. With reference to either **Down syndrome, Spina Bifida or Autism** and using relevant examples;

- a) Describe the common features
 - b) Explain the etiology and diagnosis
 - c) Outline the challenges children with the named developmental disorder experience.
 - d) Identify the intervention strategies that can be used to promote independence in such children. *(24 marks)*
2. With reference to a Pervasive Developmental Disorder (PDD) of your choice explain why such a Developmental Disorder requires an 'aggressive' or intensive type of intervention combining several methods. *(12 Marks)*
3. Some children with Cerebral Palsy experience a number of health problems affecting their lives in general especially their educational progress. Using adequate examples outline the management and teaching strategies that can be used to help such children. *(12 Marks)*

GOOD LUCK

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

EPS 251- TEACHING CHILDREN WITH DEVELOPMENTAL DISABILITIES

EXAM 50% - 4TH NOVEMBER, 2009.

Instructions: *There are three sections in this paper.*

SECTION A: MULTIPLE CHOICE QUESTIONS

(7 MARKS)

1. Diagnosis of autism is based on _____.
 - a) Behaviour
 - b) Cause
 - c) Mechanism
 - d) History

2. _____ is the most frequent genetic cause of mild to moderate mental retardation and associated medical problems such as impairment of cognitive ability and physical growth.
 - a) Spina Bifida
 - b) Down Syndrome
 - c) Autism
 - d) Cerebral Palsy

3. People with Developmental Disabilities are prone to certain common types of abuse except one of the following
 - a) Sexual abuse
 - b) Passive neglect
 - c) Under employment
 - d) Constraint and restrictive practises

4. There are several genetic variations known to cause Down's Syndrome except one of the following.
 - a) Presence of an extra chromosome
 - b) Mosaic trisomy
 - c) Translocated trisomy
 - d) Gene expression

5. In diagnosing Epilepsy, the _____ test is the most important as it directly detects electrical activity in the brain.
- a) Ultra sonography
 - b) Magnetic Resonance Imaging (MRI)
 - c) Electroencephalogram (EEG)
 - d) Positron Emission Tomography (PET)
6. Which of the following is not a characteristic feature of a child with Down Syndrome?
- a) White spots in the iris of the eyes
 - b) Speech problems
 - c) Inability to communicate with words or gestures
 - d) Hypotonia
7. Which of the following is not associated with post natal causes of Cerebral Palsy?
- a) Physical brain injury
 - b) Meningitis
 - c) Drowning
 - d) Metabolic disorders
8. Down syndrome was identified as a Chromosome 21 Trisomy in the year _____ by Jerome Lejeune.
- a) 1959
 - b) 1960
 - c) 1886
 - d) 1866
9. Which type of Spina Bifida may be associated with a dimple or a tuft of hair over the underlying abnormality?
- a) Myelocoele
 - b) Occulta
 - c) Meningocele
 - d) None of the above
10. The term 'Autism' was first described by _____
- a) William Little \leftarrow
 - b) Leo Kanner
 - c) Eugen Bleuler ✓
 - d) Martin Luther

11. Which of the following is not a characteristic feature of Childhood Disintegrative Disorder?
- a) Difficulties with bowel and bladder control
 - b) Uncoordinated gait
 - c) Normal development up to the age of 24 months
 - d) Only found in males
12. Which of the following is a type of Autism Spectrum Disorders (ASD) which does not exhibit delays in cognitive or receptive or expressive language delays but is typically found in males?
- a) Autistic disorder
 - b) Retts Disorder
 - c) Childhood Disintegrative disorder (CDD)
 - d) Asperger's Disorder
13. Sometimes a child born with Down Syndrome may not possess all the recognisable physical features, as some features can even be found in the general population. To confirm the diagnosis the doctor will request a blood test called
- a) Chromosomal karyotype
 - b) Amniocentesis
 - c) Ultra sonography
 - d) Alpha fetoprotein
14. Medications used to treat autistic symptoms that may interfere with integrating a child into home or school when behavioural treatments fail include the following except
- a) Antidepressants
 - b) Stimulants
 - c) Anticonvulsants
 - d) Antipsychotic

SECTION B: Fill the blanks.

15. The earliest documented case of Autism is that of _____ in a detailed 1747 court case. *(1 mark)*
16. People with Developmental Disorders are regarded as 'vulnerable' in most sectors of society as they are prone to common types of abuse like _____, _____ and _____.
(3 marks)
17. Despite medical advances, the incidence and severity of Cerebral palsy has actually increased overtime. This may be attributed to
a) _____
b) _____
(2 marks)
18. Neural tube defects can be prevented by the mother having adequate intake of _____ before and during early pregnancy. *(1 mark)*
19. Common characteristics that disorders like Retts Disorder, Asperger's Disorder and Childhood Disintegrative Disorder share are
a) _____
b) _____
c) _____
(3 marks)
20. 'Mongoloids' was a term first used to refer to children with Down Syndrome by John L. Down because _____.
(1 mark)
21. _____ and _____ are strong contributing factors to the high incidence of abuse among people with Developmental Disabilities. *(2 marks)*
22. Children with moderate to severe Cerebral Palsy especially Spastic quadriplegia often experience failure to _____ or _____. *(2 marks)*
23. Children with _____ exhibit some characteristics of Autism Spectrum Disorders but do not meet all necessary criteria for any single diagnostic category. *(1 mark)*
24. Cryptogenic seizures refer to _____

(1 mark)

SECTION C: Answer only two questions.

Question 1 is compulsory. (24 marks)

1. The United States Federal Development Disabilities Act (PL 101-496) describes Developmental Disabilities as a term referring a severe chronic disability of a person 5 years of age or older attributable to mental and physical impairments likely to continue indefinitely.

It is estimated that about 5% of the population worldwide have developmental disorders. Some studies have shown that the prevalence of mild developmental disabilities is likely to be higher in areas of poverty and deprivation and among people of certain ethnicities. With reference to a developmental disorder of your choice and using relevant examples;

- a) Explain the etiology
 - b) Outline the challenges children with the named developmental disorder experience.
 - c) Identify the intervention strategies that can be used and appropriate services that may promote independence in such children.
2. Occurrence of Epilepsy, especially the dramatic form like grand mal is still surrounded by negative societal attitudes in Zambia. Discuss how teachers, parents and other stakeholders can play an essential role in changing such attitudes in order to help individuals with Epilepsy. **(12 Marks)**
 3. Children with Autism present challenging behaviour to the parents, the teacher and other pupils in the classroom. What measures can be put in place to help alleviate these behavioural problems and enhance learning? **(12 Marks)**
 4. Some children with Spina Bifida experience a number of health problems affecting their lives in general especially their educational progress. Using adequate examples outline the management and teaching strategies that can be used to help such children. **(12 Marks)**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

FISRT SEMESTER EXAMINATION, OCTOBER-NOVEMBER 2009

EPS 261 INTRODUCTION TO CHILD NEUROPSYCHOLOGY

INSTRUCTIONS

THIS EXAMINATION HAS THREE SECTION, A,B AND C
ANSWER ALL QUESTION IN SECTION A AND BE
ANSWER TWO (2) QUESTION IN SECTION B. QUESTION 1 IS COMPULSORY

DURATION 3 HOURS

SECTION A

Write all your answers in the table provided below

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

- Which of the following is responsible for survival and arousal/
 - Cerebellum
 - Corpus Callosum
 - Plenum Temporale
 - None of the Above
- Which of the following are associated with the Phrenology Theory?
 - Flourens and Gall
 - Broca and Luria
 - Aristotle and Descartes
 - Gall and Spurzheim
- The sensory system can be divided into how many systems?
- Mbuyu speaks very well. She has no problems expressing herself. When you speak with her, you might think that she has a hearing problem because she does not understand a think. She probably has a dysfunction in the left Parietal Lobe.
 - True
 - False
- Senkwe is involved in a head-on-collision accident. The vehicles are damaged badly but he is still conscious. After two weeks he developed poor vision and had some convulsions. These effects could be said to be primary effects of the accident.
 - True
 - False
- Most individuals hear better on the left than they do on the right. This is because the secondary auditory cortex is larger on the right than it is on the left.
 - Trune
 - False
- Oligodentrocytes are cells that provide nutrition to the cells of the nervous system

SECTION B

Write Brief notes on each of the following in the space provided

1. Chemospecificity

2. Dualism

3. Anencephaly

4. Functional Systems

5. Secondary Effects of TBI

6. Parietal Lobe

16. Positron Emission Tomography

7. Action Potential

8. Transduction

9. Auditory Agnosia

10. Experience-dependant

SECTION C

Answer question 1 and any other question in this section

1. The right and the left hemispheres appear similar but they are actually different. With specific examples, discuss the similarities and differences of the two hemispheres.
2. Samson is having problems coping with schoolwork. Her teacher recommends that she get a Neuropsychological Assessment. What the the benefits of using this kind of an assessment?
3. The brain is considered to be important for the normal functioning of an individual. Discuss the four approaches scientist have tried to investigate the brain.
4. The development of the brain is prone to many dangers. Discuss the factors that could affect the development of the brain.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009 ACADEMIC YEAR: FIRST SEMESTER
FINAL EXAMINATIONS
EPS 301: INTRODUCTION TO RESEARCH METHODS IN
SPECIAL EDUCATION

Time: Three (3) hours

Instructions:

- This examination contributes 40% to the course grade.
- The question paper has five (5) questions. Question one is compulsory and carries more marks than the other questions. Answer question one and any other three (3).

1. Twenty students at Silasi College of Advanced Business and Education Studies, protested over an examination in a Research course. Protests against examinations are a common activity among students in this institution. The new Principal thought of finding out the causes of these protests in the college. You have been assigned to find out the cause of protests against examinations especially in the Research course.

Answer the following questions:

- (a) Write a title of the study and identify the independent and dependent variables in such a title.
- (b) What is the study problem?
- (c) Develop study objectives and questions.
- (d) What research design would suit this study? Justify your choice of the research design.
- (e) Describe the type of instrument/s that you would choose for this study and justify your choice.
- (f) Briefly explain the data analysis techniques suitable for this study. Justify your response.

2. Examine the terms '**Conceptual Framework and Theoretical Framework**' and using examples in Special Education explain situations that would help the researcher make a choice of using either a conceptual or theoretical framework

3. Using situations in Special Education, briefly explain the challenges faced in:

- (a) writing a research problem.
- (b) writing background to the study
- (c) analysing qualitative and quantitative data
- (d) using focus group discussion as a tool for data collection
- (e) quota sampling

4. Describe each of the research design listed below. Identify situations in special education that would need a researcher to use the research designs listed below.

- (a) Descriptive design
- (b) Experimental design
- (c) Correlational design
- (d) Case study design
- (e) Cross cultural design

5 (a) Identify the three ways researchers can present data after analysis and using examples, describe these three ways.

(b) Using examples describe the following concepts:

- (i) Range
- (ii) Median
- (iii) Standard deviation
- (iv) Frequency distribution of grouped data
- (v) Triangulation in data collection

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

EPS 311: LEARNING PROCESSES- A PSYCHOLOGICAL PERSPECTIVE
SEMESTER I EXAMINATION 20 NOV 2009

Computer number _____

Instructions to the candidates

1. Answer all questions in Sections A and B. Write answers on the question paper.
2. Answer **three (3)** questions in Section C including question **twenty- eight (28)** which is **compulsory**. Write your answers in the answer booklet provided.

SECTION A (10 marks)

Answer **all** questions in this section and write your answers in the grid below.

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

1. In the following scores: 56,78,64,62 and 54, the median is _____
a) 64 b) 62.8 c) 62 d) 56
2. The highest level of cognitive development according to Jerome Bruner is _____
a) self- actualization b) symbolic c) iconic d) enactive
3. Identity versus role confusion is a term used by Erikson to describe _____
a) phallic stage b) adolescent stage c) genital stage d) latency stage
4. In the classical conditioning theory, the organism is made to respond to _____
a) conditioned stimulus b) conditioned response
c) unconditioned response d) unconditioned stimulus
5. An androgynous individual is one who _____
a) has both male and female organs
b) has high rating on both masculine and feminine characteristics
c) has low rating on both masculine and feminine characteristics
d) behaves like a female yet he is male and vice versa.
6. Which of the following is not a tool in language development?
a) 1 m ruler b) Lap top c) Abacus d) Language
7. Compared to young adults, older people show an increase in _____
a) mathematical understanding b) fluid intelligence
c) vocabulary d) crystallized intelligence
8. The issue in development psychology that involves debate over the relative contributions of inheritance and the environment is known as the _____
a) nature versus nurture debate b) early experience versus later experience
c) continuity versus discontinuity debate
d) abnormal behaviour versus individual difference debate.

9. Which of the following characteristics best describes a child in the preoperational stage of cognitive development?
- The child's knowledge of the world is limited to their sensory perceptions and motor activities.
 - The child is egocentric and cannot take on another person's perspective.
 - The child is fairly good at using inductive logic.
 - The child can utilize abstract thought when solving problems and planning for the future.
10. Eugenia contracted rubella early in her pregnancy. Damage is most likely to affect the embryo's _____
- eyes
 - bloodstream
 - teeth
 - arms and legs
11. Phenotype is a result of _____
- neither genetics nor environment
 - genetics only
 - both genetics and environment
 - environment only
12. Annie is an obstetrical nurse who is administering the Apgar. Which reaction should be rated as 2?
- inactive or weak muscle tone
 - slow respiration
 - coughing or sneezing
 - pulse of 90.
13. When the blastocyst separates into two distinct masses approximately a week after conception, the masses will become the _____
- stem cells and the neural cells
 - placenta and the embryo
 - heart and the brain
 - germinal cells and the fetal cells.
14. Molecules of DNA are referred as _____
- cells
 - adenine
 - genes
 - chromosomes
15. Imagine that eye colour is determined by only one pair of genes and that brown eyes are dominant over the blue eyes. If you are blue-eyed and both your parents are brown-eyed, you know that _____
- both your parents are carriers for blue eyes
 - you were adopted
 - you have at least one gene for blue eye
 - both your parents are carriers for brown eyes.
16. The first intelligence tests were developed around the beginning of the last century by _____
- David Wechsler
 - Alfred Binet
 - Stanford Binet
 - Charles Spearman
17. According to the theory of multiple intelligence, a person with ability to manipulate objects and physical adept is likely to pursue which of the following sets of career paths?
- Engineering, accountants, authors
 - Theologians, surgery, athletes
 - Surgery, crafts people, dancers
 - biologists, farmers, architects
18. According to Abraham Maslow, our need for _____ must be met first before we are prompted to satisfy our need for _____.
- love, food
 - adequate clothing, personal worthiness
 - religious fulfillment, adequate housing
 - realization of full potential, self actualisation
19. In responding to Mr. Heinz's dilemma of whether he should steal the drug to heal his sick wife or not, a child says he should not steal the drug because if Mrs. Heinz dies,

SECTION C (30 marks)

Question 28 is compulsory. Answer any other **two** from the same section. Write your answers in the separate booklet provided.

28. Briefly explain any **two** of the following psychological terms:

- a) microgenetic design
- b) CMV
- c) triarchic theory of intelligence
- d) Rh factor

29. How do fathers and mothers inculcate gender development in their male offsprings?

30. Intelligence is both inborn and acquired. Using research evidence, agree.

31. The goal of attribution theory is to discover the biases and errors people make when they attempt to interpret human behaviour. Discuss any **two** biases people usually make.

THE END

he can marry another woman. According to Lawrence Kohlberg, this child is operating in the _____

- a) obedience and punishment orientation b) individualism and exchange
c) good interpersonal relationship d) social contract and universal principles
20. According to Urie Bronfenbrenner, the growth and development of children is affected by the characteristics of politics of their culture. Which ecosystemic statement describe?
- a) Chronosystem b) Macrosystem c) Mesosystem d) Microsystem

SECTION B (10 marks)

Write all your answers for this section in the spaces provided.

21. _____ refers to perceptions of relatively masculine or feminine characteristics, abilities and behaviours. A gender schema is _____

22. _____ argued that morals and values should be taught in public schools.

23. Louis L. Thurstone, in his _____ theory of intelligence, believes that separate, unrelated intellectual abilities exist.

_____ developed the three-factor theory of intelligence.

24. What is anoxia? _____

25. Deferred imitation is _____

26. In genetic terms, what is crossing over? _____

27. Define

a) centering: _____

b) private speech: _____

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- a) centering: _____
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THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**EPS: 332: LEARNING PROCESSES; A SOCIOLOGICAL PERSPECTIVE
SECOND SEMESTER EXAMINATIONS – MAY 2009**

TIME: 3 HRS

INSTRUCTIONS:

There are TWO sections in this paper. Section A has objective questions and contributes 20% while Section B has Essay questions and contributes 20% to the examination component of the course.

1. Answer **all the questions** in section A **in the question paper**.
 2. Answer **Question one** and **any other question** in section B.
 3. **Each question** in section B should be answered in a separate answer booklet.
 4. Credit will be given for well thought-out work
-

Computer no.:

SECTION A (20%)

PART 1 (5 Marks)

Circle the letter against the most correct response.

1. An aggregate of people with similar biological characteristics is called.....
 - a) Society
 - b) Community
 - c) Country
 - d) Race
2. The roles that members of the society are expected to play are congruent with their.....
 - a) Status
 - b) Attitudes
 - c) Values
 - d) Goals
3. Social stratification is how people are.....
 - a) Placed in society
 - b) Placed in the village
 - c) Placed prestigiously
 - d) None of the above

4. Geographical social mobility is the movement
 - a) From one area to the other in the same capacity
 - b) From one rural area to an urban area.
 - c) By a spouse only to urban area or rural area
 - d) None of the above

5. Academic and job aspirations are related to the socio-economic status of.....
 - a) Parents
 - b) Peers
 - c) Neighbours
 - d) Teachers

6. Stratification may occur from two perspectives namely;
 - a) The ascribed position and achieved position
 - b) The open door position
 - c) Ascribed and assigned position
 - d) None of the above

7. The two explanatory theories in social stratification are:
 - a) Functional and structuralism theories
 - b) Conflict and functional theories
 - c) Labelling and conflict theories
 - d) Labelling and functional theories

8. A person whose identity is surrounded by the acts of deviance is known as:
 - a) Secondary deviant
 - b) Social mischief
 - c) Primary deviant
 - d) Troublemaker

9. One of the following is not a stage of the self-fulfilling prophecy. Which one is it?
 - a) Teacher's expectation of pupils' behaviour and achievement.
 - b) Teacher behaving towards pupils according to pupils' expected behaviour and achievement
 - c) Pupils' performance and behaviour conforms closely to the teacher's original expectation.
 - d) Teacher constructs tracts the pupil and him/herself academically.

10. The major concern of the labelling theory is the:
 - a) Process
 - b) Act
 - c) Actor
 - d) Crime

11. As pupils and teachers interact, at one stage the teacher describes the student as dull, but when the student refuses to accept that he /she is dull, the teacher may describe him or her as insolent or uncooperative. At what stage of the self- fulfilling prophecy does this situation happen?

- a) Stage Two
- b) Stage Three
- c) Stage Five
- d) Stage Four

12. Who among these were associated with the application of the labelling theory to a classroom situation?

- a) Lermet and Becker
- b) Goode and Jacobson
- c) Brophy and Rosenthal
- d) Rosenthal and Jacobson

13. In a tutorial discussion on what sociology of education is, one student argued that sociology of education had to deal with the issues related to the education system, for example in this country, one may have to look at teacher-student relationship, student riots, uniforms, teacher militancy, in short, educational things which are of Zambian characteristics. From which perspective did this student define sociology of education?

- a) Sociological perspective
- b) Empirical perspective
- c) Scientific perspective
- d) Analytical perspective.

14. According to Auguste Comte, the French Society and its social institutions had gradually developed from a simple stage to a complex stage - from a metaphysical stage to a scientific stage. He called this development as:

- a) Social movement
- b) Social statics
- c) Social differentiation
- d) Social dynamics

15. One of Durkheim's themes of Sociology of Education is:

- a) Explanation of the process involved in solving society's problems through schools.
- b) Explanation of the relationship between economic growth and employment
- c) The relationship between education and other institutions in society
- d) The process of explaining the process of socialisation

16. Micro sociological theories deal with issues at a unit level, such as the performance of pupils in the classroom. Which of these theories is a micro sociological theory?

- a) Technical functionalist theory
- b) The Conflict theory
- c) Human capital Theory
- d) None of the above.

17. The main concept of the labelling theory is:

- a) Tracking of students
- b) Teacher's self-fulfilling prophecy
- c) Organisation of knowledge
- d) Curriculum content

18. Which one of the following is an example of a latent function of education?

- a) Transmission of culture
- b) Source of new ideas
- c) Keeping children off the streets
- d) Selection of pupils according to their abilities

19. Aspects of social life external to individuals that constrain or control behaviours of individual in society are known as

- a) Social indicators.
- b) Social facts.
- c) Customs.
- d) Mores.

20. "There is a connection between length of education and the degree of tolerance of opposing views". This statement is associated with one of the following

- a) Innovative function of education.
- b) Conservative function of education.
- c) Economic function of education.
- d) Political function of education.

PART 2 (5 Marks)

Complete the following statements by filling in the most appropriate words or phrases.

21.roles are the result of expectations of others about appropriate behaviour in a particular position (Kahn, 1964).

22.consists of two or more people who maintain a stable pattern of relationships over a significant period of time.

23. Societies may be viewed as having.....arrangements of layers or strata with the wealth at the top and the poor at the bottom.

24. Among the explanatory theories, which theory states that societies offer different rewards deliberately to encourage individuals to enter certain social positions or statuses.....

25.is the study of relationships between people in social group especially the quantitative measurement of expressed attitudes of acceptance or rejection within a group.

26. 'Educating our Future' has made mention of the creation of the Teacher Accreditation Board. Mention four of the functions of this board.

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

27. Mr. Mwale, a teacher at Lubansa basic school was known for showing favour to pupils on the basis of their physical appearance and the way they pronounced the English words. What source of information did he use to label his/her students?

28. A pupil was caught stealing a friend's pencil in the classroom. In his defence, he stated that this was the first time that he had done this. It was not his habit to do such a thing. According to the labelling theory what kind of deviance was this? -----

29. Lermet is to primary deviance as Brophy is to -----

30. Basil Bernstein is to ----- as Emile Durkheim is to Sociology of Education

31. Labelling Theory is to labels as New Sociology of Education is to -----

32. A ----- is an organisation whose structures and practices undermine its goals.

33. State **two** reasons why theories are important.

a. -----

b. -----

34. A group with whom individuals identify and whose attitudes and values they often adopt is known as a.....
- 35..... involves a break with past experiences and the learning of new values and norms
36. Institutions where people are isolated from the rest of society for a period of time and are subject to the control of officials are known as
37. The school system encourages pupils to strive for high levels of academic attainment. This value is referred to as the value of
38. Social structures of society performing specific functions allocated to them by society are known as

PART 3 (2 Marks)

Match the names in column A with those in column B

<u>Column A</u>	<u>Column B</u>	<u>Answers</u>
39. Carton, R. A.....	A) Charismatic leader	39
40. Expressive component.....	B) Chief executive – MOE	40.
41. Jarolimek (1981).....	C) Social Economic Status	41.
42. SES.....	D) Definition of social stratification	42.
43 Indigenous class system.....	E) High Economic Status	43.
44. Achieved status.....	F) Seven models	44.
45. Parenting style.....	G) Coercive leadership	45.
46. Learning one's culture	H) Socialisation	46.
	I) Open society	
	J) Chiefdom	
	K) Value transmission	
	L) Permissive	
	M) Internalised attitudes	
	N) Socialisation	
	O) Socialised component	
	P) HES	

PART 4 (8 MARKS)

In not more than five lines, describe **four** of the following concepts or statements:

1. Secondary deviant.....

.....
.....
.....
.....

2. Second hand source of information.....

.....
.....
.....
.....

3. Self-fulfilling prophecy.....

.....
.....
.....
.....

4. Theory.....

.....
.....
.....
.....

5. Black box of education.....

.....
.....
.....
.....

6. Society creates deviants.....

.....
.....
.....
.....

SECTION B (20%)

Answer question one and any other two questions from section B.

Answer each question in a separate Answer booklet.

EACH QUESTION CARRIES 10 MARKS

1. Stability, change and social order are concepts that Comte strongly believed in. Explain how the above three concepts can be used by a headmaster to achieve discipline in his school.
2. Discuss the future of the teaching profession in Zambia in the light of the National Policy on Education (Educating Our Future, 1996).
3. According to Jarolimek (1981) social stratification is “the phenomenon of social differentiation that ranks individuals as higher or lower on the basis of some standard or criteria of preference.” Would you say that the school and community have these ranks? if so, Explain.
4. A number of theories exist to explain the process of Socialisation. Compare and contrast the theories of Charles Cooley and George Mead on Socialisation.

The University of Zambia
School of Education
2009 Academic Year First Semester

Final Examination

EPS 351: Teaching Methods in Special Education

Time: Three (3) hours

Instructions

- (i) There are five (5) questions in this examination paper,
- (ii) Attempt question one (1) and any other two (2) questions,
- (iii) This examination contribute 40% to the total course mark

1. Ms. Kanchule, a teacher at Mano Special School, conducted a curriculum based language assessment on Nyambe Mulenga, a ten (10) year old male pupil with intellectual disabilities and in a level two (2) class. The results revealed that Nyambe was able to name and identify letters A and C but tended to confuse letter B with D when reading. The findings further showed that Nyambe was able to identify and name most of the colours except orange. He was also able to trace his name but, could hardly spell it when asked to do so by the teacher.

With reference to the assessment information above, prepare an Individualized Educational Programme (IEP) for Nyambe Mulenga, covering 15 working days starting Monday 9Th November, 2009. Based on your experience as a special education teacher on the learning of children with intellectual disabilities, why are pupils with such a condition often exposed to IEPs in their learning? (16 marks)

2. Providing very clear examples, prepare talking points on procedural requirements in the differentiation of the curriculum followed by pupils with Learning Difficulties (LDs) for presentation to second year students in the Bachelor of Education (Special Education) degree programme at the University of Zambia (12 marks).
3. Compare and contrast the question and answer instructional mode with the cooperative learning instructional mode in the learning of pupils with physical and health impairments in classrooms. Which one of these methods of instruction would you

recommend for use in the learning of pupils with the condition stated above and why? (12 marks).

4. Much of the writing about Disability and Education has concentrated on content, what should be taught and not on how content must be taught to children with special needs. Fitz Gibbon (1983) however, has suggested that a method such as Peer – Tutoring which is applicable to all subjects and to all pupils though rarely used by teachers, may have special values in improving the learning outcomes of children, youths and adults learning with special educational needs in the school system. With reference to the statement above, explain how a peer – tutoring method functions and outline its potential values in the learning of pupils with special educational needs in the school system (12 Marks).
5. Supported by clear examples, discuss the extent to which charts influence the learning of pupils with special educational needs in classrooms. What do you see as the main challenges in teachers' attempt to use charts in the learning of such pupils in schools and how should the identified challenges be resolved (12 Marks).

End of Examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2009 ACADEMIC YEAR, FIRST SEMESTER FINAL EXAMINATIONS

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

TIME: 3 HOURS

INSTRUCTIONS

- I. There are five questions in this examination paper.
- II. Answer questions **one** and any other two.
- III. This examination contributes 40% to the total course mark.

1. a) You are an Education Advisor at the Ministry of Education Headquarters in a country called Zambezia. Zambezia recently adopted the Inclusive Education Policy in which all children irrespective of their disabilities are expected to receive their education within the regular schools. However, a number of teachers still hold the view that some children especially those with moderate and severe levels of disabilities might not be able to cope with educational demands in the mainstream due to under-resourced schools and over-crowded classrooms. The Minister of Education needs advise as to whether adopt the inclusive education approach for children with Physical Disabilities and Health Impairments regardless of the levels of disability.

Advise the Minister. Your answer should be supported by relevant examples. (12 **Marks**).

- b) Muscular Dystrophy is not radically different from Osteogenesis imperfecta (brittle bones). Do you agree? (8 **marks**)

2. The realization that complete individualization is not a practical or even desirable solution to meeting the diverse needs of children with Physical Disabilities and Health Impairments within a single classroom has led many educationists to promote cooperative learning as the pedagogy of choice (Sapon-Shevin, M, 1991). Analyse the statement by contrasting the two instructional approaches. (10 **Marks**)

3. In order for children with Physical Disabilities and Health Impairments to fully participate in education, both universal design for physical access to the schools and academic access to curriculum and instruction requires adequate consideration. Discuss. **(10 Marks)**

4. Imagine you have a child with HIV/AIDS in your classroom. Highlight the challenges this child is likely to encounter in the area of academic and social functioning. With relevant examples, explain the teaching and management strategies you would use to help such a child.**(10 Marks)**

5. Explain how a well established referral system can help improve educational delivery for children with Physical Disabilities and Health Impairments. What are the consequences of the absence of such a system? **(10 Marks)**

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
FIRST SEMESTER EXAMINATIONS OCTOBER-NOVEMBER 2009**

**EPS 451 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL
EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS

This paper has two sections, Section A and Section B

Answer all questions from Section A

Section B has three parts. Answer one question each from Part One (I), Part Two (II) and Part Three (III).

SECTION A. Answer all questions in this Section (10 Marks)

During a survey, 150 Grade 5 pupils were given a test of Mathematical Competence. The teacher wanted to find out the prevalence of children with Math Learning Difficulties. From his findings, the group somehow presented a normal distribution. She noted that the mean score of the group was 19 and the Standard Deviation (s.d) was 3. When the teacher plotted the curve, she could not believe that it fitted the hypothetical distribution of a normal population.

Based on the information above, answer the following questions:

- i. How many children had scores falling below the mean?
- ii. What percentages of pupils will be within ± 2 s.d?
- iii. If the criteria for a child with Math Learning Difficulty is anyone with scores falling below 1.5 s.d below the mean, these children will have to score below what mark in order to meet this criteria?
- iv. What factors would influence the shift of the mean upwards or downwards?
- v. With the aid of a diagram, illustrate this information.

SECTION B. Answer three (3) questions in this section. One question each from Parts I, II and III.

Part I

1. Accuracy in identification can be clouded with many factors. Discuss the factors that can affect the effectiveness and accuracy of an identification process. (10 Marks)

OR

2. We all have some form of learning problem because we deviate from the norm in one way or another. To what extent is this statement relevant in the identification of children with Special Educational Needs. What methods can be used to identify children with LDs in Zambia? (10 Marks)

Part II

3. *"Assessments must be conducted in a non-discriminatory manner otherwise we should not waste time looking at the assessment results"*. What does this statement mean? Identify the steps you would take to ensure that assessments are non-discriminatory. (10 Marks)

OR

4. Ecological Validity is one concern that is often not adhered to when developing assessment tools. Using the observation method can help obtain information from an ecological perspective. Highlight the five (5) main observation techniques. (10 Marks)

Part III

5. With specific examples, illustrate how you would use the information obtained in the course to develop an effective intervention programme for a child with Phonemic awareness weaknesses. (10 Marks)

OR

6. Two students Nafuti and Techii are having a discussion. Their conversation is recorded, briefly, as follows:

NAFUTI: *"I think children in our schools are learning through auto-pilot bboyi. I am even scared to have a child with Special Educational Needs...mweh!"*

TECHII: *"Why do you say such things"*

NAFUTI: *"Kaili the children are learning all of them in one class and the teacher sometimes does not know what to teach them or how to teach them". Most of the times, the teachers use the motto 'one-size-fits-all'"*

TECHII: *"What are you talking, the children have IEPs which the teachers follow"*

NAFUTI: *'Yah, but on what basis do the teachers make such IEPs?'"*

As a Specialist in Special Education, (i) discuss the extent to which this conversation depicts the Zambian context. (ii) What are the challenges, if any, faced by teachers in meeting the specific needs of children with Special

Educational Needs (iii) what is wrong with the one-size-fits-all position considering that Zambia has limited resources? (10 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EPS – 461 TEACING CHILDREN WITH VISUAL IMPAIRMENTS

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. The Convention on the Rights of Persons with Disabilities (CRPD: Article 26: sub-article: 1.3), (2006) decrees that, "States Parties shall promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to rehabilitation." In relation to the statement above, discuss with clear examples the role of assistive devices in the learning of visually impaired pupils in the school system. (16 marks).
 2. Adolescence is a stage of human development with a lot of changes taking place. Give an analysis of the barriers that blindness poses during this stage and show how barriers can be minimised in the development of visually impaired children. (12 marks)
 3. Many people with serious visual impairments can travel independently assisted by a number of devices. Identify and discuss the devices and

challenges they pose in the mobility of visually impaired persons in the community? (12 marks)

4. As a teacher of visually impaired pupils, analyse the acquisition of social skills among the visually impaired pupils and demonstrate how you would teach these skills to such pupils in a special education classroom. (12 marks)
5. Pupils with visual impairments need to be trained to use other senses besides sight. With relevant examples, analyse this statement.(12 marks)

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009 ACADEMIC YEAR: FIRST SEMESTER
FINAL EXAMINATIONS

EPS 471: COUNSELLING IN CHILD DISABILITY – THEORY

Time: Three (3) hours

Instructions:

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

1. Carl Rogers views people as rational, socialised, realistic and forward-moving to fully functioning beings.

(a) Using examples describe the characteristics of a:

- (i) rational person
- (ii) socialised person
- (iii) realistic person
- (iv) fully functioning person.

(b) What activities can school guidance teachers prepare to help pupils with hearing impairments to become fully functioning persons?

(c) Among other techniques in Rogerian counselling, are the attitude towards clients. What are these attitudes and using examples in Special Education, explain how such attitudes help to solve problems faced by clients.

2. The three ego states described in Transactional Analysis differ with those described in Psychodynamic counselling theory.

(i) Examine the differences of these ego states and explain their implications in counselling practices.

(ii) Counsellors that use Transactional analysis believe that a small percentage of our clients' population seems that everything they touch turns into 'gold', a slightly larger group seems that everything they do turns out badly for them and the vast majority of them seem to break even and often use the word 'but at least I have not done badly.'

(a) Describe the three type of scripts depicted by these clients.

(b) Using examples explain the five elements of scripts.

3. A counsellor that adapts the Gestalt theory of counselling believes that much of everyday life is involved in resolving conflicts posed by competing polarities.

(i) Identify five (5) polarities and explain why an understanding of such polarities is important to a counsellor using Gestalt Therapy?

(ii) As a client enters a counselling room, beliefs of what human beings are, linger in the mind of a counsellor. As regards to nature of human beings what beliefs would linger in the mind of a counsellor who is fond of the Gestalt Counselling Theory?

4. Sigmund Freud believed that an understanding of structural, dynamic and developmental concepts of personality is the basis of psychoanalytic counselling theory.

(a) Examine the oral, anal, phallic, latency and genital stages of human development and their erogenous zones and determine the counselling implications at each stage.

(b) Using examples in special education, describe the following defence mechanisms:

- (i) Repression
- (ii) Reaction formation
- (iii) Projection
- (iv) Displacement
- (v) Regression

5. It is important to establish the needs of the school, learners, parents, industry and the general community for which the guidance programme is intended.

(a) Describe the type of guidance services that a guidance teacher or officer can provide to clients.

(b) Using examples, explain how a school guidance programme can benefit the following groups of clients:

- (i) Industry and world of work
- (ii) Learners
- (iii) School administrators
- (iv) Parents
- (v) Teachers
- (vi) General community

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS –2009

H241

ECONOMIC HISTORY OF WESTERN EUROPE: 1450 – 19TH CENTURY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. “European societies blossomed during the middle ages because they were well organized and were tradition bound.” How valid is this statement?
2. Is it tenable to argue that the Long Distance Trade exposed many European nations to new tastes and new ways of life?
3. Explain Portuguese involvement in explorations. What prompted them to seek Papal intervention in the 1400s?
4. To what extent did Mercantilist thinking inspire Adam Smith to write the “Wealth of Nations” in 1776?
5. “The Triangular trade did not benefit Europe despite the gains made by a few individuals from the trade.” Argue.
6. Why was the British enclosure system of agriculture introduced? Critically analyse the view that open fields were of more value to Britain than enclosures.
7. What factors facilitated Britain’s industrialization process? Is it tenable to argue that despite the bottlenecks that stood in the way of Germany’s industrialization process, she had by 1800 managed to embrace the industrialization process?
8. Did Emperor Mutsuhito’s industrialization drive yield good results?
9. Make a critical analysis of the Liberal and Marxist interpretation of Imperialism. Are radical scholars right when they argue that colonization disadvantaged the satellites?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS –2009

H241

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TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER 2009

H931: HISTORY OF SOUTHERN AFRICA TO THE 1880S

INSTRUCTIONS:

- 1 TIME: THREE HOURS
 - 2 ANSWER THREE QUESTIONS ONLY. AT LEAST ONE QUESTION FROM EACH SECTION
-

SECTION A

1. What influence did Khoisan resistance have on the pattern of Dutch colonisation in South Africa in the 17th and 18th centuries?
2. Discuss the view that the key to understanding the rise of the Zulu Kingdom and the events associated with it lie with the study of the productive potentialities of the physical environment and the way in which it was exploited.
3. Fragmentation and conflict were the twin attributes that characterised Afrikaner society in the nineteenth century South Africa. Discuss.
4. Two themes came out of the Jameson Raid for historians of imperialism. What are these themes and which one do you find more convincing?

SECTION B

- 5 Assess the argument that the slave period, 1652 to 1838, was the true gestation period of the South African culture.

- 6 "When President S.J.P. Kruger granted the Johannesburg Sanitary Board powers of local government in 1887, the constitution, in two separate articles, made specific provision for the 'punishment of prostitutes' and the suppression of 'houses of ill-fame'". (Charles Van Onselen, *New Babylon: Social and Economic History of the Witwatersrand 1886-1914*). Account for the raise of prostitution in 19th century South Africa and the failure by successive South African governments to deal with the vice.
- 7 The South Africa War, 1899-1902, was largely portrayed as a 'white man's war' fought in a region where white people made up only a fifth of the total population. What was the basis of this phrase and how illusory was this view?
- 8 Why did the Natal Government look to India for contract or indentured labour in the mid-1850s and how did the move shape the image of labour relations in the colony?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009 ACADEMIC YEAR FIRST SEMESTER

ISE 121: DEVELOPMENTAL OUTCOMES: PRE-SCHOOL YEARS

DURATION: THREE HOURS

COMPUTER# _____

INSTRUCTIONS:

- i. This paper consists of three (3) Sections A B and C.**
- ii. Answer all Questions in Sections A and B.**
- iii. Answer two (2) questions in section C, Question 1 is compulsory and choose one other question in this section.**
- iv. This Examination contributes 50% to the total course grade.**

ANSWER GRID FOR SECTION A

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

SECTION A (10 Marks): Answer ALL questions in this section. Write your answers in the Answer Grid.

1. With which theory is the following statement most closely aligned? Many of our traits are strongly influenced by biological factors.
 - a. behavior genetics theory
 - b. behavioral theories
 - c. cognitive developmental theory
 - d. ecological theory
2. Which one of the following is a correct definition of genetics?
 - a. The study of transmission of traits from parent to offspring
 - b. The study of genes and traits defined by genes
 - c. The study of DNA
 - d. The study of variation between members of a species.

3. Which theory of language development suggests that children learn appropriate sounds and words in reaction to their parents' reinforcement?
 - a. Behaviorist
 - b. Innatist
 - c. Cognitive
 - d. Contextual
4. Freud focused on the _____ needs and drives, whereas Maslow considered one's _____ to be more important psychologist?
 - a. sexual, behavior
 - b. parent's, friends
 - c. unconscious, need for self-actualisation
 - d. overt, covert
5. The _____ reflex helps a breastfed baby to find the mother's nipple.
 - a. tonic neck
 - b. rooting
 - c. Moro
 - d. sucking
6. Piaget's model of cognitive development makes the underlying assumption that children acquire rules for understanding and dealing with the world around them. Rules are divided into _____, which define a particular category of behavior, and _____, which describe properties of environmental objects and events.
 - a. signs, signifiers
 - b. schemas, concepts
 - c. algorithms, heuristics
 - d. meta-cognition, well defined systems
 - e. none of the above
7. Which of the following means an increase in the number of organs?
 - a. Development
 - b. Growth
 - c. Differentiation
 - d. Germination
8. The function of the self-actualizing tendency is to _____.
 - a. Promote wholeness
 - b. Minimize disorganization
 - c. Enhance integration
 - d. All of the above
9. Learning by imitating others' behaviors is called _____ learning. The researcher best known for studying this type of learning is _____.
 - a. secondary; Skinner
 - b. observational; Bandura
 - c. secondary; Pavlov
 - d. observational; Watson
10. When baby Sam sees his mother, he gazes at her and smiles. Sam's mother looks and smiles back, and then Sam looks and smiles again. This is an example of _____.
 - a. habituation.
 - b. extinction.

- c. operant conditioning
 - d. classical conditioning
11. Crawling, standing, and walking are examples of _____
- a. coordinated motor development.
 - b. gross motor development
 - c. fine motor development.
 - d. dynamic motor development.
12. Vygotsky's term for the process of constructing an internal representation of external physical actions or mental operations is _____
- a. community of learners
 - b. internalization
 - c. scaffolding
 - d. zone of proximal development
13. List in order the developmental sequence developed by Freud.
- a. anal; oral; latency; phallic; genital
 - b. oral; anal; genital; phallic; latency
 - c. phallic; genital; anal; oral; latency
 - d. oral; anal; phallic; latency; genital
14. At what stage, according to Freud, does the Oedipal complex begin?
- a. genital
 - b. phallic
 - c. latency
 - d. oral
15. Six stages of moral development were proposed by _____
- a. Martin Hoffman
 - b. Jean Piaget
 - c. Sigmund Freud
 - d. Lawrence Kohlberg.
16. Which of the following is true according to Vygotsky?
- a. Knowledge is individually constructed
 - b. Knowledge is constructed between people as they interact.
 - c. Knowledge is gained through reinforcement.
 - d. Knowledge is gained in a passive manner.
17. Which term was used by Erik Erikson to refer to the feeling experienced by some individuals in mid-life that they have achieved relatively little and have little to offer to the next generation?
- a. Menopause
 - b. Stagnation
 - c. Generativity
 - d. Presbyopia
 - e. Mid-life crisis
18. Which theorist hypothesized that children are born with a language acquisition device?
- a. Chomsky
 - b. Piaget
 - c. Skinner

- d. Vygotsky
19. A child who cannot read newsprint-size letters, even with corrective lenses, but has some useful visual functioning, would be classified as what?
- a. Blind
 - b. blind deaf
 - c. low vision
 - d. high vision
20. Liz is unsure about what she wants to be when she grows up. One week she thinks she wants to be a doctor, the next a teacher. She is actively reading everything she can about various occupations and talking to people about what they do for a living. What is Liz's occupational identity status?
- a. identity achievement
 - b. identity foreclosure
 - c. identity moratorium
 - d. identity diffusion

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION IN THE SPACES PROVIDED.

21. State two milestones a normally developing child is expected to have achieved in the following age periods (6 Marks):

a. Between 0-6 months

i. _____

ii. _____

b. By 12 months of age

i. _____

ii. _____

c. Between 18 – 24 months

i. _____

ii. _____

22. Define and explain the differences between the following Psychological concepts (4 marks)

a. Nurture and nature

b. Scaffolding and Apprenticeship as defined by Vygotsky

c. Assimilation and accommodation

d. Rooting and Moro Reflexes

SECTION C: ANSWER TWO QUESTIONS IN THIS SECTION IN YOUR ANSWER BOOKLET PROVIDED. QUESTION 23 IS COMPULSORY. CHOOSE AND ANSWER ONE OTHER QUESTION IN YOUR BOOKLET.

23. According to Maslow, people's lower-order needs must be satisfied before higher-order needs can be pursued and expressed. Discuss Maslow's theory in relation to a school environment. What can teachers do to see that children's lower-order needs are met? (12 Marks)

24. Critically evaluate the differences between nativist and empiricist approaches to language development. (8 Marks)
25. Where do you stand in the nature versus nurture debate? What evidence, experiences, and observations can you cite to support your position? How do your ideas on the respective roles of biology and environment in development compare with those of your classmates? (8 Marks).
26. Discuss the following issues in development and indicate why it is important to consider these issues in studying child development.
- a. nature vs. nurture
 - b. stability vs. plasticity
 - c. continuity vs. discontinuity
 - d. passive vs. active child (8 Marks)

END OF EXAM!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION
FIRST SEMESTER- EXAMINATION

COURSE: ISE 131- BASICS OF ART EDUCATION 1

TIME: THREE [3] HOURS

DATE: NOVEMBER, 2009

INSTRUCTIONS:

- A. Answer three questions in this paper**
 - B. All answers must be written on the sheets provided.**
 - C. Careful presentation of your work will earn you more marks.**
-

1. The people called 'Artists' have special gifts of perception, thought, imagination and skill. What are the purposes and functions of Art?
2. Art and Design is adequately taught ~~in~~ and learnt in some schools in Zambia today. Comment.
3. Creativity is synonymous with design and composition. How can one come up with a good design?
4. When drawing or painting an artefact there are various basic rules of perspective which one needs to follow. Describe these rules.
5. Art is largely considered a means of understanding the growth of a child. With examples explain how this is possible.

THE END.

GOD BLESS YOU!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATION – NOVEMBER 2009

COURSE: ISE 151 – HISTORY AND DEVELOPMENT OF PHYSICAL EDUCATION

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

- **ALL** questions carry equal marks. Attempt **FOUR (4)** questions from this paper. Question **ONE (1)** is compulsory
 - Marks will be awarded for clarity, precision and proper exemplification of ideas.
-

1. Write brief but detailed points on each of the following aspects of sport sociology;
 - a) Sports and the media
 - b) Sports and Politics
 - c) Sports and the economy
 - d) Sports and the church
2. Research has proved that play is very important in the life of the child. In this regard, discuss the effects of play on the social and emotional development of children or learners.
3. Discuss the following Physical Education factors that contribute to personality;
 - a) Physical skills' promoter
 - b) Medium for self-actualization
 - c) Agency of adjustment
 - d) Aid to rapprochement and discussion.
4. P.H.Ling is among the first of the great characters in history whose contribution to Physical Education can not be overemphasized. Discuss his influence in reference to Physical Education and Sport development in Sweden.
5. The history and development of Physical Education and Sport is amazing though it is argued that it has not written proof. Explain the following concepts bringing out clear distinctions between and among them;
 - a) Eolithic stage
 - b) Paleolithic stage

- c) Neolithic stage
6. Discuss the major aims of Physical Education in the primitive society.
 7. Zambia is one of the countries trying hard to develop Physical Education and Sport. Discuss the state and status of Physical Education in Zambia bringing out clearly the major positive developments in this field, strengths and weaknesses of the education system to promote the subject.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

ISE 171- INTRODUCTION TO FOOD AND NUTRITION SCIENCES.

TIME: THREE (3) HOURS

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 30 marks, and **section B** 20 marks and **sections C** 50 marks.
 2. Credit will be awarded to legible, good and orderly presentation of your work.
-

SECTION A

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

1. The bond which forms between Na^+ and Cl^- is referred to as:
 - A. Covalent bond
 - B. Condensation bond
 - C. Reduction bond
 - D. Peptide bond
 - E. Ionic bond
2. The recommended nutrient intake (RNI) for nutrients are generally:
 - A. The minimum amount the average adult require
 - B. Designed to prevent deficiency disease in half the population
 - C. Designed to be adequate for almost all health people
 - D. Designed to be adequate for all health adults
 - E. More than twice the requirements

3. ----- Enzyme is principally responsible for the digestion of dietary fat.
 - A. Bile
 - B. Gastric lipase
 - C. Pancreatic lipase
 - D. Pancreatic amylase
 - E. CCK
4. Photosynthesis is the process by which plants produce carbohydrates powered by sunlight using:
 - A. Water, oxygen, and chlorophyll
 - B. Water, glucose and monosaccharide
 - C. Water, carbon-dioxide and chlorophyll
 - D. Water, nitrogen and chlorophyll
 - E. Carbon-dioxide, water and oxygen.
5. In the protein molecule, nitrogen is present in the -----
 - A. Side chain
 - B. Protein strand
 - C. Ring structure
 - D. Amine group
 - E. Aldehyde group
6. Which class of nutrients does not contain carbon?
 - A. Minerals
 - B. Carbohydrates
 - C. Fats
 - D. Proteins
 - E. Vitamins
7. The ideal food source of fuel for the body is -----
 - A. Protein
 - B. Fat
 - C. Alcohol
 - D. Carbohydrates
 - E. Disaccharides
8. The energy value of food is usually expressed in:
 - A. Milligrams
 - B. Ounces
 - C. Calories
 - D. Micrograms
 - E. grams

9. Gastrin is a hormone found in the GI tract, its main function is to:
- A. Reduce stomach mobility
 - B. Cause contraction of gall bladder
 - C. Inhibit secretion of stomach acid
 - D. Causes secretion of thin bicarbonate
 - E. Stimulate flow of stomach enzymes and acid
10. Glycocalyx is found in the:
- A. The stomach
 - B. Liver
 - C. Colon
 - D. Small intestine
 - E. Large intestine
11. The kind of vitamin A that combines with a protein in the eye called opsin, forming rhodopsin is called:
- A. Retinoid
 - B. Retinoic acid
 - C. Retinal
 - D. Retinol
 - E. Retina
12. Mucus contain a protein that degrades bacteria and this protein is called:
- A. Lysozyme
 - B. Receptors
 - C. Bilirubin
 - D. Keratin
 - E. Saliva
13. One of the functions of vitamins A is the immune functions. A deficiency reduces the activity of some immune cells such as:
- A. T-lymphocytes
 - B. White blood cells
 - C. Red blood cells
 - D. Epithelial cells
 - E. DNA cells
14. Which vitamin is referred to as anti-stress vitamin?
- A. Pantothenic acid
 - B. Niacin
 - C. Pyridoxine
 - D. Riboflavin
 - E. Biotin

15. A vitamin that might be helpful in the treatment of pre menstrual syndrome in women is:
- A. Vitamin B6
 - B. Vitamin B9
 - C. Biotin
 - D. Vitamin B1
 - E. Vitamin B12
16. The body controls the amount of water in each compartment mainly by controlling:
- A. Ion concentration
 - B. Fluid between cells
 - C. Fluid contained within cells
 - D. Fluid present outside the cells
 - E. Fluid in the body.
17. ----- is a hormone secreted by the pituitary gland that acts on the kidneys to cause a decrease in water excretion:
- A. Angiotension 11
 - B. Aldosterone
 - C. Angiotension 1
 - D. Antidiuretic
 - E. Antidosterone
18. A trace mineral responsible for the maintenance of normal glucose uptake into cells is:
- A. Manganese
 - B. Chromium
 - C. Selenium
 - D. Copper
 - E. Choline
19. Which of the following is the best treatment for cancer?
- A. Chemotherapy
 - B. Radiation
 - C. Surgery and radiation
 - D. Immune therapy and surgery
 - E. None of the above

20. In the hypothalamus a group of cells are responsible for food intake. Which cells are responsible for thirsty and hunger:
- A. Lateral nucleus
 - B. Median nucleus
 - C. Ventromedial nucleus
 - D. Nuclei
 - E. Bilateral nucleus
20. In the digestion of carbohydrates ----- hormones are responsible for control of glucose levels in blood.
- A. Glucagon and insulin
 - B. Glucagon and cortisol
 - C. Glucagon and thyroid hormone
 - D. Insulin and cortisol
 - E. Insulin and growth hormone
21. Which gene cells are responsible for programmed cell death?
- A. Oncogenes cells
 - B. Tumor suppressor genes
 - C. Suicide genes
 - D. DNA-repair genes
 - E. Malignant cells
22. The vitamin D hormone that enhances phosphorus absorption is:
- A. Calcitriol
 - B. Cholecalciferol
 - C. Ergosterol
 - D. Lumesterol
 - E. Calcital
23. Iron containing compound that transports oxygen and carbon-dioxide in muscle tissue is:
- A. Apoferritin
 - B. Hemoglobin
 - C. Ferritin
 - D. Centrioplasm
 - E. Lecithin

24. Cancer is classified into five broad groups, to which group does breast, prostate and lung cancer belong:
- A. Sarcomas
 - B. Adenomas
 - C. Leukemias
 - D. Lymphomas
 - E. Carcinomas
25. What is the name of a heart condition where the heart muscles deteriorate?
- A. Coronary heart disease
 - B. Cardiomyopathy
 - C. Ischaemic heart disease
 - D. Cardiovascular disease
 - E. Valvular heart disease
26. ----- is a harmful substance found in cigarette smoke which irritates the respiratory tract:
- A. Tar
 - B. Carbon-dioxide
 - C. Nicotine
 - D. Caffeine
 - E. Silicone
27. Which among the following tools in nutrition can you use to explain the relationship between food and the body?
- A. RDA
 - B. Chemistry of food
 - C. Exchange system
 - D. Dietary guideline
 - E. Daily food guide
28. The process by which unsaturated fatty acids are made saturated, the double bonds are turned into single bonds and trans fatty acids are produced:
- A. Hydrogenation
 - B. Emulsification
 - C. Esterification
 - D. Gluconeogenesis
 - E. Rancidity

29. Which commission is responsible for nutrition and health in Zambia?
- A. Zambia food and nutrition commission
 - B. National nutrition and health commission
 - C. National food and nutrition commission
 - D. Food and nutrition commission of Zambia
 - E. Health commission of Zambia

SECTION B

ANSWER ALL QUESTIONS IN THIS SECTION EACH QUESTION ITEM CARRIES 2 MARKS

1. Define the following concepts:
- a) Exchange system
 - b) Anthropometric
 - c) Condensation
 - d) Reduction
 - e) Glycolysis
 - f) Auto immune reaction
 - g) Esterification
 - h) Unsaturated fats
 - i) Meal planning
 - j) Metastasis

SECTION C

ANSWER TWO QUESTIONS ONLY. EACH QUESTION CARRIES 25 MARKS

1. A lot of diseases that have mushroomed are as result of poor nutrition. Choose two nutritional chronic related diseases and write about their causes and how they can be treated.
2. What is digestion? Discuss the systematic flow of food in the GI tract?
3. Minerals are inorganic element needed by the body for a wider range of function. Discuss the functions of calcium in a diet, how it is metabolized. Identify major food sources, what kind of group can experience deficiencies.
4. You asked to give a nutrition talk to a women group. How would you explain food processing?
5. Traditions and habits affect nutrition. Identify four traditions and explain in details how these can affect nutrition.

GOOD LUCKY!

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

**2009 FIRST SEMESTER UNIVERSITY EXAMINATIONS
3RD NOVEMBER 2009**

ISE 181: INTRODUCTION TO SOCIAL STUDIES I

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

TIME ALLOWED: THREE HOURS

SECTION A: ANSWER TWO QUESTIONS.

1. What sources would you use to write Social Studies of Zambia before 1890?
2. How would you explain the rise and fall of the Chewa Kingdom of Undi?
3. Discuss the consequences of Long Distance Trade on pre-colonial Zambia.
4. How did the Portuguese presence in Mozambique affect pre-colonial Zambia?
5. What factors were responsible for the development of the Lozi Kingdom before the Kololo invasion?

SECTION B: ANSWER ONE QUESTION.

6. Discuss how important chiefs were in pre-colonial Zambia.
7. During colonial period chiefs were on the pay-roll of BOMA administrators. In independent Zambia, chiefs are still on the pay-roll of government. Why do you think this is the case?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 191: AURAL TRAINING

TIME: TWO HOURS

TOTAL MARKS: 70

INSTRUCTIONS:

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

SECTION A:

(25 marks)

1. You will hear five excerpts of music each played only¹ once. Decide whether what you hear is in a major, minor or pentatonic mode. (5 marks)

sn	Name of mode
1	
2	
3	
4	
5	

2. You will hear five pieces of music each played only once. Name the metre of each piece. (5 marks)

sn	Name of metre
1	
2	
3	
4	
5	

3. You will hear five pieces of music each played only once. Describe the tone colour of each piece. (5 marks)

sn	Name of tone colour
1	
2	
3	
4	
5	

4. You will hear five pieces of music each played only once. Identify and write down the form of the music. (5 marks)

sn	Name of form
1	
2	
3	
4	
5	

5. You will hear five pieces of music each played only once. Identify and write down the style of the music. (5 marks)

sn	Name of style
1	
2	
3	
4	
5	

SECTION B

(20 MARKS)

6. You will hear five melodies played twice. Listen and during or after the second playing mark them in the order that you have heard them.

(10 marks)

Melody _____



Melody _____



Melody _____



Melody _____



Melody _____



7. You will hear five rhythm pieces played twice. During and after the second playing mark the order in which you have heard them pieces. (10 marks)

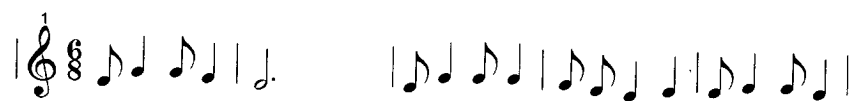
Rhythm _____



Rhythm _____



Rhythm _____



Rhythm _____



Rhythm _____



8. You will hear a piece music played three times. Listen carefully and give a descriptive analysis of what you hear. Use the chart below for your answer.
25 marks

Melody	
Rhythm	
Harmony/ Texture	
Tone Colour	
Style	
Form	

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 215: INSPECTION AND SUPERVISION

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. Answer **three (3)** questions
 2. Clearly indicate the number of the question you are answering in the left hand margin of the answer book.
 3. Credit will be given for the orderly presentation of the answer material
 4. **MARKS:** All questions carry equal marks. The total mark is **100**.
-

- 1 Peter Canham (1983) asserts that writing school inspection reports should be done soon after carrying out a series of inspections so as to avert incomprehensibility of inspectorial notes with the elapsing of time. Critically analyse this statement considering the contents and implications for compiling the reports.
- 2 Compare and contrast the phases of clinical supervision as related to Morris Cogan and Robert Goldhammer. Further, it is stated that clinical supervision as a procedure for supervising teachers is time consuming and expensive. In your view, which aspects of it can you adapt for use in supervising teachers in basic schools in Zambia?
- 3 Barak Rosenshine (1976) reported research on teacher behaviours associated with success in teaching of reading and mathematics in primary school classrooms. Discuss the ten teacher behaviours relating to effective teaching and learning of the said subjects. What implications has the explicit teaching model on the supervisory practice for the teacher?

- 4 “In their review of research on teaching and supervision in the 1970s, Rosenshine and Furst found consistent evidence that pupils whose teachers make clear structuring statements on particular topics and in addition give clear classroom rules of classroom management have better academic achievement” (K.A. Acheson and M.D. Gall, 1992). Critically examine this statement and then:
- (a) define the terms “structuring statements”, “classroom management” and “academic achievement”;
 - (b) give examples of structuring statements a teacher would make on two different topics;
 - (c) provide examples of instructions and disciplinary statements a teacher would make in the classroom situation; and
 - (d) explain the classroom observation technique you would use to analyse structuring statements, instructions and disciplinary comments made by the teacher in executing your duties as a supervisor.
- 5 Benjamin Bloom and his research associates assert that educators should be focused on the development of the pupils’ thinking skills in addition to their mastery of the basic skills. This principle is anchored in recent advances in cognitive psychology. Based on this statement, **discuss** the teaching techniques that can be employed to uphold the development of thinking skills in the pupils in Zambian basic schools. Also, identify implications for supervising teachers clinically in this pedagogical realm.

End of Exam

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

COURSE: ISE 221 - HOME ECONOMICS TEACHING METHODS 1

TIME: THREE (3)

INSTRUCTIONS:

This paper consists of six (6) questions. Attempt any four (4) questions only. All questions carry equal marks of 25 marks

QUESTION 1

Write brief notes on the following terms used in the syllabus

- a) A curriculum
- b) A scheme of work
- c) Teacher centered
- d) Advanced organizers

QUESTION 2

- Define stimulus variation
- Explain the purpose for stimulus variation
- Name the five (5) stimulus variations and explain how to use one.

QUESTION 3

- Discuss the five(5) different discussion methods
- What are the responsibilities of a leader and participants?

QUESTION 4

- Discuss the five qualities of an effective teacher.
- What are the social roles of the teacher and what are the roles in the community?

QUESTION 5

- Explain the importance of objective in the lesson.
- Discuss the features of a lesson objective.
- Who formulates the objectives for a training programme?
- Construct suitable five (5) examples of the verbs to be used in formulating objectives.

QUESTION 6

Classify the behavioral objectives according to blooms taxonomy (1956) in the six (6) domains and explain the reduced four (4).

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS – NOVEMBER, 2009

COURSE: ISE 231 (ART & DESIGN – PRACTICALS)

TIME: THREE (03) HOURS

INSTRUCTIONS: There are **four (4)** questions in this paper. Answer **ONE** question only.

1. Paint a picture suggesting the effect of HIV/AIDS.
2. Produce a painting where there is a scuffle.
3. Produce a special painting about “the urban/rural life”
4. Paint a picture of ‘a riot’

The end



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

2009 ACADEMIC YEAR – 1st SEMESTER EXAMINATIONS

ISE 251 BODY SYSTEMS, PHYSICAL EDUCATION AND SPORT

MARKS: EACH QUESTION CARRIES 25 MARKS.

TIME: 3 HOURS

DATE: 10/11/2009

INSTRUCTIONS:

ANSWER ALL 4 QUESTIONS FOR A TOTAL OF 100 MARKS.

READ QUESTIONS CAREFULLY BEFORE ANSWERING.

WELL WRITTEN, CLEAR AND TIDY WORK WILL EARN YOU MORE MARKS.

=====

QUESTION 1

The skeletal and the muscular system are closely related. The skeleton provides us with a complex framework of bones, joints and cartilage without which we could not stand upright or move. While the muscular system is a network of fibres that work together to create movement by contracting and extending

- i. Explain 3 functions of the skeleton. Clearly stating how many bones are there in the human body, while, naming the kind of joint the humerus and ulna form.
- ii. All the bones in the body can be divided into five classifications depending on their size and shape. List the 5 classifications, name the structure that connects muscle to bone and what action best describes turning the palm of the hand downwards?
- iii. There are three different types of muscles found in the body - skeletal, smooth and cardiac. Give an example where each of these would be located and the functions of each muscle type.
- iv. When slowly lowering a dumbbell from a flexed elbow position, what type of contraction is performed by the bicep? Give a detailed explanation of what happens to the muscles during this specific sporting movement, clearly stating the "All Or Nothing Principal".
- v. Which muscle is responsible for the action of hip flexion? Explain your answer.

QUESTION 2

Athlete 'B' is running in a provincial athletics competition. He has been training for the last eight (8) years. The cardiovascular and respiratory systems are the systems he has mainly been developing.

- i. Could you give a brief outline of the short & long term effects of exercise on these systems?
- ii. In relation to the respiratory system, only, give a brief description of what happens to the chest during inspiration.
- iii. What is the name of the respiratory volume of air that never leaves the lungs?
- iv. Put these structures in order that air enters them, considering you breathe in through your nose: Alveoli, Bronchus, Pharynx, Trachea, and Larynx. And describe what happens to air when you breathe it in.

QUESTION 3

- i. Where does the process known as diffusion take place in the body? What facilitates this process? Explain this process and what happens to the nutrients and oxygen in that it is responsible for?
- ii. What is blood composed of and what are its five major functions?
- iii. Junior Tembo is a National team player for the under 20basketball team. While he is performing his 2 hour work out session, briefly explain how his body uses up the different nutrients and how they are transported, to help him with his energy levels and name the nutrients that provide his body with this energy.

QUESTION 4

- i. Which neuron structure carries nerve impulses away from the cell body?
- ii. Which Part of your brain controls thoughts, emotions, language and voluntary movements?
- iii. List 4 effects for each of the sympathetic nervous system and the parasympathetic nervous system on the body functions of Athlete 'X', at rest and when he is engaged in an intense completion.
- iv. During physical activity, what is the order of transmission on nerve impulses?

GOOD LUCK!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATION – NOVEMBER 2009

COURSE: ISE 261 – PHYSICAL EDUCATION TEACHING METHODS 1

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

- **ALL** questions carry equal marks. Attempt **FOUR (4)** questions from this paper. Question **ONE (1)** is compulsory
 - Marks will be awarded for clarity, precision and proper exemplification of ideas.
-

1. " He who fails to prepare, prepares to fail because Prior Planning Prevents Poor Performance." With this in mind, prepare a comprehensive lesson for a class of 40 pupils on the following volley ball skills: serving, volleying, digging and spiking.
2. It is desirable that the teacher makes sure that all the Physical Education sessions are accident free as much as possible. Discuss this statement bringing out clearly the factors involved in this aspect of methodology.
3. According to Brown (1982:104), skills that are complicated and difficult need to be performed in their entirety. Discuss the whole-part-whole and part-whole methods with specific examples outlining their distinctions clearly.
4. As a Physical Education expert, you have been asked to present a paper on Physical Education class management. Discuss the important areas of concern you will consider addressing in your presentation.
5. Write brief notes on the following topics:
 - a) The three (3) domains for behavioural objectives, construct an appropriate P.E objective for each.
 - b) Explain any five (5) major functions of behavioural objectives.
 - c) Discuss;
 - i) Warm Up
 - ii) Bio – Data of a lesson plan
 - iii) Teaching points
 - iv) Social closure

- v) Cognitive closure
6. According to Wragg (1984), " a range of factors contribute to the development and maintenance of a learning environment." Analyse this assertion in relation to Physical Education pedagogy.
 7. Personality development and Physical Education can not be separated. In this regard, discuss any two human temperaments and how a Physical Education teacher or coach with such traits would handle teaching or training sessions.

END OF EXAM

THE UNIVERSITY OF ZAMBIA**SCHOOL OF EDUCATION****2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION- NOVEMBER.****COURSE: ISE 271 – TEXTILE SCIENCES****TIME: THREE (3) HOURS****INSTRUCTIONS**

Choose only four questions from this paper. All questions carry 25 marks

QUESTION 1

How does FTC defines the following fibers?

- a) Olefin fibers
- b) Spandex fibers
- c) Acrylic fibers
- d) Nylon fibers
- e) Rayon fibers

QUESTION 2

Explain what happened in textile industries in the following years and name the person involved;

- a) 1664
- b) 1832
- c) 1938
- d) 1733
- e) 1785

QUESTION 3

- a) Yarns are classified by similarities of parts, explain the formation of yarns and name the seven different fancy yarns.
- b) Explain the following abbreviations:

- (i) TC
- (ii) CAD
- (iii) CAM
- (iv) GATT
- (v) TFPIA
- (vi) FTC
- (vii) ASTM
- (viii) ANSI
- (ix) MFA
- (x) POY

QUESTION 4

What is the difference between melt spinning, dry spinning, wet spinning, gel spinning and emulsion spinning?

QUESTION 5

- a) Describe the definition of blends, the purpose of blends and properties of blended fibers.
- b) What are the eight (8) specific techniques and process used to make woven fabrics

QUESTION 6

What is the difference between?

- a) Non woven fabrics and multi components fabrics?
- b) Describe the ways that finishes can be classified. Identify the classification into which the following finishes would fall and explain why you have placed them into those classifications
 - Singeing
 - Embossing of cotton fabric
 - Moiré finish on acetate
 - Napping a wool flannel

THE END

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY FIRST SEMESTER EXAMINATIONS – NOVEMBER 2009
ISE 281
BASIC TOPICS IN SOCIAL STUDIES

TIME: THREE (3) HOURS

INSTRUCTIONS:

**ANSWER THREE (3) QUESTIONS. TWO FROM SECTION A
AND ONE FROM SECTION B. CREDIT WILL BE GIVEN FOR
USE OF RELEVANT EXAMPLES AND ILLUSTRATIONS**

SECTION A

1. Explain how the *Zambian Social Studies* curriculum was influenced in the early 1990s.
2. With reasons, discuss the changes that have taken place to the *Zambian* population from pre – colonial times to date.
3. Analyze the developmental stages as seen from a philosophical view point and compare them to the psychological view.

SECTION B

4. Explain in detail what the following aims of teaching *Social Studies* mean.
 - (a) To give a sense of belonging.
 - (b) To help solve our contemporary social and individual problems.
 - (c) To promote international understanding.
 5. “No tribe is superior or inferior in *Zambia*”. Discuss the importance of *Zambians* working and relating to one another in a peaceful manner to develop the country.
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 291: MUSIC OF ZAMBIA

TIME: THREE HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

1. Read the instructions carefully before you start answering questions.
2. Credit will be given for orderly presentation of work.
3. Answer only five questions. Each question is worth ²⁵ five marks.

QUESTIONS

1. Describe and discuss the usage of the elements of rhythm, form, timbre and melody in traditional musical arts of Zambia.
2. Outline the development of popular music in Zambia, highlighting the following:
 - Style
 - Media
 - Personalities
 - form
3. Describe and contrast the kalumbu and Mtyangala bringing out the following:
 - Social context
 - Production
 - Performance practice
 - Teaching method
4. The three main categories of music of Zambia are traditional, popular and sacred. Describe, discuss and give examples of each.
5. Describe and discuss one performance tradition from four musical cultural groupings.
6. Describe and discuss one dance from the following Musical arts cultures:
 - LuVale/Lunda grouping
 - Bemba/Ushi grouping
 - Nyanja/Cewa grouping
 - Ila/Tonga grouping



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**FIRST SEMESTER FINAL EXAMINATION
COURSE: ISE 371 FAMILY RESOURCE MANAGEMENT**

**NOVEMBER 2009
TIME: 3 HOURS**

INSTRUCTIONS

This paper has **seven (7)** questions and each carries 25 marks. Question **one (1)** is compulsory and choose any **three (3)** questions of your choice.

Question 1

Discuss the main assumptions of the following theories in relation to a family.

- i) Structural functionalist theory
- ii) System theory
- iii) Symbolic interactionist theory
- iv) Exchange theory
- v) Conflict theory

Question 2

What is socialisation? Critically analyse the aims of socialisation and explain how it occurs.

Question 3

Define the term Family Life Education. Explain the stages of a family life cycle and the events that go with each stage.

Question 4

There are three steps involved in Family Resource Management and these are inputs, throughputs and outputs. Explain what is involved in each step in relation to the family.

Question 5

- i) What are the functions of the family?
- ii) Explain Maslow Abraham's needs hierarchy in relation to the family.

Question 6

- i) Describe the functions of housing
- ii) Explain the factors that determine the choice of a residential site.

Question 7

- i) List **five** (5) macro-forces that families commonly encounter in Zambia.
- ii) For the listed macro-forces in (i) above, choose any **one** (1) of them and explain as to how a single family can resolve it.

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS

NOVEMBER 2009

ISE 381

SPECIAL TOPICS IN SOCIAL STUDIES I

TIME: THREE (3) HOURS

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

1. The following information which shows the relationship between height and self-esteem:

Person	1	2	3	4	5	6	7	8	9	10
Height	68	71	62	75	58	60	67	68	72	69
Self esteem	4.1	4.6	3.8	4.4	3.2	3.1	3.8	4.1	4.3	3.7

- (a) Using the information for height, compute:

- (i) the Mean
- (ii) the Median
- (iii) the Mode
- (iv) the Total Range
- (v) the Variance
- (vi) the Standard Deviation

- (b) Using the information for both height and self-esteem compute the Pearson product moment correlation coefficient.

- 2. Discuss the rationale for conducting fieldwork
- 3. Explain the stages involved in preparing a class for fieldwork.
- 4. What is nonprobability sampling? When is it more desirable than probability sampling?
- 5. Explain the difference between a case study and a survey. What steps would you follow to undertake a survey?

END OF EXAMINATION

Formulae

S =

$$\sqrt{\frac{\Sigma(X - \bar{X})^2}{(n - 1)}}$$

where:

X = each score

\bar{X} = the mean or average

n = the number of values

Σ means we sum across the values

$$r = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N \Sigma X^2 - (\Sigma X)^2} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2}}$$

or

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

Where:

N = number of pairs of scores

Σxy = sum of the products of paired scores

Σx = sum of x scores

Σy = sum of y scores

Σx^2 = sum of squared x scores

Σy^2 = sum of squared y scores

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 391: MUSIC OF THE WEST

TIME: TWO HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

Read the instructions carefully before you start answering questions.

Credit will be given for orderly presentation of work.

SECTION A: Multiple choice

(10 marks)

1. The drums belong to what family of instruments:
 - a) Membranophones
 - b) Chordophones
 - c) Idiophones
 - d) Aerophones

2. Of the following instruments which one can be classified as a wind instrument?
 - a) The piano
 - b) The violin
 - c) The Guitar
 - d) The pipe organ

3. To what family of instruments does the oboe belong?
 - a) Wood winds
 - b) Percussion
 - c) Brass
 - d) Strings

4. Which of the following instruments belong to the brass family:
 - a) viola
 - b) Saxophone
 - c) Euphonium
 - d) Timpani

5. Of the following instruments which one is a chordophone?
 - a) Cello
 - b) Trumpet
 - c) Trombone
 - d) Snare drum

6. Johann Sebastian Bach composed his music during which period?
 - a) Classical
 - b) Baroque
 - c) Romantic
 - d) Renaissance

7. What is the correct musical style chronological order?
 - a) Medieval, Renaissance, Baroque, Classical, Romantic.
 - b) Renaissance, Baroque, Classical, Medieval, Romantic.
 - c) Romantic, Renaissance, Baroque, Classical, Medieval.
 - d) Baroque, Classical, Romantic, Medieval, Renaissance.

8. Which of the following composers is from the Romantic period?
 - a) Ludwig Von Beethoven
 - b) Wolfgang Amadeus Mozart
 - c) John Lennon
 - d) Louis Armstrong

9. What is a sonata written for an Orchestra Called?
 - a) An opera
 - b) A cantata
 - c) A symphony
 - d) A tone poem

10. Choose one of the following words to describe the music of the classical period.
 - a) Colourful
 - b) Balanced
 - c) Adventurous
 - d) Experimental

SECTION B: Short answers**(20 marks)**

1. What is a symphonic orchestra?
2. Describe the term symphonic poem.
3. Describe the composition of a string quartet.
4. What is an orchestra?
5. Discuss the term chamber music.
6. Name two instrument of the percussion family.
7. Name two double-riddled instruments.
8. What is the composition of the modern music combo?
9. To what family of instruments does the glockenspiel belong?
10. What is a Symphony?

SECTION C: Essay questions**(40 marks)****Answer any two of the following questions**

1. With reference to its movements discuss the classical symphony.
2. Describe the characteristics of the baroque style.
3. Discuss characteristics of the 20th century (serious) music.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER 2009

LSE 211
SOCIAL STUDIES TEACHING METHODS 1

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions, two (2) from section A and one (1) from section B in the answer books provided.

SECTION A

1. What is a syllabus and why is it important in the teaching-learning process? Why are the state, the church and donors actors in the construction of the syllabus?
2. Why is the lecture method the oldest procedure of teaching social studies, especially for imparting authentic, systematic and effective information about some events or trends?
3. Why is the story-telling method good in teaching and learning Social Studies?

SECTION B

4. Explain the usefulness of both the transmission and reflective social enquiry modes of teaching and learning in social studies.
5. What stages would you follow to design a curriculum in Social Studies?

END OF EXAMINATION

4. Discuss the **Situational Method** bringing out its theoretical influences, characteristics, and classroom application including sample materials.
5. The **Communicative Language Teaching Approach** teaches 'Language as Communication' according to Widdowson H. Discuss with illustrations.
6. Compare and contrast the Linguistic Theories of **STRUCTURALISM** and **TRANSFORMATIONAL GRAMMAR** and explain how they have influenced ELT

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

FIRST SEMESTER EXAMINATIONS – NOVEMBER, 2009

LSE 271: ISSUES IN PRIMARY AFRICAN LANGUAGES EDUCATION

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: This paper has two sections, **A** and **B**. Answer **Two** questions from each section.

Each question carries **25 marks**. Add a gloss (i.e., meaning in English) to any text or examples given in an African language.

SECTION A

1. (a) What does the statement below mean?
Multilingualism and bilingualism can be interpreted at two different levels. [10]
- (b) Zambia's current language-in-education policy does not qualify to be called a **bilingual education policy**.
Do you agree with the above statement? Give reasons for your answer. [15]
2. (a) Why do some scholars argue that the terms **anglophone, francophone** and **lusophone**, which are used to describe African countries are complete misnomers? [5]
- (b) Discuss the pre-independence language policies in the so-called Anglophone, francophone and lusophone (i.e., Portuguese speaking) countries in Africa. [20]

3. With the help of examples, explain the following terms:
- (a) an ethnolinguistically homogenous country. [5]
 - (b) an endoglossic language policy. [5]
 - (c) an exoglossic language policy. [5]
 - (d) mother tongue [5]
 - (e) transparent and opaque orthographies. [5]
4. Discuss attitudes and practices at primary school level that tend to weaken the status of Zambian languages and then suggest remedies. [25]

SECTION B

5. In spite of the Ministry of Education's policy of using Zambian languages to teach initial literacy in Grade 1 classes, some primary school teachers still want to use English. As a specialist in Linguistics and African Languages, you have been asked to present a paper at a Primary School Teachers' Conference on circumstances that made the Zambian Government introduce the Zambia New Breakthrough to Literacy (ZNBTL).

Write this paper and, in addition to the suggested focus of your topic, appeal to teachers by highlighting the benefits of ZNBTL. [25]

6. Justify the introduction of each of the four courses in the Primary Reading Programme and show the interrelationship among them (i.e., courses). [25]
7. (a) Why do some people in Zambia find the terms **language** and **ethnicity** confusing? [5]
- (b) Describe practices which support ethnicity in Zambia. [5]
- (c) Define ethnicity according to each of the following theories advanced by sociologists:
- (i) primordialism [5]
 - (ii) constructivist theory. [5]

(iii) instrumentalism.

[5]

8. Although the Ministry of Education asked teachers of Zambian languages to teach the official orthographies as recommended in the book entitled **Zambian Languages Orthography (1977)**, some traditional leaders still oppose the directive and defend the old orthographies. You have been asked as a specialist in African languages to present a paper at a traditional leaders' workshop on the theme **why it was necessary to standardize the orthographies of Zambian languages.**

Write this paper.

[25]

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



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

SECOND SEMESTER EXAMINATIONS - APRIL/MAY, 2009

LSE 272: PRIMARY AFRICAN LANGUAGES TEACHING METHODS

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: This paper has two sections, **A** and **B**. Answer **Two** questions from each section.

Each question carries **25 marks**. Add a gloss (i.e., meaning in English) to any text or examples given in an African language.

SECTION A

1. (a) What features of the audio-lingual method make it suitable for teaching a Zambian language in a Grade 1 class? [10]
- (b) Explain how structural linguistics and behavioural psychology influenced the development of the audio-lingual method. [15]
2. (a) Explain briefly the differences among prescriptive grammar, descriptive grammar and pedagogical grammar. [7]
- (b) Justify the teaching of the grammar of a first language. [12]
- (c) What are some of the difficulties encountered in teaching grammar in basic schools? [6]
3. (a) Explain briefly the differences among logographic, syllabic and alphabetic writing systems. [7]

(b) Use examples to explain the meaning of the statement below:

*Whereas English has an opaque spelling system,
Zambian languages have transparent ones.* [9]

(c) It is said that reading and writing are mutually reinforcing skills. Discuss with clear illustrations any three ways in which the development of the two skills in pupils mutually support each other. [9]

4. [a] Describe the activities that can make you conclude that the teacher is using a blend of the cognitive code approach and the communicative approach to language teaching if you are observing a language lesson. [15]

(b) What have been the major obstacles in implementing the communicative approach to language teaching in Zambia? [10]

SECTION B

5. Using the **ppp** sequence, design a forty-minute lesson plan in which you teach Grade 7 pupils to form passive verbs from active ones in any Zambian language you are familiar with.

Also pay attention to the following aspects:

- Teach the passive covertly or inductively.
- Use a linguistic situation in the presentation stage, which is one of the features of the situational method. [25]

6. (a) Explain the significance of the pre-reading stage in a reading comprehension lesson and then give examples of some of the activities you can use at this stage. [10]

(b) Illustrate how you would teach reading in a Grade 1 class using each of the following approaches:

- i) Syllabic approach.
- ii) Look and say approach.
- iii) Phonic approach.

Give examples from a Zambian language of your choice. [15]

7. (a) Explain briefly the difference in terms of lesson procedure between teaching writing as a process and teaching writing as a product. [10]
- (b) Bearing in mind that in their handwriting lessons Grade 1 pupils are supposed to be exposed to pre-writing activities before they start learning the writing of letters of the alphabet, explain how you would teach the **w** and **m** patterns. [15]
8. (a) Describe two different ways in which children who have not yet learnt to read encounter literature in the Zambian context. [10]
- (b) Construct a forty-minute literature lesson plan in which you teach a Grade 5 class praise songs in a Zambian language of your choice. [15]

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEFERRED EXAMINATION FOR FIRST SEMESTER 2009 ACADEMIC YEAR

LSE 291: PRIMARY RELIGIOUS EDUCATION TEACHING METHODS I

DURATION: THREE (3) HOURS

- INSTRUCTIONS:
1. Attempt four examination items only
 2. All examination items carry equal marks.
 2. Present your work coherently, legibly and neatly.

-
1. (a) Identify and describe the three parts of an objective.
(b) Discuss the relationship between an aim and objective
 2. Compare and contrast life themes and depth themes.
 3. Discuss the relationships between aims of education and those of Religious Education in Zambia.
 4. State and briefly describe, with examples, the five levels of an affective domain in their hierarchical order.
 5. Identify and discuss the three steps of a Religious Education lesson.
 6. Discuss the advantages and disadvantages of formative and summative tests
 7. Discuss the development of Religious Education during the interdenominational state.

THE END: HAPPY CHRISTMAS AND NEW YEAR, 2010.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER 2009

LSE 421
GEOGRAPHY TEACHING METHODS: FIELD EXPERIENCE IN
GEOGRAPHY METHODS

TIME: THREE (3) HOURS

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

1. Study the following data sets x and y:

x	69	68	67	63	62	60	63	65	67	63
y	3.7	3.5	3.2	3.7	3.3	3.4	4.0	4.1	3.8	3.6

For each data set, calculate:

- (a) the mean
- (b) median
- (c) mode
- (d) total range
- (e) interquartile range
- (f) variance
- (g) standard deviation

Use the formulae on page 2.

2. Discuss probability sampling under the following sub-headings:
- (a) Definition
 - (b) Types
 - (c) Advantages
3. Discuss the philosophies that guide teaching and learning by fieldwork.
4. What is objectivity and accuracy in report writing?
5. Explain the major constraints of conducting fieldwork in Zambian secondary schools?

END OF EXAMINATION

Formulae

S =

$$\sqrt{\frac{\Sigma(X - \bar{X})^2}{(n - 1)}}$$

where:

X = each score

\bar{X} = the mean or average

n = the number of values

Σ means we sum across the values

$.25*(7+1)$ and $.75*(7+1) = 2\text{nd}$ and 6th observations

$$\text{IQR} = Q_3 - Q_1$$



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

FIRST SEMESTER EXAMINATIONS – NOVEMBER, 2009

LSE 471: AFRICAN LANGUAGES TEACHING METHODS II

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: This paper has two sections, **A** and **B**. Answer **Two** questions from each section.

Each question carries **25 marks**. Add a gloss (i.e., meaning in English) to any text or examples given in an African language.

SECTION A

1. Define and illustrate the concepts below as they are used in intensive reading lessons:

- | | | |
|-----|----------------------------------|-----|
| (a) | context | [5] |
| (b) | cotext | [5] |
| (c) | factual and opinion questions | [5] |
| (d) | understanding structural meaning | [5] |
| (e) | initial teaching point | [5] |

2. **Either**

- (a) Discuss critically Kathleen Heugh's **three models** or **approaches** to language-in-education Policy in Africa. [25]

Or

- (b) Substantiate Mubanga Kashoki's argument that there are approximately 80 dialects as the total stock of indigenous linguistic resources available for

communication in Zambia, which may be reduced to between 20 and 25 distinct languages using such linguistic measures as mutual intelligibility and vocabulary and grammatical correspondence as determinants of similarity or dissimilarity. [25]

3. Explain the difference between each of the following pairs of terms.
- (a) linguistic competence and linguistic performance. [5]
 - (b) aim and objective. [5]
 - (c) source language and receptor language. [5]
 - (d) literary genesis and craftsmanship. [5]
 - (e) intralingual and interlingual translation. [5]
4. Discuss the interrelationship among the following aspects of language learning and teaching:
intensive reading, composition or written expression and summary. 2 [5]
^

SECTION B

5. (a) With the help of examples, explain how each of the following would help you to teach an African language you are familiar with:
- (i) structural linguistics [5]
 - (ii) psycholinguistics [5]
 - (iii) sociolinguistics [5]
- (b) Illustrate briefly how pupils' knowledge of the way their language works and their awareness of social contexts can enable them to use language effectively and appropriately. [10]
6. Prepare a translation lesson plan for a Grade 9 class based On the text below.

Like a wounded elephant the lorry slowly turned over into the ditch. Passers-by gathered like ants to see what had happened. Petrol leaked onto the road and spread like a snake. Dust rose like red smoke into the air. Like a

swarm of locusts more spectators surged over the scene of the accident. [25]

7. For each of the following types of Zambian languages lessons, formulate an appropriate objective and explain briefly how you would introduce such a lesson objective.
- (a) Structure lesson in a Grade 8 class on the present simple tense. [5]
 - (b) Literature lesson in a Grade 12 class. [5]
 - (c) An intensive reading lesson in a Grade 12 class based on a text whose theme is **sensitisation campaign on fighting the HIV and AIDS pandemic**. [5]
 - (d) Structure lesson in a Grade 9 class on changing affirmative statements to negative ones. [5]
 - (e) A descriptive composition lesson in a Grade 11 class based on a free composition topic. [5]
8. Design a forty-minute lesson plan for a Grade 10 class based on the following objective:-
PSBAT form nouns from verbs.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS, NOVEMBER, 2009

LSE 491: RELIGIOUS EDUCATION TEACHING METHODS II

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS: Answer in full any three questions. All questions carry equal marks.

1. Define philosophy and philosophy of R.E. Justify the need for philosophy of RE in RE teacher education.
2. Defend Religion as a form of knowledge and RE as a valid school curriculum subject.
3. According to sociologists, knowledge is 'a social construct, socially – related and socially relative.' What does this mean? What are the implications of this approach to knowledge on School RE?
4. Identify the five components of the RE Curriculum you have studied, define them, and explain why each one of them is important and should be included in the RE programme of study.
5. 'Indoctrination is both positive and negative.' With reference to School RE, discuss this assertion or statement.
6. Explain the problems created by both a teacher's dogmatic religious commitment and strict neutrality in the RE classroom. How does professional commitment provide a solution to these problems?
7. If you are already a teacher or college lecturer of RE, give five new points of knowledge and skills you have learned from this course and explain how they will make you a better teacher than before. If you are going to teach RE for the first time, give and explain five ways in which your perception or understanding of RE as a subject has changed.

- END -

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

NOVEMBER 2009

MSE 131: FOUNDATION MATHEMATICS FOR TEACHERS

TIME ALLOWED: THREE (3) HOURS

INFORMATION: There are six (6) questions in this paper. Each question carries 20 marks. Marks for parts of questions are shown in brackets

[].

INSTRUCTIONS: Attempt any five (5) questions. Show all essential steps in your working

MARKS POSSIBLE: 100

- 1 (a) Separately describe what is meant by domain and range in relation to functions. [3]
- (b) (i) Find the values of x to be excluded from the function $\frac{2x^2+3x+1}{x^2-x-2}$. [3]
- (ii) Given that $g(x) = x^2 - 4x - 6$, solve the equation $g(x) = x$ [3]
- (c) The domain of the function $f(x) = \frac{2x+1}{x-1}$ is $\{0, 2, 4\}$. Find the range of the function. [3]
- (d) The range of the function $g(x) = \frac{x-2}{x}$ is $\{-1, 2, 4\}$. Find the domain. [3]
- (e) Functions f and g are given as $f(x) = x^2 - x$ and $g(x) = 2x - 3$.
- (i) Find $f(-1)$ [1]
- (ii) Find $g(-1)$ [1]
- (iii) If $f(x) + g(x) = 3$, find x [3]

- 2 (a) Find from first principles the derivative of the function
- $$f(x) = 3x - \frac{1}{2}x^2 \quad [4]$$
- (b) The gradient of a curve at any point is given by $\frac{dy}{dx} = 2 - \frac{x^3}{8}$. The curve intersects the x-axis at the point P. Given that the gradient of the curve at P is 1. Find the equation of the curve. [5]
- (c) Show that the tangent to the curve $y = \frac{3}{x} - \frac{4}{x^2}$ at the point $(2, \frac{1}{2})$ passes through the origin. [4]
- (d) The point P(x, y) lies on the line $7y = x + 23$ and is 5 units from the point $(2, 0)$. Calculate the coordinates of the two possible positions of P. [7]
-
- 3 (a) (i) Describe what an *inverse function* is. [2]
- (ii) Find the inverse of the function $f(x) = x^2 + 4, x \geq 0$ [2]
- (iii) The inverse of the function is given by $f^{-1}(x) = \frac{1}{2}x + 3$. [2]
Find the function $f(x)$.
- (b) (i) Functions f and g are defined as $f: x \rightarrow 2x + 1$ and
 $g: x \rightarrow 1 - 3x$. [6]
Find the values of x for which $fg^{-1} = f^{-1}g$.
- (ii) If $f: x \rightarrow x - 3$, find the function g which makes
 $gf: x \rightarrow x^2 - 6x + 10$? [4]
- (c) A function h is given by $h: x \rightarrow 2x^2 - 3x - 1$
- (i) Find $h(2)$ [2]
- (ii) Find $h(x + 1)$ [2]

- 4
- (a) Find all the angles between 0° and 360° which satisfy
- i) $8\sin^2 y = 7 - 2\cos y$ [4]
- ii) $4\sin^{\frac{1}{2}} x \cos x = 3\cos x$ [4]
- (b) Find the values of x between 0 and 3 for which $\tan(2x - 0.2) = 1.2$ [4]
- (c) The curve whose equation is $y = (2x^2 + 3x - 9)(x - k)$, where k is a constant, has a turning point where $x = -1$.
- i) calculate the value of k
- ii) calculate the value of x at the other turning point on the curve;
- iii) draw a rough sketch of the curve and find the set of values of x for which $y > 0$. [8]
- 5
- (a) Solve by elimination method the system of equations, stating what is done at each stage.
- $x - 4y = 10$
- $2x + y = -1$ [4]
- (b) Solve by substitution method the system of equations.
- $2x^2 - 4y - 3 = 0$
- $2x - y = 4$ [4]
- (c) Solve the system of equations
- (i) $2x - y + z = 8$
- $2y - 3z = -11$
- $3y + 2z = 3$ [6]
- (ii) $2x^2 + 4y^2 = 5$
- $3x^2 + 8y^2 = 14$ [6]

- 6 (a) Given that the coefficient of x^2 in the expansion of $(4 + kx)(2 - x)^6$ is zero, find the value of k . [4]
- (b) Obtain the first 4 terms in the expansion of $(1 + p)^7$ in ascending powers of p . Hence find the coefficient of x in the expansion of $(1 + x + 2x^2)^7$. [4]
- (c) A particle moves in a straight line so that, t seconds after passing through a fixed point O , its velocity, $V \text{ m s}^{-1}$, is given by $V = 5t - 3t^2 + 2$. The particle comes to instantaneous rest at the point Q . Find
- i) the acceleration of the particle at Q [3]
 - ii) the distance OQ [3]
 - iii) the total distance travelled in the time interval $t = 0$ to $t = 3$ [2]
- (d) The points A and B have coordinates $(2, 2)$ and $(10, 8)$ respectively. Find the equation of the perpendicular bisector of AB . [4]

The end

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

NOVEMBER, 2009

MSE 331: MATHEMATICS EDUCATION I

TIME ALLOWED: THREE (3) HOURS

INFORMATION: There are **four (4)** questions in this paper. Each question carries 25 marks. Marks for parts of questions are shown in brackets

[].

INSTRUCTIONS: Attempt **all the four (4)** questions.

MARKS POSSIBLE: 100

- 1 (a) (i) Explain what a Topic Precedent Diagram (TPD) is when sequencing subject matter; and hence, [03]
- (ii) illustrate how you would use it to sequence the following topics at high school level, justifying your reasoning.
- Irrational numbers; matrices; integers; shapes and patterns; sets; rational numbers; real numbers; fractions.** [15]
- (b) (i) Illustrate with **two** examples, the use of familiarity in sequencing subject matter in school mathematics. [04]
- (ii) Explain the Gagne (1985) model for topic analysis in sequencing instruction. [03]
- 2 (a) The purposes of using teaching aids in a class are: to make things clear; to make instructions clear; to spice up the teaching-learning process; to make it possible for pupils to teach themselves. Briefly discuss each of these purposes. [08]
- (b) List **four reasons** why a teacher of mathematics should use teaching aids [04]
- (c) Briefly explain **five advantages** and **five disadvantages** of a mathematics teacher making his or her own teaching aids [10]
- (d) Give **three reasons** why the chalk board is a useful aid to a teacher [03]

- 3 (a) The six levels of Blooms' taxonomy of educational objectives are:
 Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation
 Briefly discuss the meaning of each of these levels. [12]
- (b) "A teacher of mathematics should keep under constant review the aims and objectives of teaching mathematics". Give *five reasons* to justify this statement [05]
- (c) The following assumptions should be made about lesson plans:
- (i) There is no particular pattern or format that all teachers need to follow when writing out their lesson plan.
 - (ii) The depth of knowledge a teacher has about the subject or topic influences the amount of planning necessary for their lesson.
 - (iii) Experienced teachers have clearly defined aims and objectives in mind even though they may not write them into lesson plans.
 - (iv) For the sake of consistence, a department should have a preferred format of a lesson plan.
- Justify each of the statements above. [08]

- 4 (a) A student Q obtained the 56 marks and 72 marks respectively in an English test and a Mathematics test. The means and variances of the English test and the Mathematics test are respectively 52 and 9; and 67 and 16. On which test did the student perform comparatively better? Provide evidence for your response. [06]
- (b) The results for six (6) candidates in Mathematics and CTS are shown below;

Subject	Student A	Student B	Student C	Student D	Student E	Student F
Mathematics	2	4	1	4	5	2
CTS	7	1	1	7	1	1

- Can the results of the candidates in one test be used to predict the other? Provide evidence for your answer. [09]
- (c) (i) What is meant by *validity* of a test? [02]
- (ii) Outline **four (4)** factors that might affect the validity of a test. [08]

End of Examination

FORMULAE

Spearman Rank-Difference

$$r = 1 - \frac{n \sum d^2}{n(n^2-1)}$$

where; n = the number of rank-order pairs d^2 = squared differences between the rank orders assigned to individual scores.

Pearson Product Moment Correlation Method

$$r_{xy} = \frac{N(\sum xy) - (\sum x) \cdot (\sum y)}{\sqrt{[N(\sum x^2) - (\sum x)^2] \cdot [N(\sum y^2) - (\sum y)^2]}}$$

where; $(\sum xy)$ = the sum of the products of the raw scores, $(\sum x)$ · $(\sum y)$ = sum of x scores and sum of the y scores, N = total number of scores, $(\sum y)^2$ = the sum of the y scores 'all squared', $(\sum x)^2$ = the sum of the x scores 'all squared', $\sum y^2$ = the sum of the squared y scores, $\sum x^2$ = the sum of the squared x scores.

Variance and standard

$$\sigma^2 = \text{Variance} = \frac{\sum(x-\kappa)^2}{N} \quad \sigma = \text{standard deviation} = \sqrt{\frac{\sum(x-\kappa)^2}{N}}$$

where; N = total number of candidates, x = raw score, κ = mean score for the distribution

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

MSE 341/351/361

TIME : THREE(3) HOURS

DATE: NOVEMBER 2009

INFORMATION:

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

INSTRUCTIONS:

1. Answer five **(5)** questions;
 2. Question one is compulsory, and
 3. Attempt any other four **(4)** questions.
-
-

1. (a) State:
 - (i) two behavioural objectives whose qualifying term is defined by specifying a minimum number of correct responses. (2)
 - (ii) two behavioural objectives whose evaluation statement is defined by indicating a time. (2)
 - (b) Give a description of the first three levels of Bloom's Cognitive domain. (6)
 - (c) Clearly explain why science education should focus on 'Mastery of subject' and the promotion of higher forms of thinking rather than a Utilitarian approach where you simply transfer facts. (10)
-
2. (a) What is sequencing and why is it important in science teaching ? (3)
 - (b) Briefly discuss factors that should be taken into account in attempting to sequence a piece of instruction. (5)
 - (c) Suggest three ways that may be used to sequence a given topic. Briefly discuss them. (6)
 - (d) Use one of the ways in (c) to sequence a topic of your choice from your teaching subject. (6)

3. (a) Discuss the strengths of using a variety of teaching strategies when teaching science. (4)
- (b) The lecture method is probably the most criticised strategies for teaching science, yet is commonly used.
- (i) Discuss the advantages of the lecture method for teaching science (6)
- (ii) Identify three situations when it is appropriate to use lecture Method (3)
- (c) Why is inclusion of practical work important in the teaching of science. (7)
4. (a) (i) Distinguish between a teaching syllabus and an examination syllabus(2)
- (ii) What is the purpose of a syllabus in science teaching? (2)
- (iii) Briefly discuss any three components of the Zambian Ordinary level Science Syllabus. (6)
- (b) (i) Give five reasons why a scheme of work is essential in science teaching. (5)
- (ii) Draw a diagram to show a scheme of work ,with suitable headings , that may be used in your subject area. (5)

5. (a) Explain at least 5 reasons why we assess pupils. (10)
- (b) Explain with examples the 3 types of assessment:
- (i) Formative
 - (ii) Summative
 - (iii) Diagnostic (10)
6. (a) Discuss at least 5 advantages of multiple choice questions (10)
- (b) Explain any 5 disadvantages of multiple choice questions. (10)

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

NOVEMBER 2009

MSE 431: MATHEMATICS EDUCATION I11

TIME ALLOWED: THREE (3) HOURS

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

INSTRUCTIONS: Attempt any four (4) questions.

MARKS POSSIBLE: 100

- 1 (a) Observation as a strategy for assessment in mathematics is rarely used *formally* in high schools.
- i. List **three (3)** kinds of observations. [03]
 - ii. For each of the **three** you have listed explain briefly what it entails. [06]
 - iii. Write down **four (4)** advantages of observation as an assessment strategy. [08]
 - iv. Explain briefly why schools/teachers rarely use observation as an assessment tool in a formal way. [03]
- (b) A portfolio is an example of self-assessment. Briefly state the merits of this form of assessment. [05]
- 2 (a)(i) Distinguish between *classroom organization* and *classroom management*. [03]
- (ii) Explain **four (4)** aspects you would take into account when arranging a room for teaching and learning purposes. [12]
- (b) Adequate preparation by a teacher is one of the essential ingredients of effective class management. Outline how adequate preparation supports effective class management. [10]

- 3 (a) (i) Briefly discuss what is meant by a professional. [02]
- (ii) Discuss whether or not teaching is a profession and give your reasons. [05]
- (c) It is necessary for every teacher to undergo some form of professional development. State *three reasons* why a teacher should undergo professional development [03]
- (d) There are many avenues for the professional development of mathematics teachers. Discuss how the teacher can develop professionally through each of the following:
- (i) Membership to an association like ZAME [03]
- (ii) Attendance at seminar/workshops [03]
- (iii) Observing another teacher teach [03]
- (e) Cite *three advantages* and *three disadvantages* of out of school in-service training activities. [06]

- 4 (a) 'Teacher exposition does not encourage *understanding, creativity* or the *ability to solve problems*'. Explain how you can use teacher exposition to achieve the following:
- (i) Encourage understanding. [03]
- (ii) Develop creativity; [03]
- (iii) Develop problem solving ability. [03]
- (b) "Effective instructional practices pay special attention to strategies of knowledge acquisition and the development of meta-cognitive awareness in pupils". Discuss **three (3)** strategies a teacher can use to achieve these virtues in a classroom situation. [16]

- 5 (a) Liaison among departments with overlapping areas of subject matter is necessary. State *two* departments that the mathematics department should liaise with; and explain *two* areas in which they can collaborate. [04]
- (b) The head of the mathematics department is responsible for the professional development of teachers in the department. Briefly discuss *two* ways in which the head of department can do this. [04]
- (c) The Ministry of Education expects the head of mathematics department to organize the department in a business like manner. Explain what is expected of the head of department with regard to:
- (i) Syllabuses [03]
 - (ii) Examinations [03]
 - (iii) Timetabling of mathematics lessons [03]
- (d) The mathematics curriculum is determined at national level through the Ministry of Education. In spite of this, in what ways can the head of department in a local school influence changes in the mathematics curriculum? [08]
- 6 (a) Explain **three (3)** factors that have influenced high school mathematics curriculum changes in Zambia since 1960s. [09]
- (b) Outline **four (4)** considerations you would bear in mind if you were asked to develop a mathematics curriculum for high schools in Zambia. [12]
- (c) "It is important that the school mathematics curriculum should resonate with the cultural backgrounds of all the learners". Explain briefly what this means. [04]

End of Exam

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

2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

MSE 441/451/461

TIME: THREE (3) HOURS

DATE: NOVEMBER 2009

INFORMATION:

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

INSTRUCTIONS

1. Answer five **(5)** questions;
2. Question one is compulsory, and
3. Attempt any other four **(4)** questions.

-
1. (a) Clearly distinguish between initial teacher education and Continuing Professional Development. **[4]**
 - (b) In the Ministry of Education Policy Document - Educating our Future (1996) the Ministry states that Continuing Professional Development is important:
 - (i) Justify why science teachers should engage in Continuing Professional Development activities. **[4]**
 - (ii) Identify and discuss opportunities available for Continuing Professional growth within a school science department. **[10]**
 - (c) Give one merit and one demerit of out of school based Continuing Professional Development meeting to science teachers. **[2]**

2. Ogula (1998) states that "a model of curriculum development is a convenient method of showing the relationship amongst the various elements in the curriculum development process."
- (a) Briefly explain what a science curriculum is? [4]
 - (b) Describe Tyler's (1949) linear model of curriculum development. [8]
 - (c) With examples from science, explain why the unpredictable nature of teaching and learning is the major weakness of the linear curriculum development model. [8]
- 3.
- (a) State and explain five (5) reasons why pupils are encouraged to carry out practical work in science. [10]
 - (b) Explain at least 5 aims of science teaching. [10]
- 4.
- (a) Discuss briefly at least five (5) things to observe for communication in the science department to be effective. [10]
 - (b) Write down three (3) ways of communicating in a science department. [6]
 - (c) State and explain two (2) types of communication in a science department. [4]
- 5.
- (a) The major role of Science Standards Officers (Inspectors of Science) is to effectively promote the teaching and learning of science in schools. Discuss at least 5 ways they contribute to this? [10]
 - (b) List and explain at least 5 major challenges in the teaching and learning of science in any high school in Zambia. [10]
- 6.
- (a) Most schools have been criticized for their role in perpetuating sexual inequality. Discuss at least five (5) subtle processes of sex bias and sex stereotyping which continue to undermine the principle of sex equality in education. [10]
 - (b) Explain at least four (4) tools for setting a test in science education. [8]
 - (c) Write down two (2) functions of Assessment. [2]

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008/2009 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

APRIL 2009

MSE 932: MATHEMATICS EDUCATION IV

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: There are six questions in this paper, attempt any **four** questions.
Each question carries 25 marks.

Marks for parts of questions are shown in brackets [].

MARKS POSSIBLE: 100

1. (a) Describe the different contextual meanings of the term *base* in mathematics. [06]
(b) Explain the importance of context in mathematics language use and learning. [07]
(c) "The nature, structure and extensiveness of a language is profoundly influenced by the kinds of activities people engage in." Discuss the implications of this statement for the teaching and learning of mathematics as a language metaphor. [12]

2. (a) (i) Define the term *motivation*. [02]
(ii) Explain **two** techniques that teachers can use to increase pupil motivation to learn mathematics. [08]
(b) (i) Define the term *teacher appraisal* in relation to mathematics teachers. [03]
(ii) Discuss **two** advantages and **two** disadvantages of appraising mathematics teachers at least once a year. [08]
(iii) Do you consider the appraisal report for a mathematics teacher a confidential report? Explain your answer. [04]

3. The following question appeared in an Additional Mathematics examination paper,

A pyramid VABCD has a horizontal square base ABCD, of side $6a$. The vertex V of the pyramid is at a height $4a$, vertically above the centre of the base. Calculate, in degrees, to one decimal place, the acute angle between

- (a) the edge VA and the horizontal, (3 marks)**
- (b) the plane VAB and the horizontal, (2 marks)**
- (c) the planes VBA and VBC. (6 marks)**

Do the following:

- (i) Answer the question. [11]
- (ii) Identify, with reasons, the problems high school pupils might encounter in answering the question. [07]
- (iii) Explain what you would do as their teacher to help them overcome these problems. [07]

4. (a) State what is meant by the term *environmental issues*; and explain **two** of their possible causes. [05]

(b) Describe with justification **two** ways in which environmental data can be used in the mathematics classroom to sensitive learners to the need to take better care of their environment. [08]

(c) Many secondary school teachers of mathematics in Zambia use the term to ‘deliver material’ when describing how they teach mathematics. Similarly, fellow teachers of mathematics perceived not to be good at teaching the subject are described as being ‘unable to deliver material’.

- (i) Explain what you think is meant by ‘delivering material’ in the above context. [03]
- (ii) How are mathematics teachers who ‘deliver material’ likely to teach mathematics? Explain your answer. [04]
- (iii) Can a discussion of environmental issues in the mathematics classroom amount to ‘delivering material’ to learners? Justify your answer? [05]

5. (a) State **two** points in favour of the notion that *ethnomathematics* is legitimate mathematics and **two** points contrary to the notion. [08]
- (b) Discuss the importance of relating the teaching of mathematics to its cultural and geographical context. [06]
- (c) Describe **one** traditional game/activity that illustrates *ethnomathematics*. Explain how the mathematics in the activity you have described can be used to enrich school mathematics. [11]
6. (a) Discuss **three** ways in which a new countrywide technology policy on mathematics education would have a positive impact in schools. [15]
- (b) Explain **three** challenges the Ministry of Education would encounter in adopting a more technologically based school mathematics curricula. [10]

The End

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008/2009 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS
APRIL / MAY, 2009

MSE 952- PHYSICS TEACHING METHODS IV

TIME: THREE (3) HOURS

INFORMATION:

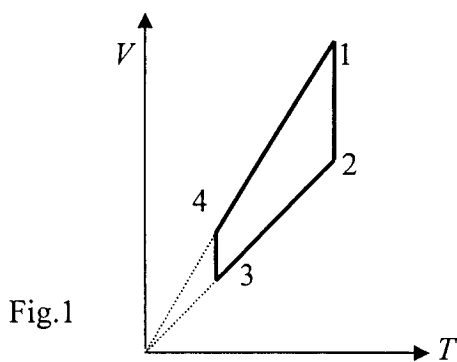
1. There are **six (6)** questions in this paper.
2. Each question has possible maximum marks of 20.
3. The intended marks for part of the question are shown in brackets [].

INSTRUCTIONS:

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

1. (a) Discuss how the different types of models used in Physics teaching are being classified. [5]
- (b)(i) Define the term 'analogy models'. [1]
- (ii) Explain the importance of use of 'analogy models' in Physics teaching. [4]
- (c) Identify a topic in O- or A-level Physics and describe fully how 'analogy models' can be used most efficiently in teaching this topic. [10]
2. The Secondary Certificate Physics syllabus contains a number of ecological issues.
 - (a) Explain the meaning of the term 'ecological issue'. [4]
 - (b) Outline and discuss the significance of rising ecological issues in the physics classroom. [8]
 - (c) With the help of examples, explain fully how you would raise ecological issues in teaching a named topic in Physics. [8]

3. (a) Discuss how heat engines are classified. [4]
 (b) Describe *briefly* the principle of operation of diesel engine. [8]
 (c) Explain why a diesel engine is more efficient than a four-stroke petrol engine [8]
4. (a) Discuss how improper use of Mathematics by a physics teacher may hinder pupils' effective learning of Physics. [6]
 (b) Discuss the importance of the use of graphs in teaching Physics. [8]
 (c) Fig.1 shows a graph illustrating the change in the state of an ideal gas in the $V-T$ coordinates. Represent the same process in the $p-T$ and $p-V$ coordinates. [6]



5. Research findings and reports of Chief Examiners have shown that 'Simple machines' is one of the topics pupils find difficult to learn.
- (a) Identify some of the issues that make topic 'Simple machines' difficult to learn for some pupils. [6]
 (b) Give definitions of the terms: 'Mechanical advantage', 'Velocity ratio', and 'Efficiency', related to the simple machines. [7]
 (c) Explain how to determine practically each of three terms in (b) above for wheel-and-axle. [7]
6. (a) Describe what is meant by the term "electromagnetic induction". [4]
 (b) Explain Faraday's law of electromagnetic induction. [6]
 (c) With the help of diagram(s), explain the principle of operation of an a.c. generator. [10]

END OF THE EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

RS 101: INTRODUCTION TO WORLD RELIGIONS I

TIME: THREE HOURS

Instructions:

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

1. Write short notes on any three of the following;
 - a) Phenomenology
 - b) Essentialist definitions of Religion .
 - c) Contents of the Talmud.
 - d) Council of Trent .
 - e) Otto's characteristics of the holy
2. How does Rudolf Otto conceptualize the following terms?
 - a) Creature-Feeling b) Mysterium Tremendum c) Wholly Other
3. Explain the following theories of the origin of Religion and show their validity.
 - a) Wish-fulfillment theory b) Animistic theory c) Mana theory
4. In Zoroastrianism evil and good co-exists ineradicably. In view of this, how do you explain that Zoroastrianism is a monotheistic Religion?
5. Explain the following heresies and show how they helped the early church to strengthen its doctrine:
 - a) Arianism b) Donatism c) Monophysitism
6. a) Outline some of the main beliefs and teachings of Judaism.
b) In clear terms, explain the Messianic idea in Judaism. Why is Jesus not accepted as the Messiah in Judaism?

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

FIRST SEMESTER EXAMINATIONS

RS 201: INDIGENOUS RELIGIONS IN SOUTHERN AFRICA

Date: 11th November, 2009. **Venue:** Library basement
Time: Three (3) hours. **Time:** 09-12 Hours
Instructions: Answer any three (3) questions.

- 1) Your friend by the name of Chenkwi from the school of Veterinary Medicines has been shocked to learn that African Traditional Religion does exist. You are among a few privileged students to have studied African traditional cosmology. Explain in detail to Chenkwi what Bantu religions is all about?
- 2) During an educational tour to Livingstone, students had an opportunity to visit the Livingstone museum and were really fascinated by the different artefacts they saw. Some of these artefacts had both a historical and linguistic significance. From your readings, explain in detail different linguistic techniques which can be used in the study of Bantu languages, showing clearly their significance to Bantu History.
- 3) a) One missionary lamented that "Africans do not have the concept of God in their cosmology (world-view)". Argue from an informed point of view about the unique spirit in African Traditional Religion.
b) Why was the *Mwari* more superior to the *Amalodzi*, despite the *Ndebele* having conquered the *Karangas* (shona)?
- 4) Professor Jan Vansina (1990) tries to trace the history of the Bantus as far back as 4000 B.C. He particularly groups the western Bantu in different categories of settlements. Describe the social and political setting of the western Bantu with emphasis on the 'big men'.
- 5) a) Give a comprehensive analysis of the different encounters among Christianity, Islam and African Traditional Religion(s). Will African Traditional Religion survive?
b) Who were the Eastern Bantu and what major changes occurred after meeting with the Central Sudanic people?
- 6) Historians, Anthropologists and Linguists seem to agree that current beliefs of the Bantu Speaking People in Sub-Sahara Africa today have Proto-Bantu antecedents. Clearly explain your position on the above assumption.

End of Exam.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009 ACADEMIC YEAR FIRST SEMESTER
DEFERRED EXAMINATIONS

RS 311: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA 1

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. a) What is Ifeka-Moller's criticism of the Intellectualist Theory of religious change?
b) Discuss her alternative approach.
2. a) What methods did the Jesuit Fathers use to convert people to Catholicism at Chikuni mission?
b) How does Carmody explain the lack of interest of the older generation in converting to Christianity?
3. a) How does Horton describe the African cosmology?
b) Explain what Van Binsbergen means by the articulation process.
4. a) Conceptualise the Historiographies as explain by Strayer.
b) Discuss the three adaptations that Strayer speaks of in his article on mission history.
5. a) Outline the factors that influence conversion.
b) Steven Kaplan identifies six types of missionary change, explain them.
6. "The use of force has been a method of conversion throughout history. Christians have commonly charged that historically Muslims have converted by 'the sword,'" (From *Understanding Religious Conversion* P. 76, by L.R. Rambo). Explain the strategies used by Muslims to convert African.

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

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

FIRST SEMESTER EXAMINATIONS NOVEMBER-2009

RS 335: INTRODUCTION TO WORLD SCRIPTURES

INSTRUCTIONS: Answer Three (3) questions only

TIME: Three hours

MARKS: 100

-
1. a) Explain, with illustrations why the definition of scripture is problematic.
b) In detail, discuss the six functional roles of scripture.
 2. a) What is Phenomenology?
b) In clear terms, show how it can be applied to scriptural interpretation.
 3. a) What is the synoptic problem?
b) State and explain the hypothesis advanced to resolve the synoptic problem.
c) Why is John's gospel different from the synoptic gospels?
 4. a) Should African traditional religion (s) be disqualified as world religions
Simply because they do not have written scriptures? Comment.
b) Clearly outline the aspects considered as scripture in African Traditional
Religion (s) and explain how and why they are considered as scripture.
 5. Describe in detail the main traditions of Buddhism and give a critical
exposition of their canonical differences.
 6. a) Analyse the Muslim attitude towards the Quran and explain how they
interpret it.
b) Discuss the three doctrines found in the Quran.

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
FIRST SEMESTER EXAMINATIONS – NOVEMBER, 2009.**

RS 901: AFRICAN INITIATIVES IN RELIGION

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS: Answer any three (3) questions in full.

1. a) Discuss what is meant by African Independent churches.

b) In clear terms, discuss the five stages which explain the indigenous African people's reaction and response to the planting of Christianity by European missionaries in the late 18th and early 19th centuries.
2. a) Are African Independent Churches really Christian? Defend your position.

b) Give a detailed description of the encounter between African Traditional Religion(s) and Christianity.
3. Critically discuss the different categories or groups of African Independent Churches. Why is it important to study these churches today?
4. According to Pretorius (1972), the major cause of African Independent Churches was 'cosmological underestimation' of African societies by European missionaries. Explain in detail what this means.
5. "One general cause of revival in independent church movements was to be found in the creative power of religious literature in vernacular languages."

Give the context of this statement and explain what it means.

6. "Ethos is the area where Independent Churches depart from the historical (mission) churches and get their special character and identity."

Compare and contrast ethos in African Independent Churches and Ethos in historical (mission) churches.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER 2009

RS 921: RELIGION AND PSYCHOLOGY

TIME: THREE (3) HOURS

Marks: 100

INSTRUCTIONS:

- 1. ANSWER THREE QUESTIONS ONLY**
 - 2. Write clearly with absolute clarity**
- =====

1. Write detailed notes in paragraph form on any three of the following:
 - (a) Numinous
 - (b) Shadow
 - (c) Individuation
 - (d) Healthy minded
 - (e) Super-ego
2. We generally take "holy" as meaning "completely good," yet according to Otto this usage is inaccurate. Critically discuss Otto's conception of the Holy as a realm unto itself and not necessarily ethical. How valid is it?
3. Critically discuss William James' major contribution to the understanding of religious experience.
4. Piagetian accounts of cognitive development have been challenged on several grounds. Critically discuss and justify the challenges to Piagetian paradigm of cognitive development.
5. Sigmund Freud is believed to have founded the psychoanalytic tradition. This tradition puts one foot in the objective world of science and the other in the realm of human subjectivity. In detail discuss his views on psychoanalysis and religion.
6. Carl Gustav Jung divides the psyche in three different parts. Critically outline and discuss these parts with emphasis on the 'psychic inheritance.'
7. From your readings, discuss in detail what really constitutes Jung's analytical psychology.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
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THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
FIRST SEMESTER FINAL EXAMINATION

Date: 13th November, 2009
Time: 09:00-12:00 Hrs
Course: RS 935: Religion and Politics
Marks: 100
Instructions: Answer three Questions Only

1. Describe Weber's typologies of Church State relationship and show the presence or absence of them in Zambia.
2. Show in what sense religion is both political and ideological.
3. Describe the relevance of *Kairos* document to the politics of most African Countries.
4. What would you identify as the biggest political contribution of churches to Zambia in Pre independence times?
5. Discuss the role of the schools in Colonial period. What are some of the factors that emerge?
6. Discuss the views of the liberation theologians. In what ways are their views applicable to Zambia?
7. If you are asked to critique Zambian Humanism and 'Zambia, a Christian Nation', what arguments would constitute your critique?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – NOVEMBER, 2009

RS 951

SOCIOLOGY OF RELIGION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS

Question One

- (a) Discuss and evaluate the four (4) historical periods in the field of sociology of Religion.
- (b) How have the periods helped in the understanding of sociology of Religion?

Question Two

- (a) Outline and explain in detail, the main social functions of religion.
- (b) What would be your reaction to people who regard all forms of religious practice as unprogressive and destructive to society?

Question Three

Discuss the differences between regional cults and territorial cults in terms of their organization, function, and membership.

Question Four

- (a) Briefly, discuss traditional, charismatic, and rational-legal authority.
- (b) Explain "routinization of charisma" as understood by Max Weber and evaluate its significance in charismatic authority.

Question Five

- (a) What religious changes occurred in Western and Eastern Bantu cosmologies as they moved from their cradle land?