

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

ACADEMIC YEAR 2021/2022

1. ADS 1010: Drawing and Painting
2. ADS 2210: History of Art
3. ADS 3010: Graphic Communication
4. ADS 3110: Teaching Methods
5. AED 1110: Philosophical Foundations and Development of Adult Education in Zambia
6. AED 1310
7. AED 1410: Sociology in Adult Education
8. AED 2110: Programme Planning and Evaluation in Adult Education
9. AED 2310: Instructional Methods and Techniques in Adult Education
10. AED 4210: Organisation Theory and Management
11. AED 4310: Education and Development
12. AED 4815: Introduction to Gender Issues in Adult Education
13. AED 5010: Research Methods and Techniques
14. AED 5115: Policy Analysis in Adult Education
15. AED 5130: Critical Pedagogy
16. AED 5220: Extra Mural
17. CSE 1010: Introduction to curriculum Studies
18. CSE 2010: Curriculum Development and Implementation
19. CSE 5110: Curriculum Theory and Practice
20. CSE 5120: Curriculum Evaluation Principles and Modes
21. CSE 5295: Educational Assessment and Measurement
22. CSE 9020: Curriculum Evaluation and Change
23. CVE 2010: Citizenship, Constitution and Human Rights
24. CVE 2020: Social and Economic Development
25. CVE 9020: Public Policy and Legal Education
26. DPE 2012: Art Education in Primary Schools

27. DPE 3022: Primary Technology Education
28. DPE 3031: Expressive Arts Education
29. DPE 3052: Historical and Social Development of Man
30. DPE 3081: Literacy and Language Teaching Methods
31. DPE 3112: Teaching and Learning Primary Mathematics
32. DPE 4019: Curriculum and Standards in Primary Education
33. DPE 4072: Agricultural Science in Primary Schools
34. DPE 4062: Entrepreneurship and ICT in Education
35. DPE 4081: Selected Topics for Language Teachers
36. EAP 2020: Educational Leadership
37. EAP 3020: Human Resource Management in Education
38. EAP 4030: Educational Policy
39. EAP 5110: School Improvement and Management of Change in Education
40. EAP 5120: Administration and Management of Educational Organisations
41. EAP 5210: Development and Analysis of Policy in Education
42. EAP 5225: Economics of Education
43. EAP 5245: Financing of Higher Education
44. EAP 9025: Issues in Higher Education
45. ECE 2010: Health, Nutrition and Child Protection
46. ECE 3050: Teaching Methods in Early Childhood
47. EDU 1010: Education and Development in Zambia
48. EDU 1012/2012: Educational Psychology
49. EDU 1020: Introduction to Information and Communication Technologies
50. EDU 2011: Sociology of Education
51. EDU 3012: Learning Processes: A Sociological Perspective
52. EED 2030: Environmental Health
53. EED 3010: Education for Sustainable Development
54. EED 4040: Safety in Public and Occupational Health
55. EED 9042: Climate Change Education
56. EED 9052: Environmental Journalism
57. EEM 1020: Introductory Ecology for Environmental Education

58. EEM 9021: Wildlife Management, Tourism and Education
59. EPS 1010: Developmental Outcomes
60. EPS 1030: Introduction to Special Education
61. EPS 2010: School and Classroom Dynamics
62. EPS 2021: Personality and Social Development
63. EPS 2022: Special Educational Needs and Learning Disabilities
64. EPS 2032: Child Neuropsychology
65. EPS 2042: Communication Disorders
66. EPS 3011/3031/3041: Introduction to Educational Research
67. EPS 3020: Visual Impairments
68. EPS 3040: Learning and Motivation
69. EPS 3050: Teaching Methods in Special Education
70. EPS 4022: Educational Measurement and Evaluation
71. EPS 4032: Intellectual Disabilities
72. EPS 4332: Working with Parents of Children with Disabilities
73. EPS 5310: Learning Disabilities-Neuropsychological Assessment
74. EPS 9001: Introduction to Educational Research in Primary Education
75. EPS 9045: Braille Education
76. EPS 9065:
77. GCE 2012: Psychometrics in Guidance and Counseling
78. GCE 3010: Pastoral Counseling
79. GCE 3020: Counseling Skills for Managers
80. HME 3020: Home Economics Teaching Methods
81. HME 3220: Interior Design
82. HME 9022: Consumer Education
83. HME 9120: Fundamentals of Pattern Making
84. ICT 2010: Computer Programming
85. ICT 2022: Computer and Information Systems Security
86. ICT 3010: Database and Web Technologies
87. ICT 3010: Database and Web Technologies
88. ICT 3030: Educational Technology and Teaching Methods

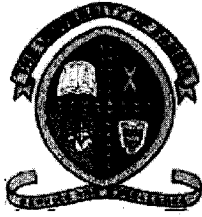
89. ICT 4010: Data and Communication Networks
90. ICT 4022: Advanced Teaching Methods in Information Communication Technology
91. ICT 9065: Fundamentals of Multimedia
92. LIS 1010: Foundations of Library and Information Science
93. LIS 1020: Foundations of Knowledge Management
94. LIS 2010: Organisation of Information Resources
95. LIS 2010: Organisation of Information Resources
96. LIS 2022: Information Sources and Services
97. LIS 2034: Research Methods in Library and Information Science
98. LIS 2034: Research Methods in Library and Information Science
99. LIS 3010: Application of ICTs in Information Management
100. LIS 3022: Indexing and Abstracting
101. LIS 4020: Records Management and Archives Administration
102. LIS 9005: Information Governance
103. LIS 9045: Information Literacy
104. LIS 9065: Business Information
105. LIS 9075: Documentation
106. LSE 2100: The Teaching of Languages in Schools
107. LSE 3010: Civic Education Teaching Methods
108. LSE 3020: General Principles of Teaching and Assessment
109. LSE 3030: English Teaching Methods
110. LSE 3030: English Teaching Methods
111. LSE 3060: Methodology in Geography Education
112. LSE 3070: History Teaching Methods
113. LSE 3080: African Languages Teaching Methods
114. LSE 3100: Literacy Teaching Methods
115. LSE 4020: Advanced Teaching Methods in Civic Education
116. LSE 4040: Advanced Teaching and Learning Techniques in Environmental
Education
117. LSE 4080: Advanced African Teaching Methods
118. LSE 4100: Advanced Literacy Teaching Methods

119. LSE 9000: Entrepreneurship and Social Life Skills
120. LTC 1000: Origins and Development of Literacy
121. LTC 1100: Academic Writing and Study Skills
122. LTC 2000: Literacy and Languages Education
123. LTC 3000: Teaching Literacy and Languages to Multilingual and Diverse

Learners

124. MSE 3030: Mathematics Education
125. MSE 3040: Biological Teaching Methods
126. MSE 3060: Chemistry Teaching Methods
127. MSE 3080: Agricultural Science Teaching Methods
128. MSE 5170: Science Education Curriculum and the Environment
129. MSE 5330: New Developments in Mathematics Education
130. MSE 5470: Technologies in Physics Education
131. MSE 9040: Advanced Biology Education
132. MSE 9050: Advanced Physics Teaching Methods
133. MSE 9060: Advanced Chemistry Teaching Methods
134. MSE 9080: Advanced Agricultural Science Education
135. MUS 2030: Music Theory
136. MUS 2031: Music Theory
137. MUS 2032: Music Applied
138. PEM 1011:
139. RAM 2022: Management of Semi-Current Records
140. RAM 4022: Hospital Records Management
141. RED 3030: Secondary School Religious Education Teaching Methods
142. RES 2010: Indigenous Religions in Southern Africa
143. RES 3010: Religious Conversion and its Impact on Africa
144. RES 3020: Scriptures of World Religions
145. ZCC 1110: Culture and Education
146. ZCC 2000: Development Through Zambian Culture and Ceremonies
147. ZCC 3000: Teaching Methods in Zambian Cultures and Ceremonies
148. ZCC 4020: Advanced Teaching Methods in Zambian Cultures and Ceremonies

149. ZCC 4110: Ethics, Values and Attitudes in Zambian Cultures and Ceremonies



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2021/2022 ACADEMIC YEAR EXAMINATIONS

COURSE: ADS 1010 -DRAWING AND PAINTING

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **THREE** sections **A, B** and **C**.
 2. Section A carries **20 marks**, section B carries **20 marks** and section C carries **60 marks**
 3. All questions must be answered in the booklet provided. A Landscape Painting to be submitted during this examination is the only additional material allowed.
 4. Write your name, computer number clearly on the booklet provided.
 5. Credit will be awarded to legible, good and orderly presentation of work.
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DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

SECTION B (20 marks)

Answer all questions in this section (Short Phrases)

1. _____ is a term used in painting, of the foundation surface of white oil painter gesso laid down on the canvas or panel to receive the painting.
..... (2 marks)
2. The formal arrangement of a painting or work of graphic art; also a piece of music or writing, or the act of writing or composing is called _____
..... (2 marks)
3. Texture is the way objectives surfaces feel when touched or seen, it can either be smooth or rough. Name the two main types of texture.
..... (2 marks)
4. What is the difference between tint and shade?
..... (2 marks)
5. Define a shape as used in art and design.
..... (2 marks)
6. State what constitute three dimensional art and give an example.
..... (2 marks)
7. What is the type of perspective which occur when objects obstruct other objects hidden from the front objects?
..... (2 marks)
8. Mention two main types of form.
..... (2 marks)
9. Briefly explain the importance of value in drawing and painting.
..... (2 marks)

10. Give two examples on how Visual Arts communicates to you.

.....
..... (2 marks)

SECTION C (60 marks)

This section has four essay (4) questions and you are to answer two (2) only. Question ONE is compulsory and carries 40 marks. The rest of each question is worth 20 marks.

1. Drawing and Painting are an important aspects in visual communication. In your execution of this long project, a lot of effort was taken to accomplish it.

(a) Submit your long-term painting project which you worked on.

(b) Make an analysis of the processes taken in completing your painting project; the initial stage of preparation of your ground (canvas) to the final landscape painting projec

(40 marks)

2. Line is the oldest and most direct means of all forms of visual communication.

(20 marks)

3. Explain the functions of line in drawing and painting. The Lusaka National Museum, Zeela Art Gallery and Chaminuka Lodge are presently custodians of most Zambian Art. Explain from your experience during the visit at these places what you discovered and whose art impressed you.

(20 marks)

4. Art and Design is defined as the expression of self to the world surrounding us. With example, explain the following three main types of art

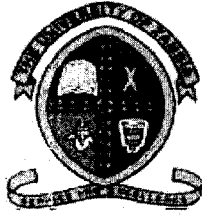
b) Literal Arts

c) Performing Arts

d) Visual Arts

(20 marks)

The End



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

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022

COURSE: ADS 2210 HISTORY OF ART

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections A and B.
 2. Section A carries **20 marks** and section B carries **80 marks**
 3. All questions in section A and B must be answered in the booklet provided.
 4. Credit will be awarded to legible, good and orderly presentation of work.
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SECTION A (20 marks)

Answer all questions in this section (Short Phrases)

1. Name the African artist whose work reflected African Nationalism and deep concern for African's urban masses uncomfortably uprooted from their traditions.

.....
..... (2 marks)

2. The value of African art is in _____ and _____

.....
..... (2 marks)

3. State any two basic stylistic attribute characteristics of rock painting.

.....
..... (2 marks)

4. Art as cultural expression depicts the _____, _____ of group of people.

.....
..... (2 marks)

5. Mention any two widely used media in African art.

.....
..... (2 marks)

6. Most African sculptures have enlarged head to indicate _____

.....
..... (2 marks)

7. State any two movements associated with modern art.

.....
..... (2 marks)

8. Mention any Henry Tayali's famous works.

.....
..... (2 marks)

9. Name any rock art sites in Zambia.

.....
..... (2 marks)

10. State two reasons why rock art is studied today.

.....
..... (2 marks)

SECTION B (80 marks)

This section has five essay (5) questions and you are to answer three (3) only. Question ONE is compulsory and carries 40 marks. The rest of each question is worth 20 marks.

1. Write an account of Henry Tayali highlighting the major artistic contribution to the Zambian art and the University of Zambia.



(40 marks)

2. Define and discuss the defining features of Renaissance Art in Europe.

(20 marks)

3. Discuss the value of art history in Zambia.

(20 marks)

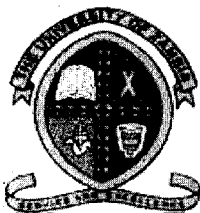
4. The Lusaka National Museum, Zeela Art Gallery and Chaminuka Lodge are presently custodians of most Zambian Art. Explain from your experience during the visit at these places what you discovered and whose art impressed you.

(20 marks)

5. The National Visual Arts Council in honour of Henry Tayali formed a centre in Zambia. Name and discuss the purpose of the said centre.

(20 marks)

The End



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

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022

COURSE: ADS 3010 GRAPHIC COMMUNICATION

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections A and B.
 2. Section A carries **20 marks** and section B carries **80 marks**
 3. All questions in section A and B must be answered in the booklet provided. A story book to be submitted during this examination is the only additional material allowed.
 4. Write your name, computer number clearly on the answer sheet provided
 5. Credit will be awarded to legible, good and orderly presentation of work.
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SECTION A (20 marks)

Answer all questions in this section (Short Phrases)

1. Define typography in graphic communication.
.....
..... (2 marks)
2. The basic universal typographical design include _____ and _____.
.....
..... (2 marks)
3. State any two reasons for learning the basic skills of creating graphic images.
.....
..... (2 marks)
4. Briefly explain leading and kerning characteristics of typography that is related to spacing.
.....
..... (2 marks)
5. Mention any two fundamental elements of typography.
.....
..... (2 marks)
6. Define the term tracking in typography in relation to spacing
.....
..... (2 marks)
7. What is a typeface?
.....
..... (2 marks)
8. Mention any two uses of colour in graphic communication.
.....
..... (2 marks)
9. What is the difference between serif and sans-serif?
.....
..... (2 marks)
10. State two reasons why alignment is important in graphic communication.
.....
..... (2 marks)

SECTION B (80 marks)

This section has five (5) questions and you are to answer three (3) only. Question ONE is compulsory and carries 40 marks. The rest of each question is worth 20 marks.

1. Book project was a long term activity undertaken till this day. In your execution of this project, a lot of effort was taken to accomplish it.
 - a) Submit your long-term book project.
 - b) Make an analysis of the processes taken in book writing; the programmes you used to make your illustrations and state the relevance of the programme in relation to the project

(40 marks)

2.

IMAGE 3



**MULENGA CHAFILWA
OPEN UNIVERSITY
ACRYLIC ON CANVAS**

IMAGE 4



**MULENGA CHAFILWA
OPEN UNIVERSITY
ACRYLIC ON CANVAS**

In the images provided, what are the social contexts of the paintings?

(20 marks)

3. Explain what distinguishes a good typography in graphic communication.

(20 marks)

4. Explain the importance of the following essentials of typography;

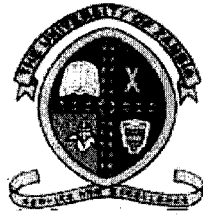
- (i) The letter
- (ii) The word
- (iii) The paragraph
- (iv) The page

(20 marks)

5. Discuss the importance of typography for graphic designers and the relevance of studying graphic communication.

(20 marks)

The End



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

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022

COURSE: ADS 3110 TEACHING METHODS

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections A and B.
 2. Section A carries **20 marks** and section B carries **80 marks**
 3. All questions in section A and B must be answered in the booklet provided.
 4. Credit will be awarded to legible, good and orderly presentation of work.
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SECTION A (20 marks)

Answer all questions in this section (Short Phrases)

1. In creative expression, ideas are brought to life by expressing them. State ways in which expression can be done.
.....
..... (2 marks)
2. Art as a form of communication has whatever meaning the artist intend to have. Mention any two ways the meaning is formed.
.....
..... (2 marks)
3. State the importance of a class register.
.....
..... (2 marks)
4. What is the importance of teaching notes?
.....
..... (2 marks)
5. Mention any two benefits of field trips as the methodologies in teaching.
.....
..... (2 marks)
6. Briefly explain the importance of discipline in an art and design classroom.
.....
..... (2 marks)
7. State the importance of the teaching essential documents.
.....
..... (2 marks)
8. Mention any two examples of a learner centred approach.
.....
..... (2 marks)
9. Name any two strategies of classroom management
.....
..... (2 marks)
10. What is the difference between audio and visual teaching/learning aids.
.....
..... (2 marks)

SECTION B (80 marks)

This section has five essay (5) questions and you are to answer three (3) only. Question ONE is compulsory and carries 40 marks. The rest of each question is worth 20 marks.

1. As a teacher who has been posted to a school that does not offer art and Design, you have opened a unit. Write a 40 minutes art and design lesson plan for grade eight (8) class term one, teaching them on visual elements of art.

(40 marks)

2. Describe forms of human expression in art and design. Where necessary, illustration can be made to elaborate your justification.

(20 marks)

3. The Lusaka National Museum, Zeela Art Gallery and Chaminuka Lodge are presently custodians of most Zambian Art. Explain from your experience during the visit at these places what you discovered and whose art impressed you.

(20 marks)

4. Explain why a teacher should adequately make use of the following documents in art education.
 - a. Syllabus
 - b. Scheme of work
 - c. Lesson plan
 - d. Record of work

(20 marks)

5. Discuss the following types of discipline;
 - a. Preventive
 - b. Supportive
 - c. Corrective

(20 marks)

The End

THE UNIVERSITY OF ZAMBIA

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

2021/2022

TIME: 3HOURS

INSTRUCTIONS:

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

SECTION A

1. Explain why there is apparent lack of interest on the part of African governments to finance Adult Education organisations in Africa. (40 Marks)

SECTION B

2. Explain the type of indigenous education that existed in pre-colonial Zambia. (20 Marks)
3. Write brief notes on the following ;
 - a. Ethnophilosophy
 - b. Nationalist ideological philosophy
 - c. Professional philosophy
 - d. Philosophical sagacity (20 Marks)
4. Discuss how Adult Education can be use a strategy for community development in Zambia. (20 Marks)
5. Describe the differences between andragogy and pedagogy learning theories.(20 Mark)
6. Discuss Progressive philosophy and how can it be exploited in the field of adult education. (20 Marks)

End of Examination.

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING
AED 1310 FINAL EXAMINATION 2021/22 ACADEMIC YEAR

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS

1. Answer three questions in this paper
2. Question ONE is compulsory
3. Make sure your answers are correctly numbered
4. Credit will be given for concise and clear answers presented neatly
5. On the answer booklet, indicate the questions attempted in the space provided

SECTION A (40 MARKS)

1. Read the passage below and identify the highlighted part as noun, verb, adjective, adverb, preposition and pronoun.

Zambia experienced an¹ **unprecedented** increase in youth unemployment² **since** 1991 when the country adopted the free³ **market** economy. This has led to numerous interventions by⁴ **government** and other stakeholders. The school system⁵ **bears** the blame. However, in the⁶ **last decade** the school system has increased access and⁷ **equity** due to opening and upgrading⁸ **of** many schools throughout the country. Nevertheless, this has proved futile in addressing the youth unemployment challenges⁹ **facing** the country. Several scholars and commentators¹⁰ **on** the subject have referred to skills development and acquisition as a solution to youth unemployment problems. This study examined the attitude of¹¹ **graduating** adult education¹² **female** students towards skills training on the leverage of the adage “when you educate a woman you educate the community but when you¹³ **educate** a man you educate an individual”. The graduating female students in adult education are expected to understand the value of skills training as¹⁴ **they** have been exposed to several youth¹⁵ **empowerment** strategies and programmes. A simple survey using a questionnaire was conducted among these students at the University of Zambia to establish their attitude¹⁶ **toward** skills training. The findings reviewed that female adult education students¹⁷ **at the University of Zambia** had a negative attitude toward skills training. They attribute this to¹⁸ **its** inability to attract good paying jobs in the formal sector and its being associated with blue collar jobs. The study concluded that skills acquisition should be emphasized in the lower levels of the education system: primary and secondary school. It is therefore, recommended that skills training should be an integral part of the whole¹⁹ **education** system continuum in Zambia in order to help learners²⁰ **appreciate** it and what it can do in one’s life. The study is significant in that it can influence policy formulation and direction in order to address the high youth unemployment in Zambia.

Source: Moonga, et al (2022) Attitude towards skills training: The case of final year adult Education female students at the University of Zambia, Lusaka, Zambia. **International Journal of Advanced Multidisciplinary Research and Studies.**

2022; 2(3):287-292

SECTION B (60 Marks)

Answer any three questions in this section

2. Distinguish proxemics from kinesics in communication.
3. Write an applying letter for employment. The organisation and position are your own creation.
4. Explain the importance of spending extra time in the pre drafting and post drafting stages in essay writing.
5. What is the value of references in academic writing? Give two examples of each of the following;
 - a) In text citation for a single author
 - b) In text reference for three or more authors
 - c) End reference for a journal article
 - d) End reference for a chapter in a book.
6. Using any three types of noise in communication, show how each one affects the outcome of the process. Suggest ways of overcoming the noise in order to realise effective communication.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING

2021/2022 ACADEMIC YEAR

FINAL EXAMINATION

COURSE: AED 1410 (SOCIOLOGY IN ADULT EDUCATION)

DURATION: 3 HOURS

INSTRUCTIONS: Answer three (3) questions only

- 1) Define sociology and show how it is related to community development
- 2) With examples based on the Zambian situation, describe how social stratification can cause gender based violence. How can GBV be eliminated.
- 3) World's societies have been hit by numerous forms of crime. What has led to the increase of crime and what are the effects. What would you recommend as an adult educator in the fight against crime?
- 4) Discuss common irrational ideas and how to eliminate them.
- 5) With examples discuss the various stages of society development as propounded by August Comte.
- 6) Describe the relationship between educational institutions and society.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

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DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

**COURSE: AED 2110-PROGRAMME PLANNING AND EVALUATION IN ADULT
EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. You have been hired to evaluate a program that has been operating for one year. The program aims to engage youths in an after-school program with the goal of keeping at-risk youths safe. The NGO offers physical activity programs like football, tutoring, and life-skills programs like carpentry classes. What questions would you use to evaluate this programme?
2. With example discuss the purpose of conducting formative evaluation and summative evaluation.
3. Discuss the differences between monitoring and evaluation that you know. What benefits does monitoring and evaluation implementation reap for stakeholders when done effectively?
4. Discuss the cornerstones (good elements) of solid programme planning and evaluation.
5. How is performance measurement different from program evaluation?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

**COURSE: AED 2310 INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT
EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. Adult education programs have the primary objective of bringing about improvements in the capabilities, knowledge, competencies, skills and abilities of the adult learners. Discuss the following techniques that you can use to transmit such information to them.

(a) Lecture Forum

(b) Demonstration

(c) Debate Forum

(d) Research and Report

2. It is important to provide the environment that would promote adult education learning. Discuss how you would organize such environment so that the learners can acquire effective knowledge from the adult educator and produce the desired outcomes.

3. Discuss the following types of techniques used in adult education learning.

(a) Workshop

(b) Seminar

(c) Field Trip

(d) Questions and Answers.

4. Divide the main body of adult learners that would participate in adult education programmes into four easily recognizable groups and discuss their characteristics.

END OF EXAMINATION

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

FINAL EXAMINATION **2021/2022 ACADEMIC YEAR**

AED 4210 ORGANISATION THEORY AND MANAGEMENT

Instructions

- This paper has **five** questions.
 - You are expected to answer only **three** questions.
 - Ensure that important ideas or points are discussed under well-thought out sub-headings.
 - Duration: Three (3) hours.
-

1. Discuss the terms "organization goal," "goal displacement," "goal succession," and "goal distortion". In your discussion, use the University of Zambia as an example.
2. Discuss the most important lessons learned from the Hawthorne Studies in as far as the management of workers in an organisation is concerned.
3. Many companies that are frequently reported to be high performers rely heavily on managers making the right decisions at the right time. Discuss the benefits of decision making for a company.
4. Discuss how you would motivate employees using Maslow's hierarchy of needs theory.
5. Demonstrate your understanding of Henri Fayol's principles of "unity of command", "unity of direction", "scalar chain", and "order" by discussing what they meant and how they can affect the management process.

End of Examination

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

2021/22 ACADEMIC YEAR FINAL YEAR EXAMINATION

COURSE: AED 4310-MASS EDUCATION AND DEVELOPMENT

TIME: 3 HOURS

INSTRUCTIONS:

- a. There are seven (7) questions in this paper
- b. Answer **ANY THREE (3)**
- c. All answers must be in essay format
- d. All questions carry equal marks

QUESTIONS

1. Use Zambian examples to describe the concept of development as social transformation, economic growth, and distributed justice.
2. Identify and explain any six (6) historical factors that contributed to the establishment of mass/popular education works at the international, regional, and local levels.
3. Highlight any three (3) principles of mass education and explain how you can incorporate them into your work as a community change agent.
4. What elements are inherent in a public awareness campaign, and how do these influence the success or failure of the campaign?
5. Briefly explain any three (3) fundamental ideas of **either** Mohandas K. Gandhi **or** Martin Luther King Jr. on non-violent movements. Show the relevance of the works of the scholar you picked to the 21st people power movements in Zambia.
6. Using clear examples drawn from recent Zambian movements, discuss the five ways in which people power movements may end.
7. Describe the process of mass education and explain the role of a change agent at each phase of the process.

END

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

2021/2022 ACADEMIC YEAR

AED 4815: INTRODUCTION TO GENDER ISSUES IN ADULT EDUCATION

DURATION: 3 HOURS

TOTAL MARKS: 100

INSTRUCTION:

There are six (6) questions in this paper, answer any **FOUR (4)**. Each question carries

[25 marks]

1. Identify and assess the various interventions that have been put in place to promote gender equality in the education system in Zambia. [25 marks]
2. Why do you think sex-role stereotypes are not so easy to do away with in society despite their generally negative effects? As an adult educator, what role can you play in mitigating the effects of sex-role stereotypes in your community? [25 marks]
3. What is Gender Based Violence? [5 marks]
Use examples to critically describe the four (4) types of violence. [20 marks]
4. Compare and contrast the conservative and liberal schools of thought with regards to gender and show how Zambia has perpetuated some of their principles. [25marks]
5. By use of examples, discuss any five (5) forms of discrimination against women in societies. [25marks]
6. With regards to categories of employment, describe the informal sector and the characteristics of women working in the informal sector. Exemplify your answer [25marks]

END OF EXAMINATION

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

**POSTGRADUATE EXAMINATION
2021/2022 ACADEMIC YEAR**

AED 5010 RESEARCH METHODS AND TECHNIQUES

Instructions

- This paper consists of **five questions**.
- You are expected to choose and answer only **three questions**.
- Duration: **Three hours**.

Questions

1. Discuss the nature and characteristics of research.
2. Provide a brief discussion on each of the following research designs:
 - a. True experimental
 - b. Quasi experimental
 - c. Correlational
 - d. Descriptive
 - e. Survey
3. Discuss the criteria used in qualitative studies to achieve trustworthiness.
4. According to Hart (1998), literature review refers to the selection of all available documents on a topic containing information, ideas, data, and evidence in relation to the proposed research. Describe the primary aims of conducting a literature review.
5. Distinguish between thematic and content analysis with clear and detailed examples.

The End

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING

POSTGRADUATE EXAMINATION 2021/22 ACADEMIC YEAR

AED 5115 POLICY ANALYSIS IN ADULT EDUCATION

Instructions

- This paper has a total of **six** questions.
 - Choose and answer only **three** questions.
 - Only attempt questions that you are able to answer competently.
 - You are expected to **INCLUDE headings** and **subheadings** in your answers.
 - Duration: Three hours.
-
-

1. Use brief notes to demonstrate your understanding of the following concepts: policy analysis, policy impact, policy evaluation, and policy change.
2. Discuss the specific skills that a policy analyst should ideally have.
3. The following headline appeared in the Times of Zambia on March 24, 2008: **Zambia: Adult Education Lacks Policy Direction**. Critically examine Zambia's adult education policy.
4. To analyze policy, various models and approaches are employed. Distinguish between institutional and public choice policy analysis approaches. (You may wish to include a table for easy understanding).
5. Identify stakeholders in policy analysis and clearly describe their respective roles.
6. Discuss the criteria for policy evaluation.

The End of Examination

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

**FINAL EXAMINATION
2021/2022 ACADEMIC YEAR**

COURSE : AED 5130 CRITICAL PEDAGOGY

TIME : THREE (3) HOURS

INSTRUCTIONS

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

Questions

1. Discuss how critical pedagogy can facilitate the transformation of our frame of reference.
 2. The main focus and contribution of Carl Rogers to humanist philosophy is personality and human growth. Discuss
 3. Malcom Knowles contribution to critical pedagogy is centred on two concepts. State the concepts and discuss their role in lifelong learning for social change.
 4. Discuss the relationship between Radical Adult Education and critical pedagogy.
 5. Discuss the seven (7) phases of transformative learning for a community transformation programme on gender-based violence.
-

**END OF EXAMINATION
•GOOD LUCK•**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG LEARNING
POST GRADUATE EXAMINATIONS
2021/2022 ACADEMIC YEAR

AED 5220 UNIVERSITY EXTENSION EDUCATION - EXTRA MURAL

INSTRUCTIONS

1. There are Six (6) questions in this paper
 2. Answer Four (4) questions only
 3. Answer question ONE (1) from Section A and any THREE (3) from Section B.
 4. Duration: Three hours
-

SECTION A: COMPULSORY

1. a) Define and describe University Extension Education (15 Marks)
- b) Describe the origin and development of University Extension Education in Britain. (25 Marks)

SECTION B: ANSWER ANY THREE (3) QUESTIONS

2. With clear examples discuss the motives and barriers to Adult's participation in University Extension Education. (20 Marks)
3. Discuss the methods and techniques used in University Extension Education. (20 Marks)
4. Describe the characteristics of the participants in University Extension education programmes. (20 Marks).
5. Discuss the problems faced by University Extension Education in Zambia and highlight the tentative solutions to the problems. (20 Marks)
6. Decipher the future of University Extension Education in Zambia. (20marks).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/22 ACADEMIC YEAR

FINAL EXAMINATION

CSE 1010: INTRODUCTION TO CURRICULUM STUDIES

TIME: THREE HOURS

INSTRUCTIONS

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

=====

Question One (Compulsory)

Curriculum development is a continuous process of any education system.

- i. What is the distinction between a curriculum and a syllabus? **(2 marks)**
- ii. With the aid of examples, explain how the principles of functionalism, communalism and wholeness of African Indigenous education can benefit modern education.
(6 marks)
- iii. In the context of curriculum development, analyse the **six (6)** stages of the cognitive domain of Bloom's taxonomy. **(12 marks)**

Question Two

A curriculum is designed based on a particular conception.

- i. Describe any **two (2)** conceptions of a curriculum. **(6 marks)**
- ii. Explain why the formal, informal and non formal dimensions of a curriculum are vital in curriculum development and implementation. **(9 marks)**

Question Three

Developing a curriculum for either primary or secondary schools is a complex process that involve a number of processes.

- i. Using examples from your teaching subject, briefly explain how the implemented curriculum is dependent on the available curriculum. **(3 marks)**
- ii. With the aid of examples, explain the significance of the philosophical, psychological and sociological foundations of a curriculum. **(12 marks)**

Question Four

Curriculum development is determined by a number of factors.

- i. Briefly discuss the significance of situational analysis and curriculum intent as elements of a curriculum. **(5 marks)**
- ii. With the aid of examples, analyse any **five (5)** factors you would consider when developing an inclusive curriculum in the Zambian context. **(10 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR

FINAL EXAMINATION

CSE 2010: CURRICULUM DEVELOPMENT AND IMPLEMENTATION

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS:

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

=====

Question One (Compulsory)

Gravel (1979) defined a model as a simplified representation of the complex reality that helps us to understand the curriculum development process better.

- (i) What is the distinction between curriculum development and curriculum implementation? **(2 marks)**
- (ii) Critically analyse Tyler's and Taba's classical model of the curriculum development process. **(14 marks)**
- (iii) Discuss top down approach and bottom up approach as they are used in the primary and secondary school curriculum development process. **(4 marks)**

Question Two

- i. Critically analyse any **five (5)** factors that normally leads to the gap between the intended and the implemented curriculum and clearly suggest how the identified gaps can be bridged. **(10 marks)**
- ii. Discuss any **two (2)** types of personalities that you may encounter as you manage the curriculum. **(5 marks)**

Question Three

The Ministry of Education through the Curriculum Development Centre is legally mandated to develop the curriculum for early childhood, primary, secondary and some Colleges of Education.

- i. Explain any **five (5)** roles of the Curriculum Development Centre in Zambia. **(9 marks)**
- ii. Discuss any **three (3)** roles of the teacher in Curriculum Development. **(6 marks)**

Question Four

- i. Education and curriculum can be considered more less like two sides of the same coin. Critically analyse the relationship that exist between education and curriculum. **(6 marks)**
- ii. Critically discuss why Curriculum Studies as a course must be taken or studied by all the students who are being prepared to become teachers in Colleges of Education and Universities. **(9 marks)**

Question Five

- i. Explain the strategies that might be used by curriculum developers to implement the newly revised or developed curriculum. **(5 marks)**
- ii. Many African countries have found it very difficult to shift away from their former colonial curriculum making indigenous education to be gradually ignored. As a curriculum specialist, critically discuss how you can bring about the decolonisation of the Zambian primary and secondary school curriculum as a way of providing quality and relevant education. **(10 marks)**

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END OF EXAMINATION

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

2021/2022 ACADEMIC YEAR FINAL EXAMINATION
MASTER OF EDUCATION IN CURRICULUM STUDIES

CSE 5110: CURRICULUM THEORY AND PRACTICE

Instructions

- i. Answer **question one** and any other **two** questions
- ii. Write your computer number on all the answer scripts but do not write your name.
- iii. **Do not use bullets, dashes or numbers** to present your answers but write in continuous prose to produce coherent paragraphs which should form a logical essay.
- iv. There are **TWO (2)** printed pages in this examination.

=====
Question One (Compulsory)

- i. Critically analyse the objective and cyclical models of the curriculum development process in the light of how they have influenced the curriculum development process today. **(10 marks)**
- ii. Analyse the curriculum development stages of primary and secondary school curriculum as is it done in most Anglophone countries in Africa. **(10 marks)**

Question Two

Selection and sequencing of curriculum content are two critical processes that every curriculum development process pays attention to.

Critically explain **four (4)** criteria of curriculum content sequencing and **three (3)** criteria of curriculum content selection. **(15 marks)**

Question Three

Effective implementation of the curriculum is dependent on a number of factors.

- i. Analyse how the gap between the intended and the achieved curriculum can be bridged using teacher in-servicing, provision of appropriate teaching and learning resources, effective use of time and monitoring and supervision. **(9 marks)**
- ii. With the aid of concrete examples discuss **three (3)** backwash effects of national examinations on curriculum implementation. **(6 marks)**

Question Four

A curriculum is a blue print that guides all education stakeholders in the provision of quality education to learners.

- i. How does the sociological and philosophical foundations of the curriculum influence curriculum developers in the process of curriculum development? **(8 marks)**
- ii. Critically analyse the significance of the formal, informal and non-formal dimensions of the curriculum in the provision of quality education to learners. **(7 marks)**

Question Five

The Ministry of Education in Zambia is currently evaluating the curriculum for ECE, primary and secondary school levels.

- i. Using a clear justification explain which **four (4)** critical stakeholders should be consulted during this process. **(8 marks)**
- ii. Analyse **three (3)** pitfalls or mistakes that the Ministry of Education must avoid based on the previous experiences of curriculum evaluation and development. **(7 marks)**

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END OF THE EXAMINATION

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION

MASTER OF EDUCATION IN CURRICULUM STUDIES

CSE 5120: CURRICULUM EVALUATION PRINCIPLES AND MODELS

Instructions

Time: 3 Hours

- i. Answer **question one** and any other **two** questions
- ii. Write your computer number on all the answer scripts but do not write your name.
- iii. **Do not use bullets, dashes or numbers** to present your answers but write in continuous prose to produce coherent paragraphs which should form a logical essay.
- iv. There are **TWO (2)** printed pages in this examination.

=====

Question One (Compulsory)

You have been asked to evaluate an education programme using the CIPP model of curriculum evaluation.

- i. Come up with the title of the curriculum programme or project to be evaluated and clearly explain its purpose and three (3) of its objectives. **(6 marks)**
- ii. Critically explain how the CIPP Evaluation Model can be applied to evaluate the Curriculum project or programme that you have mentioned in (i). **(14 marks)**

Question Two

Every education programme or project must be evaluated as a way of judging its worth (Ogula 2002).

- i. Using examples from any education project or programme analyse the importance of formative and summative evaluations. **(6 marks)**
- ii. You have been engaged to evaluate a curriculum that is being piloted for secondary schools in Zambia. Describe four (4) aspects that will be vital to evaluate as a way of finding out if the curriculum is being piloted as intended. **(9 marks)**

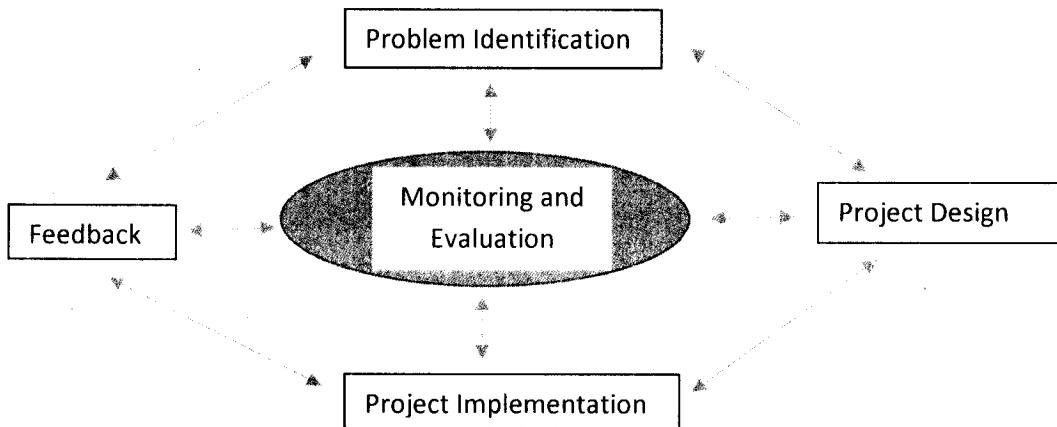
Question Three

Educational indicators are an important aspect for monitoring and evaluating any curriculum programme or project (Oakes, 1986).

- i. Critically analyse six (6) aspects of the learner's text book that needs evaluation before a book is recommended for use in schools . **(5 marks)**
- ii. You have been asked to come up with a five-year educational project by your institution which you will need to lead and manage. Explain how you will apply the following components of an effective Monitoring and Evaluation System for the project;
 - a. Management Information System
 - b. Monitoring
 - c. Inspection
 - d. National Assessments **(10 marks)**

Question Four

- i. With the aid of examples of a curriculum programme analyse the diagram below in the light of programme management. **(10 marks)**



- ii. Analyse three (3) aspects of teaching effectiveness that must be evaluated in order to measure the extent to which a curriculum is being effectively implemented. **(5 marks)**

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END OF THE EXAMINATION

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

2021/2022 ACADEMIC YEAR FINAL EXAMINATION
MASTER OF EDUCATION IN CURRICULUM STUDIES

CSE 5295: EDUCATIONAL ASSESSMENT AND MEASUREMENT

Instructions

- i. Answer **question one** and any other **two** questions.
 - ii. Write your computer number on all the answer scripts, but do not write your names.
 - iii. There are **two (2)** printed pages in this examination.
- =====

Question One (Compulsory)

- i. Critically analyse **three (3)** ways in which assessment can be used by the teacher to improve teaching and learning. **(6 marks)**
- ii. Set **three (3)** multiple choice questions based on the content learnt in Curriculum Theory and Practice. **(6 marks)**
- iii. Provide **four (4)** options as possible answers for each question in ii with three of them being distractors while one should be a key. **(2 marks)**
- iv. Set **two** essay type of questions. **(2 marks)**
- v. Use the essays in (iv) to analyse **two (2)** qualities of good essay questions. **(4 marks)**

Question Two

Education scholars agree that assessment of learners is part and parcel of the teaching and learning process.

- i. Using relevant examples explain the significance of validity and reliability in the process of assessing learners. **(6 marks)**

- ii. Analyse **four (4)** challenges or impediments of assessment to learning as it is practiced in Zambian schools today. **(9 marks)**

Question Three

Because assessment significantly affects students' approach to learning, assessment paradigms have shifted from "testing learning of students to assessing for students learning" (Birenbaum & Feidman, 1998 : 92)

- i. Analyse any **four (4)** ethical issues that every examiner needs to observe in the process of assessing learners. **(7 marks)**
- ii. With the aid of examples explain how the teacher's listening to, observing, marking learners work and questioning are effective ways of assessing learner performance. **(8 marks)**

Question Four

You are in charge of examinations in your school. The Headteacher asks you to provide guidance to student teachers on school experience. Prepare presentation notes based on the following themes in relation to assessment.

- i. Assessment as learning
- ii. Assessment for learning
- iii. Assessment of learning
- iv. Table of Specification
- v. Use of Bloom's Taxonomy in the preparation of assessment items.

(15 marks)

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2021/2022 ACADEMIC YEAR

FINAL EXAMINATION

CSE 9020: CURRICULUM EVALUATION AND CHANGE

TIME: THREE HOURS

TOTAL MARKS: 50

INSTRUCTIONS:

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

Question One (Compulsory)

- i. What is the distinction between monitoring and evaluation? **(1 mark)**
- ii. With the aid of concrete examples, analyse the significance of any **two (2)** educational indicators in the implementation of an effective curriculum. **(4 marks)**
- iii. As a curriculum specialist, you have been requested by the Ministry of Education to lead a team of scholars to evaluate the current Zambian Primary and Secondary education curriculum. Critically discuss how you

would go about this task in order to ensure that the curriculum review process is done in a professional manner. **(15 marks)**

Question Two

Every evaluator is expected to be objective when evaluating any form of programme or project.

- i. What is the difference between a programme and a project? **(2 marks)**
- ii. With the aid of concrete examples, analyse different stages involved in programme evaluation. **(13 marks)**

Question Three

Evaluation proposal writing is one of the skills that must be possessed by every evaluator.

- i. Identify different sections and components of an evaluation proposal and demonstrate how you can use the sections/components to write your evaluation proposal for any of the educational programmes. **(9 marks)**
- ii. As an evaluator of curriculum materials such as textbooks, analyse any **three (3)** criteria that are worth considering when evaluating curriculum materials such as a textbook. **(6 marks)**

Question Four

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

- i. With the aid relevant examples, critically analyse any **four (4)** reasons that may lead to curriculum change in any country that values quality and relevant education. **(8 marks)**
- ii. Compare and contrast expertise-oriented evaluation model/approach and the congruence-contingency model/approach. **(7 marks)**

Question Five

Curriculum review and change is inevitable in every form of education and at every level.

- i. Evaluate any **three (3)** characteristics that can lead to an effective curriculum change process. (6 marks)
- ii. With the aid of examples, analyse **three (3)** curriculum change strategies that you can employ in the Zambian context. (9 marks)

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



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION

CVE 2010: CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS

INSTRUCTIONS

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

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

Duration: **Three (3)** Hours

Total Marks **(100)**

- 1 In relation to the categories of rights, discuss in detail with practical and relevant examples the relationship between human rights and poverty? **[40 marks]**
- 2 What is the intrinsic worth and pitfalls of global citizenship on the Zambian society?
[30 marks]
- 3 Identify and explain in detail the dynamics of constitutions **[30 marks]**
- 4 During the Second World War (WW II) the holocaust ultimately birthed the Universal Declaration of Human Rights of 1948. Explain the significance and legal effect of the UDHR of 1948 **[30 marks]**
- 5 Give a detailed account of constitutionalism in Zambia from 1953 to 2005 **[30 marks]**

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
School of education,

Department of language and Social Science Education.

November/December, 2020 Examination

Date: 3rd December, 2022.

CVE 2020: SOCIAL AND ECONOMIC DEVELOPMENT

Instructions: Answer three questions only from this paper.

Question one (1) is compulsory.

Duration: 3 HOURS

1. Discuss the concept “**development**” in scope, theory and practice to the countries of the global South and North (40 marks)
2. Use four (4) theories to outline and explain migration consequences in Zambia. (30 marks)
3. Would you agree with the assertion that chiefs should not be permitted to participate in partisan politics in Zambia? Discuss this statement using classical political thoughts. (30 marks)
4. Explain Multinational/Transnational Corporations (MNCs/TNCs) in structure and financial instruments used in international trade agreement. (30 marks)
5. Discuss Marx Weber’s three grounds of political legitimacy in a democracy. (30 marks)

END OF THE EXAM.

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES
EDUCATION

2021/2022 ACADEMIC YEAR
FINAL EXAMINATION

CVE 9020: PUBLIC POLICY AND LEGAL EDUCATION

DURATION: THREE (3) HOURS

INSTRUCTIONS

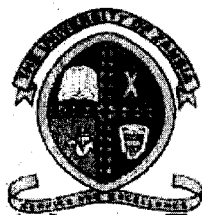
There are **FIVE (5)** questions in this paper.

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

1. Identify and explain the three approaches used in policy analysis to produce Policy-relevant information
(40 marks)
2. Explore civil cases and criminal cases and show if there are any differences in the procedures used by the courts when handling such cases?
(30 marks)
3. How do you conceptualise the term law? In your view is it correct to say that laws are the backbone of public policies?
(30 marks)

4. Compare and contrast American constitutionalism with British constitutionalism **(30 marks)**
5. Itemise and explain, in detail, the five types of policy-relevant information. **(30 marks)**

END OF EXAMINATION



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

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022

COURSE: DPE 2012 ART EDUCATION IN PRIMARY SCHOOLS

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **THREE** sections **A, B** and **C**.
 2. Section A carries **20 marks**, section B carries **20 marks** and section C carries **60 marks**
 3. All questions in section A, B and C must be answered in the booklet provided.
 4. Credit will be awarded to legible, good and orderly presentation of work.
-

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

SECTION A (20 Marks)

Answer all questions in this section (Multiple Choice)

1. A _____ acts as road map when teaching.
(a) Lesson plan (b) schemes of work (c) record of work (d) syllabus (2 marks)
2. Three of these are points to consider when making charts **except one**.
(a) attractive (b) centred (c) distance (d) durable (2 marks)
3. _____ bridges the gaps on what has been taught.
(a) introduction (b) evaluation (c) conclusion (d) main body (2 marks)
4. The teacher uses _____ as feedback to the lesson taught.
(a) introduction (b) evaluation (c) conclusion (d) main body (2 marks)
5. A _____ is not a planning documents prepared by a teacher.
(a) Lesson plan (b) schemes of work (c) record of work (d) syllabus (2 marks)
6. The advantage of _____ enables a teacher to put teaching and learning aids in place.
(a) Motivation (b) punctuality (c) management (d) objective (2 marks)
7. The importance of _____ gives chance to a teacher to even prepare note and teaching and learning aids.
(a) Lesson plan (b) schemes of work (c) record of work (d) syllabus (2 marks)
8. _____ is an example of picture making technique.
(a) Marquetry (b) sculpture (c) ceramics (d) picture (2 marks)
9. Motivation helps learner to _____.
(a) Concentrate (b) evaluate (c) criticise (d) motivate (2 marks)
10. _____ is an example of constructional craft often used in lower primary school.
(a) mosaic (b) mobile (c) sculpture (d) marquetry (2 marks)

SECTION B (20 marks)

Answer all questions in this section (Short Phrases)

1. The printing technique most closely related to drawing and painting is called
.....
..... (2 marks)

2. State the importance of the teaching essential documents.
.....
..... (2 marks)

3. What is meant by constructional crafts?
.....
..... (2 marks)

4. Mention two benefits of using teaching/learning aids in classroom.
.....
..... (2 marks)

5. Define mosaic.
.....
..... (2 marks)

6. State any two picture making techniques.
.....
..... (2 marks)

7. Define intrinsic and extrinsic motivation.
.....
..... (2 marks)

8. What is meant by frottage in print making process?
.....
..... (2 marks)

9. Briefly describe collage as picture making.
.....
..... (2 marks)

10. State the difference between audio and visual teaching/learning aids.
.....
..... (2 marks)

SECTION C (60 marks)

This section has five essay (5) questions and you are to answer three (3) only. Question ONE is compulsory and all questions carries 20 marks each.

1. Write a 40 minutes Creative and Technology Studies lesson plan for grade six (6) class term one, teaching them on safety in the art room.

(20 marks)

2. What are the roles of a teacher of art and design? With example, explain the relevance of teaching art and design in primary school.

(20 marks)

3. Define and explain the rationale an educational tour as the teaching strategies used in Art and Design stating the advantages and disadvantages.

(20 marks)

4. The Lusaka National Museum, Zeela Art Gallery and Chaminuka Lodge are presently custodians of most Zambian Art. Explain from your experience during the visit at these places what you discovered.

(20 marks)

5. Explain why a teacher should adequately make use of the following documents in art education
 - (a) Syllabus
 - (b) Scheme of work
 - (c) Lesson plan
 - (d) Record of work

(20 marks)

The End



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022
COURSE – DPE 3022 PRIMARY TECHNOLOGY EDUCATION

TIME: THREE (3) HOUR

MARKS: 100

INSTRUCTIONS

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

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

SECTION A (60 MARKS)

Answer all questions from this section.

1. Match the following; [5 Marks]

- | | |
|-------------|---|
| 1. Cotton | a. Ribbon like structure on the edges of a fabric |
| 2. Silk | b. Manmade fibre |
| 3. Acrylic | c. Comfortable to wear in summers |
| 4. Bias | d. on burning smell like human hair |
| 5. Selvedge | e. Fabric cut on 45 degrees |

2. State any four (4) properties of fibres and explain them. [4 Marks]

3. Write in brief about the methods of printing [3 marks]

4. Classify the fibres in a tabular form. [3 Marks]

5. Explain any four (4) of the following; [4 Marks]

- Calendaring
- Lustering
- Napping
- Bleaching
- Embossing

6. Explain stain removal methods on any 3 stains. [3 Marks]

7. Outline the THREE (3) methods of chemical spinning. [3 marks]

8. Explain any three (3) factors affecting choice of clothing .[3 marks]

9. Describe the following terms ; [5 marks]

- Home Management
- Dovetailing
- Baby layette
- Weaning
- Household pests

10. With examples differentiate between human resources and non-human resources. [2 marks]

11. Mention any two (2) advantages of the time plan. [2 marks]

12. With examples classify the types of activities/work. [3 marks]

13. Explain the importance of saving for the family. [2 marks]
14. Outline four (4) common accidents in the home. [4 marks]
15. What is the difference between a scald and a burn? [2 marks]
16. Why should we have first aid kit in the home? [2 marks]
17. Identify two types of waste in the home. Briefly explain how you can disposal the waste.
[4 marks]
18. How can you control the following household pests? [4 marks]
 - a) Cockroaches
 - b) Houseflies
19. Explain the importance of having a back yard garden. [2marks]

SECTION B (40 MARKS)

Answer Only **Two** Question. Each Question Carries **20 Mark**.

1. Classify and explain fibres on the basis of their sources. [20 marks]
2. Energy is a resource which needs to be managed to meet the family goals.
 - a) Explain the techniques used to simplify the household works? [10 marks]
 - b) Identify the types of fatigue and discuss the causes of fatigue. [10 marks]
3. Interior decoration is a process of making the home beautiful and comfortable.
 - a) Explain any five elements of arts and three principles of art and design. [10 marks]
 - b) Identify and explain any four (4) soft finishes you would use to decorate your house. [10 marks]
4. Income management is process of distributing money over various items of expenditure. Nickel and Dorsey (1991). In line with this statement,
 - a) Discuss the importance of having a family budget and steps in making a budget. [10 marks]
 - b) What is the importance of saving .Give an account of the methods of saving?
[10 marks]
5. Discuss the principles of development and outline factors that influence development. [20 marks]



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

COURSE: DPE 3031 EXPRESSIVE ARTS EDUCATION

TIME: 09: 00 - 12:00 HRS

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections A and B.
 2. Section A carries **40 marks**, section B carries **60 marks**
 3. All questions must be answered in the answer booklet provided
 4. Credit will be awarded to legible, good and orderly presentation of work.
-

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

SECTION A (40 Marks)

Answer all questions in this section

1. What are sports skills?
.....(2 marks)
2. List two fundamental movement skills.
.....(2 marks)
3. How would you distinguish traditional games from conventional sports?
.....(2 marks)
4. Explain what gross movements are in physical activity?
.....(2 marks)
5. Provide 2 examples of fine movements.
.....(2 marks)
6. List four different methods of teaching a new skills in PES.
.....(4 marks)
7. Describe what a soundscape is
..... (2 marks)
8. Name four instruments that you can use to teach children music.
..... (4 marks)
9. Name the elements of music.
..... (2 marks)
10. Describe four documents that are required in the teaching and learning of music.
..... (2 marks)
11. Briefly explain why it is important for a prospective music teacher to study music theory.
..... (2 marks)
12. State two advantages of having recorders in a school.
..... (2 marks)
13. Texture is the way objectives surfaces feel when touched or seen, it can either be smooth or rough. Name the two main types of texture.
..... (2 marks)

14. Mention any two types of balance.

.....
..... (2 marks)

15. Define a shape as used in art and design.

.....
..... (2 marks)

16. State what constitute three dimensional art and give an example.

.....
..... (2 marks)

17. Mention two main types of form.

.....
..... (2 marks)

18. Briefly explain the importance of value in drawing and painting.

.....
..... (2 marks)

19. Give two examples on how Visual Arts communicates to you.

.....
..... (2 marks)

SECTION B (60 marks)

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

PHYSICAL EDUCATION AND SPORT (PES)

1. As a teacher who has been posted to a school that does not offer PES, write a concept note to the head teacher justifying why you must have PES at the school.
(20 marks)
2. Write a PES lesson plan for 10 year old children, teaching them a volleyball skill of your choice.
(20 marks)

MUSIC

1. By drawing on the classical methods of teaching music, discuss how you would teach the following music elements to grade four children
 - a) Solfa notation
 - b) Rhythmic diction
 - c) Improvisation**(20 marks)**
2. Most schools are under resourced in Zambia. Explain how you as music a teacher would teach music musically
(20 marks)

ART

1. Artists use the Elements and Principles of Design in concert to produce effective visual statements. Discuss the relevance of the Elements and Principles of Art/Design in the production of artworks.
(20 marks)
2. Line is the oldest and most direct means of all forms of visual communication. Explain the functions of line in drawing and painting.
(20 marks)

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2021/22 ACADEMIC YEAR EXAMINATIONS

DPE 3052: HISTORICAL AND SOCIAL DEVELOPMENT OF MAN

TIME: 3 HOURS

MARKS 60%

INSTRUCTIONS:

1. This examination paper accounts for 60% of the total final grade of the course.
 2. **SECTION A: Answer ALL Questions.**
 3. **SECTION B: Answer three questions ONLY.**
 4. All answers must be written in the answer booklet.
 5. Credit will be given for logical presentation and clarity of ideas.
-

SECTION A: Attempt all the questions in this section.

1. Write brief explanatory notes on the following categories of citizenship.
 - a) Citizenship by birth [3 marks]
 - b) Citizenship by descent [2 marks]
 - c) Citizenship by registration [2 marks]
 - d) Citizenship by adoption [2 marks]
2. With examples, clearly differentiate between direct and indirect democracy. [4 marks]
3. What are the four levels of representative democracy in Zambia? [4 marks]
4. Explain four reasons why democratic system of governance is preferred in most jurisdictions. [4 marks]
5. Outline three responsibilities of a good citizen. [3 marks]
6. Clearly explain the two electoral systems in Zambia.
 - a. Majoritarian [4 marks]
 - b. First Past the Post” [4 marks]
7. Explain the two types of elections in Zambia [4 marks].
8. Briefly explain the important role the media plays in the governance process of any country [4 marks].
9. Explain four services provided by the environment that are crucial for the development and welfare of humanity. [4 marks]
10. Write briefly explanatory notes on the following courts in Zambia.
 - a) The Supreme courts [3 marks].
 - b) The Constitution Court [3 marks].
11. With examples, explain the role of stakeholders in the electoral process. [4 marks].

SECTION B: Attempt three questions only.

12. There are several principles or ideals and values that are essential for a democracy to work well. Discuss these principles. [15 marks].
13. a) Explain the role stakeholders play in ensuring a credible electoral process [5 marks]
b) Discuss some barriers that hinder the development of a good democratic society [10 marks]
13. Zambia's geo-political location offers both challenges and benefits Discuss [15 marks].
14. Explain the benefits and challenges of Zambia belonging to regional groupings such as SADC and COMESA [15 marks].
15. Zambia's location on the Central African Plateau offers many comparative advantages to the country. Discuss [15 marks].

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

DPE 3081: LITERACY AND LANGUAGE TEACHING METHODS
2021/2022 MID-YEAR FINAL EXAMINATIONS

TIME: THREE HOURS

TOTAL MARKS: 50

INSTRUCTIONS

1. There are **TWO** sections in this paper, sections **A** and **B**.
2. Answer **FOUR** questions in total.
3. Question **ONE (1)** in section **A** is compulsory and answer all parts of the question.
4. Answer any **THREE (3)** questions from section **B**
5. Good command of English language will be rewarded
6. Add a **gloss** (i.e., meaning in English) to any text or examples given in any Zambian language.
7. Write your computer number on each answer sheet used (**not your name**).

SECTION A: (COMPULSORY)

40 MARKS

Answer all the questions in this Section.

1. With examples explain the meaning of the following concepts in Literacy and Language Teaching:
 - a) Approaches, Methods and Techniques in Literacy and Language Teaching (**8 marks**)
 - b) Endoglossic and Exoglossic solution (**8 marks**)
 - c) Analytic Phonics and Synthetic Phonics methods of teaching (**8 marks**)
 - d) Daily Informal Assessment and Weekly Semi-Formal Assessments in literacy teaching (**8 marks**)
 - e) Inductive and deductive approaches to Literacy and Language Teaching (**8 marks**)

SECTION B

60 MARKS

Answer any **THREE** questions from this Section.

1. **Compare and Contrast** the Primary Reading Programme (PRP) and Primary Literacy Programme (PLP) with reference to classroom application **(20 Marks)**
 2. Identify the factors that influenced curriculum review in 2013 and describe the prominent curriculum changes that occurred at both primary and secondary level **(20 Marks)**.
 3. Write a four paged essay entitled “**PROS and CONS** of teaching initial literacy in a local language in primary schools.” **(20 Marks)**
 4. Provide evidence that Zambian language orthography is regular, consistent and very easy for both teachers and learners to understand compared to English language orthography which is highly irregular and notoriously difficult **(20 Marks)**
 5. In Primary Literacy Programme (PLP), the integration of the **FIVE (5)** key competencies (phonemic awareness, phonics, vocabulary, fluency and comprehension) when teaching reading would improve literacy levels among early grade learners **(20 Marks)**.
- a) Choose your own **LETTER SOUND** in any Zambian language of your choice and design (draw) a teaching and learning aid you can use to teach the sound you have chosen **(20 marks)**.
- b) Design a **ONE (1)** hour literacy lesson plan to teach the sound you have chosen in (a) and show how the five (5) key competencies (phonemic awareness, phonics, vocabulary, fluency and comprehension) can be incorporated in the lesson **(20 marks)**.

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

END-GOOD LUCK

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 3112: TEACHING AND LEARNING PRIMARY MATHEMATICS

TIME: Three (3) hours

Marks possible: 100

- INFORMATION:
1. There are **five (5)** questions in this paper.
 2. Each question carries 25 marks.
 3. Marks for parts of questions are shown in square brackets [].

INSTRUCTION: Attempt any **four (4)** questions.

Question 1

- (a) Using the concept of commutative law, describe an activity you could give to your class so as to logically lead to the definition of the concept being the conclusion to the lesson rather than the introduction. [09]
- (b) Discuss **two (2)** reasons why *lesson study* can enhance the quality of teaching and learning of primary school mathematics. [08]
- (c) For each of the following, explain **two (2)** ways of how they can enhance the quality of teaching and learning of primary school mathematics:
- (i) Assessment
 - (ii) Textbooks [08]

Question 2

Effective planning for teaching in Mathematics includes sequencing of *content* as well as *instruction*.

- (a) Distinguish between sequencing *content* and sequencing *instruction*. [04]
- (b) Discuss **two (2)** reasons why sequencing of subject matter in mathematics is essential in the choice and design of learning activities. [10]
- (c) For the topic *complement of a set*:
- (i) analyse the topic using an identified topic analysis model. [05]
 - (ii) design an activity through which learners can engage in to develop the concept. [06]

Question 3

- (a) State **two (2)** actions you could take to help learners remember a mathematical *fact*, e.g. the fact that *2.54 centimetres equals 1 inch*. [04]
- (b) For Parts (i), (ii) and (iii), you may replace the topic *subtraction of number* with any other primary school mathematics topic of your choice, so long it is the same topic in the three parts.
- (i) Outline the process you could use to enable learners acquire and consolidate the *skill* of *subtracting numbers on a number line*. [08]
- (ii) Explain how you would use the number line to enable learners understand the *concept* of *subtraction*. [08]
- (iii) Explain a *general strategy* you would encourage learners to use to solve everyday problems that involve *subtraction*. [05]

Question 4

Explain the importance of each of the following in the teaching of primary school mathematics:

- (a) Discussing the outcomes of mathematical investigations. [05]
- (b) Using a learner's question '*what would happen if...?*' to form the basis of an investigation. [05]
- (c) Relating any topic being dealt with to other mathematics topics. [05]
- (d) Taking account of, and responding to the answers which learners give to questions asked during teacher exposition, even if an answer is incorrect. [05]
- (e) Giving all learners an opportunity for practical work. [05]

Question 5

- (a) Discuss **three (3)** reasons why constructivism is a relevant theory in enhancing the teaching and learning of primary school mathematics. [10]
- (b) (i) Explain **three (3)** arguments why *specific outcomes* are preferred to *behavioural objectives* in the teaching and learning of primary school mathematics. [09]
- (ii) For the primary school mathematics topic of your choice, break the topic into units that can be taught in three lessons and state the specific outcome for each lesson. [06]

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR**

**FINAL EXAMINATION
DPE 4019: CURRICULUM AND STANDARDS IN PRIMARY EDUCATION**

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

1. Write your computer number on all the answer booklets.
2. DO NOT WRITE YOUR NAME on any page of the answer booklets.
3. There two sections in this paper. You are required to read the instruction carefully before selecting the questions you would want to answer.
4. There are three printed pages in this examination paper.
5. Write clearly and do not cut words at the end of each line or sentence.

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===

Section A

There are four (4) questions in this section. Answer two questions from this section; answer question one (1), which is compulsory, and any other question from the remaining three questions of your choice. Each question carries 25 Marks.

1. Print (2007) defined a model as a simplified representation of a complex reality of the curriculum development process.
 - (i) Discuss top down approach and bottom up approach as they are used in the primary and secondary school curriculum development process. **(10 marks)**

- (ii) Critically analyse Taba's classical model in the curriculum development process. **(15 marks)**
2. Critically analyse how both the philosophical and psychological foundations influence the whole primary school curriculum development process. **(25 marks)**
3. Curriculum development is the umbrella concept for the process which is characterised by the presence of phases (Carl, 2012: 64).
- (i). Discuss the phases of curriculum development in practice as used in most Anglophone countries. **(15 marks)**
- (ii). Analyse the role of situation analysis in the curriculum development process. **(10 Marks)**
4. Many African countries have found it very difficult to shift away from their former colonial curriculum making indigenous education to be gradually ignored. As a curriculum specialist, critically discuss how you can bring about the decolonisation of the Zambian primary and secondary school curriculum as a way of providing quality and relevant education. **(25 marks)**

Section B

There are four questions in this section, answer two questions. Answer Question 5, which is also compulsory and any other question from the remaining questions in this section. Each question carries 25 Marks.

5. A teacher transitioning from teaching at a preschool to a primary school is overheard complaining about his/her lack of competencies to handle a Grade 7 class, which is due to sit for an examination later that year. As a newly appointed Education Standards Officer, how would you mentor this teacher, with effective

teaching?
marks)

(25

6. Discuss the dual roles of a District Education Standards Officer (DESO) in Zambia. In the process, highlight the challenges typically faced by DESOs in Zambia, and propose solutions to the identified challenges.
(25 marks)

7. Critically analyse the Traditional Scientific Management Theory of management. Do you think this theory is ideal for Zambian primary schools? Give reasons for your answers.
(25 Marks)

8. You have been requested by the District Education Board Secretary (DEBS) to conduct an inspection of the implementation of School-Based Assessment in selected primary schools in your district. The DEBS starts by requesting you to make a seminar presentation to a team of ESOs to familiarize them with the types of inspections and recommend one type of inspection for the task assigned by the DEBS.
(25 marks)

Describe how you would go about the task assigned to you by the DEBS, in the above scenario.

=====
=====

END OF EXAMINATION



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

2021/22 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 4062: ENTREPRENEURSHIP AND ICT IN EDUCATION

DURATION: THREE (3) HOURS

INSTRUCTIONS

- a. *This examination has nine (09) questions.*
 - b. *Answer any TWO (02) questions from Section A and anyone ONE (01) other question from Section B.*
 - c. *Carefully read through all the questions before selecting the ones to attempt.*
 - d. *Legibly write your answers in the booklets provided.*
 - e. *All questions carry equal marks.*
-

SECTION A

1. Compare and contrast entrepreneurial and any other business activity.
2. Discuss five potential advantages to starting your own business venture. Further, outline ways to prevent such a business from failing.
3. Carry out a PESTEL (meaning of the acronym is as used in the entrepreneurship course) macro-business-environment model analysis to an industry that is based on an emerging technology.
4. Propose pricing strategies that are appropriate for new and existing products for a business in the post Covid-19 pandemic
5. Develop a marketing concept and marketing strategy by outlining the tasks you will be involved in in selecting a target market through the use of the four "Ps" of the marketing mix.
6. Demonstrate in detail how you would legalize a new business entity in Zambia.

SECTION B

7. Analyse in detail the main characteristics and advantages of the generation of computers.
8. Illustrate how Modern Teaching and Learning Materials (TLM) based on computer technology can be incorporated in the classroom practice.
9. You have been asked by a local secondary school head teacher to assist in selecting computers to purchase for use in the School Computer Laboratory. Explain in detail the hardware and software factors you would consider in order to select the most suitable computers.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

DPE 4072: Agricultural Science in Primary Schools

Duration: Three hours

Marks: 100

Information:

1. There are **seven** questions in this paper, divided into **two** sections (A and B).
2. Each question has a maximum possible mark of 20.
3. The intended marks for part of the question are shown in brackets [].

Instructions:

Attempt **all** questions in Section A and any **two** questions in Section B.

.....

SECTION A

Question 1

During your teaching career, you will be required to teach about soil fertility in some of the primary school classes. Respond to the following questions:

- a) What is soil infertility? [02]
- b) Explain what causes soil infertility. [05]
- c) Discuss various methods of improving soil fertility. [05]
- d) Why are natural methods of improving soil fertility recommended over artificial methods? [02]
- e) Clearly distinguish between the following:
 - i. Physical weathering and biological weathering; [02]
 - ii. Soil structure and soil texture; [02]
 - iii. Soil drainage and soil capillarity. [02]

Question 2

Growing of crops is an aspect of agricultural science that you need to understand and be able to teach it effectively at primary school level.

- a) Describe the external parts of a named crop grown in Zambia. [04]
- b) Explain the functions of the following parts of a flower of a crop:
 - i. Sepals; [01]
 - ii. Corolla; [01]
 - iii. Stigma. [01]
- c) Analyze **three** issues you need to consider when choosing a site for growing crops. [03]
- d) Discuss conditions required for germination of a seed. [07]
- e) Explain **three** different methods of controlling weeds in crops. [03]

Question 3

Conservation farming is a practice which is being encouraged among small scale farmers in Zambia.

- a) Explain the meaning of the following:
 - i. Conservation farming; [02]
 - ii. Organic matter; [02]
 - iii. Organic farming; [02]
 - iv. Agro-forestry. [01]
- b) Describe **two** methods of organic farming practiced in Zambia among small scale farmers. [04]
- c) Distinguish between crop rotation and intercropping. [02]
- d) Justify the importance or benefits of intercropping. [04]
- e) Describe **three** different types or patterns of intercropping. [03]

SECTION B

Question 4

It is recommended that teachers use a variety of methods for teaching agricultural science topics at primary school level.

- a) Give **three** reasons why the use of a variety of teaching methods is recommended. [03]
- b) Discuss pupil characteristics you need to put into consideration when teaching agricultural science related topics at primary school level. [08]
- c) Explain the value of the following:
 - i. Demonstration method when teaching planting of crops; [02]
 - ii. Video when teaching about factors that limit agricultural activities in different parts of Zambia; [02]
 - iii. Role play when teaching about the importance of trees in Agriculture; [02]
 - iv. Asking pupils questions during a lesson on importance of livestock. [03]

Question 5

One of the recommended methods of teaching farm structures and implements at primary school level is by means of a field trip. In order to have a successful field trip, you need to plan it well.

- (a) Explain the meaning of a field trip. [02]
- (b) Describe things you need to do as a teacher:
 - i. Before a field trip; [04]
 - ii. During a field trip; [04]
 - iii. After a field trip. [04]
- (c) Justify the value of a field trip for teaching certain topics in agricultural science. [04]
- (d) How does the use of a guest speaker to teach farm structures and implements differ from using a field trip? [02]

Question 6

When teaching about crop production at primary school level, teachers are encouraged to use teaching aids.

- (a) Discuss the effects of teaching aids on pupils' learning of various aspects of crop production at grade 6 level. [10]
- (b) What issues do you need to consider when selecting aids for teaching certain aspects of crop production at primary school level? [06]
- (c) Describe **four** possible sources of teaching aids for teaching crop production at primary school level. [04]

Question 7

Teachers are encouraged to engage primary school pupils in science process skills during lessons.

- a) Design lesson activities on any agricultural science topic (s) of your choice which would enable pupils to acquire the following process skills:
 - i. Observation; [04]
 - ii. Classification; [04]
 - iii. Measurement; [04]
 - iv. Interpretation of data. [04]
- b) Explain the meaning of the following components of an experimental write up:
 - i. Purpose; [01]
 - ii. Materials; [01]
 - iii. Procedure; [01]
 - iv. Conclusion. [01]

END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DPE 4081: SELECTED TOPICS FOR LANGUAGE TEACHERS
2021/2022 MID-YEAR FINAL EXAMINATIONS

TIME: THREE HOURS

TOTAL MARKS: 50

INSTRUCTIONS

- (i) There are **FIVE** Questions in this paper with marks at the end.
- (ii) Answer **THREE** questions in total.
- (iii) Question **ONE (1)** is compulsory and answer **TWO** more questions from the remaining four.
- (iv) Write your computer number on each page of the answer booklet (**Do not write your name**).

1. With examples where necessary, write brief notes on each of the following:
 - a) Morphology and syntax **(5 Marks)**
 - b) Derivational morphology **(5 Marks)**
 - c) Phoneme and Grapheme **(5 Marks)**
 - d) Phonological awareness **(5 Marks)**
2. Compare and Contrast English Language and a selected Zambian language of your choice **(15 Marks)**
3. Based on the school project assigned to you during the course, describe five songs and five games or stories that teachers use during literacy lessons in Zambian classes. **(15 Marks)**
4. With clear examples and illustrations, explain the meaning of 'syllable structure' and describe the syllable structure of the following words: (a) Ban (b) Caught, (c) Sakwela, and (d) Party. **(15 Marks)**
5. Describe the levels of linguistic analysis and how are they interconnected. **(15 Marks)**

THE END

GOOD LUCK



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

2021/22 ACADEMIC YEAR FINAL EXAMINATIONS

EAP 2020: EDUCATIONAL LEADERSHIP

DURATION: THREE (3) HOURS

INSTRUCTIONS

- a. This examination has nine (09) questions.*
 - b. Answer any **THREE** (03) questions from the nine (09) provided.*
 - c. Carefully read through all the questions before selecting the ones to attempt.*
 - d. Legibly write your answers in the booklets provided.*
 - e. All questions carry equal marks.*
-

1. Compare and contrast situational leadership theories that appropriate the usage of Autocratic and Democratic Leadership
2. Using an appropriate scenario, apply the roles of at least four (4) components of emotional intelligence to provide leadership in a classroom or lecture set up.
3. With regards to the nature of leadership, analyze the main differences between early leadership-theory development and later theories.
4. Demonstrate how a head teacher at a school can use the path goal theory to bring about effective delivery of education in the or post COVID-19 era.
5. Discuss the main physical and psychological traits of individuals that account for leadership effectiveness.
6. Describe a team and suggest at least seven (07) ways which a leader can use to build a cooperative and effective team in a school.
7. Identify at least ten (10) features of Servant leadership and explain their usage in enhancing leadership in education institutions.
8. Why should education institutions not only have managers but also leaders?
9. Assesses the main thoughts on positive leadership. How would you incorporate positive leadership techniques into your personal style as a growing and developing leader?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2021/22 ACADEMIC YEAR – FINAL EXAMINATIONS

EAP 3020: HUMAN RESOURCE MANAGEMENT IN EDUCATION

TIME: TWO (2) HOURS

INSTRUCTIONS:

- a) Answer any three (3) from the nine (9) questions given below.
 - b) Each question carries 20 marks.
 - c) You are required to read through all questions carefully before selecting which ones to attempt.
 - d) Write legibly and do not cut words at the end of each line.
 - e) There is one printed page in this examination.
-

1. Analyse the concept of *Human Resource development* in education. Demonstrate why it is necessary for trained teachers to go through human resource development programmes.
 2. Examine a wide range of *Conditions of Service* for employees in education. What factors should the Human Resource Directorate consider when determining the conditions of service?
 3. With examples from the Zambian secondary school set up, analyse the term 'Continuous Professional Development'. Discuss the benefits of Continuous development programmes for employees.
 4. Analyse the term *performance appraisal* as it applies to educational institutions? Highlight the common problems associated with the performance appraisal practices and suggest how to overcome them.
 5. Some critics say personnel records are a wastage of time and money; others have justified the use of these. Discuss the need for personnel record keeping in an organization.
 6. Elaborate the communication process that occurs in any organisation from the Human Resource Director's office to the rest of the employees.
 7. Evaluate the functions of the teacher trade unions in Zambia. Show the significance of teacher unions to the daily running activities in schools and its stakeholders.
 8. Discuss the benefits that induction programs provide for an employee in a school organisation?
 9. What is Human Resource Management? Justify the rationale behind the study of Human Resource Management course for a trainee teacher.
-

END OF EXAMINATION

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

EAP 4030 – EDUCATIONAL POLICY
FINAL EXAMINATIONS 2021/2022

DURATION: THREE (3) HOURS

Instructions:

- a. Answer any three (3) from the given nine (9) questions.
 - b. All questions carry equal marks
 - c. Read through all the questions carefully before selecting which ones to attempt.
 - d. Write legibly and do not cut words at the end of each line
 - e. There is one printed page in this examination
-

1. The Ministry of General Education appoints you as a policy analyst and you realize the need to realign the policy framework to societal demands. Critically analyse areas you would concentrate on in order to have a comprehensive sector analysis.
2. Discuss why policy analysis is important for educational leaders.
3. Identify and discuss the common stages in a policy's life cycle.
4. In policy formulation, it is important to have an understanding of the educational needs of a country as well as the international terrain driving the educational agenda. In line with this assertion, discuss how the 1990 and 2000 Conferences on education impacted Zambia's policy agenda.
5. Analysis of existing policy is analytical and descriptive, whereas analysis of new policies is prescriptive in nature. Analyse this statement.
6. With practical examples, critically discuss some of the policy determinants in education.
7. Explain in detail how different philosophies can influence education policy making.
8. Highlight and discuss the various measures you consider necessary for successful policy design and implementation.
9. The 1992 'Focus on Learning' policy was formulated after Zambia's change to democratic dispensation. Discuss some of the fundamental changes observed.

END OF EXAMINATION

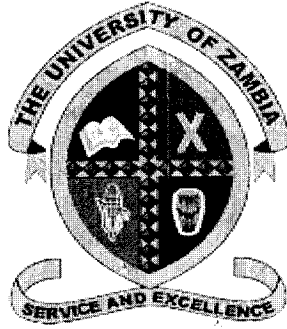
THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATIONS FOR THE 2021/2022 ACADEMIC YEAR
EAP 5110: SCHOOL IMPROVEMENT AND MANAGEMENT OF CHANGE IN
EDUCATION

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer any three (3) questions
 - b) All questions carry equal marks
 - c) Write legibly and do not cut words at the end of each line
 - d) There is one (1) printed page in this examination.
-
1. Identify and outline the change you would like to introduce in your community of practice. Analyse the forces supporting the desired change and show steps you will follow to reduce the restraining forces.
 2. Examine the classroom practices that may positively impact performance and in turn lead to school improvement.
 3. Discuss the ways in which a leader can build a positive school culture in her institution.
 4. Planning is an essential component of management. Taking this into account, create a one year improvement plan for your institution. This plan must include at least five (5) variables.
 5. Examine the concept of change management in education, giving relevant and specific examples.
 6. Hiatt and Creasy studied and identified the human related factors of change management. Discuss the four (4) identified top barriers to change management.
-

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATION FOR THE 2021/2022 ACADEMIC YEAR
EAP 5120: ADMINISTRATION AND MANAGEMENT OF EDUCATIONAL ORGANISATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

1. Explain the role of decision-making in any four (4) management functions of your choice and differentiate programmed decision-making from non-programmed decision-making in educational organisations.
2. Elucidate the applicability of the assumptions of Douglas McGregor's Theory X and Theory Y to the management of academic and non-academic staff in educational organisations.
3. Discuss the essence of the vision, mission, goals, and objectives in the strategic planning and management of an educational organisation.
4. Discuss the need for an effective Education Management Information System (EMIS) for managers, heads of departments, and class teachers in a secondary school setup.
5. Show how the principles of management as espoused by Henry Fayol (1916) can be used to promote effective planning, organising, leading, and controlling

of human, financial, materials, and informational resources in educational organisations.

6. Within the context of the leadership theory of your choice, discuss the assertion that an educational institution cannot be led and managed effectively using only one style of leadership.
 7. The term total quality management incorporates quality assurance. Distinguish between quality assurance and quality control as they relate to education delivery and say how both can bring about national development.
 8. Control, as the final step in the management process and the starting point for planning, is one of the fundamental management functions in any given organisation. Discuss the importance of control in the management of performance in educational institutions and highlight the phases involved in doing so.
 9. What do you understand by the term "resource control"? Discuss the issues raised in your institution on how resources are of utmost importance.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 5210 – DEVELOPMENT AND ANALYSIS OF POLICY IN
EDUCATION

2021/2022 FINAL EXAMINATION

TIME : THREE (3) HOURS

Instructions:

- A. Answer any three (3) from the given nine (9) questions.
- B. Each question carries 20 marks
- C. You are required to read through all the questions carefully before selecting which ones to attempt.
- D. Write legibly and do not cut words at the end of the line
- E. There is one (1) printed page in this examination

-
- 1. What policy shifts should the New Zambian Government undertake in order to correct the situation in educational development?
 - 2. Analysis of the existing situation is very important exercise to be undertaken by policy makers when a problem is identified; discuss.
 - 3. Education policy implementation is a complex, evolving process that requires focused efforts . Critically analyze this assertion.
 - 4. The Functionalist theory has over the years influenced educational policy content globally. Discuss how this theory guided the content of Zambia's 'Educating our Future' policy document of 1996.
 - 5. Account for the Educational Policies that ensured that the socioeconomic development of Africans remained underdeveloped during the Federation leading up to independence in Zambia.
 - 6. Identify and discuss the major philosophy which guided educational policy during the colonial period. What changes were observed at teacher training and curriculum content levels?
 - 7. Discuss incremental policy development in light of the Educational Policies of the Federation of Rhodesia and Nyasaland and those of the newly independent Zambia.
 - 8. Discuss some of the major international conferences and legal instruments that influenced education policy direction in Zambia as reflected in 'Focus on Learning' policy document of 1992.
 - 9. Policy is a text as well as a discourse; Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EAP 5225: ECONOMICS OF EDUCATION

DATE: NOVEMBER, 2022 TIME ALLOWED: 3 HOURS VENUE: 3B

INSTRUCTIONS:

- I. Answer any **THREE** questions only. All questions carry equal marks*
 - II. Credit will be awarded based on synthesis, clear illustrations and using appropriate language and logic*
 - III. You will be penalised for repeating material used to answer another question*
-
1. Discuss what you understand by the term 'Economics of Education' in theory and practice.
 2. The level and determinants of teachers' salaries are of particular concern to many. What factors affect teachers' salaries in Zambia and why is it of concern to the discourse of economics of education?
 3. Briefly comment on the following: Education, Inequality and Poverty; Education and Migration; Education and Fertility; Education and Rural Development & Education and Brain Drain.
 4. Human Capital theory (HCT) is a bedrock of Economics of Education. Discuss Human Capital in terms of valuation, investment and lastly provide a critique to HCT
 5. Upon arrival from Mexico, the president appoints you as Permanent Secretary for the Ministry of Education and has asked you to be prudent in allocation of resources in higher education. How can you apply the production function in higher education? (Examine the input versus output functions)
 6. The Ministry of Education -Head Quarters, Provincial Education Officers and District Education Board Secretary in Zambia put emphasis on Educational Planning. What is the rationale for Educational Planning and which approaches can be employed in this undertaking?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
POSTGRADUATE FINAL EXAMINATION

EAP 5245: FINANCING OF HIGHER EDUCATION

DATE: NOVEMBER, 2022 TIME ALLOWED: 3 HOURS VENUE: 3B

INSTRUCTIONS: *Answer any **THREE** questions only. All questions carry equal marks. Credit will be awarded based on synthesis, clear illustrations and using appropriate language and logic*

1. Sustainable and Cost effective funding is more desirable for higher education institutions in Zambia. The current policy of financing education is based on cost sharing among Government, Institution and Student. Critically analyze the statement and provide concrete steps in which austerity can be eliminated in higher education sector in Zambia
2. Discuss any three (3) of the key terms in financing of higher education below:
 - a) Resource Allocation in Higher Education
 - b) Market Structures in Higher Education
 - c) Financial Aid and Price Response
 - d) Redistribution and Higher Education
 - e) Student Financing and Equity Issues
3. The financing underlies much of the three overarching themes of contemporary higher education policy: *quality, access and efficiency*. Both qualitative and quantitative indicators in Education are hugely dependent on the level of funding. Discuss in detail why higher education financing is critical to socio-economic development of any country including Zambia.
4. With clear illustrative examples, discuss specific ideologies, theories and models which have guided higher education financing in Zambia.
5. Trends of financing higher education vary from country to country based on economic, political, and social roots. Even with these variations there are similar patterns which have emerged. In relative detail, account for worldwide trends for financing higher education. (Exploit Zambian examples)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EAP 9025: ISSUES IN HIGHER EDUCATION
2021/22 ACADEMIC YEAR – FINAL EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer any three (3) from the nine (9) questions given below.
 - b) Each question carries 20 marks.
 - c) You are required to read through all questions carefully before selecting which ones to attempt.
 - d) Write legibly and do not cut words at the end of each line.
 - e) There is one printed page in this examination.
-
1. Demonstrate how university education has evolved in the last 58 years to date. What have been the major developments in University education?
 2. What are the major characteristics of Higher Education? With examples, relate such characteristics to how higher education is run today in Zambia.
 3. Discuss the nature of Technical and Vocational Education in Zambia and show how this form of education is being promoted in primary, secondary and tertiary learning institutions.
 4. Discuss the models that have guided the financing of higher education in Zambia from independence to date.
 5. With practical examples, comment on the administrative and management structures of a public university. Highlight some of the functions of the organs of that university.
 6. Define globalization, and discuss with practical examples its positive and negative impacts on the provision of higher education in Zambia.
 7. Justify the need for academic freedom in Zambia's Higher Education sector and highlight the challenges associated with promoting the same.
 8. Contextualize internationalization of higher education in terms of nature, reasons and benefits.
 9. Analyse the nexus between higher education and national development.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS**

COURSE: ECE 2010- HEALTH, NUTRITION, AND CHILD PROTECTION

DURATION: THREE HOURS.

INSTRUCTIONS:

- THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE GRADE.
 - THERE ARE FIVE QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.
1. Discuss the link between nutrition and early child development. What nutritional factors need to be taken care of for children between 0-6 to enhance positive brain development and general optimal growth? **(20 Marks)**
 2. Using Abraham Maslow's Humanistic theory, identify and explain lessons relevant to early childhood development for teachers and parents **(15 Marks)**
 3. With relevant examples, analyse the characteristics of maternal and child health and the relevance to early childhood development. **(15 Marks)**
 4. Toxic stress can negatively impact neurodevelopment and the effects can be far reaching. Thus, ensuring that children are provided with safe, stable, and nurturing relationships can act as a powerful, protective buffer against the biological harms of toxic stress on children.
 - a) Write short notes on the following forms of adversities that children are often exposed to: **abuse, violence, neglect, and exploitation (8 Marks)**.
 - b) As a practitioner, what measures can you put in place to protect children from abuse, violence, neglect, and exploitation **(7 Marks)**.
 5. Promotion of health, nutrition, and protection in the early years requires a multisectoral approach to ensure a continuum of services. You have been invited to an early childhood symposium.
 - a) Explain what Government Ministries in the Zambian context are relevant in the promotion of health, nutrition, and protection **(7 Marks)**.
 - b) What recommendations would you make to help enhance a multisectoral approach? **(8 Marks)**

END OF EXAMINATION!!!!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 Academic Year: Final examinations

Course: ECE 3050 Teaching methods in early childhood

Time: Three (3) Hours

Marks: 50

Instructions:

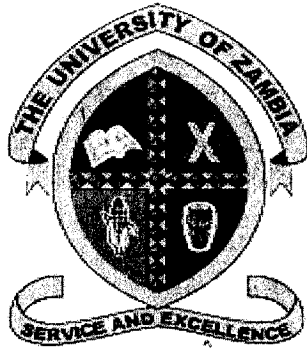
- i) There are five (5) questions in this paper. Answer question (1) **one** and any other (2) **two** questions.
 - ii) Write all answers in the examination booklet provided.
 - iii) Credit will be given for logical and orderly presentation of work where necessary.
1. Imagine that you have been given to teach an early childhood class on the topic Transport in Social Studies, at Chindama primary and pre-school.
 - I. Prepare a lesson plan and show all the steps that would be taken to teach this lesson preparation, also write an evaluation of the lesson. (10 marks)
 - II. What do you think are the benefits of lesson preparation? (5 marks) and
 - III. Discuss factors that hinder success lesson presentation. (5 marks)
 2. There are many benefits that can be realized in the teaching/ learning of early childhood education. With practical examples, outline some benefits of early childhood education and how this kind of learning can help the teacher and parents in their way of life?
(15 marks)
 3. Lev Vygotsky proposed a socio-cultural position for the development of children. He believed that social aspect of play provides a medium for cognitive, social, and linguistic development in children. Justify the above statement in relation to early childhood learning. (15 marks)
 4. There are different methods used in teaching early childhood learners. Answer the following questions below:
 - I. Discuss (5) five teaching methods used in teaching early childhood education learners in classrooms. (8 marks)
 - II. What are the advantages and disadvantages for each of the teaching methods? (4 marks).
 - III. Suggest some technics used in ECE to reach their potential. (3 marks)

5. Write brief notes on the following:

- I. Teaching and learning aids (2 marks)
- II. Non projected aids (2 marks)
- III. Projected aids (2 marks)
- IV. Characteristics of a good chart (2 marks)
- V. Importance of teaching aids (2 marks)

B. Using the local environment, briefly describe the teaching aid in the subject of your own choice that you can make and how you can use it in teaching early childhood learners. (5 marks).

All the best!



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATION FOR THE 2021/2022 ACADEMIC YEAR
EDU 1010: EDUCATION AND DEVELOPMENT IN ZAMBIA
REGULAR

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

SECTION A

1. "If it were not for the missionaries, White settlers, and the British South African Company (BSA.Co), formal education would not have evolved in Zambia." Discuss.
2. Outline the educational priority areas of the Education Reform Implementation Project (ERIP) of 1986 and justify the importance of this project in implementing the 1977 educational reforms in Zambia.
3. Compare and contrast government policies on partnership in education provision between the second and third Republics in Zambia.
4. Discuss the manifestations of the dependency theory in Zambia's education system and suggest how this can be overcome.

SECTION B

5. Explain the interrelationship between education and population in Zambia.
6. Discuss why the government has been concerned about promoting equity in education. What measures should be put in place to enhance the same?
7. Discuss the implications of poverty on access, equity, and participation in education and suggest measures that could be put in place to remedy the situation.
8. Argue for and against the assertion that COVID-19 was a necessary disruption for Zambia's education system.

SECTION C

9. Explain the allocative function of government and describe the main sources of financial resources in the financing of public education in Zambia.
10. Discuss with examples the educational policies and developments that have taken place in Zambia's education system from 1991 to 2021. What have been the weaknesses of Zambia's education system and how can they be overcome?
11. Highlight Zambia's education and skills development aspirations by the year 2030. What interventions should the Zambian government put in place to make Vision 2030 a reality for education?
12. Using clear examples, discuss how education can be used to unlock Zambia's development potential.

END OF EXAMINATION

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

END OF YEAR EXAMINATION, OCTOBER 31, 2022.

EDU 1012/2012- EDUCATIONAL PSYCHOLOGY

DURATION: 2 HOURS

MARKS: 50%

Candidate's Computer Number _____

Instructions

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

ANSWER GRID

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

SECTION A: (20 MARKS) THERE ARE 20 MULTIPLE CHOICE QUESTIONS IN THIS SECTION. ANSWER ALL QUESTIONS ON THE ANSWER GRID PROVIDED.

1. According to Bronfenbrenner's _____, socio-historical changes affect child development.
a. macrosystem b. mesosystem c. chronosystem d. exosystem
2. Which one of the following is NOT a level in Lawrence Kohlberg's moral development theory?
a. Pre-conventional moral reasoning
b. Post-conventional moral reasoning
c. Conventional moral reasoning
d. Social systems orientation
3. The Murali High School Math Department wanted to consolidate the final exam used by four department algebra teachers. One of the primary objectives was to ensure that students would be uniformly tested on their knowledge of facts and concepts that appear on a national college exam test that many of the students take. A comprehensive test was constructed with the participation of all four teachers and the department chairperson. To evaluate the quality of test, students took the test twice, once on Monday and again two weeks later. After students finished taking the test the second time, results were compared, and it was found that 95 percent of the students had scores on both tests that were very similar, it could be said that this test _____
a. is valid
b. has retest reliability
c. has split half reliability
d. is not valid
4. Sternberg's practical intelligence is pretty much the same as:
a. Vocabulary b. Memory c. mechanical ability d. common sense
5. The following pair of scholars is associated with humanistic psychology.
a. Rogers and Maslow
b. Skinner and Thorndike
c. Piaget and Vygotsky
d. Pavlov and Watson
6. During the _____ stage of Erikson's theory of psychosocial development, children can develop a sense of shame and doubt, if not well handled
a. third b. second c. seventh d. fourth
7. The _____ schedule involves the presentation of rewards after a pre-determined number of responses.
a. variable ratio b. fixed interval c. fixed ratio d. variable interval
8. Which of the following is the best example of formative assessment?

- a. Mr. Harrison's students write a paper at the conclusion of a unit of instruction. This allows him to assess to what degree his students understand the content of the unit.
 - b. Mr. Shockey asks his students open-ended questions during instruction. This way he can determine to what degree his students understand the content of his lesson.
 - c. Ms. Manning plays a game of *Jeopardy!* at the end of her unit of instruction to assess student understanding of the content of the unit.
 - d. Ms. Walker gives her students a brief assessment prior to beginning a unit of instruction, so she knows what her students are already capable of doing. This allows her to gear her instruction to her students' zones of proximal development.
9. _____ is the originator of the assimilation learning theory.
 - a. Abraham Maslow
 - b. David Ausubel
 - c. Carl Rogers
 - d. Erik Erikson
 10. If a person is fixated at the _____ stage, they will tend to be too stingy.
 - a. Oral
 - b. Genital
 - c. Anal
 - d. Phallic
 11. _____ is a defense mechanism where when something threatens oneself, it is projected to external factors.
 - a. Repression
 - b. Sublimation
 - c. Transference
 - d. Denial
 12. _____ information is lost from sensory memory, and _____ information is lost from short-term memory.
 - a. unpleasant, pleasant
 - b. pleasant, unpleasant
 - c. unattended, unrehearsed
 - d. unrehearsed, unattended
 13. _____ is a way of ensuring that the limited capacity of the short-term memory is maximized.
 - a. Maintenance rehearsal
 - b. Chunking
 - c. Organization
 - d. Contextualization
 14. A type of motivation that encourages the person to fulfill the goal, the goal is to gain pleasure and intimate satisfaction, in which no external touchable reward is included _____.
 - a. intrinsic motivation
 - b. extrinsic motivation
 - c. middle motion
 - d. none of the above
 15. According to Albert Bandura's theory of observational learning, the _____ phase is the phase where a person adjusts and readjusts what they do.
 - a. attention
 - b. motivation
 - c. reproduction
 - d. retention
 16. The number dividing data into equal parts such a way that half of the total scores are less than that number whereas other half score are more than that number is called _____.
 - a. Mean
 - b. Median
 - c. Mode
 - d. None of these
 17. The Intelligence test that includes items designed to be unaffected by specific cultural knowledge or experience is
 - a. Cultural test.

- b. Culture-fair test.
- c. Cultural bias test.
- d. Cultural-specific test.

18. A bright child's MA is above his CA; a dull child has a MA below his CA. This statement is

- a. True.
- b. False.

19. Which of the following would be an appropriate use of an aptitude test?

- a. Josh takes a standardized test to help determine whether he is likely to be successful in medical school.
- b. Pete takes a standardized test to help determine what he has learned in his teacher preparation program.
- c. Stan takes a standardized test to determine to what degree he has met state mathematics standards.
- d. Penelope takes a standardized test to determine if she can graduate from high school.

20. Misty Coleman is an outstanding ballerina dance. Which of Gardner's multiple intelligences is she most clearly demonstrating when she dances?

- a. Naturalistic
- b. Linguistic
- c. logico-mathematic
- d. kinesthetic

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

21. Homozygous dominant

22. Phallic stage

23. Scaffolding

24. Standard deviation

25. Egocentrism

26. Assimilation

27. Autonomous morality

28. Robert Sternberg

29. Correlation coefficient

30. Telegraphic speech

SECTION C (20 MARKS): THERE ARE THREE QUESTIONS IN THIS SECTION. YOU ARE REQUIRED TO ANSWER ANY ONE FROM THE THREE THAT HAVE BEEN PROVIDED. BONUS MARKS SHALL BE AWARDED FOR ORDERLY PRESENTATION OF WORK.

31. Educators at all levels can draw valuable lessons from the information processing model. Using examples from a field of your choice, demonstrate how an educator can use the information processing model to enhance the teaching-learning process.
32. In order to make learning more meaningful to learners, David Ausubel recommends the use of advance organizers. With the use of practical examples, demonstrate how an educator can use advance organizers to improve learners' comprehension of the material being taught.
33. Albert Bandura developed the social cognitive learning theory. Using appropriate examples, explain the different stages that are involved in the social cognitive learning theory.

END OF EXAMINATION//

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

**EDU 1020: INTRODUCTION TO INFORMATION AND COMMUNICATION
TECHNOLOGIES**

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. Discuss in detail with the examples from Zambia
 - a) Pros and cons of the digital divide on societies.
 - b) Effects of the digital divide on societies.
 - c) How can the pros, cons and effects be mitigated for the benefit of societies.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. One of the disadvantages of social networks is the likelihood of baiting and identity theft. Discuss the measures one can undertake to protect themselves against such a threat..
3. 'Fit or misfit' is contextual among the characteristics of the digital age. Discuss this statement in relation to how UNZA is rolling out the use of ICTs for teaching and learning purposes.
4. Excel is an application package used by many organizations for data management. However, certain activities need to be undertaken by the end user for its efficiency. One of such is 'data validation'

ANSWER THE FOLLOWING:

- a) Explain the term data validation and why it is very important? (3 marks)
 b) Refer to the figure below and answer the questions below

	A	B	C	D	E	F	G
1	Student Name	Test 1	Test 2	Test 3	Total Marks	Average	Status
2	John Bwalya	20	10	15	45	15.0	FAIL
3	Edgar Kambwili	50	65	50	165	55.0	PASS
4	Micheal Lungu	15	0	25	40	13.3	FAIL
5	Charger Mulenga	80	82	80	242	80.7	PASS
6						Number of Passes	2
7						Number of Students	4

- c) Using a function;
- I. State a formula that can be used to display the sum of the total marks in E2:E5?
(3 marks)
 - II. State a formula that can be used to display the average marks in F2:E5?
(3 marks)
 - III. State a formula that can be used to display the “Pass/Fail” status in G2:G5).
(3 marks)
 - IV. State a formula that can be used to display the total number of “Passes” in G6
(3 marks)
 - V. State a formula that can be used to display the total number of student names in G7 (3 marks)
 - VI. State a formula that can be used to add only the marks that are 50 and above for test 1 in B6 (3 marks)
 - VII. What is a NESTED IF STATEMENT in excel? Provide an example to illustrate your answer (3 marks)
 - VIII. What is the difference between RELATIVE and ABSOLUTE referencing in excel?
(4 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
UNIVERSITY END OF YEAR DEFERRED EXAMINATIONS,
SEPTEMBER, 2022

EDU 2011: SOCIOLOGY OF EDUCATION

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS:

1. There are five questions in this paper. Answer any **three** questions.
 2. All answers should be written in the answer booklet provided.
 3. Ensure that you write your particulars clearly, on the answer booklet provided.
-

1. Explain the characteristics of an ideal bureaucracy. (20 marks)
2. Discuss the manifest functions of education. (20 marks)
3. Clearly explain the four factors that significantly affect disparities in schooling between subgroups. (20 marks)
4. Discuss the four types of socialisation an individual is likely to experience in their life time. (20 marks)
5. Compare and contrast the teacher's scalar status and the teacher's functional status. (20 marks)

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS-NOVEMBER, 2022

EDU 3012: LEARNING PROCESSES: A SOCIOLOGICAL PERSPECTIVE

TIME: 3 HOURS

MARKS: 100%

INSTRUCTIONS:

1. There are **two** sections in this paper, Section A and Section B. Section A contains objective questions while Section B contains essay questions.
2. Answer **all** questions in Section A. All answers for Section A should appear in this question paper.
3. Answer only **two** questions in **Section B**. Answers for Section B should appear in the answer booklet provided. Each question carries **=pp20** marks.
4. Essays should be written in continuous prose.
5. Credit will be given for well thought out answers.

Computer No. :

SECTION A (60 MARKS)

Part 1: Circle the letter of the answer which closely responds to the question (**15 marks**).

1. Which of the following represents a challenge for newly qualified teachers?
 - a. Stigmatisation of the teaching profession
 - b. Creation of the Teaching Council of Zambia
 - c. Teacher trade unions
 - d. Instant dismissal of erring teachers by the Teaching Service Commission
2. What should be done to make teaching a respectable profession?
 - a. Teachers should dedicate themselves to observance of professional ethics, ensure high level of academic achievement and reduce the number of female teachers
 - b. Ensure high level of academic achievement, ensure Continuous Professional Development and come up with Code of conduct to guide behaviour of members.
 - c. Increase the number of teachers in schools, come up with Code of conduct to guide behaviour of members and raise remuneration to level of other professions.
 - d. Reduce the number of female teachers, ensure Continuous Professional Development and raise remuneration to level of other professions.

3. The different types of challenges that newly qualified teachers are likely to face in their place of work are likely to affect....

- a. teacher effectiveness and pupil performance
- b. teacher attitudes and pupil performance
- c. teacher conduct and pupil performance
- d. All of the above

4. Which of the following statements is true?

- a. Families socialise individuals by providing them with standards against which they evaluate themselves
- b. Work places socialise individuals by providing them with standards against which they evaluate themselves
- c. Reference groups socialise individuals by providing them with standards against which they evaluate themselves
- d. Churches socialise individuals by providing them with standards against which they evaluate themselves

5. When a young adult socialises an old man, it is an example of

- a. anticipatory socialisation.
- b. reverse socialisation.
- c. secondary socialisation
- d. resocialisation

6. Which theory of education focuses on the ways in which education maintains the status quo?

- a. Labelling theory
- b. Conflict theory
- c. New Sociology of Education theory
- d. Functionalist theory

7. The political function of education provides a means of governing members of society and a is a symbol of that political socialisation.

- a. national flag
- b. song
- c. school
- d. political cadre

8. Which of the following is a manifest function of education?

- a. Social control
- b. Babysitting
- c. Teaching of the 3Rs
- d. Latent curriculum

9. Conflict theorists see sorting that takes place in schools as a way to

- a. challenge slow learners.
- b. perpetuate class differences in society.
- c. help students who need additional support.
- d. remove social barrier between the rich and the poor.

10. Which of the following represents the major ideas of the Technical Functional Theory ?

a. Education cannot harmonise society; education contributes to training and preservation of human resources, and; jobs are rewarded according to the sacrifice one has made in terms of money and time spent on education.

b. Education is a great equaliser; education contributes to training and preservation of human resources, and; jobs are rewarded according to their importance to those in power.

c. Education can harmonise society; education contributes to training and preservation of human resources, and; jobs are rewarded according to the sacrifice one has made in terms of money and time spent on education.

d. Education is great equaliser; education contributes to training and preservation of human resources; and; jobs are rewarded according to the population demographics.

11. What are the second and fourth stages of the self-fulfilling prophecy as propounded by Good and Brophy (1973)?

a. Because of these different expectations, the teacher behaves differently toward the different pupils; He/she may frown, for example, at one student, but smile at another. In the classroom, the teacher may ask students a question. There are sometimes unbelievable situations in classrooms where a two plus two question whose answer is four may be marked right for student A, but wrong for student B. This kind of treatment will tell the student what kind of achievement and behaviour the teacher expects from him/her.

b. Because of these different expectations, the teacher behaves differently toward the different pupils; He/she may frown, for example, at one student, but smile at another. In the classroom, the teacher may ask students a question. There are sometimes unbelievable situations in classrooms where a two plus two question whose answer is four may be marked right for student A, but wrong for student B. If this treatment by the teacher persists over a long time, and if the student does not reject this treatment or label, it will tend to shape his/her achievement or behaviour.

c. Because of these different expectations, the teacher behaves differently toward the different pupils; He/she may frown, for example, at one student, but smile at another. In the classroom, the teacher may ask students a question. There are sometimes unbelievable situations in classrooms where a two plus two question whose answer is four may be marked right for student A, but wrong for student B. With the passing of time, the student's achievement and behaviour will be very much like that which the teacher expected of him/her at the beginning of the course.

d. The teacher expects specific behaviour and achievement from particular students. These expectations can take place immediately or soon after the teacher has come into contact with the students. Because of these different expectations, the teacher behaves differently toward the different pupils. With the passing of time, the student's achievement and behaviour will be very much like that which the teacher expected of him/her at the beginning of the course.

12. The argument that 'countries are underdeveloped because most of their people are underdeveloped, having had no opportunity of expanding their potential capacities in the service of society,' is an argument most associated with:

- a. The Conflict Theory
- b. The Human Capital Theory
- c. The Structural Functionalist Theory
- d. All of the above

13. The three main areas of interest to the Labelling Theory are....

- a. teacher-pupil interaction, teachers' sources of information used to label pupils and outcomes of labelling.
- b. teacher-pupil interaction, teachers' sources of information used to label pupils and curriculum content
- c. teacher-pupil interaction, curriculum content and methods of content delivery.
- d. teacher-pupil interaction, method of content delivery and outcomes of labelling.

14. Which of the following scenarios is a classic example of intra-role conflict?

- a. Disciplinarian versus confidant/counsellor.
- b. Teacher's professional judgement versus disciplinarian.
- c. Societal support versus career-orientation
- d. Societal values versus confidant/counsellor.

15. Professions as they have been known over the years are under threat of losing their envied status because of

- a. poor pupil performance and availability of knowledge everywhere.
- b. knowledge boom and poor pupil performance
- c. availability of knowledge everywhere and poor adherence to professional ethics
- d. participation in mainstream politics and failure to abide by the code of ethics

Part 2 (10 marks): Circle the appropriate word against each statement to show whether these statements are True or False.

16. TRUE FALSE Urbanisation, increasing crime, unemployment, and abortion birth to the study of society known today as sociology.

17. TRUE FALSE In a profession every member of the group is assumed to be qualified to make competent judgement in areas of their practice.

18. TRUE FALSE The goal of professionalization is to achieve public and legal recognition of an occupation's full professional status.

19. TRUE FALSE The school sometimes complements the socialisation that has taken place in the home; but at times it contradicts such socialisation.

20. TRUE FALSE Emile Durkheim as an educator stressed the relationship between education and society.

21. TRUE FALSE The most important concept in the Labelling Theory is the internal operations of schools.

22. TRUE FALSE Schools reinforce or extend/modify the socialization received in the family.

23. TRUE FALSE The Teaching Service Commission is an employer while the Teaching Council of Zambia is a regulator.

24. TRUE FALSE Resocialisation is the discarding of former behavioural patterns and assuming new ones.

25. TRUE FALSE Over production of skilled human resources which cannot be absorbed by the society is a typical example of a latent function of education.

Part 3: (25 marks). Answer the following questions as per given instructions.

26. Control by non-members of a profession has the capacity to limit the power of professionals and open a profession to outside interference. Which characteristic of a profession is being referred to in this statement?(1 mark).

27. Professions as they have been known over the years are under threat of losing their envied status. List **five** reasons that explain this situation. (5 marks).

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

28. Name two social functions of education that seem to contradict each other (2 marks).
.....

29. List four ways in which a teacher can cope with intra-role conflict in a school (4 marks).

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

30. Lemert (1951) identified eight different actions or sequence of reactions leading to secondary deviance. List the first four. (4 marks)

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

31. The type of socialisation forced on a prisoner by prison authorities is known as(1 mark).

32. Thefunctions of an institution are those functions that are deliberate to achieve predetermined goals. (1 mark).

33. Thetheory argues that education imparts common values to members of the society (1 mark).

34. What are the key aspects of the process of socialisation (3 marks)

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

35. Explain how improved sanitation practices by citizens is an aspect of the social function of education (3 marks).

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

Part 4 (10 marks): Match the terms and phrases in Section A with those in Section B.

Section A

- 36. Put in place to prevent the misuse of professional skills for selfish interests by professionals.
- 37. Dysfunction in the educational sector.
- 38. What society as a whole benefits from educated citizens, such as their enhanced participation in civic matters.
- 39. Follows the same rigorous methods of observation, analysis and explanation as is the case in the Natural Sciences.
- 40. The study of educational structures, processes and practices.

Section B

- | | | |
|------------------------------|---|-----------------------|
| A. Confidentiality | B. Teaching Service Commission | C. Code of conduct |
| D. Conflict theory | E. Social role | F. Teacher misconduct |
| G. Educated unemployed | H. Socialisation | I. Latent function |
| J. Dishonesty | K. Social science | L. Social returns. |
| M. The Human Capital Theory. | N. The 'New' Sociology of Education Theory. | |
| O. Sociology of Education | | |

Answers

36..... 37..... 38..... 39..... 40.....

SECTION B (40 marks)

Answer any **two** questions. All answers should appear in the answer booklet provided. Each question carries **20 marks**.

46. The claim by teachers that teaching is a profession is totally misguided. What do you suggest teachers should do to change this negative perception about teaching? **(20 marks)**
47. With appropriate justification, suggest a topic of your choice that you strongly feel if included, would enrich the course *Learning outcomes: A Sociological Perspective* **(20 marks)**.
48. With appropriate examples, explain the concerns of the Labelling theory in Education. **(20 marks)**
49. Discuss Emile Durkheim's **four** explicit areas of sociology of education. **(20 marks)**
50. With particular reference to "New Sociology of Education theory," demonstrate with practical examples how school-based factors can affect the academic performance of pupils. **(20 marks)**.
51. The school, peer group and mass media profoundly influence the process of socialization of children in any society. Discuss. **(20 marks)**.

END OF EXAMINATION

For official use only

Section A

Part 1:

Part 2:

Part 3:

Part 4:

Section B

Question 46:

Question 47:

Question 48:

Question 49:

Question 50:

Question 51:

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021-2022 ACADEMIC YEAR FINAL EXAMINATION

EED 2030: ENVIRONMENTAL HEALTH

DURATION: THREE (3) HOURS

MARKS 50

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

1. Write brief notes on each of the following:

- a) Human habitat and safe housing
- b) Effects of smoking on human beings and the environment
- c) Environmental disease control
- d) Food hygiene and safety.

(20 marks)

2. a) What are the possible causes and effects of unsanitary conditions in most shanty towns in Lusaka?

b). Discuss sustainable measures you would put in place to improve such conditions?

(15 marks)

3. Give details of why we undertake public health surveillance and explain key components of a public health surveillance system.

(15 marks)

4. Explain how you can assess, monitor (manage) and prevent the occupancies of Cholera in Zambia.

(15 marks)

5. Explain five career paths of an Environmental Educator at local and international levels.

(15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/22 ACADEMIC YEAR FINAL EXAMINATIONS

EED 3010: EDUCATION FOR SUSTAINABLE DEVELOPMENT

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

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

1. Human-wildlife conflict is a growing problem in today's crowded world and can have significant impact on both human and wildlife populations. Design a sustainability management program for the Livingstone community where Human-Wildlife Conflict is a problem. Show how various actors and their actions will be incorporated into the program.
(20 marks)

 2. For each of the following sustainable development goals show the indicators and provide a brief explanation of how you can apply the indicators:
 - (a) End poverty in all its forms everywhere
 - (b) Take urgent action and attention to combat climate change and its impacts
 - (c) Protect, restore and sustainably use ecosystems and forests
 - (d) Ensure access to affordable, reliable, sustainable and clean energy for all
 - (e) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
(15 marks)

 3. You are on attachment at any of the institutions, using the incremental model developed by Charles E. Lindblom, explain the steps you can follow to come up with policies and policy process in education for sustainable development of any project of your choice.
(15 marks).

 4. Explain core thematic issues relating to the social pillar of Sustainable Development.
(15 marks).

 5. Explain the similarities and differences between economic development and economic growth
(15 marks).
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021 ACADEMIC YEAR FINAL EXAMINATIONS

EED 4040: SAFETY IN PUBLIC & OCCUPATIONAL HEALTH

TIME: Three (3) Hours

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

1. Study the fire safety inspection checklist in table 1 used by a fire Marshall at G & G Company and answer the questions that follow.

Table 1: Fire safety inspection checklist

Fire Safety issue	Yes	No
1. Emergency exit signs are properly displayed.		×
2. Fire alarms and fire extinguishers are visible and accessible.		×
3. Fire doors (e.g. in stairways) are kept closed unless equipped with automatic closing device	×	
4. 18" vertical clearance is maintained below all sprinkler heads.	×	
5. Fire extinguishers are serviced annually.	×	
6. Corridors and stairways are kept free of obstruction and not used for storage.	×	
7. Firefighting equipment are adequate		×

Source: Imaginary

- (a) With reference to information in table 1, analyse the fire safety management compliance for G & G company (10marks)
- (b) What measures can be put in place to monitor G & G Company's fire safety management compliance? (10 marks)
2. (a) Explain how you would develop the health and safety policy for an organisation of your choice (7 marks)
- (b) Outline the tips for putting the health and safety policy into action (8 marks)
3. An enforcement officer has visited an organisation and has found that a number of work activities have not had risk assessments completed.
- (a) Describe actions that the enforcement officer could take. (7 marks)
- (b) Outline key stages of a risk assessment and identify issues that would need to be considered at each stage. (8 marks)
4. Outline and explain the general principles of prevention that can be used to reduce the risk of injury from hazards in the workplace? (15 marks)
5. Explain welfare and work environment requirements that should be provided in a workplace (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 END OF ACADEMIC YEAR DEFERED EXAMINAIONS

EED 9042: CLIMATE CHANGE EDUCATION

TIME: THREE (3) HOURS

MARK: 100

INSTRUCTIONS: There are Five (5) questions in this examination, answer three (3) questions. **Question 1 is compulsory.**

1. Discuss Climate Change adaptation strategies one would use to cope with the effects of floods on access to quality education in rural areas of Nalolo district in Western Province (Barotseland). **(20 marks)**
2. Compare and contrast the theory of Anthropogenic Global Warming to any of the six other theories on climate change. **(15 marks)**
3. In reference to disaster management in Zambia, Evaluate the performance of DMMU in responding to disasters at national level.. **(15 marks)**
4. Discuss the main causes of Climate Change in urban as well as rural areas of Zambia. **(15 marks)**
5. Explain the role of women and youths in mitigating and adapting to the effects of climate change in Zambia. **(15 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR EXAMINATIONS
EED 9052: ENVIRONMENTAL JOURNALISM

TIME: THREE (3) HOURS

Instructions: Answer **question one** and any other **two** questions. Answer **three** questions in total.

Use of a clear readable handwriting is advised

Demonstrate understanding of the questions and not mere reproduction of lecture/module notes

Credit will be used for the use of relevant examples and illustrations

-
1. Read the excerpts from the News Diggers of 18th October 2022 and answer the questions below:
 - a) Suggest a suitable title for each news story
 - b) Under what type of lead does each story fall?
 - c) Discuss the determinants of news contained in each news story (20 Marks)
 2. Discuss the following theories and their role in the mass communication process:
 - a) Agenda Setting Theory
 - b) The Knowledge-Gap Hypothesis and
 - c) The Uses and Gratifications Theory (15 Marks)
 3. What ethical considerations must an environmental journalist adhere to in the discharge of their duties? (15 Marks)
 4. Discuss the similarities and differences between broadcast and print media. (15 Marks)
 5. What language basics must be considered when writing environmental news stories? (15 Marks)

END OF EXAMINATION.

Story 1

By Angela Muchinshi,

- 18th October 2022

- Ministry of Green Economy and Environment Collins Nzovu gives a speech during the launch of the Zambia Parliamentary Caucus on Environment and Climate Change (ZPCECC) Strategic Plan on Monday, October 17, 2022 –
Picture by Milimo Namangala

MINISTER of Green Economy and Environment Collins Nzovu says Zambia faces many environmental challenges that are derailing progress in its quest of becoming a prosperous middle-income nation by 2030.

And Deputy Speaker of the National Assembly Moses Moyo says the National Assembly has long recognised environmental damage and climate change as threats to humanity which require immediate action.

Speaking during the launch of the Zambia Parliamentary Caucus on Environment and Climate Change, Nzovu said environmental challenges had contributed to increased frequency and intensity of adverse climate impacts such as floods and droughts, increased poverty among others.

“Zambia faces many environmental challenges that are derailing progress towards the attainment of our aspiration of becoming a prosperous middle-income nation by the year 2030. Some of the challenges include increased deforestation and forest degradation, land degradation, unsustainable consumption and production, and pollution which have contributed to increased frequency and intensity of adverse climate impacts such as floods and droughts, biodiversity loss and increased poverty for our people. To address these challenges, government is greening and climate-proofing all development processes. We have mainstreamed green growth and climate change in the recently approved Eighth National Development Plan and have dedicated a pillar on environmental sustainability which has broad policy measures on the transition to a climate-resilient and inclusive green economy,” said Nzovu.

“We have also commenced revision of the national policy on climate change of 2016 and the national policy on the environment of 2007, among others, to incorporate emerging issues and strengthen the aspects on green growth. Additionally, the formulation of legislation on climate change which incorporates green growth aspects, is advanced. To meet our international obligations on climate change, in 2021, we revised and submitted to the United Nations framework convention on climate change (UNFCCC), a more ambitious nationally determined contribution (NDC) to the Paris agreement by enhancing both mitigation and adaptation actions. We enhanced our mitigation actions by adding three (3) sectors namely, liquid waste, coal and transport besides sustainable forest management, sustainable agriculture, and renewable energy and energy efficiency, outlined in our first nationally determined contribution. On the other hand, the adaptation component has been elaborated by developing indicators that will enable us to track progress on building resilience in both human and physical ecosystems and in adaptation actions.”

He said government was also formulating a national adaptation plan which would identify major medium-and-long-term climate risks and vulnerabilities and mainstream them into the national development planning and budgeting process.

And speaking at the same event, Moyo said the National Assembly of Zambia had long recognised environmental damage and climate change as threats to humanity.

“The National Assembly of Zambia has long recognised the environmental damage and climate change as threats to humanity and that it requires immediate actions to minimise worst impact on our people. We have also recognised that action is required for all actors at all levels, including parliament. For this reason, the National Assembly of Zambia has over the years undertaken a number of measures to combat environmental and climate change issues beyond its constitutional mandate of legislation and oversight in Parliament. Among the measures includes the establishment of Zambia Parliamentary caucus on environment and climate change strategy formerly called the Zambia parliamentary conservation caucus and the establishment of the caucus demonstrates our resolves to address the effects of climate change and the environmental damage at constituency level where people who are mostly affected by this are found,” said Moyo.

“As National Assembly of Zambia, we believe each country should do its part and as such, actions by our Parliament count a great deal. No matter how insignificant they may seem, especially dealing with shared ecosystem like CAZA region that is shared amongst countries.”

Meanwhile, Voices for Climate Action (VCA) Country Manager William Chilufya said members of parliament are better placed to influence and remind communities to see beyond the usual problems but also develop the interest in coming up with climate change related projects for funding.

“The climate crisis hugely effects nature and has a devastating impact on human life – and rights. We are at a critical juncture in our fight against raising temperatures and in transforming our societies in a sustainable, just and inclusive manner. The tipping point is now. There are huge opportunities to effect change. We need to renegotiate unequal rights and reimagine and recover the balance between people and nature. We believe this is only possible through civil society collaborating with strategic institutions such as the National Assembly through a strategic caucus in order to demonstrate leadership and ownership for climate action,” said Chilufya.

“Together with members, we can innovate and co-create local climate solutions. These local solutions require funding. MPs who make up the leadership of the Constituency Development Fund (CDF) are better placed to influence and remind communities to see beyond the usual problems of desks, fertilisers, medicines but also develop the interest in coming up with climate change related projects for funding.”

Story 2

By Philip Chisalu,

• 24th October 2022

THE Auditor General's Report on the accounts for the financial year ended 31st December 2021 has revealed that five safari operators in the Kafue National Park operated for over five years without a concession agreement.

The report indicated that this was due to the failure to renew concession agreements by the Department of National Parks and Wildlife, which is under the Ministry of Tourism.

"The Department of National Parks and Wildlife under the Ministry of Tourism and Arts has one revenue stream which is hunting and park fees. This revenue stream consists of four subcomponents namely; concession fees, animal fees, park entry and other fees. The department is spread across the country and its major revenue regional management units are South Luangwa area management unit (Mfuwe), Chongwe region (Lower Zambezi), Southern region (Mosi Oa-Tunya) and Central (Kafue National Park). The department also manages safari hunting/photographic tourism concessions in various game management areas (GMA) and has a total of 48 revenue points across the country," the report read.

"The following were observed: failure to renew concession agreement – a review of records revealed that five operators in the Kafue national park namely; Lubungu safaris, Mawimbi safaris, Kafwala safaris, Mukambi plains bush camp and Mukambi fig tree bush camp whose tourism concession agreements expired for periods of over five years were still pending approval though they continued to operate as at 31st July 2022."

The report also noted that there were weaknesses in the monitoring and management of hotel managers and tourism concessions.

"Weaknesses in the monitoring and management of hotel managers and tourism concession – a review of financial and other records revealed that there were weaknesses in the monitoring and management of hotel managers, tourism concession fees and casino fees. In particular, the following were observed: failure to collect revenue in paragraph five of the report of the auditor general on accounts of the republic for the financial year ended 31st December 2020, mention was made on the failure by the ministry to collect revenue in amounts totalling K219,118 and US\$485,581 in respect of tourism and hunting concession fees, tourism development credit facility (TDCF) and hotel manager registration fees," the report read.

"A review of records relating to uncollected revenue in July 2022 revealed that the outstanding amounts had increased to K11,520,990 and US\$323,364. Further, included in the outstanding amount of K9,111,901 in respect of tourism development credit facility (TDCF) were amounts totalling K4,337,275 owed by 33 beneficiaries who had never made any payments towards servicing the loans. In addition, 14 title deeds which were submitted as collateral for loans in amounts totalling K2,229,782 were missing. As at 31st August 2022, the missing title deeds had not been presented for audit.

Story 3

By Philip Chisalu,

- 17th October 2022

NORTH-WESTERN Province permanent secretary Gladson Katambi has confirmed that his office is in receipt of complaints of water and air pollution from some Solwezi residents allegedly caused by FQM's Kansanshi mine.

But FQM, through its public relations consultant Langmead and Baker, says it has not received any such complaints.

In an interview, Katambi said his office was planning on writing to the company to verify the development, noting that some individuals may come up with such complaints in a bid to obtain compensation.

"Yes indeed there is, but it is something that we have to verify with the company affected and as I speak to you I have got actually some documentation that were given to me yesterday. I am sure they could be the same people who could have rang you. So, that is where we are and we are yet to write to the mine to verify the story. At the glance of it all, looking at the papers that are made available to this office, there appears to be an indication that actually such a thing happened or it is happening there," said Katambi.

"But then we have to verify, we are trying to write [to] them so that they can confirm. As you know, you guys these days you are very sophisticated, you can easily forge a document and then turn around to us and start asking for compensation. The document is there, I just don't know where it is but it is supposed to be laying on my table, in fact, I have got it here. It is here according to what is laying on the table, yes it's them [but] then we don't know whether the same thing is still happening or not. This is something that we have to verify with them."

And when asked if the company was in receipt of the complaints, in a press query, FQM through its public relations consultant Langmead and Baker responded in the negative.

"Hi Philip, Kansanshi Mining Plc has a grievance (sic) mechanism and confirms it has not received any complaints of pollution," the firm said.

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

EEM 1020: INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION

TIME : THREE HOURS

MARKS 50

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER TWO

QUESTIONS.

1. Write short explanatory notes on the following ecological principles:
 - a. Carrying capacity of an ecosystem
 - b. Population distribution patterns in an ecosystem. .
 - c. Organisms found in an ecosystem.
 - d. Causes of succession. **(20 marks)**
 - 2 Using examples, discuss six characteristics of marine environment. **(15 marks)**
 - 3 Explain with examples why it is important for Environmental Educators to study Ecology. **(15 marks)**
 - 4 Discuss conservation techniques that should be applied in order to prevent extinction of plant and animal species. **(15 marks)**
 - 5 Discuss any five common interactions species in the ecosystem are involved in. **(15 marks)**
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 ACADEMIC MIDYEAR FINAL EXAMINATIONS

EEM 9021: WILDLIFE MANAGEMENT, TOURISM AND EDUCATION

TIME: Three Hours

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

1. Write short notes on the following concepts as used in this course.
 - a) Virtual tourism
 - b) Core elements of eco-tourism
 - c) Types of hunting
 - d) History of tourism

[20]
2. Human Wildlife Conflicts have apparently increased in Zambia. Discuss

[15]
3. With appropriate examples, explain how safety issues are important in wildlife management.

[15]
4. Explain the **merits** and **demerits** of tourism on the environment.

[15]
5. Wildlife management in Zambia is governed by a number of legislations. **Expound**

[15]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EPS 1010 – DEVELOPMENTAL OUTCOMES

2021/22 ACADEMIC YEAR FINAL EXAMINATIONS – 25TH NOVEMBER, 2022

INSTRUCTIONS

- THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE WORK.
- ANSWER ALL QUESTIONS IN THIS PAPER.
- ALL ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.

SECTION A: CIRCLE THE RESPONSE OF YOUR CHOICE (5 MARKS, 1 MARK FOR EACH)

1. Within the first ____ years, children will recognize familiar faces, respond to their own names, recognize themselves in a mirror, and feel embarrassment.
 - a. 6
 - b. 7
 - c. 2
 - d. 5
2. _____ development refers to the development of the five senses: sight, sound, taste, touch, and smell
 - a. Perpetual
 - b. Sensual
 - c. Cognitive
 - d. Emotional
3. Ben's behavior has significant differences from his peers. When given instructions to complete a class assignment, he will often become distracted before he even begins the task, and he has to be reminded often. Which disorder could Ben be suffering from?
 - a. Autism
 - b. Cerebral palsy
 - c. Aspergers
 - d. Inattention
4. _____ is a large the book that makes it possible for psychologists and psychiatrists to figure out what is wrong with patients.
 - a. Bible
 - b. Fact sheet
 - c. DSM
 - d. Prescription
5. Identifying the nature and cause of an illness is called _____
 - a. Treatment
 - b. Diagnosis
 - c. Classification
 - d. Assessment

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

6. Parent and child have influence over each other in a child effects model. **TRUE OR FALSE**
7. Much of what is studied in child development relates to what is considered normal development. **TRUE OR FALSE**
8. More people are postponing marriage because they are waiting for their children to complete their educational or career pursuits first. **TRUE OR FALSE**
9. Repeated stimuli receive progressively more processing from the brain. **TRUE OR FALSE**
10. John Rosenberg suspected that psychiatric hospitals often gave patients the wrong diagnoses. **TRUE OR FALSE**

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

11. When abnormal development occurs, it falls into one of the two categories: cognitive and physical. What are the examples of each of these categories?
12. Describe at least two characteristics of defining emotional and behavioural disorders according to Eli M. Bower.
13. How do children with Autism cope with overwhelming sensory stimulation?
14. What was the main focus of family research and how has it changed over the years?
15. What are the benefits of proteins, calcium and iron for both the baby and the expecting mother?

SECTION D: WRITE SHORT ESSAYS ON EACH OF THE FOLLOWING (30 MARKS, 6 EACH)

16. Discuss how you as a teacher for learners with disabilities can help learners with Autism cope with their inability to interact with others, communicate, learn, and behave?
17. Discuss appropriate parenting practices for working mothers and fathers.
18. With appropriate examples, discuss how the general environmental dimensions (economics, technological, political and legal factors) affect Zambian early grade learners in public schools.
19. Discuss the interrelatedness of biological, cognitive, and socioemotional factors on the development of children. Use relevant examples in your discussion.
20. Discuss the advantages and disadvantages of video games on preschool children in Zambia. Use relevant examples in your discussion.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 Academic Year: Final examinations

EPS: 1030 Introduction to Special Education

Time: Three (3) Hours

Marks: 50

Instructions:

- i) There are three sections in this examination question paper.
- ii) Answer all questions in sections A and B.
- iii) In section C, answer only two (2) questions of your own choice.
- iv) Write all answers in the examination booklet provided.
- v) Credit will be given for logical and orderly presentation of responses where necessary.

Section A: Multiple Choice Questions (20 marks).

Each question carries two (2) marks. Answer all questions in this section. Write down the letter representing the correct response in the answer booklet provided.

1. The term in special education which is described as “the inability to perform mental or physical functions in the way human beings can normally perform them due to disadvantages imposed on an individual’s function by other humans,” is known as...
 - A. special needs
 - B. impairment
 - C. disability
 - D. handicap

2. The phase in the care and treatment of children with disabilities which was characterized by creation of laws, acts and policies, declaration of human rights, acceptance of children with disabilities was in the Era of...
 - A. Public schools
 - B. Institutionalization

- C. Accelerated growth
 - D. Early history before 1800
3. Which early Christian religion mission provided early formal education to persons with disability in North Eastern Rhodesia (Eastern province part of now Zambia)?
- A. Roman Catholics (RC)
 - B. Dutch Reformed Church (DRC)
 - C. Parish Evangelical Mission Society (PEMS)
 - D. Christians Missions in Many Lands (CMML)
4. Schizophrenia is one example of.....
- A. Communication disorders
 - B. Behaviour and Emotion disorders
 - C. Giftedness and Talented development
 - D. Autistic Spectrum Disorders
5. Which of the following is a set of health impairments?
- A. Scoliosis, Sickle cell anemia, Asthma
 - B. HIV and Aids, Sickle cell anemia, Club foot
 - C. Asthma, HIV and Aids, Sickle cell anemia
 - D. Scoliosis Club foot, HIV and Aids
6. A curvature of the spine that occurs in children during puberty which may limit the mobility of the trunk is known as...
- A. Scoliosis
 - B. Osteogenesis imperfecta
 - C. Storch infections
 - D. Spinal cord injuries

7. There are four (4) steps in identification of a learning need (or disability) in young children used in early childhood. Which of the following represents the correct order of the steps followed? These are
- A. screening, observation, assessment, evaluation
 - B. observation, screening, assessment, evaluation
 - C. evaluation, assessment, observation, screening
 - D. screening, observation, evaluation, assessment
8. In special education 'Curriculum adaptation', refers to.....
- A. Flexibility in the designing and implementation of curriculum.
 - B. Changes in the classroom teaching and learning process.
 - C. Breaking down of complex body of knowledge into small teachable units to enhance learning
 - D. Modifications in the classroom facilities and learning environments.
9. Which statement below best describes a school going child who is pre-lingually deaf?
- A. A school going child who is totally deaf and cannot speak nor understand a language.
 - B. A school going child who lost hearing or become deaf after learning how to speak and understand the language.
 - C. School going child born deaf or lost hearing before learning to speak and understand a language.
 - D. Child whose inability to speak and understand a language is as a result of the damage to the inner parts of the ear.
10. Mention the Part of an eye that carries electric signal to the brain
- A. Vitreous nerve
 - B. Retina vessel
 - C. Optic nerve

D. auditory nerve

Section B: Write short responses for each question (10marks)

Answer all the questions in this section. Write your responses in the answer booklet provided. Marks allocated to each question are indicated at the end of each question.

11. Provide two examples of learning disabilities.

(i) (1 mark).

(ii) (1 mark).

12. "A child is believed to have congenital visual impairment." What do you understand by the term congenital visually impairment? (1mark).

13. State one reason why assessment is important in the early childhood learning among children with special needs?.....(1 Mark).

12. The three (3) small bones found in the middle ear are collectively called the ossicles. State each one of them (3 marks).

(i)

(ii)

(iii)

13. Mention the phase in the care and treatment of children with disabilities which was characterized by superstition, exploitation or abuse, marginalization and infanticide of persons with disabilities(1 mark).

14. The world conference held in Salamanca, Spain in 1994 on special education Resolved that as much as possible children with special education receive their education through..... (1 Mark).

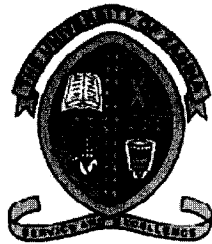
18. Inclusive education labels the education system as having a problem and not necessarily a child with disability. Write *True or False*.

Section C: Essay questions (20marks)

There are six (6) questions in this section. Answer only two (2) questions of your own choice. All answers should be written in the booklet provided.

19. There are various categories of children with special education needs. What do you think are possible benefits of categorization or labeling of children with disabilities and highlight disadvantages of categorizing or labelling such children?
20. With practical examples, describe Curriculum Differentiation as applied to Special Needs Education practice.”
21. Outline the origins and development of Special Needs Education in Zambia?
22. What is inclusive education? Discuss the advantages and disadvantages of educating children with disabilities through inclusive education arrangement.
23. Imagine that you have been given to teach a class (grade 7) of visually impaired learners.
 - i) Discuss challenges you are likely to face in your effort to teach the learners with visually impairment in the school.
 - ii) What measures you would put in place to enable visually impaired learners assigned to your class effectively learn and realize their academic potential?
24. Mental disability (or Intellectual Disability) is manifested at different levels in children. Discuss with examples, major causes of mental disabilities and provide ways which such a problem can be reduced.

End of Examination



THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS, NOVEMBER 2022

EPS 2010: SCHOOL AND CLASSROOM DYNAMICS

TIME: 3 HOURS

MARKS: 50

Computer Number: _____

INSTRUCTIONS:

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

1. Classroom dynamics have the potential to impact student behavioural, socioemotional, and academic outcomes (Wang et al., 2020).
 - i. What is the teacher's role in facilitating classroom dynamics? (8 marks)
 - ii. Discuss the statement by Wang et al. (2020) above. (12 marks)
2. Explain how each of the following formal aspects of the school affect school and classroom dynamics. (5 marks each)
 - i. Classroom organisation
 - ii. Nature of school leadership and management styles
 - iii. Teacher classroom leadership and teaching styles
 - iv. Teacher and pupil attitudes
3. Critically analyze how each of the five (5) teacher's personality traits you learnt in this course can affect academic achievement of pupils (20 marks).

4. Write brief notes of not more than five (5) lines, on any eight (8) of the following concepts. (2.5 marks each)
- i. Difference between a category and a crowd
 - ii. Social group
 - iii. Primary group
 - iv. Secondary group
 - v. In-group
 - vi. Out-group
 - vii. Reference group
 - viii. Social network
 - ix. Group dynamics
 - x. Dyad
 - xi. Triad
 - xii. Clique
5. A sociometric test can be very helpful to a teacher in the investigation of group dynamics in a classroom.
- i. With examples, discuss any five (5) factors to consider when developing a sociometric test. (5 marks).
 - ii. Plot a hypothetical sociogram showing and describing at least five (5) character types. (10 marks)
 - iii. Discuss the limitations of a sociogram (5 marks)
6. It is important to equip trainee teachers with the knowledge and skills to enable them to effectively understand the sociological factors influencing pupil indiscipline in relation to the causes of indiscipline, its effects and possible interventions. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
EPS 2021: PERSONALITY AND SOCIAL DEVELOPMENT FINAL EXAM,
JUNE 2021/22 ACADEMIC YEAR.

TIME: THREE (3) HOURS

SECTION A (40 MARKS)

INSTRUCTIONS: Answer all the questions in this examination by putting the letter carrying the correct answer in the given answer booklet. Answer **ALL** the questions and all questions carry equal two (2) marks.

1. What is the main concept of Piaget's second phase of moral development?
a) Morality is following the rules b) Morality is a social agreement c) It is a person's internalization of social rules d) Based on egocentric concerns
2. How many phases are in Piaget's moral development? a) 1 Phase b) 2 Phases c) 3 Levels d) 6 Stages
3. What is the name of Piaget's first phase of moral development? a) Moral Realism b) Morality of Cooperation c) Conventional Morality d) Pre-conventional Morality
4. Why did Carol Gilligan criticize Kohlberg's Theory? a) Biased against women b) Morality was measured based on justice, not based on self c) Disorganization d) All of the above
5. After Hillary Clinton's dad lost her job and the family moved to a smaller house, Hillary stopped inviting friends over to play Xbox and watch her favorite movie, "Frozen" because she was embarrassed by her new house. Does Hillary reveal high self - esteem or low self-esteem?
a) High self-esteem b) Low self-esteem
6. "I am very confident that I will perform well at tonight's talent show. I have been working hard on my routine and I am very excited to show my classmates my radical talent." Is this quote an example of high self-esteem or low self-esteem? a) High self-esteem b) Low self-esteem
7. Habitual drinkers may say they drink with friends "just to be social" is an example of ____.
a) denial b) identification c) rationalization d) reaction formation
8. When you use this defense mechanism, you might not admit to yourself that you are failing a class even though your last three tests were "F's". a) Projection b) Denial c) Displacement d) Rationalization
9. Mulenga Chishala kicks her dog because she is angry at her EPS 2021 Lecturer. What defense mechanism is she exhibiting? a) Projection b) Repression c) Displacement d) Rationalization
10. Innocent Kapenda really hates his girlfriend's ex-boyfriend, but when he sees him at the basketball court he pretends they are brothers. According to Freud, what defense mechanism is this? a) Reaction formation b) Displacement c) Projection d) Rationalization
11. Bernadette Phiri knew that she could steal the supplies from work and no one would know about it. However, she knew that stealing was wrong, so she decided not to take anything even though she would probably never get caught. What is this an example of? a) Superego b) Ego c) Dishonesty a) Id

12. _____ refers to the unconscious fear of penile loss in men, which originates during the phallic stage of sexual development and lasts a lifetime. a) Castration anxiety b) Electra complex c) Oedipus complex

13. To defend itself against unacceptable impulses, the ego develops specific psychic means known as ____ a) anxiety b) defense mechanisms c) drive d) erogenous zones

14. What is the he "feminine Oedipus attitude" which was posited by Freud as a theoretical counterpart to the Oedipus complex a) Penis envy b) Electra complex c) Oedipus complex

15. Which of the following are projective tests of personality ? a) Thematic Apperception Test b) Rorschach Inkblot test c) Personal Problem-solving System c). both a and b d) None of the above

16. Grace Phiri 's husband dies, and she continues to set a place for him at the dinner table. This is an example of ____ a) repression b) denial c) problem-focused coping

For questions 17- 19.

Prosper Mwale and Mulenga Chishala have been dating for two years. Mulenga breaks up with Prosper because he cheated on her with Bernadette. Mulenga tells her friend Harrison Nyirenda about Prosper, but she tells him without showing any emotion. Prosper continues to call Mulenga and treat her as he did when they were going out. Alice Phiri, who did not know about Mulenga, tells Prosper that she is glad that he feels guilty for hurting Mulenga. She also tells him that it will take a long time to get over the guilt.

17. Mulenga is using _____ as a defense mechanism. a) repression b) denial c) isolation d) regression

18. Prosper is using _____ as a defense mechanism. a) repression b) denial c) projection d. isolation

19. Alice is using _____ as a defense mechanism. a) repression b) denial c) projection d) isolation

20. Pick the correct order of the stages in development. a) anal, oral, phallic, latency, genital

b) oral, anal, phallic, latency, genital d) repression, denial, projection, isolation, regression c) latency, oral, denial, anal, genital, phallic

SECTION B (60 MARKS)

INSTRUCTIONS: There are **THREE (3)** questions in this Section B. Each question carries **30 marks**. Choose any **TWO** and write your answers in the provided exam booklet.

21. Describe the following aspects of personality and social development:

a) moral dilemma? (5 marks)

b) moral reasoning? (4 marks)

c) gender (3 marks)

d) sex (3 marks)

c) Account for one theory of moral development for **EITHER** Jean Piaget **OR**

Lawrence Kohlberg (15 marks)

22. Highlight and briefly explain on Erik Erikson's eight- staged theory of psychosocial development (30 marks).

23. What is adolescence? Discuss the problems faced by adolescents in Zambia. What do you think are the solutions to the problems you have discussed above? (30 marks).

THE END OF THE EXAMINATION

Good luck!

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

**2021/2022 ACADEMIC YEAR: FINAL EXAMINATION BACHELOR OF EDUCATION
IN SPECIAL EDUCATION.**

EPS 2022: SPECIAL EDUCATIONAL NEEDS AND LEARNING DISABILITIES

DURATION: THREE (3) HOURS.

INSTRUCTIONS:

- 1. The examination contributes 50% to the course grade**
- 2. There are six (6) questions in this paper**
- 3. Answer three questions**
- 4. Question one is compulsory**
- 5. Answer any other two**
- 6. Write all your response in the answer booklet**

1. When the field of special education began, the few services that were available were primarily in segregated settings sometimes in a special school within a district but more often in residential schools that were in farfetched areas. These schools were terrible as the environments were not conducive as mostly were geographically isolated in rural parts.

With clear examples, write short notes on the following:

- a. The concept of normalization (**5 marks**)
- b. The principles of special education (**5 marks**)
- c. Early reforms in special education (**5marks**)
- d. Commonly used terminologies in special education (**5 marks**)
- e. Areas of the curriculum that requires attention in special education (**5 marks**)

2. Discuss the current trends in special education and their educational implications **(12.5 marks)**.
3. Discuss the moral, political and economic arguments for providing special education in Zambia **(12.5 marks)**.
4. Differentiate inclusive education and inclusive schooling, what are the challenges and benefits associated with this kind of education **(12.5marks)**.
5. Describe challenges in the care and treatment of persons with disabilities during the various phases of special education. **(12.5 marks)**.
6. Discuss the labels and classification of disability in special education. **(12.5 marks)**.

END OF EXAMINATION

ALL THE BEST.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EPS 2032 - CHILD NEUROPSYCHOLOGY

2021/22 ACADEMIC YEAR FINAL EXAMINATIONS – 8TH NOVEMBER, 2022

INSTRUCTIONS

- THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE.
- ANSWER ALL QUESTIONS IN SECTIONS A, B, C AND **ONLY TWO QUESTIONS IN SECTION D.**

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

1. Impairments in social communication, behaviour and speech/language is characteristic of _____
 - a. ADHD
 - b. Aphasia
 - c. Autism
 - d. Dyslexia
2. Dysfunctional brain areas affected in ADHD are the following **except** _____
 - a. Prefrontal cortex
 - b. Hippocampus
 - c. Cingulate cortex
 - d. Cerebellum
3. Redcay and Courchesne found that children with ASD, aged 2-3 years, had reduced connectivity to parts of the _____ cortex during sleep compared to a matched control group.
 - a. Frontal
 - b. Occipital
 - c. Parietal
 - d. Temporal
4. In their study of rats, Rosenzweig and Bennett (1972) found that the _____ cortex of the enriched rats was significantly heavier and thicker than those of deprived rats.
 - a. Visual
 - b. Temporal
 - c. Dorsolateral
 - d. Cerebral

5. The functions of the skull include the following **except** _____
- Protection for the brain
 - Cerebral fluid production
 - Support for muscles
 - Communication

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

6. The cortex increases in weight in response more to biological influences. **TRUE OR FALSE**
7. The ancient great Egyptian physician named Imhotep wrote an ancient paper-like document (a "papyrus") called the Edwin Smith Surgical Papyrus. **TRUE OR FALSE**
8. Too much of dopamine leads to schizophrenia and too little of it leads to tremors and decreased mobility in ADHD. **TRUE OR FALSE**
9. An aptitude test provides an overview of a child's functioning, drawing on the child's history, the clinician's observations, and test scores in various cognitive domains, including language, memory, visual-spatial skills and so on. **TRUE OR FALSE**
10. The three subcomponents of executive functions include sustained attention, working memory and self-control. **TRUE OR FALSE**

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

11. How does a reflex action occur and what are two advantages of reflex actions?
12. What are the functions of a neuropsychological assessment?
13. What is brain plasticity?
14. Describe the three brain areas and their functions involved in the reward pathway.
15. What are the dos and don'ts of administering the Rey Complex Figure Test?

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

16. Briefly explain the prevalence and clinical characteristics of Autism in Zambia according to the study conducted by Nkole (2017).
17. What are the five disadvantages of using Western-developed test norms when interpreting the Rey Complex figure test performance of Zambian children?
18. Describe the process of how information in the neurons is processed within and between neurons.
19. Describe at least five factors that affect neuropsychological test performance.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

2021/2022 ACADEMIC YEAR: FINAL EXAMINATION

BACHELOR OF EDUCATION IN SPECIAL EDUCATION

EPS 2042: COMMUNICATION DISORDERS

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- 1. The examination contributes 50% to the Course Grade**
- 2. There are three sections in this paper, A, B and C**
- 3. Answer all the questions**
- 4. Write all your responses in the answer booklet provided**

SECTION A

ANSWER ALL THE QUESTIONS (10 MARKS)

1. An exchange of ideas of ideas, information, thoughts and feelings between a sender and a receiver is called.....
 - a. Interactions
 - b. Sharing
 - c. Communication
 - d. Evaluation
2. is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule governed combination of symbols.
 - a. Communication
 - b. Evaluation
 - c. Language
 - d. Learning
3. Articulators are different parts of the

9. Semantics disorder include difficulties in vocabulary, retrieving a word when it is needed, or multiple meanings and language.
- a. Figurative
 - b. Cumulative
 - c. Interactive
 - d. Interaction
10. To maintain speed and fluency, the sequences of movements are programmed together as single movement.....
- a. Instrument
 - b. Instruction
 - c. Unit
 - d. Fraction

SECTION B

ANSWER ALL THE QUESTIONS (20 MARKS)

11. An articulation disorder is the production and of speech sounds. **(2 marks)**
12. disorders are impairment that involve the processing of linguistic information. **(2 marks)**.
13. Is an abnormal mixing of oral and nasal resonance this is often due to nasal cavity failure to close completely? **(2 marks)**.
14. The condition in which the voice is too weak to carry normal burdens of conversation is called..... **(2marks)**
15. Hysterical Aphonia is often seen in patients who lose their voice due to stress. **(2 marks)**.
16. is essential feature of speech. **(2 marks)**
17. Provides an opportunity for the child to model language use by describing events, objects and so forth. **(2 marks)**.
18. Mention one deterrent to language acquisition. **(2 marks)**
19. Family history is one of the factors for delays in language development. **(2marks)**
20. Facial muscles are important in controlling cheeks and size of **(2 marks)**.

SECTION C

ANSWER ALL THE QUESTIONS (20 MARKS)

21. Write short notes on the following

- a. Language acquisition support system (2 marks)**
- b. Scaffolding (2marks)**
- c. Infant directed speech (2 marks)**
- d. Stuttering (2marks)**
- e. Breathy_voice (2_marks)**

22. Explain how parents should be involved in the assessment and therapy of communication disorders for their children. (10 marks)

End of examination

All the best.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2022 MID-YEAR EXAMINATION

EPS 3011/3031/3041: INTRODUCTION TO EDUCATIONAL RESEARCH

DURATION: THREE (3) HOURS

DATE: 21/06/2022

INSTRUCTIONS:

1. **There are Three (3) Sections in this Examination Paper, Sections A, B, and C.**
2. **Section A has 20 Multiple Choice Questions accounting for 20 Marks. Answer ALL Questions in the ANSWER GRID provided.**
3. **Section B has Six (6) Short Answer Questions and contributes 10 Marks. Answer ALL questions in the Spaces provided on the Question Paper.**
4. **Section C has four (4) Essay Questions. Question 1 is Compulsory; Choose ANY other Question and Write Your Answers in the ANSWER BOOKLET provided.**
5. **DO NOT OPEN THE EXAMINATION PAPER BEFORE YOU ARE TOLD!**

ANSWER GRID

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

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

1. Which of the following describes a way to examine issues or questions by combining features of inductive and deductive reasoning with other characteristics to produce an approach to understanding that is as reliable as possible?
 - a. Quantitative research
 - b. Qualitative research
 - c. Scientific and disciplined inquiry
 - d. Data analysis
2. Experimental designs can be differentiated most clearly from descriptive, correlational, or causal-comparative designs on which of the following characteristics?
 - a. Collecting numerical data
 - b. A clear intent to establish causal relationships
 - c. The use of structured designs
 - d. Analyze the data statistically
3. Which of the following is the least appropriate research problem?
 - a. Does studying Latin improve the standardized vocabulary test scores of seventh-grade students?
 - b. Does drilling fifth-grade students with multiplication facts improve their standardized math test scores?
 - c. What is the relationship between student's math attitudes and math achievement?
 - d. Should students have access to controversial novels in school?
4. Which of the following describes a fundamental difference between a quantitative and qualitative research plan?
 - a. The hypothesis is stated in the beginning of a quantitative plan and is rarely stated in a qualitative plan.
 - b. The data collection is usually based on instruments and tests in a quantitative plan and observations and interviews in a qualitative plan.
 - c. The research design is highly structured in a quantitative plan and quite flexible in a qualitative plan

- d. All of the above.
5. Which of the following ethical principles is being demonstrated when a researcher upholds professional standards, accepts responsibility for their behavior, and adapts his/her methods for the needs of different populations?
- Competence
 - Integrity
 - Respect for people's rights and identity
 - Concern for others' welfare
6. Which of the following characteristics clearly differentiates random and nonrandom sampling?
- Sample sizes are typically the same.
 - Probability sampling starts with a population and selects a sample from it, while purposive sampling starts with a sample and defines the population relative to the characteristics of the sample.
 - Probability sampling makes it very difficult to generalize from the sample to the population, while nonprobability sampling makes it very easy to do so.
 - More than one technique can be used to select a sample with either approach.
7. Using a sample of 30 participants, a researcher finds a correlation of .30 between two variables. The relationship is not statistically significant. If the researcher were to triple her sample size, which of the following is most likely?
- The correlation would be statistically significant.
 - The correlation would be larger.
 - The correlation would be smaller.
 - Nothing is likely to change.
8. A procedure used to select a sample of n objects from a population in such a way that each member of the population is chosen strictly by chance, each member of the population is equally likely to be chosen, and every possible sample of a given size, n , has the same chance of selection is known as _____
- Non-probability sampling.
 - inferential statistics.
 - descriptive statistics.

- d. simple random sampling
9. Temperature and the calendar year are examples of a measurement scale known as _____
- a. Interval b. nominal c. ratio d. ordinal
10. The strength of the linear relationship between two numerical variables may be measured by the _____
- a. Mean
b. interquartile range.
c. coefficient of variation.
d. correlation coefficient.
11. Calculate the median value of the following eight numbers: 14, 34, 50, 10, 24, 11, 32, 20
- a. 22 b. 20 c. 24. d. 24.4
12. Which of the following measures of central tendency can have more than one value in a single sample?
- a. Mean b. median c. mode d. standard deviation
13. If a frequency polygon showed a distinctive bunching of scores near the bottom of the scale with just a few scores in the middle and upper parts of a scale, we would say that the data were _____
- a. normally distributed. b. positively skewed. c. negatively skewed. d. symmetric.
14. The characteristic that most clearly distinguishes experimental designs from non-experimental designs is that in experimental designs _____
- a. there is manipulation of those things subjects will experience.
b. the researcher becomes a participant in the study.
c. there is random selection of subjects.
d. the researcher collects data.
15. If a researcher is concerned about whether the subjects in the study will act differently because they realize they are subjects, the researcher is showing a concern for what is called the _____
- a. Internal validity b. Hawthorne effect c. Experimenter effect d. Subject attrition
16. Ms. Banda is investigating teachers' attitudes toward year-round schooling. She is particularly interested in comparing the attitudes of teachers from small, medium, and large

schools. Which sampling procedure should be used by Ms. Banda to ensure her objectives are met?

- a. Stratified random sampling
- b. Systematic sampling
- c. Convenience sampling
- d. Simple random sampling

17. When a research design is strong with respect to internal validity, it can be concluded that _____

- a. The research makes a significant contribution
- b. Extraneous variables have been controlled
- c. The results are highly generalizable to other settings
- d. The instruments had appropriate test validity

18. A researcher is conducting a study in her hometown where, in the last two years, there has been an increase in the number of weapons in schools. This research problem is significant because _____

- a. It evaluates school policies.
- b. It tests the theory about violence in schools.
- c. The results will be generalizable to other high schools that have the same problem.
- d. It focuses on a current issue that affects education.

19. Which of the following is NOT a research problem as stated?

- a. This study tests the hypothesis that retention of learning is higher among students who discover generalizations than students who learn by rote memory.
- b. This study investigates faculty morale.
- c. The purpose of this essay is to describe and analyze the effect of new admission standards on grade point averages of the 1972 class of Francis College.
- d. This study investigates the relationship between teacher questioning style and retention of learning.

20. A child psychologist wants to determine whether nursery school attendance has an effect on children's social perceptiveness. The variable of social perceptiveness is _____

- a. A categorical variable
- b. The dependent variable

- c. The manipulated variable
- d. The independent variable

SECTION B (10 MARKS): THERE ARE SIX (6) SHORT ANSWER QUESTIONS IN THIS SECTION. ANSWER ALL QUESTIONS IN THE SPACES PROVIDED ON THE QUESTION PAPER.

21. Every research study should have objectives. Give two functions of objectives in a research study

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

22. Research always has limitations and delimitations. What is the difference between limitations and delimitations?

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

23. In about five lines, briefly explain the significance of literature review in research

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

24. State three challenges you may face as a research in reviewing of literature

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

c.
.....

25. In research methodology, there is need to have a population and a sample for a study. What is the difference between a population and sample?

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.....

26. Briefly explain what purposive sampling is in research and when it is used.

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.....

SECTION C (30 MARKS) THERE ARE FOUR (4) ESSAY QUESTIONS IN THIS SECTION. QUESTION 1 IS COMPULSORY, CHOOSE ANY OTHER QUESTION AND WRITE YOUR ANSWER IN THE ANSWER BOOKLET PROVIDED.

27. Describe the qualities of qualitative research. How does qualitative research differ from quantitative research? **(15 Marks)**

28. Research designs differ according to research approaches. Quantitative and qualitative research approaches have their own research designs. Choose three designs from each approach and explain their meaning and how they are used in the research process **(15 Marks)**

29. Identify a topic of research in your field of study or program and draft a sketchy research proposal with most features but without giving too much detail. **(15 Marks)**

30. Questionnaires and Interviews are common data collection methods in research. Explain what each one is, how it is used and the advantages and disadvantages of using each of the methods in data collection. **(15 Marks)**.

**THE UNIVERSITY OF ZAMBIA,
School of Education,
Department of Educational Psychology, Sociology and Special
Education,**

**FINAL B.ED SPECIAL EDUCATION EXAMINATION 2022
Academic Year.**

EPS 3020: (VISUAL IMPAIRMENTS)

TIME: 3 HOURS.

Total Marks: 40%.

INSTRUCTIONS:

There are six (6) questions in this paper. You are expected to answer only three (3) questions. Question one (1) is compulsory. Therefore, answer questions one (1) and any other two of your choice.

Question One: compulsory, (20 Marks).

(I). Katongo is a 14 year old blind boy in your class. He was born totally blind. However, it is evident that he is very intelligent. In a classroom situation, demonstrate in a lesson plan on how you would teach Katongo on how to use a male condom. **(10 marks)**.

(II). As a special education teacher for learners with visual impairments, transcribe the passage below from ink to braille. Every mistake made will cost you half mark.

Chifumu cried, wepte and bruised himself. The crocodile had just caught his brother as they were fishing.

(10 marks).

Question Two (10 Marks).

One of the expanded core-curriculum areas is self-determination. Discuss this concept in the light of learners with visual impairments. **(10 marks)**.

Question Three: (10 Marks).

For each contraction given below, interpret what it means:

1. X stands for
2. Dots 1 and 6 stands for
3. P stands for
4. Dots 5+q stands for
5. Dots 1,2,3,4,6 stand for

Question Four (10 Marks).

Discuss any two principles of independent living among persons with visual impairments.

Question Five (10 Marks).

You are an expert on special education field. Your school has a number of learners with albinism. You have therefore been invited by the school Continuous Professional Development committee to share more information about learners with albinism.

You prepare a paper on albinism explaining on the causes of albinism and how they can receive education.

Question Six (10 Marks).

Discuss the six psychological characteristics of learners with visual impairments.

The end.

THE UNIVERSITY OF ZAMBIA

EPS 3040: LEARNING AND MOTIVATION FINAL EXAMINATION 2021/22

TIME: THREE (3) HOURS

INSTRUCTIONS: There are six (6) questions in this exam. Answer any four (4) of them and write your answers in the provided exam booklet. Each question carries equal marks of 25.

1. Discuss the tenets/ principles of humanistic theory.
2. Evaluate cooperation and competition in a school setting.
3. a) Distinguish between negative reinforcement and punishment.
b) With examples, describe shaping and chaining in operant conditioning.
4. Describe the Pavlovian conditioning, highlighting how it occurs by use of the key terms of the theory.
5. In relation to learning, discuss the theories of attribution and learned helplessness.
6. a) What are the major problems facing motivation of pupils and students in learning institutions?
b) What needs to be done to reverse the aforementioned problems?

THE END OF THE EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR FINAL EXAMINATION**

EPS 3050 - TEACHING METHODS IN SPECIAL EDUCATION

TIME: THREE HOURS

INSTRUCTIONS

- a. There are two sections in this question paper
- b. Answer all questions in Section A and two questions in Section B
- c. **This exam contributes 40% of final grade**

SECTION A

Write brief notes on ALL the following.

1. The purpose of lesson planning
2. Curriculum Adaptation
3. Demerits of Cluster Seating Arrangement
4. Characteristics of good questions
5. Six levels of questions according to Bloom's Taxonomy

SECTION B

Answer any two questions in this section.

1. Explain the factors to consider when using group work in a special class.
2. Charts and diagrams aid the learning process. With clear examples applicable to specific categories of disabilities, explain the characteristics of a good chart or diagram used for teaching learners with disabilities.
3. Discuss factors that may hinder successful lesson presentation.
4. Your head teacher has requested you to present a seminar paper on "*Challenges of Curriculum Differentiation in Zambia*" for presentation at the next teachers group meeting (TGM) in the school. Prepare talking points for your paper presentation.

THE END

THE UNIVERSITY OF ZAMBIA
EPS 4022: EDUCATIONAL MEASUREMENT AND EVALUATION FINAL
EXAMINATION 2021/22 NOVEMBER
TIME: THREE (3) HOURS

INTRODUCTION: There are **five questions** in this exam. Answer **only four (4)** and write all your answers in the provided exam booklets.

1. Visualise a formal school where pupils are never tested nor examined. Describe the chaotic situation which is likely to happen where there are no formal tests and grades given to pupils in schools. (20 MARKS)
2. There are mainly four types of assessments which are relevant in a school setting. Examine each one of them by mentioning what it is and its relevance/ importance. (20 MARKS)
3. Account for norm- referenced and criteria- referenced testing. (20 MARKS).
4. The following marks were obtained by some pupils at Munali Boys Secondary School in English and Maths.

English: 42,75,24,56,52,56,23,55,46,52,47,62,55,62

Maths: 54,73,22,59,51,45,29,58,49,58,49,67,58,64

Calculate the ranked correlation coefficient for the above data and comment on your answer. (20 marks)

5. The following are test scores of the first year students at the University of Zambia in two courses:

Chemistry: 23, 27, 28, 29, 30, 31, 33, 35, 36, 39

Physics: 16, 22, 23, 24, 25, 26, 28, 29, 30, 32.

Calculate the Product Moment Correlation Coefficient of Chemistry to Physics. Comment on your answer. (20 MARKRS)

THE END OF THE EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS**

COURSE: EPS 4032- INTELLECTUAL DISABILITIES

DURATION: THREE HOURS.

INSTRUCTIONS:

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

1. Although research has demonstrated that play can support social-emotional developmental outcomes and academic outcomes in children with Intellectual Disabilities, for many teachers, the integration of play-based pedagogy in learning contexts remains a challenge, both conceptually and practically. As a fresh graduate from the University of Zambia, you have been requested by the District Education Boards Secretary (DEBS) office to orient Special Education teachers in your district on the importance of play-based pedagogy as an instructional strategy.
 - a) Using your expertise in Special Education, discuss the concept of play-based pedagogy and its practical relevance to children with Intellectual Disabilities. **(10 Marks)**
 - b) Outline examples of at least five indigenous (local) games that a teacher can apply to stimulate developmental outcomes. **(5 Marks)**

2. Assessment is an important component in the provision of education for learners with Intellectual Disabilities. Although assessment has historically focused on the use of standardised tools to measure developmental outcomes, there is a growing recognition on the use of assessment throughout the learning process to not only monitor and communicate student achievement but also promote student learning.
 - a) Discuss the importance of assessment in the education of learners with Intellectual Disabilities. **(5 Marks)**
 - b) Outline atleast three standardised tools that you can use to assess cognitive functioning and adaptive behaviour. **(5 Marks)**
 - c) Explain how a Special Education teacher can use summative and formative assessment to monitor the learning process and promote student learning. **(5 Marks)**

3. Intellectual Disability is a neurodevelopmental disorder which is characterised by deficits in cognitive functioning and limitations in adaptive behaviour.
 - a) With relevant examples, analyse the causes of Intellectual Disabilities. **(10 Marks)**
 - b) Explain how the occurrence of Intellectual Disabilities can be prevented or minimised at different levels (primary, secondary, and tertiary) in child development. **(5 Marks)**

4. Bronfenbrenner's ecological systems theory considers child development as a complex system of relationships affected by multiple nested layers of the surrounding environment, from immediate settings of family and school, to broad cultural values, laws, policies, and customs. Discuss the practical implications of the ecological theory in the education of children with Intellectual Disabilities. **(15 Marks)**
5. Write short notes on any three of the following:
 - I. Adaptive skills **(5 Marks)**
 - II. Labelling in special education **(5 Marks)**
 - III. Emergence period as a phase in the history of Intellectual Disabilities **(5 Marks)**
 - IV. Models of disability **(5 Marks)**
 - V. Information processing model **(5 Marks)**

END OF EXAMINATION!!!!!!

**THE UNIVERSITY OF ZAMBIA,
SCHOOL OF EDUCATION
2022: Final Exam.**

EPS 4332: Working with Parents of Children with Disabilities.

TIME: 3 HOURS.

Instructions:

- This examination contributes **50%** to your course grade.
- Write all your responses in the answer booklet provided.
- There are two sections in this paper. Answer one question from section **(I)** and two questions from section **(II)**.

Section (I). (10 marks).

In this section, there are three questions. Choose only one question from the three questions.

1. Study the table below and answer the questions that follow.

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

- a. Draw the table above and for each stage, indicate the common characteristics in the second column. In the third column, provide the possible advice you would give a parent at a particular stage. **(7 marks)**.
 - b. Briefly discuss the existential conflict as presented by Roos (1968). **(3 marks)**.
2. In the ecological model, one of the most important influences of the macrosystem is legislation. With examples, describe the inadequacies of the Zambian legislation concerning persons with disabilities. **(10 marks)**
3. With examples, discuss the four essential functions of a professional. **(10 marks)**

Section (II) (40 marks).

In this section, there are **four** questions. You are expected to answer only two of the four.

4. According to the ecological model of Bronfenbrenner, the exosystem does not directly affect the person with disabilities. However, it has major influences on the life of the child with disabilities. In relation to the exosystem, explain how this system can affect the welfare of a blind young man living in a rural set-up. **(20 marks)**.

5. Discuss the partnership model and its recommendations to professionals and parents. **(20 marks)**

6. Research has shown that most of the families become unstable when one of their children is diagnosed with a disability. As an expert in working with families, analyze the child and parent factors that need to be understood in order to appreciate the degree and extent of the impact of a disability on that family. **(20 marks)**.

7. Hellen is a beautiful mother of a child with cerebral palsy. Two years ago, she was happily married at a colourful wedding with Mr. Mulenga. However, at their first borne, Mr. Mulenga noticed a disability in the child. Out of frustration at seeing a disability in the child, Mr. Mulenga abandoned Hellen and he lives with another woman. Hellen shares with you this unfortunate turn of events. She does not know what to do and she is asking for advice from you as a special education professional. As a teacher who is trained to understand the effects of having a child with a disability, discuss with Hellen the positive and negative effects of having a child with a disability and give her hope for the future of her child. **(20 marks)**.

The end.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS**

**COURSE: EPS 5310- LEARNING DISABILITIES-NEUROPSYCHOLOGICAL
ASSESSMENT**

DURATION: THREE HOURS.

INSTRUCTIONS:

- THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE GRADE.
 - THERE ARE FIVE QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.
-
1. Children with Specific Learning Difficulties have different learning styles. You have been invited to make a presentation on differentiated instructions and Universal Design for Learning (UDL) at an inclusive education indaba. Prepare a presentation outlining the key characteristics of the two inclusive pedagogies **(20 Marks)**.
 2. Specific Learning Disabilities are characterized by a discrepancy between learning achievement and intellectual functioning. Discuss **(15 Marks)**
 3. Distinguish between formative and summative assessment and explain the relevance in education provision for children with Specific Learning disabilities **(15 Marks)**
 4. Reading difficulties is a generic term that refers to severely impaired abilities in reading. Children with reading difficulties fail to acquire adequate reading skills despite having normal intelligence, adequate socio-economic background, and adequate motivation. Critically analyse the general characteristics of children with reading difficulties **(15 Marks)**
 5. In this course you have been exposed to various assessment tools addressing different developmental abilities. Write short notes on atleast three assessment tools highlighted below outlining the domains the tool assesses.
 - a) NEPSY **(5 Marks)**
 - b) Panga Munthu **(5 Marks)**
 - c) Stanford Binet **(5 Marks)**
 - d) WISC **(5 Marks)**

END OF EXAMINATION!!!!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR - MID-YEAR EXAMINAION

EPS 9001: INTRODUCTION TO EDUCATIONAL RESEARCH IN PRIMARY EDUCATION

DURATION : 3 HOURS

MARKS 40%

INSTRUCTIONS:

1. This examination paper accounts for 40% of the total final grade of the course.
 2. **SECTION A:** Answer **ALL** questions.
 3. **SECTION B:** Answer **ALL** questions.
 4. **SECTION C:** Answer **ONE** question only.
 5. All answers **must** be written in the answer booklet provided.
-

SECTION A: Answer all questions.

1. Which of the following terms best describes data that were originally collected at an earlier time by a different person for a different purpose?
 - a) primary data
 - b) secondary data
 - c) experimental data
 - d) field notes
2. Which of the following should be included in a proposal?
 - a) Your academic status and experience
 - b) The difficulties you encountered with your previous reading on the topic.
 - c) Your choice of research methods and reasons for choosing them
 - d) All of the above
3. Which of the following should you think about when preparing your research?
 - a) Your sample frame and sampling strategy
 - b) The ethical issues that might arise
 - c) Negotiating access to the setting
 - d) All of the above
4. In research, we review literature to know:
 - a) What is already known about the topic?
 - b) What concepts and theories have been applied to the topic?
 - c) Who Key the contributors to the topic
 - d) All of the above
5. The constructionist ontological position suggests that:
 - a) Social phenomena and their meanings are constantly being accomplished by social actors
 - b) Individuals are born into a world of rules and structures that they cannot change
 - c) Building and construction work presents an ideal opportunity to exercise the sociological imagination
 - d) Social facts and objects have an external reality, independently of the people who perceive them.
6. A theory to emerge out of the data theory is one that:
 - a) Allows theory to emerge out of the data

- c) Allows for findings to feed back into the stock of knowledge
 - d) Uses qualitative methods whenever possible
7. All of the following are data-collection methods except which one?
- a) Research questions
 - b) Unstructured interviewing
 - c) Postal survey questionnaires
 - d) Participant observation
8. What does an empiricist believe?
- a) We should not apply natural science methods to social science research.
 - b) It is the sociologist's aim to understand the meaning of social action.
 - c) Knowledge, in the form of 'facts', should be gained through sensory experience.
 - d) Research conducted within the British empire was biased and unreliable.
9. An inductive theory is one that
- a) Involves testing an explicitly defined hypothesis
 - b) Does not allow for findings to feed back into the stock of knowledge
 - c) Uses quantitative methods whenever
 - d) Allows theory to emerge out of the data
10. The qualitative research strategy places a value on:
- a) Using numbers, measurements and statistical techniques
 - b) Generating theories through inductive research about social meanings
 - c) Conducting research that is of a very high quality
 - d) All of the above
11. Which of the following is an example of value-free research?
- a) Conscious partiality
 - b) Sympathy for the underdog
 - c) Unstructured
 - d) None of the above

12. A simple random sample is one in which:

- a) From a random starting point, every n th unit from the sampling frame is selected.
- b) A non-probability strategy is used, making the results difficult to generalize.
- c) The researcher has a certain quota of respondents to fill for various social.
- d) Every unit of the population has an equal chance of being selected.

13. Snowball sampling can help the researcher to achieve all of the following except:

- a) Access deviant or hidden views.
- b) Theorise deductively in a qualitative study.
- c) Overcome the problem of not having an accessible sampling frame.
- d) theory to emerge out the data.

14. What is the epistemological position held by a positivist?

- a) There is no substitute for an in-depth, hermeneutic understanding of society.
- b) Scientific research should be based on value-free, empirical observations.
- c) Events and discourses in the social world prevent us from having direct knowledge of the natural order.
- d) It is important to remain optimistic about our research, even when things go wrong.

15. The interpretivist view of the social sciences is that:

- a) Their subject matter is fundamentally different to that of the natural sciences.
- b) We should aim to achieve the interpretive understanding of social action.
- c) It is important to study the way people make sense of their everyday worlds.
- d) All of the above.

16. What is the purpose of the conclusion in a research report?

- a) It explains how concepts were operationally defined and measured.
- b) It contains a useful review of the relevant literature.
- c) It outlines the methodological procedures that were employed.
- d) It summarizes the key findings in relation to the research questions.

17. Why is it helpful to prepare an interview guide before conducting semi-structured interviews?

- a) So that the data from different interviewees will be comparable and relevant to your research questions.
- b) So that you can calculate the statistical significance of the results.
- c) In order to allow participants complete control over the topics they discuss.
- d) To make the sample more representative

18. A sampling frame is:

- a) a summary of the various stages involved in designing a survey.
- b) an outline view of all the main clusters of units in a sample.
- c) a list of all the units in the population from which a sample will be selected.
- d) a wooden frame used to display tables of random numbers.

19. What is a "probing question"?

- a) One that asks indirectly about people's personal lives.
- b) One that encourages the interviewee to say more about a topic.
- c) One that inquires about a deeply personal issue.
- d) One that moves the conversation on to another topic.

20. People who are available, volunteer, or can be easily be recruited are used in the sampling method called _____.

- a) simple random sampling
- b) cluster sampling
- c) systematic sampling
- d) convenience sampling

-SECTION B: ANSWER ALL THE QUESTIONS IN THIS SECTION

1. Explain clearly four reasons why research is important in education.
2. Write short explanatory notes on the following aspects of a research. (10 marks)
 - a) Statement of the problem
 - b) Significance of the study
 - c) Delimitation of the
 - d) Limitation of the study
 - e) Delimitation of the study
3. Clearly explain what you understand by the following concepts in research. (5 marks).
 - a) Population
 - b) Sample size
 - c) Sampling frame
 - d) Probability sampling
 - e) Non-probability sampling

SECTION C: ANSWER ONE QUESTION ONLY

1. Showing the main characteristics of qualitative and quantitative research, analyse the philosophical distinction between these research paradigms.(5 marks).
2. Discuss the importance of a thorough literature review in research. (5 marks).

The University of Zambia,

School of Education,

Department of Educational Psychology, Sociology and Special Education,

2022 academic year: EPS 9045: Braille Education.

Examination Paper.

Time Three Hours.

40 marks.

INSTRUCTIONS;

This paper has six questions. Each question carries 10 marks. You are therefore expected to answer only four of them.

1. People with visual impairments have difficulties in life especially the third world countries. Most of these challenges are influenced by attitudinal impacts within societies. Discuss the actual approaches in terms of attitudes that society has on person with visual impairment and provide solutions. **(10 marks)**.
2. Examine the history of inclusive education in Zambia and describe the state in which this inclusive education is in the country.
3. How important is education to a person with visual impairments. Discuss.
4. Transcribe the passage below from ink to braille. Every mistake will cost you a half mark.

Disability is Not Inability

Standing against all odds leveled against him: Mr. Mtonga has refused to be held back and has become a Pillar of intellectual Excellency. In the face of the fact that he is visually impaired, he has pursued various academic qualifications and has done research on multiple disability issues that have changed perception of many regarding disability. His work has become a true representation of what the notion “Disability is not inability” means. He has become a role model not only to the visually impaired students but even to the sighted. In deed he is a great man and this can be seen

from the extra ordinary amounts of determination he has exhibited over the years despites his visual impairment. **(10 marks)**

5. In the 21st century the impact of a disability has been minimized due to the advancement in technology
 - A) With examples discuss the importance of assistive technology.
 - B) Mention any two gadgets of assistive technology and discuss their functions.
6. Discuss any four principles of independent living among persons with visual impairments. **(10 marks).**

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

EPS 9065 2022 FINAL EXAMINATIONS

INSTRUCTIONS:

3 hours

- There are five (5) questions in this paper. Answer **any three (3)**. All questions carry equal marks (**20 marks each**).
 - Answer all questions in the booklet provided. Computer numbers should be indicated for identity. Do not write your names on the answer booklets as this can lead to disqualification.
 - Credit will be given for detail, clear and logical presentation of essays.
-

1. What is Deaf culture? Explain the advantages and disadvantages of deaf culture. (**20 Marks**)
2. There are five parameters of sign language. Briefly discuss these parameters highlighting their importance in sign language communication. (**20 Marks**)
3. Discuss the importance of using sign language as a medium of instruction in the classroom of children who are deaf. (**20 Marks**)
4. Sign Languages are said to be distinct languages that are not universal. With practical examples explain how the grammatical rules of sign languages differ from spoken languages (**20 Marks**)
5. What is role-shifting? Discuss and categorize the common Role shifting techniques used in sign language. (**20 Marks**)

BEST WISHES!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

2021/2022 NOVEMBER EXAMINATIONS

GCE 2012: PSYCHOMETRICS IN GUIDANCE AND COUNSELLING

TIME: 3 HOURS

INSTRUCTIONS

- (i) This examination contributes 50% to your course grade
- (ii) There are five questions in this paper
- (iii) Answer any three questions.
- (iv) Write all your responses in the booklet provided

QUESTIONS

1. The first Psychometric testing as known today was developed by Francis Galton in the 1880s. Trace the development of Psychometric testing to the modern times. (17 marks)
2. Elaborate any six uses of Psychometric tests in Guidance and Counselling (17 marks)
3. Describe six requirements that all psychometric tests should have (17 marks)
4. Justify the need for Psychometric assessment in the world of work (17 marks)
5. Discuss ethical issues that are commonly considered in Psychometric testing (17 marks)

END OF EXAMINATION

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

GCE 3010: PASTORAL COUNSELLING
2021/2022 NOVEMBER EXAMINATIONS

TIME: 3 HOURS MARKS: 100%

INSTRUCTIONS

- (1) Answer any three questions.
- (2) Write all your responses in the answer booklet provided

QUESTIONS

1. Identify differences and similarities between Pastoral Counselling and Psychological Counselling [17]
2. What are the seven (7) characteristics of Pastoral Counselling [17]
3. Elaborate the importance of family Counselling in Pastoral Counselling [17]
4. Discuss any five (5) of the ethical issues in Pastoral Counselling. [17]
5. Pastoral Counselling is a unique form of counselling that uses spiritual and psychological resources for healing persons who are in existential crisis. Describe any four (4) functions of Pastoral Counselling [17]

END OF EXAMINATION

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

2021/2022 NOVEMBER EXAMINATIONS

GCE 3020: COUNSELLING SKILLS FOR MANAGERS

TIME: 3 HOURS

INSTRUCTIONS

- (i) This examination contributes 50% to your course grade
- (ii) There are five questions in this paper
- (iii) Answer any three questions.
- (iv) Write all your responses in the booklet provided

QUESTIONS

1. Management requires a whole range of skills, counselling inclusive. Discuss counselling skills needed for one to be a better manager (17 marks)
2. Demonstrate why it is important for a manager to use counselling skills (17 marks)
3. The World Health Organisation (WHO) has identified five fundamental psychosocial skills that are relevant for everybody including managers. Describe these skills (17 marks)
4. Henry Mintzberg classifies roles of a manager into three. Using relevant examples state the three roles of managers (17 marks)
5. Describe in detail the concept of management (17 marks)

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PRIMARY EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION OCTOBER 2022
COURSE HME 3120 HOME ECONOMICS TEACHING METHODS

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

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

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

SECTION A (40 MARKS)

Answer All the Questions in this Section.

1. Briefly explain the history of home economics in Zambia. **[4 marks]**
2. Briefly explain (4) documents that you need to have as a student teacher when planning to teach. **[4 marks]**
3. Discuss the two (2) advantages and the two (2) disadvantages of school based assessment in home economics. **[4 marks]**
4. The learning outcomes have been grouped into three domains by Bloom. Identify three (3) learning objectives. **[3 marks]**
5. Differentiate between syllabuses from a scheme of work. **[2 marks]**
6. As aspiring future teacher or practicing teacher show how a syllabus helps in teaching. **[4 marks]**
7. Describe classroom management. **[1 mark]**
8. Examine the component of a good lesson plan in teaching. **[6 marks]**
9. How can you use group demonstration to teach a class size of 70 learners? **[4 marks]**
10. Give two (2) types of questions under question and answer teaching method. **[2 marks]**
11. Lecture method is a teacher centred method. Give (2) two situations when you can use lecture method. **[2 marks]**
12. Differentiate between formative and summative evaluation. **[4 marks]**

SECTION B (60 MARKS)

Answer Three Questions. Question **one** is **compulsory**. Answer any other two questions. Each Question Carries **20 Marks**.

1. Choose the topic of your choice from grade eight (8) to twelve (12) in any of the following subjects, food and nutrition, home management and fashion and fabrics. Prepare a lesson plan for 40 minutes. [**20 marks**]
2. As teacher you need to ensure that your pupils use correct procedures to ensure safety when conducting practical work in the home economics classroom. Discuss the forms of safety to be considered when you are using a home economics room/laboratory. [**20 marks**]
3. Teachers employ different methods of teaching in their day to day's work. Identify any two methods of teaching and discuss the advantages and disadvantages of using the methods. [**20 marks**]
4. Discuss ways in which a lesson can be introduced. [**20 marks**]
5. Teachers use a variety of tools to make the process of teaching and learning simple, interesting, and effective. Give a detailed account of the types of teaching and learning aids. [**20 marks**]
6. a) Explain how a classroom teacher can effectively use questioning technique for effective teaching. [**10 marks**]
b) Examine the role of each of the following components in enhancing effective classroom learning. [**10 Marks**]
 - i. Classroom climate
 - ii. Learning resources
 - iii. Teaching methods

End of examination



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022

COURSE: HME 3220 INTERIOR DESIGN

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

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

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

SECTION A: 40 Marks

Answer ALL questions in this section.

1. Define the following in Interior decoration and design.
 - a) Interior decoration (2)
 - b) Soft furnishings (2)
2. Suggest any **five** points to be considered as you buy soft furnishings in a home. (5)
3. Explain the importance of the following in interior design;
 - a) Lighting (4)
 - b) Colour (4)
 - c) Ventilation (4)
4. Outline any **four** points to be considered as you buy furniture in a home. (4)
5. Outline at least **three** characteristics of a good floor. (3)
6. Give any **three** guidelines when choosing pictures for home decoration. (3)
7. Explain **three** advantages of doing an interior design business. (3)
8. Explain at least **three** points on the choice of curtains and draperies. (3)

SECTION B: 60 MARKS

There are four questions in this section. Answer any three only.

1. Discuss the principles of design in interior decoration. (20)
2. Explain the elements of design in interior decoration.(20)
3. Explain the rules to be followed as you pick and arrange fresh flowers. (20)
4. Discuss the suitable floor coverings for any four rooms of the house and suggest reasons for your choice. (20)



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022

COURSE: HME 9022 CONSUMER EDUCATION

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

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

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

SECTION A (60 Marks)

Answer all questions in this section.

1. Define the following terms in Consumer Education;
 - a) Consumerism (2 marks)
 - b) Consumer education (2 marks)
 - c) Deception (2 marks)
 - d) Fraud (2 marks)
2. Give any **four** advantages of consumer education. (4 marks)
3. Differentiate consumer credit from commercial credit. (3 marks)
4. Describe any **three** types of insurance. (3 marks)
5. Briefly explain how savings become investment. (3 marks)
6. Mention any **two** types of insurance risk. (2 marks)
7. Outline at least **four** advantages of developing a budget for consumer expenditure. (4 marks)
8. Explain any **five** services that are offered by banks. (5 marks)
9. Suggest any **three** advantages and three disadvantages of consumer credit. (6 marks)
10. Give any **four** advantages of saving. (4 marks)
11. Outline any **six** points to be considered as you choose a house to buy or rent. (6 marks)
12. Explain any **four** challenges that a consumer is likely to encounter when buying or paying for goods and services. (4 marks).
13. Give at least **three** responsibilities of consumers when buying or paying for goods and services. (3 marks)
14. List **five** major expenses on a family budget. (5 marks)

SECTION B (40 Marks)

There are four questions in this section.

Answer **two** questions only. Each question carries 20 marks.

1. Discuss the rights of the consumer in Zambia. (20 marks)
2. Explain the different types of taxes available in Zambia. (20 marks)
3. Discuss the importance of various types of insurance. (20 marks)
4. Discuss the main elements of a financial plan. (20 marks)



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2022
COURSE - HME 9120 FUNDAMENTALS OF PATTERN MAKING

TIME: TWO (2) HOURS

MARKS: 50

INSTRUCTIONS

1. Answer all the questions
 2. Credit will be awarded to legible, good and orderly presentation of work.
 3. Draw and illustrate wherever necessary.
-

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

1. Define the following terms; [5 Marks]
 - a) Lengthwise grain
 - b) Bias
 - c) Bobbin
 - d) Tracing wheel
 - e) Seam Ripper
2. Darts are important in garment construction. Give five (5) reasons for adding darts to a garment. [5 marks]
3. Draw and neatly label all the possible darts on a basic bodice. [5 marks]
4. Write brief notes on the following terms;
 - a) Seam allowance
 - b) Pattern drafting method
 - c) Different types of grain in a fabric [6 marks]
5. State three (3) uses of fastenings or closures on a garment. [3 marks]
6. State the different types of fastenings used in garments. [5 Marks]
7. State points to consider when laying the pattern pieces on the fabric. [4 marks]
8. Draw and label Basic blocks for bodice and skirt. [3 marks]
9. Name four (4) measurements needed for the dress. [4 marks]
10. Draw and label three (3) types of pleats. [6 marks]
11. State the function of the following; [4 Marks]
 - a. French curve
 - b. Tracing wheel
 - c. Seam ripper
 - d. Tailor's chalk

THE UNIVERSITY OF ZAMBIA
END OF YEAR EXAMINATIONS: OCTOBER / NOVEMBER, 2022
ICT 2010: COMPUTER PROGRAMMING

Instructions:

- This examination paper consists of a total of four (4) questions and four (4) pages.
- Answer all questions from **Section A** and any two (2) questions from **Section B**.

Marks: 80

Time: Three (3) hours

SECTION A (COMPULSORY) 30 MARKS

Question 1 [30 marks]

- a) Regarding levels of programming languages, give one advantage and one disadvantage for each of the following: Machine language, Assembly language, High-level language. [6]
- b) Regarding programming loops:
- i. Explain the difference between a 'while loop' and a 'do-while loop' [2]
 - ii. Give example code for a 'while loop' and example code for a 'do-while loop', whereby the 2 loops will have the same output when the program runs (Create suitable integer variables in your example code) [4]
- c) Write a full Java program that reads an integer from the user, using the Scanner class, and stores the integer as the value of a variable named *num1*. The program then writes the value of *num1* to a text file named "rating.txt" **if** *num1* is not equal to zero, the program will not have any output if *num1* is equal to zero. (Include suitable import statements and a class name) [10]
- d) Given the following Java code segment:

```
int sum = 18; int n = sum - 7;
n++;
int mod = 3*sum / n + (5-2);
System.out.println(sum % (3+1));
```

What is the value of variable **mod**?

[2]

e) The following Java code contains 6 errors, for each error:

indicate the line number of the error and describe what the error is.

[6]

```
1 public class Product
2 {
3     public static main void (String() args)
4     {
5         int num1 = 5;
6         double num2 = num3;
7         double num3 = 10.0;
8         System.out.println(num1 x num2);
9     }
10 }
```

SECTION B (ANSWER ANY TWO QUESTIONS) 25 MARKS EACH

Question 2 [25 marks]

a) Given the following Java code:

```
int base;
int sum = 5;
int num = 2;
base = num - 2 * 4 - 2 + 6;
System.out.print("The sum is " + num);
sum = sum + num + 5;
num = 10 % sum;
System.out.println("The base is " + base);
```

What is the output produced when the program runs?

[5]

b) Regarding Java Exceptions:

- i. Explain the difference between an ArithmeticException and a NullPointerException, additionally give example code that would cause an ArithmeticException and example code that would cause a NullPointerException [6]
- ii. Name the exception that will occur from the following code segment [2]

```
String text2 = "404 Error";
int num = Integer.parseInt(text2);
```

- c) Write a full Java program which asks (prompts) a user to enter an integer.
The program then stores an integer from the user input as the value of a variable *num1*.
Using if statements, the program then displays the text “invalid” if *num1* is greater than 100 and if *num1* is less than 0. The program calculates and displays *num1* divided by 2 if *num1* is between 0 to 100 (inclusive). (Include suitable import statements and a class name) [8]
- d) Besides *int* and *double*, describe 4 datatypes found in Java; for each datatype indicate the datatype’s name and describe the type of data that the datatype is used for. [4]

Question 3 [25 marks]

- a) Write a full Java class that will do the following: [8]
- Store the value “Year 2032” in a String variable named *year1*
 - Display the *year1* variable value with lowercase letters using a suitable String method
 - Create a String array named *years* which can store 5 String values
 - Store the value of the *year1* variable into the first array element of the array
 - Store the value “Year 2033” into the second array element of the array
- b) Write a full Java program that reads 3 integers from the user, the program then identifies and displays the sum for the 2 largest integers, not including the smallest of the 3 integers.
(Include a suitable class name and import statements) [14]
- c) For each of the following variable names: indicate if it is a valid variable name or an invalid variable name and give a reason for your answer [3]
- i) **counter1**
 - ii) **counter#1**
 - iii) **counter_1**

Question 4 [25 marks]

- a) Regarding programming languages and compilers:
- i. Explain the difference between syntax and semantics [2]
 - ii. Explain the difference between a compiler and an interpreter [2]
 - iii. Besides Java and C++, name two high-level programming languages [2]

- b) Write a full Java program that outputs all **odd** integers between 11 down to 1 (inclusive), with each output on a new line, using a while loop. [8]
- c) Write a Java class that will store information about a bank account (An instantiable / user-defined bank account class): [8]
- create a *BankAccount* class
 - create three variables for the bank account class that represent the account name, account number and the account balance, use suitable data types for these variables.
 - write a method called **deposit** that takes in one parameter/input that will be added to the bank account's account balance variable.
 - the access type for the 3 variables should be private and the access type for the method should be public
- d) Define concatenation in Java and give a Java code example of concatenation [3]

— END OF EXAMINATION —

UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER 2022

ICT 2022: COMPUTER AND INFORMATION SYSTEMS SECURITY

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 Marks

1. Write short notes on any eight (8) of the following. Note that short notes are more than just mere definitions but they should not exceed half a page.
 - i. Historical definition Vs. Modern definition of computer security
 - ii. SQL injection Vs. Cross-Site Scripting
 - iii. Red Hat Hackers
 - iv. Teardrop Attack
 - v. Ping of Death
 - vi. Macdefender
 - vii. Botnet
 - viii. Estonia Government Attack, May 2007
 - ix. Identity Fraud

SECTION B: ANSWER ONLY TWO QUESTIONS (30 MARKS EACH)

2. Encryption is very important in computer security
 - (a) Give two reasons why encryption is important (6 marks)
 - (b) What is the cipher text of "THIS EXAMINATION IS WAY TOO EASY. I WILL SCORE A DISTINCTION" when encrypted using Vigenere Cipher and "SCHOOLOFEDUCATION" as the key (6 Marks)
 - (c) The following text was encrypted using Vigenere Cipher. Decrypt it using "TECHNOLOGY" as the key. (6 Marks)
 - (d) The text below was generated using Ceaser cipher with the key "Shift 7" What is the clear text? (6 marks)
BUGH PZ VUL VM AOL WBISPJ BUPCLYZPAPLZ PU GHTIPH

(e) Encrypt "DEANOFSTUDENTS" with VERNAM cipher using the key LIFEINLEARNING. (Assume the ASCII values are the alphabetical numbers respective to the letter starting at 1. (6 marks)

3. Suspicions have been raised by a network admin, while troubleshooting a network issue using the netstat command. It was noticed that despite having an updated firewall in place, a machine had established communication with his workstation when there was no reason for it to do so. The connection would close but seemed to keep reappearing at regular intervals, which was confirmed by the CLOSE_WAIT state. He suspects of a denial of service attack.

a. Explain any five (5) measures that could be undertaken to counter such attacks. (16 marks)

b. Rather than the unusual re-occurrence of SYN-Flood connections, what other factors can be considered as an indication of a DoS/DDoS attack? Explain any four (4) (8 marks)

c. What challenges are posed by a DDoS over a regular DoS attack? (6 marks)

4. You have gone for interviews as a computer security officer at a well renowned organisation. One of the panelists has asked you the following questions. Answer them accordingly.

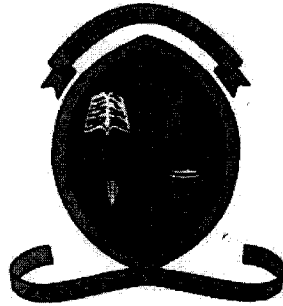
a. Explain two ways of how virus scanners work (4 Marks)

b. Five scanning techniques used by virus scanners (10 Marks)

c. Explain what a firewall is and the three types of firewalls (12 Marks)

d. Two techniques used by hackers (4 Marks)

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

IDE

**2022 - UNIVERSITY UNDERGRADUATE DEFERRED
EXAMINATION**

ICT 3010

**DATABASE SYSTEMS AND WEB DESIGN & DEVELOPMENT
(DISTANCE)**

EXAMINATION DATE : 20th SEPTEMBER 2022

TIME : 09:00 – 12:00 HRS

INSTRUCTIONS

TIME ALLOWED : THREE (3) HOURS

QUESTIONS : ANSWER ANY FIVE (5) QUESTIONS

CLOSED BOOK EXAMINATION

QUESTION 1

- a) Define Normalization and explain with an example the anomalies that are associated in its absence. [10]
- b) Database transactions are triggered by events such as updating student's records, buying a product, registering for a course, and/or depositing money in an account. Transactions are likely to contain many parts, all of which must be successfully completed to prevent data integrity problems. Comprehensively discuss all properties of the database that will prevent data integrity problems [10]

QUESTION 2

MARKS

- a) Give exemplified explanations on three stages in a relational data model design [12]
- b) Identify the steps in Data Model Design that has guided you in question a) above [8]

QUESTION 3

- a) The relations below shows the attributes of one of the wards at Ndola General Hospital. Use SQL syntax to create a WARD table: Indicate the constraints available.

WARD (ward_id, ward_name, number_beds, nurse_in_charge)

[5]

- b) Suppose the WARD created in part a of this question above hosts patients and you are asked to create a table called PATIENT whose attributes are given in the relations below: Use SQL syntax, ensure to show all constraints and the relationship between the TWO tables.

PATIENT (patient_id, name, initials, sex, address, post_code, admission, DOB, ward_id)

[7]

- c) Assume that your created tables look as show in Figure 1.1 below. Answer the questions that follow.

[8]

WARD_ID	WARD_NAME	NUMBER_BEDS	NURSE_IN_CHARGE
W1	St Johns	10	Sister Murphy
W2	Moody	6	Sister Sarah
<i>etc.</i>			

PATIENT_ID	NAME	INITIALS	SEX	ADDRESS	POST_CODE	ADMISSION	DOB	WARD_ID
P1	Smith	PJ	M	2 Lee Rd	SE6	10 Jul-2001	5-Jan-1963	W2
P2	Knight	JP	F	5 Lee Rd	SE6	15-Jun-2001	21-Jan-1963	W1
P3	Major	EF	F	12 High Rd	SE5	15-Aug-2001	13-Jan-1967	W2
P4	Sue	RE	M	10 Low Rd	NW3	19-Sep-2001	25-Feb-1976	W3

Figure 1.1

- i. Extend the table WARD to add a Ward_Type (eg. Intensive care, maternity etc.)
- ii. Add a NOT NULL rule for the nurse_in_charge
- iii. Increase the length of a column
- iv. Modify the records to change the address of patient R. Sue to 10 Rocky Road:

QUESTION 4

- a) Explain the following keys
 - i. Primary key
 - ii. Candidate key
 - iii. Foreign key

[6]

- b) There are three distinct levels at which data items can be described. The levels form a three-level architecture comprising an external, a conceptual, and an internal level. Draw a hierarchy for these levels and explain each in detail.

[14]

QUESTION 5

Describe the Database System Development Lifecycle and explain each stage

[20]

QUESTION 6

- a) Given that a university consists of a number of departments. Each department offers several courses. A number of modules make up each course. Students enrol in a particular course and take modules towards the completion of that course. Each module is taught by a lecturer from the appropriate department, and each lecturer tutors a group of students. Demonstrate steps on how to build an ERD and finally draw the ERD.

[15]

- b) Study the Composite Attribute in an ER Diagram of figure 6.1 below and convert it to Relations clearly indicating any constraint involved.

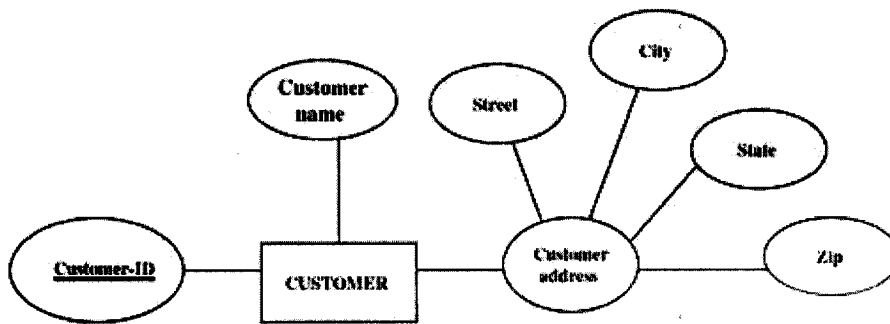


Figure 6.1

[5]

End of Examination

THE UNIVERSITY OF ZAMBIA
END OF YEAR EXAMINATION: NOVEMBER, 2022
ICT 3010: DATABASE AND WEB TECHNOLOGIES

INSTRUCTIONS: Answer **three (3)** questions

TIME: **Three (3)** hours

SECTION A: COMPULSORY [30 MARKS]

1. Company X has hired you to design a database to capture information on products, customers, and sales. **[20 marks]**
 - (i) What is data modeling? [2 marks]
 - (ii) Explain the basic steps in database design [6 marks]
 - (iii) How many entities will the company database have? [2 marks]
 - (iv) Using the crowfoot notation, draw the entity relationship diagrams showing how the entities relate to each other and their possible attributes [10 marks]
 - (v) Explain the concept of database normalization [5 marks]
 - (vi) Explain the name of a database management system you could use to implement the designed databases and give reasons for your choice [5 marks]

SECTION B: CHOOSE TWO QUESTIONS FROM THIS SECTION [20 MARKS]

2.
 - (a) Write the HTML5 or CSS3 codes which can do the following: **[10 marks]**
 - (i) A radial gradient function of a background color with 3 colors. [2.5 marks]
 - (ii) Insert a video into a web page. [2.5 marks]
 - (iii) Insert a logo using the picture element. [2.5 marks]
 - (iv) Connect an external CSS file to the HTML file. [2.5 marks]
 - (b) Explain the major differences between XHTML and HTML5 **[10 marks]**
3.
 - (a) Explain the uses of PHP in web development. **[10 marks]**
 - (b) (i) Write some PHP complete syntax that prints the words "the courses I am pursuing are "1" and "2". The course names "1" and "2" should be read from an array. [5 marks]
 - (ii) Write PHP code that will output the stock for the following items in a table format

4.

- (a) Carefully study the MySQL table called **media_type** below and write the SQL statements used for creating, inserting, and displaying data from it. [10 marks]

id	media_type	code	code2	input_date	last_update
1	audio	s	s	2022-10-12 10:47:18	2022-10-12 10:47:18
2	computer	c	c	2022-10-12 10:47:18	2022-10-12 10:47:18
3	microform	h	h	2022-10-12 10:47:18	2022-10-12 10:47:18
4	microscopic	p		2022-10-12 10:47:18	2022-10-12 10:47:18
5	projected	g	g	2022-10-12 10:47:18	2022-10-12 10:47:18
6	stereographic	e		2022-10-12 10:47:18	2022-10-12 10:47:18
7	unmediated	n	t	2022-10-12 10:47:18	2022-10-12 10:47:18
8	video	v	v	2022-10-12 10:47:18	2022-10-12 10:47:18
9	other	x	z	2022-10-12 10:47:18	2022-10-12 10:47:18
10	unspecified	z	z	2022-10-12 10:47:18	2022-10-12 10:47:18

- (b) Write short notes on five (5) of the following concepts/terms: [10 marks]

- (i) Primary Key
- (ii) Responsive design
- (iii) Data redundancy
- (iv) Padding
- (v) Commit
- (vi) MyISAM

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER - NOVEMBER, 2022

**ICT 3030: EDUCATIONAL TECHNOLOGY AND TEACHING METHODS
(FULL TIME)**

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. Mubita is a student at the University of Zambia and would like to use ICTs as a tool for learning during the school year. With the aid of examples discuss how Mubita can accomplish this goal?

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. Discuss how learning apps can be used in the classroom to engage students?

3. Write short notes on any **five** of the following concepts: (**NOTE** on average short notes cover about half a page and they are more than just definitions.)

- a) Verbal information
- b) Cognitive strategies
- c) Analysing
- d) Applying
- e) Mobile Learning
- f) Class Blogs

4. With the help of relevant examples from Zambia, explain why teachers are now more reliant on ICTs than they were in the past?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
END OF YEAR EXAMINATIONS: OCTOBER / NOVEMBER, 2022
ICT 4010: DATA AND COMMUNICATION NETWORKS

Instructions:

- This examination paper consists of a total of four (4) questions and three (3) pages.
- Answer all questions from **Section A** and any two (2) questions from **Section B**.

Marks: 80

Time: Three (3) hours

SECTION A (COMPULSORY) 30 MARKS

Question 1 [30 marks]

- a) A university has 80 LANs with 150 hosts in each LAN. Suppose the university has one class B IP-address:
- i. Using subnetting, give the university a suitable class B IP-address and a subnet mask which can accommodate the 80 LANs [4]
 - ii. List the network addresses and the broadcast addresses of the first 4 subnets [5]
(Show your working)
- b) Regarding network topologies
- i. Explain the difference between a ring topology, a star topology and a tree topology. Additionally, give one disadvantage for each of the three topologies [6]
 - ii. Explain two advantages and two disadvantages of a bus topology [4]
- c) Regarding the OSI Model:
- i. Explain three functions of Layer 2 [3]
 - ii. Describe check-pointing and adjournment regarding Layer 5 [4]
- d) Explain any four factors that affect cable attenuation [4]

SECTION B (ANSWER ANY TWO QUESTIONS) 25 MARKS EACH

Question 2 [25 marks]

- a) Ethernet technology uses a CDMA-CD or CDMA-CA algorithm to manage collisions. Explain the difference between the two modes of operation. [4]
- b) Regarding MAN technologies:
- i. Explain one advantage and one disadvantage of SONET [2]
 - ii. Explain one advantage and one disadvantage of ATM [2]
 - iii. Explain two advantages that Gigabit Ethernet has over SONET and ATM [2]

c) Given the following network illustration:

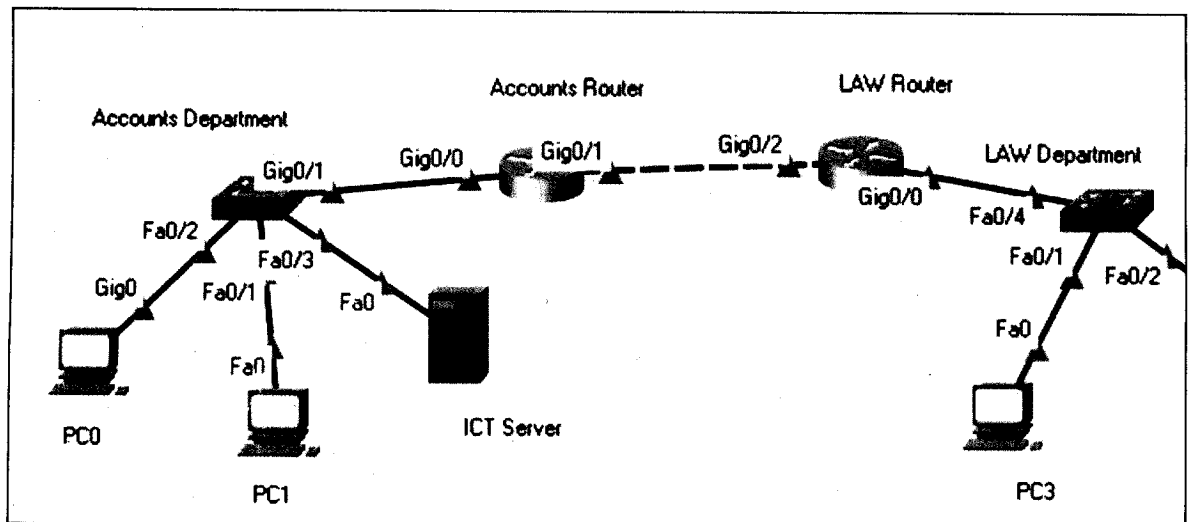


Figure 1 – An illustration of small LANs

Suppose the Accounts Router and the LAW Router have been physically connected via Ethernet cables, however these two routers have not yet been configured. The Accounts Department uses the network address 192.168.10.0 / 26 and the LAW Department uses the network address 172.16.1.0 / 18. For each of the two routers: give the router suitable **IP addresses** and write all the **router commands** that can be used such that PC1 can have network connectivity with PC3, whereby packets can be successfully sent from PC1 to PC3.

[12]

d) Explain the difference between bandwidth and throughput. Additionally, include an illustration of bandwidth and throughput.

[3]

Question 3 [25 marks]

a) Bank BBZ has 3 LANs with 50 hosts in the 1st LAN, 25 hosts in the 2nd LAN and 7 hosts in the 3rd LAN. Suppose the company uses only one class C address. Using subnetting and a Variable Length Subnet Mask (VLSM), for each of the 3 LANs: give a suitable network address and a subnet mask. (*Show your working*)

[10]

b) Regarding network devices:

i. Explain the difference between a hub and a router

[2]

ii. Explain two differences between a switch and a bridge

[4]

c) Regarding routers:

i. Explain the difference between “Distance vector” and “Link state” protocols.

[4]

ii. Give the name of one distance vector protocol and give the name of one Link state protocol

[2]

- d) In the OSI Model, give the name and function of Layer 3. Additionally, give the name of the TCP/IP Model's Layer 3. [3]

Question 4 [25 marks]

- a) Explain any two ways in which Denial of Service attacks can be countered on a network [4]
- b) Besides viruses and worms, explain any two types of malware [2]
- c) Regarding network cables:
- i. Explain the difference between CAT 6 and 10Base5 cables [2]
 - ii. Explain the difference between 100Base-TX and 100Base-FX cables [2]
- d) Explain two differences between a MAC address and an IP Address. Additionally, give an example of a hexadecimal format MAC address. [5]
- e) Suppose PC1 is connected to Switch1 via the Fa0/5 interface. Write all the **switch commands** that can be used to set PC1 into VLAN 20 [4]
- f) Regarding collision detection: explain how exponential backoff works. [3]
- g) Explain one advantage and two disadvantages of Ethernet [3]

— END OF EXAMINATION —

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

**ICT 4022: ADVANCED TEACHING METHODS IN INFORMATION AND
COMMUNICATION TECHNOLOGY**

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS ONLY

TIME: THREE (3) HOURS

Total marks obtainable: 60

- ① Explain the importance and functions of the following professional documents:
 - a) Schemes of work
 - b) Lesson plans
 - c) Records of work
2. Discuss the qualities of an effective teacher.
3. Explain the measures you would take into consideration to ensure safety and security of both students and equipment in a school computer laboratory.
- ④ Select one of the following educational technologies and discuss its advantages and disadvantages in teaching.
 - a) Blackboard
 - b) Flipchart
 - c) Overhead projector
- ⑤ Discuss the benefits of using information and communication technology to the:
 - a) Teacher
 - b) Students
 - c) School administrator
 - d) Parents

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER - NOVEMBER, 2022

ICT 9065: FUNDAMENTALS OF MULTIMEDIA (FULL TIME)

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. Discuss the hardware and software components that are required in multimedia Systems.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. What is meant by the terms static media and dynamic media? Give two examples of each type of media.
3. Write short notes on any **five** of the following concepts: - (**NOTE** *on average short notes cover about half a page and they are more than just definitions.*)
 - a) Data compression
 - b) Multimedia System
 - c) Distributed Networks
 - d) Image Compression Manager
 - e) Component Manager
 - f) Virtual reality
4. Discuss the components of a multimedia system.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER 2022

LIS 1010: FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 Marks

1. Write short notes on any eight (8) of the following. Note that short notes are more than just mere definitions but they should not exceed half a page.
 - i. Library and Information Science
 - ii. Paragraph
 - iii. Verifiable (characteristic of Information)
 - iv. Information Society
 - v. Decoding
 - vi. Every reader his/her book (Ranganathan)
 - vii. Calligraphy
 - viii. Special Library
 - ix. Library Consortia
 - x. Selling Concept

SECTION B: ANSWER ONLY TWO QUESTIONS (30 MARKS EACH)

2. Marketing of Library and Information Services is a waste of time. Discuss
3. With the help of relevant examples, justify why Zambia needs a National Information Policy.
4. Give an account of six (6) conditions that necessitated the development of Libraries.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

NOVEMBER 2022 FINAL EXAMINATIONS

COURSE: LIS 1020: FOUNDATIONS OF KNOWLEDGE MANAGEMENT

DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

SECTION A: MANDATORY (40 MARKS)

1. Critically discuss the role of tacit knowledge in promoting competitive advantage and profitability of organisations.

SECTION B: ANSWER ANY TWO QUESTIONS (60)

2. Discuss the components of intellectual capital.
3. Nonaka and Takeuchi's knowledge creation model should be used by organisations to promote the need to manage organisational knowledge. To what extent do you agree with this statement.
4. Write short notes on the following concepts:
 - a) Knowledge assets
 - b) Explicit knowledge
 - c) Knowledge management strategy
 - c) Knowledge economy
 - e) Intellectual property

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

DIFFERED END OF YEAR EXAMINATION: AUGUST, 2022

LIS 2010: ORGANIZATION OF INFORMATION RESOURCES (DISTANCE)

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. Answer the two questions below:

a) Catalog fully the information resource below using RDA [15 Marks]
Competitive Intelligence/Its Practice in Zambia /Dr. Tuesday Bwalya/Professor Kelvin Joseph Bwalya/Dr. Akakandelwa Akakandelwa/Edited by Christopher Bwalya/UNZA Press Series/Cover design by Muma John /Published by UNZA Press. / Lusaka/Ndola/Zambia/ 2021/xii/181 Pages/index from 177 -181 pages/ ISBN: 978-3-030-14445-6/Available in print and electronic/<https://doi.org/10.1007/978-3-030-14446-3>/ZMW 200.00

b) Contrast AACRII and RDA [15 marks]

c) Explain the why RDA is said to be user-centred cataloguing standard [10 marks]

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. Compare and contrast the Library of Congress Classification Scheme (LCC) and The Dewey Decimal Classification Scheme (DDC) [30 marks]

3. With the use of the entity relationship diagram, examples explain how different entities the FRBR model relate to each other [30 marks]

4. Using relevant examples, explain the following concepts and show their relevance in today's libraries:

a) Cataloguing [15 marks]

b) Classification [15 marks]

END OF EXAMINATION

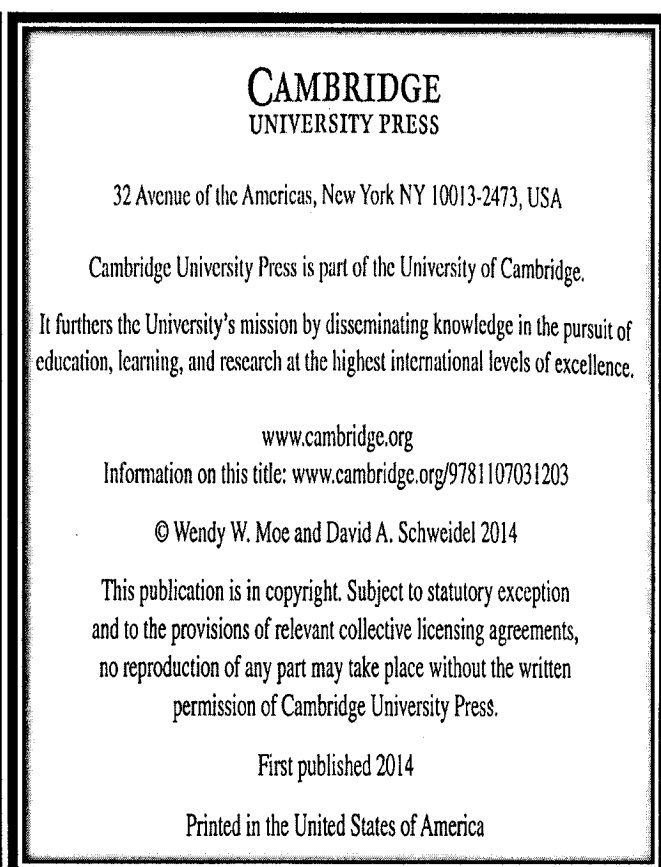
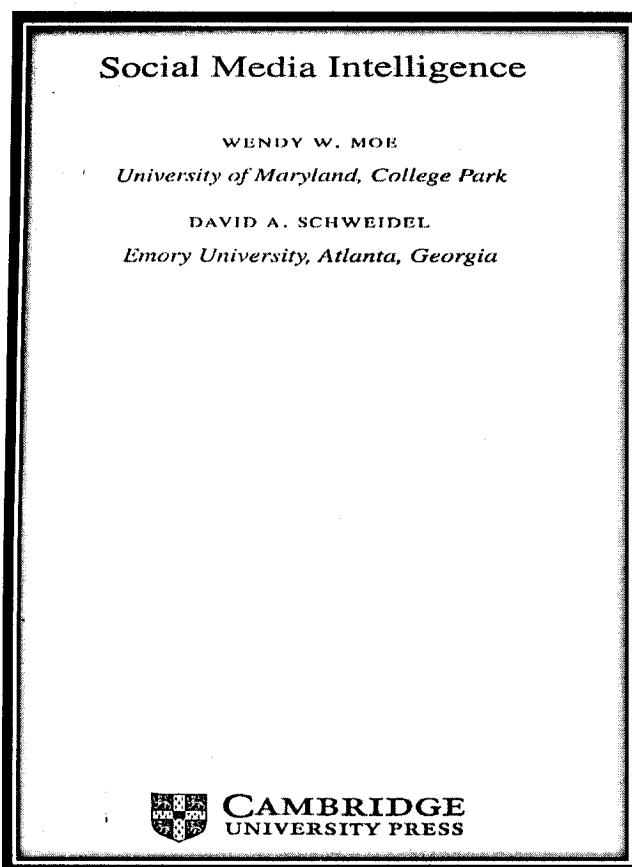
THE UNIVERSITY OF ZAMBIA
END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022
LIS 2010: ORGANISATION OF INFORMATION RESOURCES

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1(a) Describe the following resource in full: **[20 Marks]**



Other Information:

This resource is 24cm long, has Xiii preliminary pages, 234 pages, it has illustrations, Contains Bibliographic notes and an Index on pages 228-230. The ISBN number is: ISBN 978-0-8-8499-44383, and costs K15. The Subjects of the resource is Social Media; Social Media – Intelligence.

1(b) Compare card catalogues and open public access catalogues (OPACs) **[20 Marks]**

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. With the use of relevant examples, explain:
 - a. The groups of entities found in the functional requirements for bibliographic records (FRBR) model [10 Marks].
 - b. How the groups of entities in the FRBR model relate to each other [20 Marks].

3. The Dewey Decimal Classification Scheme (DDC) is arguably the most popular cataloguing scheme in the world. Discuss.

4. With examples explain:
 - a. The process of identify the subject of an information resource [**10 Marks**]
 - b. The structure of the Resource Description (RDA) cataloguing standard [**10 Marks**]
 - c. The structure of the Dewey Decimal Classification scheme (DDC) [**10 marks**]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

LIS 2022: INFORMATION SOURCES AND SERVICES

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: THREE HOURS

SECTION A: COMPULSORY (40 MARKS)

1. You have just been appointed as a Reference Librarian at a new academic library. Using appropriate examples, discuss any six (6) types of reference services you would use in meeting the needs of the library clientele.

SECTION B: ANSWER ANY TWO (2) QUESTIONS (30 MARKS EACH)

2. Library pathfinders are important tools in saving the time of the reader when searching for information. Discuss the elements that make a good pathfinder.
3. Having a code of ethics which regulates the relationship between professionals and the clientele is one of the characteristics of a profession. In line with the above statement, discuss ethical principles pertaining to reference service.
4. Discuss the steps involved in a reference interview.
5. The development of Reference Service is linked to two different, yet related 19th century ideas (Smith, 2011). Discuss this assertion.
6. Write short notes on any **five (5)** of the following reference sources (**6 marks each**). *Note: Short notes are more than just a definition and should not exceed three quarters of a page.*
 - a. Encyclopedias
 - b. Abstracts
 - c. Manuals
 - d. Handbooks
 - e. Gazetteers
 - f. Bibliographies

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEFERRED END OF YEAR EXAMINATION: SEPTEMBER/OCTOBER 2022
LIS 2034: RESEARCH METHODS IN LIBRARY AND INFORMATION SCIENCE
(DISTANCE)

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS

TIME: THREE (3) HOURS

CALCULATORS: You are allowed to use a certified calculator in this examination.

SECTION A (COMPULSORY) 20 MARKS

1. The following data set shows the number of books that 9 pupils had borrowed from a school library at the end of the first term:

4, 10, 7, 7, 6, 9, 3, 8, 9

Find

- a) the mode
- b) the median
- c) the mean
- d) the standard deviation [10 marks]

2. Here are the circulation data for a period of 15 days from a school library:

62, 65, 68, 70, 72, 74, 76, 78, 80, 82, 85, 88, 96, 98, 101.

Find

- a) the median
- b) the first quartile
- c) the third quartile
- c) the interquartile range (IQR). [10 marks]

SECTION B (ANSWER ANY TWO QUESTIONS) 10 MARKS EACH

- 3. Discuss the advantages and disadvantages of convenient sampling.
- 4. Distinguish between primary, secondary and tertiary data sources as used in research work.
- 5. Choose one of the following two data collection methods. Briefly explain the method and discuss its advantages.
 - a. Questionnaire
 - b. Focus Group Discussion

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

LIS 2034: RESEARCH METHODS IN LIBRARY AND INFORMATION SCIENCE

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS

TIME: THREE (3) HOURS

Find attached two critical value distribution tables and a formula sheet for your use

CALCULATORS: You are allowed to use a certified calculator in this examination.

SECTION A 30 MARKS

ANSWER TWO (2) QUESTIONS IN THIS SECTION. QUESTION ONE (1) IS COMPULSORY

1. a) A university wanted to know what operating system its members of staff were using on their computers. The university surveyed 30 members of staff and obtained the following data:

Windows 8	Windows 7	Windows 10
Windows 7	Windows 7	Linux
Windows 10	Windows 10	Linux
Windows 8	macOS	Windows 10
Windows 7	macOS	Linux
macOS	Windows 7	Windows 10
Linux	Windows 10	Windows 10
Linux	Windows 8	Windows 10
Windows 10	Windows 8	Windows 7
Windows 10	Windows Vista	Windows 10

- Create a frequency distribution table for the above data on operating systems
 - What percentage of the staff surveyed used Windows 10?
 - What percentage of the staff surveyed did not use a Microsoft Windows operating system? [10 marks]
- b) A company that sells laptop computer needs to know something about typical weekly sales in order to plan inventory and staffing. The company selects 15 weeks at random from the past year and obtains the data of laptop computers sold per week as presented below:

Weekly sales: 18, 21, 25, 20, 24, 25, 27, 34, 26, 15, 19, 36, 24, 44, 53.

- Using five number summary, draw a boxplot [8 marks]
- Establish whether there any outliers in the above data distribution [2 marks]

2. An insurance company studied the use of e-mail in its organization by counting the number of business-related e-mails generated by randomly selected 10 men and 10 women in a single day. The data are presented below:

Men	Women
82	48
77	61
78	56
83	59
82	58
78	56
81	60
74	64
86	59
76	63

- Formulate a null and alternative hypothesis
 - Choose an appropriate test to test the null hypothesis at 0.05 significance level (alpha)
 - Draw your conclusion
3. A social worker involved in student counselling wanted to establish whether “where students live” is related to the “frequency of alcohol consumption”. Below is a table showing the distribution of the data she collected:

Where students live	Frequency of alcohol consumption			Total
	Doesn't drink	Rarely drinks	Frequently drinks	
On-campus	35	28	47	110
Off-campus	49	30	24	103
Total	84	58	71	213

- State the null and alternative hypotheses
- Choose an appropriate statistic test and test the null hypothesis at 0.05 significance level (alpha)
- State your conclusion

SECTION B (ANSWER ANY TWO QUESTIONS) 10 MARKS EACH

4. Explain the following types of sampling methods:

- a) Simple random sampling [2 marks]
- b) Snowball sampling [2 marks]
- c) Convenient sampling [2 marks]
- d) Purposive sampling [2 marks]
- e) Systematic sampling [2 marks]

5. Explain any five major ethical issues you should take into consideration when conducting research. [10 marks]

6. Discuss the importance of literature review in a research proposal. [10 marks]

7. With the help of illustrations, explain the following types of variables:

- a. Dependent variable [2 marks]
- b. Independent variable [2 marks]
- c. Continuous variable [2 marks]
- d. Categorical variable [2 marks]
- e. Discrete variable [2 marks]

END OF EXAMINATION

Statistics Formulas

Arithmetic mean: $\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$

Sample variance is: $s^2 = \frac{\sum (x - \bar{x})^2}{n-1}$

The standard deviation

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$$

Chi-Square test: $\chi^2 = \sum \frac{(O - E)^2}{E}$

df for χ^2 : (#rows-1)(#columns-1)

Expected count: $E = \frac{(\text{RowTotal})(\text{ColumnTotal})}{\text{GrandTotal}}$

Independent samples t test

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$s_p^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Paired (dependent) samples t test

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

where d: difference per paired value

n: number of samples

Table entry for p is the critical value $(\chi^2)^*$ with probability p lying to its right.

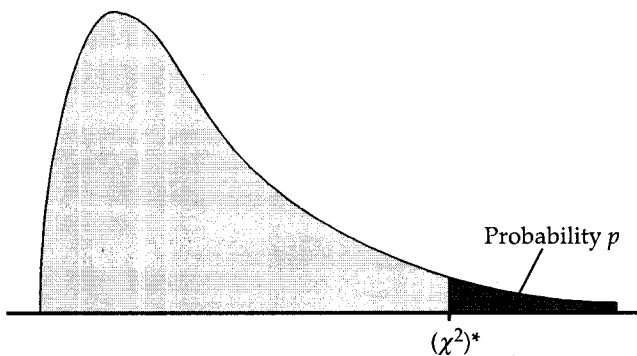


TABLE F

χ^2 distribution critical values

df	Tail probability p											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.32	1.64	2.07	2.71	3.84	5.02	5.41	6.63	7.88	9.14	10.83	12.12
2	2.77	3.22	3.79	4.61	5.99	7.38	7.82	9.21	10.60	11.98	13.82	15.20
3	4.11	4.64	5.32	6.25	7.81	9.35	9.84	11.34	12.84	14.32	16.27	17.73
4	5.39	5.99	6.74	7.78	9.49	11.14	11.67	13.28	14.86	16.42	18.47	20.00
5	6.63	7.29	8.12	9.24	11.07	12.83	13.39	15.09	16.75	18.39	20.51	22.11
6	7.84	8.56	9.45	10.64	12.59	14.45	15.03	16.81	18.55	20.25	22.46	24.10
7	9.04	9.80	10.75	12.02	14.07	16.01	16.62	18.48	20.28	22.04	24.32	26.02
8	10.22	11.03	12.03	13.36	15.51	17.53	18.17	20.09	21.95	23.77	26.12	27.87
9	11.39	12.24	13.29	14.68	16.92	19.02	19.68	21.67	23.59	25.46	27.88	29.67
10	12.55	13.44	14.53	15.99	18.31	20.48	21.16	23.21	25.19	27.11	29.59	31.42
11	13.70	14.63	15.77	17.28	19.68	21.92	22.62	24.72	26.76	28.73	31.26	33.14
12	14.85	15.81	16.99	18.55	21.03	23.34	24.05	26.22	28.30	30.32	32.91	34.82
13	15.98	16.98	18.20	19.81	22.36	24.74	25.47	27.69	29.82	31.88	34.53	36.48
14	17.12	18.15	19.41	21.06	23.68	26.12	26.87	29.14	31.32	33.43	36.12	38.11
15	18.25	19.31	20.60	22.31	25.00	27.49	28.26	30.58	32.80	34.95	37.70	39.72
16	19.37	20.47	21.79	23.54	26.30	28.85	29.63	32.00	34.27	36.46	39.25	41.31
17	20.49	21.61	22.98	24.77	27.59	30.19	31.00	33.41	35.72	37.95	40.79	42.88
18	21.60	22.76	24.16	25.99	28.87	31.53	32.35	34.81	37.16	39.42	42.31	44.43
19	22.72	23.90	25.33	27.20	30.14	32.85	33.69	36.19	38.58	40.88	43.82	45.97
20	23.83	25.04	26.50	28.41	31.41	34.17	35.02	37.57	40.00	42.34	45.31	47.50
21	24.93	26.17	27.66	29.62	32.67	35.48	36.34	38.93	41.40	43.78	46.80	49.01
22	26.04	27.30	28.82	30.81	33.92	36.78	37.66	40.29	42.80	45.20	48.27	50.51
23	27.14	28.43	29.98	32.01	35.17	38.08	38.97	41.64	44.18	46.62	49.73	52.00
24	28.24	29.55	31.13	33.20	36.42	39.36	40.27	42.98	45.56	48.03	51.18	53.48
25	29.34	30.68	32.28	34.38	37.65	40.65	41.57	44.31	46.93	49.44	52.62	54.95
26	30.43	31.79	33.43	35.56	38.89	41.92	42.86	45.64	48.29	50.83	54.05	56.41
27	31.53	32.91	34.57	36.74	40.11	43.19	44.14	46.96	49.64	52.22	55.48	57.86
28	32.62	34.03	35.71	37.92	41.34	44.46	45.42	48.28	50.99	53.59	56.89	59.30
29	33.71	35.14	36.85	39.09	42.56	45.72	46.69	49.59	52.34	54.97	58.30	60.73
30	34.80	36.25	37.99	40.26	43.77	46.98	47.96	50.89	53.67	56.33	59.70	62.16
40	45.62	47.27	49.24	51.81	55.76	59.34	60.44	63.69	66.77	69.70	73.40	76.09
50	56.33	58.16	60.35	63.17	67.50	71.42	72.61	76.15	79.49	82.66	86.66	89.56
60	66.98	68.97	71.34	74.40	79.08	83.30	84.58	88.38	91.95	95.34	99.61	102.7
80	88.13	90.41	93.11	96.58	101.9	106.6	108.1	112.3	116.3	120.1	124.8	128.3
100	109.1	111.7	114.7	118.5	124.3	129.6	131.1	135.8	140.2	144.3	149.4	153.2

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATION: NOVEMBER, 2022

LIS 3010: APPLICATION OF ICTs IN INFORMATION MANAGEMENT

INSTRUCTIONS: Answer three (3) questions

TIME: Three (3) hours

TOTAL MARKS: 60 MARKS

SECTION A: COMPULSORY [30 MARKS]

1. Koha and SLIMS are examples of free and open source integrated library management systems used for library automation. Both Koha and SLIMS are powered by free and open source database management systems. SLIMS is gaining ground in terms of adoptions by libraries in countries such as Bangladesh.

- (i) What is an integrated library management system? [2 marks]
- (ii) What is library automation? [2 marks]
- (iii) Explain the concept of free and open source database system. [2 marks]
- (iv) Name two free and open database management systems. [2 marks]
- (v) State the basic modules found in SLIMS. [6 marks]
- (vi) Explain why SMLIS is being adopted among libraries in various counties. [8 marks]
- (vii) Explain the process of installing SLIMS. [8 marks]

SECTION B: CHOOSE TWO QUESTIONS FROM THIS SECTION [30 MARKS]

2. Carefully study the MySQL table called `library_users` below and answer the questions.

Field	Type	Null	Key	Default	Extra
<code>user_id</code>	<code>int(11)</code>	NO	PRI	NULL	<code>auto_increment</code>
<code>username</code>	<code>varchar(255)</code>	NO		NULL	
<code>password</code>	<code>varchar(255)</code>	NO		NULL	
<code>first_name</code>	<code>varchar(255)</code>	NO		NULL	
<code>last_name</code>	<code>varchar(255)</code>	NO		NULL	
<code>address</code>	<code>varchar(255)</code>	NO		NULL	
<code>NRC</code>	<code>int(9)</code>	NO		NULL	

- (i) What is a field? [1 marks]

- (ii) State the meaning and purpose of PRI in the table. [2 marks]
- (iii) What does the word VARCHAR mean? [1 mark]
- (iv) What is the use of auto_increment in the table? [1 marks]
- (v) What would you do to make one of the fields to have a default value? [1 marks]
- (vi) What is the meaning of the NOs in the table above? [1 marks]
- (vii) Using database normalization forms, at which form is the above table? [2 marks]
- (viii) Write the SQL statement/s used to create the above table. [6 marks]

3. (a) Write the HTML5 or CSS3 codes which can do the following:

- (i) Create a linear gradient function of a background color with 3 colors. [2 marks]
- (ii) Insert an audio into a web page. [2 marks]
- (iii) Insert a logo using the picture element. [2 marks]
- (iv) Embed CSS codes into the HTML tags. [2 marks]
- (v) Create a copyright statement [2 marks]

(b) Explain the factors to consider when designing a website. [5 marks]

4. Write notes on the five (5) of the following terms or concepts:

- (i) Crowfoot [3 marks]
- (ii) Intelligence [3 marks]
- (iii) Rollback [3 marks]
- (iv) Nesting [3 marks]
- (v) Apache [3 marks]
- (vi) Inheritance [3 marks]
- (vii) Post [3 marks]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

END OF YEAR FINAL EXAMINATIONS: OCTOBER – NOVEMBER 2022

COURSE: LIS 3022: INDEXING AND ABSTRACTING

DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS

SECTION A: COMPULSORY (40 MARKS)

1. In the world of information science, it is widely acknowledged that the process of knowledge organisation contributes immensely to the effective and efficient exploitation of knowledge resources and ultimately to human development using various knowledge disciplines. Discuss the various stages of knowledge organisation that lead to effective and efficient access to information materials.

SECTION B: ANSWER ANY TWO QUESTIONS (30 MARKS EACH)

2. Discuss automated indexing and its implications for information service provision in the digital era.
3. Indexing tools make the work of indexers easier. Discuss
4. Write short notes on the following concepts:
 - a) Document Analysis
 - b) Purpose of Abstracts
 - c) Principles of Indexing
 - c) Pre-coordination and post-coordination systems
 - e) Abstracting Services

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

LIS 4020: RECORDS MANAGEMENT AND ARCHIVES ADMINISTRATION

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. You have just been appointed as consultant for Cabinet Office of the Government of the Republic of Zambia. Your task is to come up with a position paper on the use and value of records Cabinet Office operations. Discuss the valid points your position paper is going to contain.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. The Zambian Archives and Records Management Association (ZARMA) has invited you to prepare a records and retention schedule for them. Discuss the steps you would take that would lead to the development of a good record retention and disposal schedule.
3. The Food Reserve Agency (FRA) would like to set up a registry. However, they are not sure whether the registry should be decentralized or centralized. Critically examine the factors to consider when deciding to have either a decentralized or centralized registry.
4. You have been invited to attend interviews for the position of a Records Manager at the University of Zambia. One of the questions asked is "Discuss the steps related to transfer of records from the registry to the record centre" Discuss what could be the answer to that question.
5. You have been employed by the National Archives of Zambia as an Archivist. One of your duties is to appraise records. Discuss the process of appraising electronic records.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

END OF YEAR FINAL EXAMINATIONS: OCTOBER – NOVEMBER 2022

COURSE: LIS 9005: INFORMATION GOVERNANCE

DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

SECTION A: COMPULSORY (40 MARKS)

1. Good corporate governance is the pillar of effective oversight on management of organisational operations. Demonstrate your understanding of the statement that "governance is the mechanism for setting direction, instituting controls and setting up operations in order to hold both the institution and its staff accountable".

SECTION B: ANSWER ANY TWO QUESTIONS (30 MARKS EACH)

2. With advancement of the role of digital economies in economic and social development of countries, a number of African countries including Zambia are more likely to adopt information driven operations for them to achieve their mandates. Key to this process would be the need to have well directed information management efforts adopted by organisations. Being an information management specialist, provide expert advice on the salient features of an Information Management Strategy.
3. Discuss the principles of good corporate governance and how they apply to the management of information assets in organisations.
4. Write short notes on the following concepts:
 - a) Information assets
 - b) Organisational operations
 - c) Information management policy
 - c) Organisational resources
 - e) Information security

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

MID-YEAR EXAMINATIONS: JUNE 2022

LIS 9045: INFORMATION LITERACY

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: THREE HOURS

SECTION A: COMPULSORY (40 MARKS)

1. The Ministry of Labour and Social Security is concerned with the increasing reports of factory workers' rights violations in the city. You are thus hired to design & pilot an Information Resource Centre (IRC) in the Industrial area aimed at increasing factory workers' access to labour law-related information. Discuss five (5) ways in which knowledge of Information Seeking Behaviour (ISB) and Information Literacy (IL) would influence the choice of resources and services to be provided by the IRC.

SECTION B: ANSWER ANY TWO (2) QUESTIONS (30 MARKS EACH)

2. Write short notes on **all** of the following concepts (5 marks each):
 - a. Information Behaviour
 - b. Context of an Information need
 - c. Intervening Variables
 - d. Information Seeking strategies
 - e. Information has Value
 - f. Information Literacy Standards
3. Compare and contrast Wilson's Information Seeking Behaviour Models of 1981 and 1996.
4. Discuss the value of Association of College and Research Libraries' (ACRL) 2016 Framework for Information Literacy for Higher Education to students in developing countries like Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022
LIS 9065: BUSINESS INFORMATION

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS

TIME: THREE (3) HOURS

SECTION A: (COMPULSORY) 40 MARKS

1. Discuss any four (4) environmental scanning & monitoring techniques and their value to a business.

SECTION B: (ANSWER ANY TWO) 30 MARKS

2. Write brief notes on all of the following:
 - a. Managerial information needs
 - b. Competitive intelligence gathering process
 - c. The SECI Model
 - d. Chambers of commerce
 - e. Characteristics of Business Information
 - f. Barriers to Information Seeking
3. 'Business is meant to meet the diverse needs of society, provide dignity to peoples' lives and create mutual & sustainable prosperity for all.' Using relevant examples, discuss in detail the five (5) categories of business objectives.
4. Discuss how a business in an industry of your choice can use Enterprise Information Portals (EIPs) to manage its knowledge.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

LIS 9075: DOCUMENTATION

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: THREE HOURS

SECTION A: COMPULSORY (40 MARKS)

1. You are a new intern at documentation center attached to a research institution. You soon discover that part of the existing collection includes primary documents of historical value. And while the documents are potentially useful to specific groups of your users, you learn that they are severely underutilized. Discuss with examples:
 - a. **Four (4)** documentary products you would suggest to improve users' access to the primary information contained.
 - b. **Four (4)** documentary services you would suggest to improve access to the primary information contained.

SECTION B: ANSWER ANY TWO (2) QUESTIONS (30 MARKS EACH)

2. Explain how differences in the production and distribution of documents affects how they are processed in a documentation center.
3. Write short notes on **all** of the following (5 marks each):
 - a. Noise and silence communication
 - b. Written communication channels
 - c. Modes of acquiring documents
 - d. Bibliographic Description versus Contents Description
 - e. Exhaustivity versus Specificity
 - f. Weaknesses of Natural Language
4. Discuss the Documentary Chain, elaborating the key aspects of each stage

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS
NOVEMBER / DECEMBER 2022

LSE 2100: THE TEACHING OF LANGUAGE IN SCHOOLS
MARKS: 100

DURATION: THREE (3) HOURS

INSTRUCTIONS:

1. There are two sections in this paper, A and B
 2. Section A has **ONE Question** which is compulsory and Section B has **SEVEN Questions**
 3. Answer **the** Question in Section A and any **THREE** from Section B
 4. Section A carries **40 marks** and Section B **60 marks**
 5. Each question in Section B carries **20 Marks**
-

SECTION A

QUESTION 1

- a) (i) State **four** functions of parts of speech in language teaching. (04 Marks)
- (ii) By providing examples explain any **four** types of adverbs. (08 Marks)
- b) English language comprises five kinds of prepositions. These are simple, double, participial, compound, and phrase prepositions. With clear examples explain any three of these prepositions. (06 Marks)
- c) (i) What are articles? (2 Marks)
- (ii) Distinguish definite articles from indefinite articles. (2 Marks)
- (iii) Explain any **three** factors used in the selection of the indefinite article 'a' and 'an' when making sentences. (06 Marks)
- d) Write brief notes on the following:
 - (i) Language learning vs Language acquisition (4 Marks)

- (ii) Note taking vs Note making (4 Marks)
(iii) Accuracy vs Appropriacy (4 Marks)

TOTAL: 40 MARKS

SECTION B

QUESTION 1

- a. Explain with practical clarity **four** tools or techniques that can be used when answering a close passage. (08 Marks)
b. Discuss **four** factors that teachers use when marking composition. (12 Marks)

QUESTION 2

Explain in detail some practices that can be used by teachers in bringing out effective lesson planning, delivery techniques and classroom management in an English lesson. (20 Marks)

QUESTION 3

Discuss the Norman conquest of 1066 AD show the effects it has had on the English language. (20 Marks)

QUESTION 4

Outline the teaching procedure a *Speech writing lesson* to a grade 11 class. (20 Marks)

QUESTION 5

- a. What is *affixation* in language teaching? (10 Marks)
b. By providing clear examples and illustrations, show how affixation is an important morphological component in language teaching. (10 Marks)

QUESTION 6

- a. Distinguish an *error* from a *mistake*. (4 Marks)
b. By proving examples, explain any **five** types of error. (10 Marks)
c. How should a language teacher treat some of the errors that emerge in the class during his/her lesson delivery? (04 Marks)

QUESTION 7

- a. State and explain any **two** types of comprehension. (4 Marks)
b. Provide a detailed teaching procedure for a reading comprehension lesson. (12 Marks)

TOTAL: 60 Marks

THE END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2021/2022 ACADEMIC YEAR
FINAL EXAMINATIONS

LSE 3010: CIVIC EDUCATION TEACHING METHODS

INSTRUCTIONS:

There are FIVE (5) questions in this paper.

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

DURATION: 3 Hours

(MARKS: 100)

1. Prepare a lesson plan using the format shown in LSE 3010 on the topic: ABORTIONS AMONG ZAMBIAN WOMEN AND GIRLS: CAUSES, EFFECTS AND POSSIBLE SOLUTIONS. **(40 Marks)**
2. Critically explain the functions of the following documents to every teacher.
 - i) Schemes of Work
 - ii) Records of Work **(30 marks)**
3. Explain the factors taken into account when constructing any syllabus. **(30 marks)**
4. With good examples, discuss why Debate Method is better when teaching controversial topics. **(30 marks)**
5. Apart from Facts, discuss other things we teach in Civic Education. **(30 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022 ACADEMIC YEAR

FINAL EXAMINATIONS

LSE 3020: GENERAL PRINCIPLES OF TEACHING AND ASSESSMENT

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS:

1. Write your computer number on all the answer booklets used.
2. DO NOT WRITE YOUR NAME on any page of the answer booklet.
3. This paper has **two (2)** sections. In section A, there are **three (3)** questions, answer question **one (1)** and any one of the **two (2)** remaining questions. Section B has **two (2)** questions and you are only expected to answer **one (1)** question.
4. You are required to read through all the questions carefully before choosing the question to answer.
5. This examination paper has three (3) printed pages.
6. Write clearly and do not cut words at the end of each line or sentence.

=====

SECTION A: (35 MARKS)

In this section you are expected to answer **two (2)** questions, that is, question **one (1)** which is compulsory and any **one (1)** of the remaining **two (2)** questions.

Question One (Compulsory)

- i. With concrete examples, explain the difference between evaluation and assessment. **(4 marks)**
- ii. Among the **six (6)** stages that must be followed when constructing a test is planning the test. Discuss this stage's importance to the assessor and the entire process of assessment. **(10 marks)**
- iii. Assessment is the process that enables assessors to determine the extent to which learners have acquired desirable knowledge, values, attitudes and skills. Critically discuss the relevance of feedback in assessment of learning and assessment for learning. **(6 Marks)**

Question Two

Explain the differences between the Teaching Council of Zambia (TCZ) and the Teaching Service Commission (TSC) in terms of composition, mandate and functions. **(15 Marks)**

Question Three

What are the differences and similarities in the roles of the Teacher and the Learner in the Learner-centred approach and Teacher-centred approach? **(15 Marks)**

SECTION B: (15 MARKS)

Answer only **one (1)** question from this section.

Question Four

One of the cardinal roles of an assessor after administering and scoring the test/examination is to do item analysis.

- i. Why is item analysis important in assessment? **(4 marks)**
- ii. Critically explain each of the following aspects as they are applied when conducting item analysis.
 - a. Difficult index **(3 marks)**
 - b. Discrimination index **(6 marks)**
 - c. Facility level **(2 marks)**

Question Five

State and explain the **five (5)** aspects of the Teaching-Learning Process. Stress what is expected of a teacher under each of the aspects. **(15 marks)**

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

THE UNIVERSITY OF ZAMBIA
SCHOOL EDUCATION
LSE 3030 ENGLISH TEACHING METHODS
FINAL EXAMINATIONS for 2022 ACADEMIC YEAR

MARKS: 100
HOURS

TIME: THREE

INSTRUCTIONS:

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

SECTION A

Answer this question from this section.

1. Write brief notes on **any five** of the following.
 - (a) Extensive Reading.
 - (b) Multiple choice questions.
 - (c) Characterization in teaching literature.
 - (d) Scheme and Record of work in language teaching.
 - (e) English as a Second Language (ESL) vs English as a Foreign Language (EFL)
 - (f) Language Acquisition vs Language Learning.
 - (g) Formative vs Summative Assessment.
 - (h) Thematic Approach in Literature teaching.

SECTION B

Answer **any two** questions from this section.

2. With clear illustrations discuss reasons for the birth of CLT to language teaching bringing out its characteristics.
3. The Cognitive Code Approach to language teaching of the 1960s was born out of a reaction against the weaknesses of the Audio-lingual method of the 1940s. Discuss the assertion bringing out the major characteristics which distinguish the two teaching methods.
4. Read the following passage below and answer the question that follows.

"It is already too late," said Obierika sadly. "Our own men and our sons have joined the ranks of the stranger. They have joined his religion and they help to uphold his government. If we should try to drive the white men in Umuofia we should find it easy. There are only two of them. But what of our own people who are following their way and have been given power?"

They would go to Umuru and bring the soldiers, and we would be like Abame." He paused for a long time and then said: "I told you on my last visit to Mbanta how they hanged Aneto.".....

"How can he when he does not even speak our tongue? But he says that our customs are bad; and our own brothers who have taken up his religion also say that our customs are bad. How do you think we can fight when our own brothers have turned against us? The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act as one. He has put a knife on things that held us together and we have fallen apart."

Q: Prepare a lesson plan to teach the theme of division and loss of culture in Umuofia.

5. Read the following passage and answer the questions that follow.

Adapted from "The Colors of Animals" by Sir John Lubbock in A Book of Natural History (1902, ed. David Starr Jordan)

The color of animals is by no means a matter of chance; it depends on many considerations, but in the majority of cases tends to protect the animal from danger by rendering it less conspicuous. Perhaps it may be said that if coloring is mainly protective, there ought to be but few brightly colored animals. There are, however, not a few cases in which vivid colors are themselves protective. The kingfisher itself, though so brightly colored, is by no means easy to see. The blue harmonizes with the water, and the bird as it darts along the stream looks almost like a flash of sunlight.

Desert animals are generally the color of the desert. Thus, for instance, the lion, the antelope, and the wild donkey are all sand-colored. "Indeed," says Canon Tristram, "in the desert, where neither trees, brushwood, nor even undulation of the surface afford the slightest protection to its foes, a modification of color assimilated to that of the surrounding country is absolutely necessary. Hence, without exception, the upper plumage of every bird, and also the fur of all the smaller mammals and the skin of all the snakes and lizards, is of one uniform sand color."

The next point is the color of the mature caterpillars, some of which are brown. This probably makes the caterpillar even more conspicuous among the green leaves than would otherwise be the case. Let us see, then, whether the habits of the insect will throw any light upon the riddle. What would you do if you were a big caterpillar? Why, like most other defenseless creatures, you would feed by night, and lie concealed by day. So do these caterpillars. When the morning light comes, they creep down the stem of the food plant, and lie concealed among the thick herbage and dry sticks and leaves, near the ground, and it is obvious that under such circumstances the brown color really becomes a protection. It might indeed be argued that the caterpillars, having become brown, concealed themselves on the ground, and that we were

reversing the state of things. But this is not so, because, while we may say as a general rule that large caterpillars feed by night and lie concealed by day, it is by no means always the case that they are brown; some of them still retaining the green color. We may then conclude that the habit of concealing themselves by day came first, and that the brown color is a later adaptation.

(i) Based on the passage, construct two multiple choice and two true/false questions.

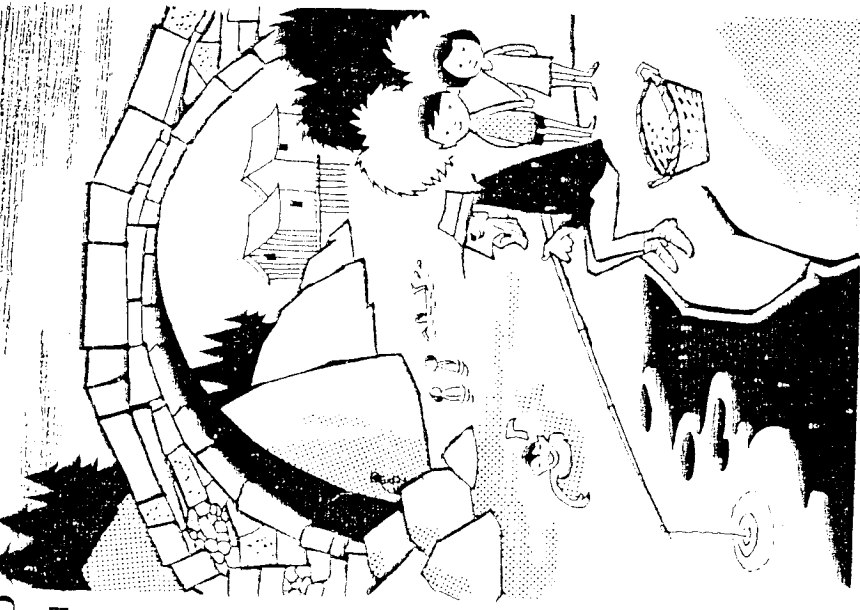
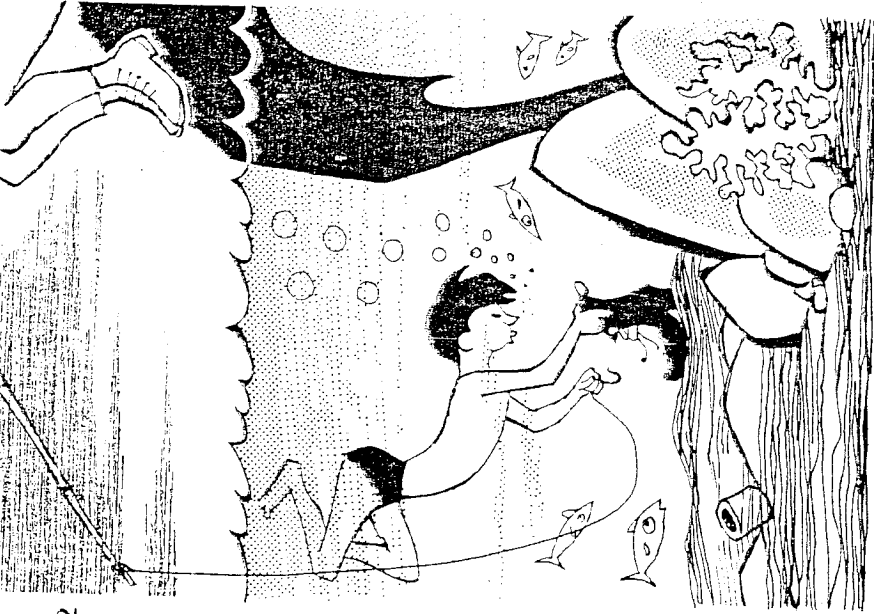
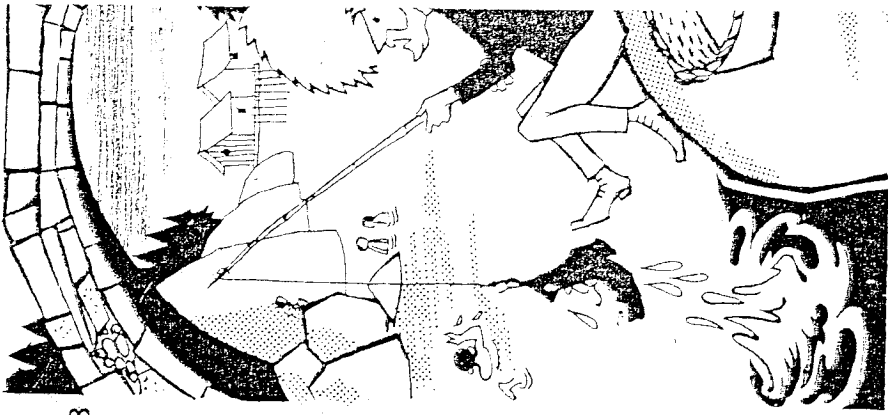
(ii) Explain the procedure for teaching reading comprehension based on the passage.

6. A Composition lesson should be a teaching and **NOT** a testing one. Explain the procedure (not a lesson plan) you would use to teach a double (80 minutes) guided composition lesson using pictures (or picture composition) to a grade 9 class based on the following objective:

By the end of the lesson, PSBAT to tell the story and write a paragraph using the picture strips attached to this paper.

NB: Refer to the picture in the next page.

END- GOOD LUCK





**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
LSE 3030 ENGLISH TEACHING METHODS 2021/2022
DEFERRED EXAMINATIONS**

MARKS: 100

TIME: THREE HOURS

INSTRUCTIONS

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

SECTION A

Answer all questions from this Section.

1. Briefly explain (half a page or less) how each of the following trends in Language Teaching Methodology development from the 1940s to the 1980s is a major factor in second language teaching. **(25 Marks)**
 - (i) Control to freedom **(5 Marks)**
 - (ii) Attitude to error **(5 Marks)**
 - (iii) Changes in theoretical influence **(5 Marks)**
 - (iv) Addition of meaning ad interaction types **(5 Marks)**
 - (v) Changes in teaching and learning materials **(5 Marks)**
2. Within a page or less, write brief notes on each of the following: **(25 Marks)**
 - (a) Single Text and Thematic Approaches to the Teaching of Literature in Zambia **(5 Marks)**
 - (b) Main stages of a lesson plan and what you discuss under each stage **(5 Marks)**
 - (c) How to teach writing skills such as Composition **(5 Marks)**
 - (d) Inductive and deductive language teaching **(5 Marks)**
 - (e) Rhythmic and expansion model of teaching poetry **(5 Marks)**

SECTION B

Answer any two questions from this Section.

3. Design (a) **one visual** situational and (b) **one linguistic** situational exercise to practice the following structure: **Expressing Contrast**, using 'interesting', and 'beautiful'. **(25 Marks)**

4. Provide five different classroom exercise types and explain how they differ in nature when applied in the Audio-lingual method and when applied in cognitive Approach. (25 Marks)
5. Design a detailed lesson plan and explain how you can teach past perfect tense. Your lesson must include specific and appropriate teaching and learning materials. (25 Marks)
6. Read the story below extracted from the Bible and answer the questions that follow. (25 Marks)

JESUS DELIVERED TO PILATE

And then the chief priests and elders of the people beat up Jesus and brought him before Pilate accusing him of stopping people from paying tax and claiming he was king of the Jews. They bound him and led him away and delivered him over to Pilate the governor. Pilate came outside and now Jesus stood before him. Pilate asked the crowd "What accusation do you bring against this man?" They replied, "If this man were not a criminal, we would not have handed him over to you and if you let him go unpunished, we will make sure Caesar know about it." Pilate told them, "Take him yourselves and pass judgment on him according to your own law!" The Jewish religious leaders replied, "We cannot legally put anyone to death and you know that." So Pilate summoned Jesus, and asked him, "Are you king of the Jews?" Jesus replied "Are you saying this on your own initiative, or you have been told about me?" Pilate answered, "I am not a Jew but you are. Your own people, elders and your chief priests handed you over to me. What have you done?" Jesus replied, "My kingdom is not from this world. If it was, my own servants would fight to prevent me being handed over to you". Then Pilate said, "So you are a king!" Jesus replied, "You have said so." When Jesus was asked such questions by the chief priests and elders, he gave no answer. Pilate requested for water and washed his hands and said to the audience "I find no case with this man, take him yourselves and do what you please with him". The Pharisees took Jesus, whip him again and again and put him on the cross to a death roll square. They nailed him on the cross just like the other two. One of them said to Jesus "If you are the Son of God as you claim, save us and yourself". Jesus replied "I say this to you, you will be with me paradise tonight". When the death hour came, Jesus said "it's done" and died. Shortly there was total darkness.

QUESTIONS

- a) Explain with illustration how you would teach plot from the story given.
- b) List the major issues to discuss under each part of the plot and how events relate to each other's.
- c) Explain the lesson procedure (**not a lesson plan**) you would follow to teach this story to a grade ten class.

THE END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021-2022 ACADEMIC YEAR FINAL EXAMINATION

LSE 3040: Teaching and Learning Techniques in Environmental Education

DURATION: THREE (3) HOURS

MARKS 50

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

1. You have been asked by World Vision to educate Chipanta community on deforestation. Write a one month scheme of work showing what should be cover. **(20 marks)**
2. As an environmental educator, write a 40 minutes lesson plan to educate the Mutipula community on the dangers of overfishing. **(15 marks)**
3. Discuss utilitarian ideology and its implication on human resource development in Zambia. **(15 marks)**
4. Describe three teaching methods that environmental educators can use to teach environmental issues. **(15 Mark)**
5. Write brief notes on each of the following:
 - (a) Errors in constructing behavioural objectives **(3 marks)**
 - (b) Tactile learning style **(3 marks)**
 - © Laggards **(3 marks)**
 - (d) Characteristics of an adult learner **(3 marks)**
 - (e) Variable affecting adult learners **(3 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION

TIME: 3 HOURS

MARKS: 50

INSTRUCTIONS: Answer Question 1 and any other two other questions. Use of relevant examples and illustrations will be credited.

1. Study the Lesson Plan below and then answer the following questions:
 - (a) Identify the missing components
 - (b) Rewrite the Lesson Plan correct to the acceptable standard.

NAME: 2019100000

DATE: 10th November.

SCHOOL:

DURATION: 80

CLASS: 10C

NUMBER OF PUPILS: 70

GENDER: Mixed

TOPIC: Weathering and Mass Wasting

SUB-TOPIC: Weathering

TEACHING AND LEARNING AIDS: Chalk board; Pupils Text Book; Chart

REFERENCES:

1. Excel, and advance in Geography Grade 10 Learners Book.
2. Achiever's senior secondary Geography Grade 10 learner's book.
3. Leong, G.C. (1983). Certificate Physical and Human Geography.

OBJECTIVES: By the end of the lesson, 90 per cent of the participants should be able to (PSBAT):

1. explain the process of weathering,
2. describe the agents of weathering,
3. discuss factors that influence weathering.

INTRODUCTION: The teacher will ask pupils the following questions:

1. What is weather?
2. What are the elements of weather?
3. What is weathering? (5 – 10 minutes)

LESSON DEVELOPMENT (35 minutes)

STAGE DURATION	CONTENT	METHODOLOGY	TEACHER ACTIVITY	LEARNER ACTIVITY
Stage 1 5 minutes	<u>Weathering Defined</u> Process of breaking wearing away, disintegration and decomposition of rocks on or below the earth's surface by elements of weather.	Teacher's exposition Question and answers	<ul style="list-style-type: none"> ➤ Explaining ➤ Writing notes on the board ➤ Asking questions 	<ul style="list-style-type: none"> ➤ Listening to teacher's explanation ➤ Answering teacher's questions
Stage 2 15 min	<u>Agents of weathering</u> <ul style="list-style-type: none"> ➤ Air ➤ Ice ➤ Water ➤ Biological organisms 	Teacher's exposition Question and answers	<ul style="list-style-type: none"> ➤ Explaining ➤ Asking questions ➤ Writing points on the board 	<ul style="list-style-type: none"> ➤ Listening ➤ Answering questions ➤ Asking questions about agents of weathering
Stage 3 15 minutes	Factors that influence weathering (i) Climate <ul style="list-style-type: none"> ➤ Temperature ➤ Rainfall 	Teacher's exposition	<ul style="list-style-type: none"> ➤ Explaining 	<ul style="list-style-type: none"> ➤ Answering questions ➤ Ask questions

	<ul style="list-style-type: none"> ➤ Humidity ➤ Sunlight <p>(ii) Relief</p> <ul style="list-style-type: none"> ➤ Nature of slope <p>(iii) Nature of rock</p> <ul style="list-style-type: none"> ➤ Structure ➤ Colour ➤ Mineral composition 	Question and answers	<ul style="list-style-type: none"> ➤ Chalk board illustration 	where not clear
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FOLLOW – UP EXERCISE (20 Minutes):

HOME WORK (5 Minutes):

LESSON EVALUATION:

(20 Marks)

2. Describe the role of Geography in education. **[15 Marks]**
3. Describe four main components that should be included when formulating behavioural objective statements. **[15 Marks]**
4. Imagine you have been appointed by your head teacher to orient newly recruited teachers on the principles of classroom management. Prepare a presentation on any five principles. **[15 Marks]**
5. Discuss any five factors to consider when choosing a teaching method. **[15 Marks]**
6. Explain the role of assessment and evaluation in Geography Education. **[15 Marks]**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY END OF YEAR EXAMINATIONS - NOVEMBER, 2022

LSE 3070: HISTORY TEACHING METHODS

DURATION: THREE (3) HOURS

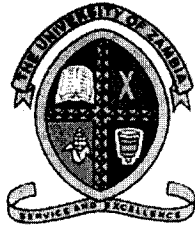
MARKS: 100

INSTRUCTIONS: Answer any three of the six questions given in this paper.

Write your answers in the answer booklet provided. All questions carry equal marks.

1. Give a critical debate on the elusiveness of the term 'history' as envisaged by various historical scholars.
2. For effective teaching and learning to be achieved in history lessons, teachers of history need to prepare their lessons. Discuss.
3. Examine the differences that exist between schemes of work and syllabuses. Discuss the role schemes of work play in the teaching and learning process.
4. What are concepts? Explain how these are acquired by people and utilised in education.
5. Learners differ from each other in many respects. Discuss this statement in detail and explain why it is important for teachers of history to know their learners.
6. Critically, give a sound discussion on the personal and professional qualities a teacher of history ought to possess for effective teaching and learning to be realised in history classrooms.

END OF EXAMINATIONS



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

END OF YEAR EXAMINATIONS 2022

LSE 3080: AFRICAN LANGUAGES TEACHING METHODS

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS: This paper has two sections: Sections A and B. Section A is compulsory. In section B you must answer only two questions. ALL QUESTIONS IN SECTION B CARRY EQUAL MARKS.

Section A:

1. Write brief notes on the differences between the following pairs of concepts:
 - a. language learning and language acquisition
 - b. logographic and alphabetic writing systems
 - c. prescriptive and descriptive grammar
 - d. shallow and deep orthography

Section B:

2. A comprehension lesson should have teaching points otherwise it ends up being a testing exercise. Discuss some possible teaching points that would be used in the three parts of a comprehension lesson: before reading, during reading and after reading.
3. Read the following description of a lesson observed by a Head of Department and then answer the questions below it:

The teacher began his lesson by writing these pairs of words on the board:

Panga 'make' *pangisha* 'cause to be made'

Lemba 'write' *lembesha* 'cause to write'

Longa 'park (things)' *longesha* 'cause to park(things)'

Sunga 'keep' *sungisha* 'cause to keep'

(Note that the translations were not added by the teacher being observed).

The teacher then asked learners to compare the words in each pair and say what the difference in meaning was. The learners explained that the first word in each pair was about what a person did on his own while the second word is about what he made others do. The teacher put the learners into groups and asked them to work out what was in the words that had led to that difference in meaning. One group suggested that the second word in each pair had additional parts –esh and –ish but both ended with –a. These additional parts must be responsible for the extra meaning of 'causing one or others to do something'. The teacher accepted and praised the group for being very perceptive.

Next the teacher wrote a few more verbs on the board and asked learners to change them orally in a similar way to the pairs he had written before. Learners did this very well.

Then the teacher asked learners to think of their own verbs and change them as they had been doing. The learners wrote the exercise and the teacher marked the books. Almost of all them managed to complete the task successfully. The teacher ended the lesson by asking learners what they had learned. The teacher thanked the class for their attention and good work.

Questions:

- a. What is the structure taught in this lesson called in Bantu linguistics?
 - b. What grammar teaching strategy did the teacher use?
 - c. What is the structure of this lesson?
 - d. Considering the four principles of first language teaching, would you say the teacher followed all of them: use of learner's prior knowledge, learning as a situated process, learning as a social process and learning how to learn? Explain.
4. **Either:** **a)** explain how you would teach learners to notice the difference between short and long vowels in your language or **b)** explain how you would teach Grade 10 learners about the orthographic rules of how to write locatives.
5. 'Teaching a mother tongue is not difficult because learners already know the language and use it competently.' Argue against this statement by showing why it is necessary to teach the grammar of a mother tongue in Zambia.



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LSSE
LSE 3100: LITERACY TEACHING METHODS
2021/2022 FINAL EXAMINATIONS**

TIME: THREE HOURS

100 MARKS

INSTRUCTIONS

1. There are **TWO** sections in this paper, sections **A** and **B**.
2. Answer **FOUR** questions in all
3. Section **A** is compulsory
4. Answer any **THREE** (3) questions from section **B**
5. Good command of English language will be rewarded
6. Add a **gloss** (i.e., meaning in English) to any text or examples given in an African language
7. Write your computer number on each answer sheet used (**do NOT write your name**).

SECTION A:

40 MARKS

Compulsory question.

1. In Zambia, the new literacy policy emphasizes the use of local languages as media of instruction from pre-school to grade 4.
 - a) Choose your own **SOUND** in any Zambian language of your choice and design (draw) a teaching and learning aid you can use to teach the sound you have chosen (**20 marks**).
 - b) Design a **ONE (1)** hour literacy lesson plan to teach the sound you have chosen in (a) and show how the five (5) key competencies (phonemic awareness, phonics, vocabulary, fluency and comprehension) can be incorporated in the lesson (**20 marks**).

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

SECTION B

60 MARKS

Answer any **THREE (3)** questions from this Section.

1. Write a four paged essay entitled “**PROS and CONS** of teaching initial literacy from grade 1 to 4 using local language in Zambian primary schools.” (20 Marks)
- 2 Linguistically, Zambia is multilingual with 72 ethnic groupings speaking dialects that can be grouped into less than 20 distinct languages.
 - a) With examples, **DISCUSS** the processes which a selected variety should undergo to be accepted as a standard language according to Hudson (1980:33). (10 Marks).
 - b) With practical examples, **EXPLAIN** the statement that **linguists** are responsible for **corpus planning**, but politicians still play a significant role in the selection of the language varieties that are to undergo standardization or elaboration (10 Marks).
3. The Zambian new Literacy Framework recommends that teaching reading from grade 1 to grade 4 should be in local language.
 - a) **DISCUSS** the challenges associated with the teaching of any Zambian language in a situation where such a language has many dialects. (10 Marks).
 - b) **EXPLAIN** how the challenges in (a) can be addressed (10 marks).
4. It is believed that emergent literacy skills such as oral language, print knowledge and phonological awareness children bring to school have a direct link to their academic success. **DISCUSS (20 marks)**
5. The National Literacy Framework (NLF) stresses emphasis on Pre-reading and pre-writing skills.
 - a) Identify any three (3) pre-reading and three (3) pre-writing skills you know and list them down (10 Marks).
 - b) Explain how the skills you have identified in (a) can help children learn to read (10 Marks).

GOOD LUCK

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

CIVIC EDUCATION SECTION

2021/2022 ACADEMIC YEAR

LSE 4020: ADVANCED TEACHING METHODS IN CIVIC EDUCATION

DURATION: Three (3) Hours

MARKS: 100

INSTRUCTIONS

- There are FIVE (5) questions in this paper.
- Answer only THREE (3) questions.
- Question ONE (1) is **compulsory** and choose any **other TWO (2) questions**.

QUESTIONS

1. Critically identify and explain the different elements that make effective teaching and learning possible.
(40 Marks)
2. Student centered approach is the best approach every Civic Education teacher can use. Justify this statement.
(30 Marks)
3. In line with Paulo Freire's ideas of education, explain how Civic Education can be used as a tool to resolve the various problems in our society.
(30 Marks)
4. Identify and explain eight (8) 21st Century Rules of teaching and demonstrate with examples why they are important to a classroom environment.
(30 Marks)
5. 21st Century Education would be difficult without a teacher using Information, Communication and Technology (ICT). Discuss.
(30 Marks)

END OF EXAM

UNIVERSITY OF ZAMBIA
2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS
SCHOOL OF EDUCATION
LSE 4040: ADVANCED TEACHING AND LEARNING TECHNIQUES IN
ENVIRONMENTAL EDUCATION

DURATION: 3 HOURS

MARKS: 50

INSTRUCTIONS: Answer THREE questions in this examination. QUESTION ONE IS COMPULSORY.

Credit will be given for use of relevant examples and illustrations.

1. Discuss four factors to consider when deciding the model to adopt in curriculum development. **(20 Marks)**
2. Discuss five strategies that you can use to educate people about climate change. **(15 Marks)**
3. Explain why teaching as inquiry is important to an educator. **(15 Marks)**
4. Describe three competencies that 21st century students must possess. **(15 Marks)**
5. Write brief notes on each of the following:
 - a. Changes in the way we think about human learning **(3 Marks)**
 - b. The Concept of security **(3 Marks)**
 - c. Ecological footprint **(3 Marks)**
 - d. Sustainable consumption **(3 marks)**
 - e. Professional Documents in environmental Education **(3marks)**

THE END



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LSSE
LSE 4080: ADVANCED AFRICAN TEACHING METHODS
2021/2022 FINAL EXAMINATIONS**

TIME: THREE HOURS

100 MARKS

INSTRUCTIONS

1. There are **TWO** sections in this paper, sections **A** and **B**.
2. Answer **FOUR** questions in all
3. Section **A** is compulsory
4. Answer any **THREE** (3) questions from section **B**
5. Good command of English language will be rewarded
6. Add a **gloss** (i.e., meaning in English) to any text or examples given in an African language
7. Write your computer number on each answer sheet used (**not your name**).

SECTION A:

40 MARKS

Compulsory question.

1. With examples explain the following criteria for identifying a standard language according to Bell (1976:147:57).

- (a) **Vitality (10 Marks).**
- (b) **Historicity (10 Marks).**
- (c) **Autonomy (10 Marks).**
- (d) **Mixture (10 Marks).**

SECTION B

60 MARKS

Answer any **THREE (3)** questions from this Section.

1. Compare and contrast the Zambian language syllabus and English language syllabus **(20 Marks)**.
2. Unlike linguists who categorize a people's language as a dialect of another language purely on **linguistic** grounds, ordinary people tend to look at languages from a **functional** point of view. **DISCUSS (20 Marks)**
3. Linguistically, Zambia is multilingual with 72 ethnic groupings speaking dialects that can be grouped into less than 20 distinct languages.
 - a) With examples, **DISCUSS** the processes which a selected variety should undergo to be accepted as a standard language according to Hudson (1980:33). **(10 Marks)**.
 - b) **With practical examples, EXPLAIN** the statement that **linguists** are responsible for **corpus planning** but politicians still play a significant role in the selection of the language varieties that are to undergo standardization or elaboration **(10 Marks)**.
4. In Zambia, the new literacy policy emphasizes the use of local languages as media of instruction from pre-school to grade 4.
 - a) With practical examples, explain the importance of the mother tongue or familiar language in education **(10 Marks)**.
 - b) **DISCUSS** the problems associated with the teaching of any Zambian language in a situation where such a language has many dialects. **(10 Marks)**.

GOOD LUCK



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

LSE 4100 ADVANCED LITERACY TEACHING METHODS

DURATION: 3 HOURS

MARKS: 100

INSTRUCTIONS

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

SECTION A: COMPULSORY (40 Marks)

Question One

With examples, write brief notes on each of the following key competencies:

- (a) Differentiated Reading Instruction (**10 Marks**)
- (b) Phonemic awareness activities (**10 Marks**)
- (c) Phonological awareness activities (**10 Marks**)
- (d) Assessment of Fluency (**10 Marks**)

SECTION B: ESSAY QUESTIONS (ANSWER ANY TWO)

Question two (30 Marks)

With clear examples, explain the similarities and differences between English and one Zambian language of your choice and state what this implies to the teaching of literacy or language.

Question Three (30 Marks)

Discuss how **songs and stories** as part of children's literature can be used to teach **early reading** skills in schools.

Question four (30 Marks)

With clear examples, describe how you can apply the Gradual Release of Responsibility Model and the Insight Model to teach literacy in early grade classes.

Question five (30 Marks)

Imagine you have been invited by World Vision Organization to develop a literacy programme. As an expert in literacy, explain the factors you may need to consider in the development of this programme from the beginning to the end.

THE END

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS
NOVEMBER / DECEMBER 2022

LSE 9000: ENTREPRENUERSHIP AND SOCIAL LIFE SKILLS
MARKS: 100

DURATION: THREE (3) HOURS

INSTRUCTIONS:

1. There are **two** Sections in this paper, A and B
 2. Section A has **ONE Question** which is compulsory and Section B has **FIVE Questions**
 3. Answer **the** Question in Section A and any **TWO** from Section B
 4. Section A carries **40 marks** and Section B carries **60 marks**
-

SECTION A (40 Marks)

QUESTION 1 (Compulsory).

Write brief notes on each of the following:

- | | |
|---|----------|
| a. Roles and responsibilities of managers. | 8 Marks |
| b. Autocratic management style vs Democratic management style. | 08 Marks |
| c. Survival skills and why they are important in our communities. | 08 Marks |
| d. Qualities that make an individual to be a good leader. | 08 Marks |
| e. Health literacy vs Cultural literacy. | 08 Marks |

SECTION B (60 Marks)

Marks: Answer **any two** questions from this Section.

QUESTION 2

The demand for entrepreneurship skills is increasing at a fast rate in Zambia.

- a. Briefly discuss what has necessitated that demand. 10 Marks
- b. Explore the factors that have led to the collapse of successful entrepreneurship in your community. 20 Marks

QUESTION 3

Using *Paulo Freire's Educational theory* discuss in detail any six areas of this theory and show how it can help transform both the teacher and the student.

30 Marks

QUESTION 4

- a. Discuss wealth creation. 10 Marks
- b. By providing authentic examples show the difference between *wealth creation* and *wealth preservation*. 20 Marks

QUESTION 5

Discuss why business literacy is an integral aspect in income generating activities.

30 Marks

QUESTION 6

Suppose you have been requested to give a presentation on **the need for training in an organization**:

- a. Explain benefits of training to an institution. 15 Marks
- b. Provide three types training and the advantages of each type. 15 Marks

THE END



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LSSE

LTC 1000 - ORIGINS AND DEVELOPMENT OF LITERACY

2021/2022 FINAL EXAMINATIONS

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS

1. There are **TWO** sections in this paper, sections **A** and **B**.
2. Answer **FOUR** questions in all
3. Question **ONE** in section **A** is compulsory
4. Answer any **THREE** (3) questions from section **B**
5. Good command of English language will be rewarded
6. Write your computer number on each answer sheet used (**not your name**).

SECTION A (COMPULSORY)

40 MARKS

Answer all the FOUR questions from this Section.

Write briefly on the following:

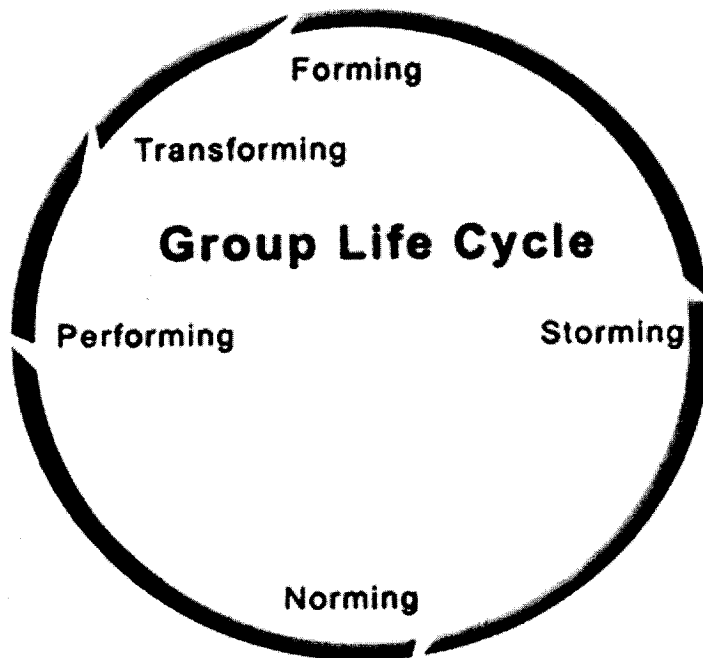
1. Distinguish between 'big L' literacy and 'small l' literacy and give examples (**10 marks**).
2. Explain three senses in which the word literacy is used in today's world (**10 marks**)
3. Explain how Literacy is linked to other fields of study (**10 marks**)
4. Distinguish between Primary Reading Programme (PRP) and Primary Literacy Programme (PLP) (**10 marks**)

SECTION B

60 MARKS

Answer any THREE questions from this Section

1. Explain how literacy has evolved in Zambia bringing out different programmes that have been developed in trying to address the low literacy levels in Zambia **(20 marks)**.
2. Describe Piaget's **six sub-stages** of the sensorimotor stage and show how each sub-stage is associated with children's certain behavioural activities **(20 marks)**.
3. It is believed that Literacy as a social science exhibit certain traits that makes it a science **(20 marks)**
 - (a) In your understanding **EXPLAIN** the meaning of Science in relation to literacy
 - (b) With practical examples **EXPLAIN** six features of science that make literacy a science
4. According to Deragon (2011), there are five stages of social transformation (Group Life Cycle)
 - a) With examples, **EXPLAIN** all the five stages mentioned in the diagram **(20 marks)**.



END - GOOD LUCK



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2021/2022 END OF YEAR FINAL EXAMINATION
LTC 1100 ACADEMIC WRITING AND STUDY SKILLS

DURATION: 3 HOURS

MARKS: 50

INSTRUCTIONS

1. There are five questions in this paper and you are expected to answer three essay questions in total.
 2. Question 1, is compulsory and you are all expected to answer it. Pick two more questions from the remaining.
 3. Marks are allocated at the end of each question.
- =====

QUESTION 1: Compulsory (20 Marks)

With clear examples, explain the different dynamics of making in-text citations in the APA style of referencing.

Question 2: (15 Marks)

In their discourse, Mr Masambo was called a thief by Mr Mwita. In response, Mr Masambo said "You are also a thief", without accepting or denying the allegation from Mr Mwita.

- (a) What logical fallacy did Mr Masambo use in his response?
- (b) With examples, explain five other logical fallacies used in written and spoken discourses.

Question 3: (15 Marks)

Analyse how the mnemonic study skills and chunking can be used to study in any course.

Question 4 (15 Marks)

With clear examples, define and explain the variations between **academic** language and **informal** language.

Question 5: (15 Marks)

Write, with examples, about the following;

- (a) APA referencing style
- (b) Chicago system of referencing

THE END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2021/2022 END OF YEAR FINAL EXAMINATION
LTC 2000 LITERACY AND LANGUAGE EDUCATION

DURATION: 3 HOURS

MARKS: 100

INSTRUCTIONS

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

SECTION A: QUESTION ONE IS COMPULSORY

Question One (50 Marks)

Write brief notes on each of the following:

- (a) The Primary Reading Programme (PRP) (10 Marks)
- (b) Print Awareness (10 Marks)
- (c) Syllable structure of Zambian languages (10 Marks)
- (d) Orthography of Zambian languages (10 Marks)
- (e) Reading Comprehension (10 Marks)

SECTION B: ANSWER ANY TWO QUESTIONS FROM THIS SECTION (50 Marks)

Question two (25 Marks)

With examples, define and explain the components of phonological awareness.

Question Three (25 Marks)

Discuss, with examples, similarities and differences between literacy and language.

Question four (25 Marks)

How can you apply specific theories of literacy development to the Zambian context?

Question five (25 Marks)

Define and Outline the application of **Functional Literacy** by Zambian citizens.

THE END

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

FINAL EXAMINATION: 2021/2022 ACADEMIC YEAR

LTC 3000: TEACHING LITERACY AND LANGUAGE TO MULTILINGUAL AND DIVERSE LEARNERS

INSTRUCTIONS

- a. Answer question 1 and any other two from the remaining four
- b. Answer 3 questions in total
- c. Use of examples and illustrations will attract marks.

-
1. Give five reasons why literacy levels have remained consistently low in Zambia. For each reason, suggest what can be done to improve the levels of literacy
 2. Translanguaging is the appropriate language practice in multilingual literacy and language classrooms. Justify
 3. Discuss types of teacher attitudes and how they influence teachers' classroom teaching and management
 4. A learner can have one or all of the four types of identities namely, Ascribed, Achieved, Negotiable and Imposed. For each of the four identities, explain the meaning and its implication to literacy and language teaching.
 5. Give a historical account of the Zambian language-in education policy from 1960 to 2014. In your opinion, which of the policies you have discussed is most suitable for Zambia and why.

SCHOOL OF EDUCATION

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 3030: MATHEMATICS EDUCATION

TIME: Three (3) hours

Marks possible: 100

- INFORMATION:
1. There are **five (5)** questions in this paper.
 2. Each question carries 25 marks.
 3. Marks for parts of questions are shown in square brackets [].

INSTRUCTION: Attempt any **four (4)** questions.

Question 1

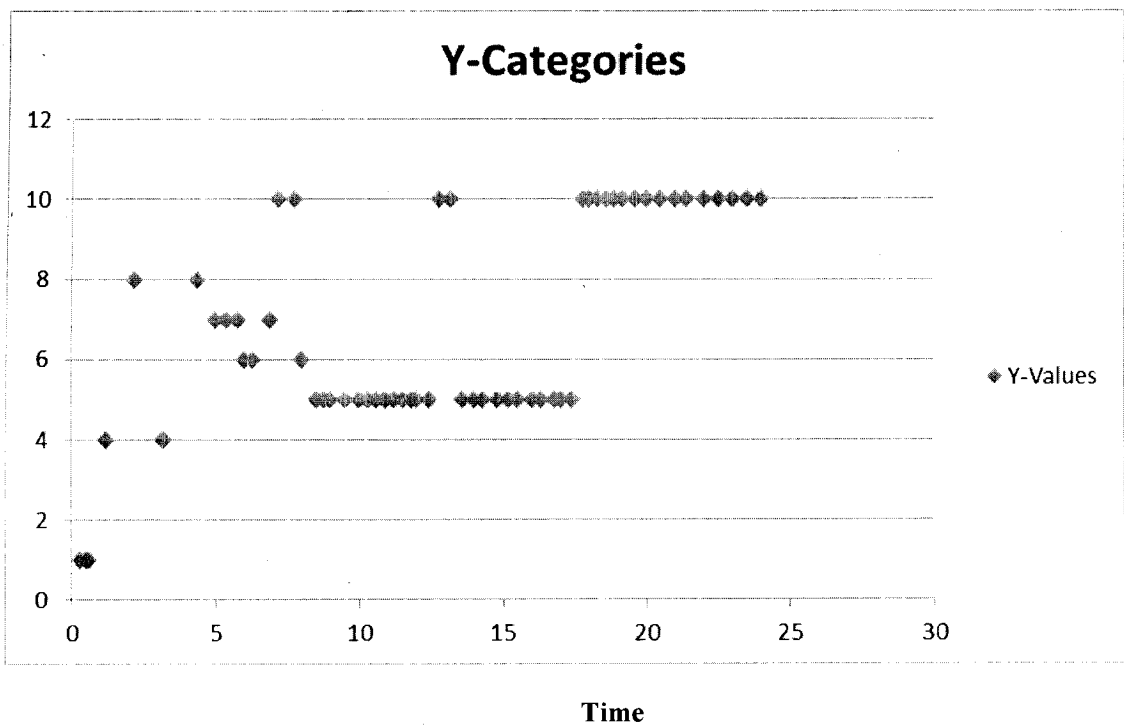
- (a) State **two** actions you could take to help learners remember a mathematical *fact*, e.g. the fact that *2.54 centimetres equals 1 inch*. [04]
- (b) For Parts (i), (ii) and (iii), you may replace the topic *simultaneous linear equations* with any other secondary school mathematics topic of your choice, so long it is the same topic in the three parts.
- (i) Outline the process you could use to enable learners acquire and consolidate the *skill* of solving *simultaneous linear equations*. [08]
 - (ii) Outline the process you could use to enable learners understand the *concept* of *simultaneous linear equations*. [08]
 - (iii) Explain a *general strategy* you could encourage learners to use to solve a problem that requires the use of *simultaneous linear equations*. [05]

Question 2

Lesson observation can take several forms such as interaction analysis depending on the focus of the observation.

- (a) Explain what is meant by *interaction analysis*. [04]
- (b) Mention **two (2)** roles of the use of ‘categories’ in the development of the observation technique. [06]
- (c) Study Figure 1 below and reference to a FIAS Table given to you to answer the questions that follow below.

Figure 1.



- (i) What were the dominant features of the lesson in the 25 minutes recorded? [05]
- (ii) Explain with justification, what could be happening from 16.8 to 25 minutes in the classroom? [05]
- (iii) If what the figure shows was typical of the lessons by this teacher; what suggestions could you give him/her for future lessons? [05]

Question 3

- (a) Using a secondary school concept of your choice, describe an activity you could give to your class so as to logically lead to the definition of the concept being the conclusion to the lesson rather than the introduction. [09]
- (b) Discuss **two (2)** reasons why *lesson study* can enhance the quality of teaching and learning of secondary school mathematics. [08]
- (c) For each of the following, explain **two (2)** ways of how they can enhance the quality of teaching and learning of secondary school mathematics:
- (i) Assessment
 - (ii) Textbooks [08]

Question 4

Explain the importance of each of the following in the teaching of secondary school mathematics:

- (a) Discussing the outcomes of mathematical investigations. [05]
- (b) Using a learner's question '*what would happen if...?*' to form the basis of an investigation. [05]
- (c) Relating any topic being dealt with to other mathematics topics. [05]
- (d) Taking account of, and responding to the answers which learners give to questions asked during teacher exposition, even if an answer is incorrect. [05]
- (e) Giving all learners an opportunity for practical work. [05]

Question 5

- (a) For the domains of learning, namely, cognitive, affective, and psychomotor, discuss **three (3)** ways in which they can complement each other towards enhancing the teaching and learning of secondary school mathematics. [10]
- (b) Discuss **three (3)** reasons why constructivism is a relevant theory in enhancing the teaching and learning of secondary school mathematics. [09]
- (c) Explain **two (2)** arguments why *specific outcomes* are preferred to *behavioural objectives* in the teaching and learning of secondary school mathematics. [06]

END OF EXAMINATION

Table : Flanders' Interaction Analysis Categories (FIAC)

Teacher Talk	Indirect Influence	1. Accepts feeling: accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		2. Praises or encourages: praises or encourages student action or behaviour. Jokes that release tension, not at the expense of another individual, nodding head or saying 'uh huh?' or 'go on' are included.
		3. Accepts or uses ideas of student: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.
		4. Asks questions: asking a question about content or procedure with the intent that a student may answer.
	Direct Influence	5. Lectures: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
		6. Gives directions: directions, commands, or orders with which a student is expected to comply.
		7. Criticises or justifies authority: statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.
Student Talk		8. Student talk - responses: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
		9. Student talk - initiation: talk by students which they initiate. If 'calling on' student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. Silence or confusion: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR FINAL EXAMINATION

MSE 3040: BIOLOGY TEACHING METHODS.

TIME: THREE (3) HOURS

MARKS 100

Information:

1. There are **eight** (8) questions in this paper.
2. Each question has a possible maximum marks of 20
3. The intended marks for part of the question are shown in the brackets [].

Instructions:

1. Answer a maximum of **five** (5) questions from this paper.
2. Write on **one side** of the answer booklet only.

.....

1, Teachers use a variety of tools to make the process of teaching and learning simple interesting and effective which makes it easier for the teacher to teach even the most difficult subject.

(a) Discuss at least **five** reasons why teaching aids are effective in the teaching and learning process. [10]

(b) Describe briefly **five** types of teaching aids which you can apply in your teaching and learning process? [10]

.....

2. (a) An excellent Biology teacher is described with possession of various good attributes. Discuss at least **five** excellent qualities of a good biology teacher. [10]

A teacher is the representative of the content and the school. How a teacher presents himself or herself makes an impression on administration, colleagues, parents and students.

(b) Describe clearly **five** positive qualities of an effective biology teacher? [05]

(c) Explain briefly **five** negative aspects of an ineffective biology teacher. [05]

3. During a staff meeting at your Secondary School, a teacher of biology lambasts a Head teacher, over his command that “for any teacher to deliver a lesson to any class in that school, one should first have a lesson plan specifically for that class, regardless of the grade level”.

(a) Suggest **two** genuine reasons why the teacher of biology above lambasts the Head Teacher in that manner. [04]

(b) Explain **five** reasons why the Head teacher may not be filled with remorse and shame, despite the reprove from the teacher. [10]

(c) Outline **three** measures which School Management may take, to help the staff have better attitude towards lesson planning and work in tandem with the Head of the Institution. [06]

4. The Syllabus, Schemes of Work and Records of Work are some of the documents used in Biology teaching.

(a) Which of the **three** documents above (**if any**)

(i) Are prepared by Head Teachers for the staff? Justify your answer. [03]

(ii) Are prepared by departmental Heads for learners? Justify your answer. [03]

(b) Explain any **three** major challenges our nation faces with the Zambian Secondary School Biology Syllabus. [09]

(c) If you had a right to quash, which of the documents above (**if any**) would you stop using completely in your Biology Teaching? Justify your answer. [05]

5. (a) Some of the aims of teaching Biology according to the curriculum Development Centre (CDC) Syllabus include among others:

Promoting awareness that;

- The applications of Biological Sciences may be both beneficial and detrimental to the individual, the community and the environment.
- Biological Sciences transcend National boundaries and the language of science, correctly and rigorously applied is Universal

Without a clear well thought out plan and implementation strategy, these **aims can** never be actualized. In very realistic terms, produce a clear plan of how these two aims, on awareness can be achieved? [10]

(b) There are possibly five key steps when sequencing instructions. These include Pre-instructional activities; information presentation, learner participation, testing/Assessment; and follow – through.

Write short notes on what is involved at each stage. [10]

-
6. (a) Some of the core skills required in Microteaching and applicable in Biology teaching include classroom management and using audio visual aids.

Explain how you can implement the two core skills in a Biology lesson? [05]

(b) The internet is awash with hundreds of education software and choosing an appropriate one becomes a daunting task for a teacher. A teacher reviewing software should take into consideration several factors. **List ten** of these factors that can be used to choose appropriate software for teaching about the topic of Genetics. [10]

(c) Explain the implications of Technological Pedagogical Content Knowledge (**TPCK**) and how it can be a game changer in improving Biological Sciences Literacy and achievement in Zambian Schools. [05]

7. A teacher of Biology should endeavor to develop learners with skills in all aspects of **domains of learning** and **assess** them appropriately.
- (a) Elucidate the **three** domains of learning that you would endeavor to develop in your learners as a teacher of biology. [06]
 - (b) For any **one** of the domains mentioned in (a), illustrate how statements of educational learning outcomes are arranged in a hierarchy from less to more complex. [06]
 - (c) Concisely, explain the meaning of assessment in biology education. [02]
 - (d) Describe the **three** types of assessments that you would use to assess your learners. [06]
-

8. Application of appropriate **learning theories** by a teacher of physics help him / her to develop scientifically literate learners who have deeper understandings of biology that studying the **nature of Science (NOS)** provides through adherence to **biology laboratory safety** rules.
- (a) Identify and describe any **two** theories of learning that you would apply in your teaching of biology. [08]
 - (b) Explain what you understand by the term Nature of Science (NOS). [04]
 - (c) Formulate **eight (8)** laboratory rules that would help you ensure safety in your biology laboratory. [08]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR FINAL EXAMINATION

MSE 3060: CHEMISTRY TEACHING METHODS

Duration: Three (3) Hours

Marks: 100

INFORMATION:

1. There are eight (8) questions in this paper.
2. Each question has a possible maximum mark of 20.
3. The intended marks for part of a question are shown in brackets []
4. The examination paper has **three** (3) pages only

INSTRUCTION:

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

1. During a staff meeting at your secondary school, a teacher of chemistry **reprimands** a head teacher, over his **command** that *“for any teacher to deliver a lesson to any class in that school, one should first have a lesson plan specifically for that class, regardless of the grade level.”*
 - a) Suggest **two** genuine reasons why the teacher of science above rebukes the head teacher in that manner. [04]
 - b) Explain **five** reasons why the head teacher may **not** be filled with remorse and shame, despite the reprove from the teacher. [10]
 - c) Outline **three** measures which school management may take, to help the staff have better attitude towards lesson planning and work in tandem with the head of the institution. [06]

 2. The Syllabus, Schemes of Work and Records of Work are documents used in chemistry teaching.
 - a) Which of the **three** documents above (if any),
 - i. Are prepared by head teachers for the staff? Justify your answer. [03]
 - ii. Are prepared by departmental heads for learners? Justify your answer. [03]
 - b) Explain any **three** major challenges our nation faces with the Zambian secondary school science syllabus. [09]
 - c) If you had a right to quash, which of the documents above (if any) would you stop using in your chemistry teaching? Justify your answer. [05]

 3.
 - a) Whole class teaching refers to a situation where a teacher addresses all pupils in a chemistry class. This is also known as large group approach.
Discuss briefly **five** characteristics of this approach of teaching chemistry. [05]
 - b) State **five** advantages of using this approach of teaching. [05]
 - c) Describe at least **five** different criteria you can use in dividing pupils in your class when teaching chemistry. [10]
-

4. a) Teachers use a variety of tools to make the process of teaching and learning simple interesting and effective which makes it easier for the teacher to teach even the most difficult topics in chemistry.
Discuss at least **five** requirements for using teaching aids in teaching and learning of chemistry. [10]
- b) There are various types of teaching aids in use in our classrooms.
Describe at least **five** types of teaching aids in use in our schools particularly in chemistry. [10]
-

5. a) Some of the general aims of teaching chemistry according to the Curriculum Development Centre (CDC) syllabus include among others:
- *to promote an awareness that the applications of Chemistry may be both beneficial and detrimental to the individual, the community and the environment;*
 - *to promote awareness that Chemistry transcends national boundaries and that language of science correctly and rigorously applied, is universal.*

Without a clear well thought out plan and implementation strategy, these aims can never be actualised. In very realistic terms, produce a clear plan of how these two aims can be achieved. [10]

- b) The Posner and Strike sequencing scheme include among others the *World-Related Sequencing (WRS)*. The WRS uses three phenomena namely Spatial, Temporal and physical in sequencing content. Using a topic of your choice from chemistry syllabus, explain how you can utilize the **three** characteristics in sequencing the content of your chosen topic. [10]
-

6. a) Some of the core skills required in microteaching and applicable in chemistry teaching include: ***stimulus variation***, and ***Presentation and Explanation***. Explain how you can achieve the **two** core skills in a chemistry class. [05]
- b) The internet is inundated with hundreds of education software and choosing an appropriate one becomes a daunting task for a teacher. A teacher reviewing software should take into consideration several factors. Evaluate **ten** of these factors that can be used to choose appropriate software. [10]
- c) Explain the implications of Technological Pedagogical Content Knowledge (TPCK) and how it can be a game changer in improving chemistry literacy and achievement at secondary school level in Zambia. [05]
-

7. In order to ensure that the **Nature of Science (NOS)** is very well inculcated in the learners, a teacher of chemistry needs to emphasize to the learners the issues of **safety in the chemistry laboratory**.
- a) Explain with tangible examples what you understand by the term Nature of Science (NOS). [10]
 - b) Describe how you would ensure that the chemistry laboratory is a safe place for you and your learners to work in. [10]
-
8. A teacher of chemistry is expected to be very well grounded in the knowledge of all the **domains of learning** so as to apply appropriate **learning theories** when teaching and eventually **assess** the learners with appropriate assessment items.
- a) Explain what each of the **three** domains of learning is. [06]
 - b) Describe any **two** learning theories that you may use to teach any topic of your choice in chemistry. [08]
 - c) Explain any **three** characteristics that would show that your assessment items are appropriate. [06]
-

End of Examination

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 3080: AGRICULTURAL SCIENCE TEACHING METHODS

Time: Three (3) Hours

Marks: 100

INFORMATION:

1. There are eight (8) questions in this paper.
2. Each question has a possible maximum mark of 20.
3. The intended marks for part of the question are shown in brackets []

INSTRUCTION:

Answer **any five** questions

- =====
1. a) Some of the aims of teaching agricultural science according to the Curriculum Development Centre (CDC) syllabus include among others:
 - stimulating positive attitudes by showing that efficient farming can be both a profitable and rewarding occupation; and
 - developing positive attitudes towards Zambia's natural resources so as to conserve and use them sustainably.

Without a clear well thought out plan and implementation strategy, these aims can never be actualised. *In very realistic terms, produce a clear plan of how these two aims can be achieved.* [10]
 - b) The Posner and Strike sequencing scheme include among others the *World-Related Sequencing (WRS)*. The WRS uses three phenomena namely Spatial, Temporal and physical in sequencing content. Using a topic of your choice from agricultural science syllabus, explain how you can utilize the **three** characteristics in sequencing the content of your chosen topic. [10]
-

2. a) Some of the core skills required in microteaching and applicable in agricultural science teaching Include **Reinforcement** and **Presentation and Explanation**. Explain how you can achieve the two core skills in an agricultural science class, [05]
- b) The internet is inundated with hundreds of education software and choosing an appropriate one becomes a daunting task for a teacher. A teacher reviewing software should take into consideration several factors. Evaluate **ten** of these factors that can be used to choose appropriate software, [10]
- c) Explain the implications of Technological Pedagogical Content Knowledge (TPCK) and how it can be a game changer in improving agricultural science literacy and achievement in Zambian high schools. [05]

3. Below is an extract of a lesson development from Janmgul, a student teacher. The lesson was on a Microscope.

Content/Skills	Teaching	Learner Activities	Time
Define a microscope	Listen carefully	Definition of a microscope	20 minutes
Identify the parts of a microscope	Ask learners to identify the parts of a microscope	Parts of a microscope	20 minutes
Ask learners to explain magnification	Magnification	Explain magnification	5 minutes

- a) Rewrite the lesson development above by drawing a similar table and rearranging the contents so that they are in appropriate rows and columns [10]
- b) Suggest **three** complete learning outcomes for this lesson [06]
- c) Show clearly how you would evaluate this lesson [04]

3. The Syllabus, Schemes of Work and Records of Work are documents used in science teaching.

- a) Which of the **three** documents above (if any),
- Are prepared by head teachers for the staff? Justify your answer. [03]
 - Are prepared by departmental heads for learners? Justify your answer. [03]
- b) Explain any **three** major challenges our nation faces with the Zambian secondary school science syllabus [09]
- c) If you had a right to quash, which of the documents above (if any) would you stop using in your science teaching? Justify your answer. [05]

5. A teacher of Agriculture Science can enhance **agricultural science laboratory and farm safety** awareness by teaching learners the fundamentals of the **Nature of Science (NOS)** and using appropriately designed **assessment** items.

- a) **Justify the need for general agricultural science laboratory and farm safety awareness in secondary schools.** [05]
- b) **Explain the following categories that constitute the fundamentals of the NOS:**
- i. **The scientific world view.** [03]
 - ii. **Scientific inquiry.** [03]
 - iii. **The scientific enterprise.** [03]
- c) **Explain two of the characteristics that must be exhibited by appropriately designed assessment items in agriculture science.** [06]
-

6. A teacher of agriculture science with an understanding of the processes of **learning in theories of learning**, is likely to teach his/her learners appropriately in **all the three domains of learning**.

- a) Describe the learning processes in each of the following theories of learning:
- i. **Classical conditioning.** [03]
 - ii. **Operant conditioning.** [03]
 - iii. **Cognitive or intellectual development.** [04]
 - iv. **Constructivism.** [04]
- b) Describe the **three** domains of learning that you would endeavour to develop in your learners as a teacher of agriculture science. [06]
-

7. a) There are various styles and ways of learning Agricultural Science and we classify them in various ways.

Describe at least five ways in which you can classify Agricultural Science Learning, [10]

b) One of the common complaints by some learners and other people who have studied agricultural science at senior secondary school level is that agricultural science is difficult to learn.

Discuss at least five reasons why pupils find agricultural science difficult to learn [10]

8. a) A chalk board enhances understanding because as a teacher, you write what you say during a lesson on the chalk board.

Explain briefly five possible uses of a chalk board [05]

b) State **ten** things you must consider when using the chalkboard [10]

c) There are a number of considerations you have to take into account when using a textbook as a teaching aid.

Discuss at least five considerations you will take into account when using textbooks as a teaching aid. [05]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2021/22 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

MSE 5170: Science Education Curriculum and the Environment

Time: Three (3) Hours

Marks: 100

Information:

1. There are **FIVE** questions in this paper.
2. Each question has a maximum possible mark of 25.
3. The intended marks for part of the question are shown in brackets [].

Instruction:

Attempt any **FOUR** questions.

-
1. Content is an important element of a science curriculum. It consists of various aspects.
 - a. What do the following phrases mean?
 - i. Science content, [03]
 - ii. Scope of the science curriculum. [03]
 - b. Discuss issues that need to be considered when selecting content for inclusion in the science curriculum. [12]
 - c. Why is it that the content of the science curriculum should be reviewed from time to time? [03]
 - d. Explain the concept of *sequencing* of content. [02]
 - e. Justify the value of integrating environmental issues into the science content. [02]
-

2. There are various models that have been recommended as guide in the science curriculum development process such as the *objective model* and *cyclical model*.
- a. Analyse the characteristics of the objective model. [05]
 - b. Justify the value of the objective model for science curriculum development process. [05]
 - c. Discuss the weaknesses of the objective model for science curriculum development process. [05]
 - d. How does the *cyclical model* address the weaknesses of the objective model? [05]
 - e. Discuss the usefulness of learning theories in the science curriculum development process. [05]
-

3. The science curriculum development process has a number of stages which include *the pilot stage*.
- a. What is meant by '*the pilot*' stage with respect to curriculum development? [02]
 - b. Discuss the value of this stage in science curriculum development process. [06]
 - c. How should the pilot be conducted? [05]
 - d. Argue for the involvement of teachers in *pilot stage*. [05]
 - e. Analyze aspects that should be considered during *pilot stage*. [05]
 - f. What could be the reasons why in some cases the pilot may **not** convey an accurate picture of the real situation in which the curriculum will be implemented? [05]
-

4. Effective Implementation of a science curriculum is of great importance in attaining the intended outcomes.

- a. Explain the meaning of 'curriculum *implementation*'. [02]
 - b. Effective science curriculum implementation has been faced with a number of challenges in Zambian Secondary Schools.
 - i. Discuss challenges being experienced in schools with respect to the implementation of science curriculum. [14]
 - ii. Explain how some of the challenges experienced in the implementation of the science curriculum can be minimized. [06]
 - iii. "Adequate orientation of classroom teachers is important for the successful implementation of the science curriculum". Argue in favor of this statement. [03]
-

5. Natural environment and science education are both important in national development.

- a. What is meant by the following:
 - i. Science education, [02]
 - ii. Natural environment. [02]
- b. Analyze how science education and the natural environment depend and benefit each other. [04]
- c. Discuss the natural environment aspects which facilitates teaching of science and how it does facilitate teaching. [08]
- d. Show how environmental issues can be addressed through science education. [06]
- e. Environmental issues are commonly classified as cross-cutting issues.
 - i. Explain the meaning of cross-cutting issues. [01]
 - ii. Justify the classification of environmental issues as cross-cutting in the school curriculum. [02]

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 5330: NEW DEVELOPMENTS IN MATHEMATICS EDUCATION

TIME: Three (3) hours **Marks possible:** 99

INFORMATION: 1. There are **four (4)** questions in this paper.
2. Marks for parts of questions are shown in square brackets [].

INSTRUCTION: Attempt any **three (3)** questions.

Question 1

- (a) Explain the policy on language of instruction in Zambia. [07]
- (b) Discuss **three (3)** implications of the policy (on language of instruction) to the teaching and learning of mathematics in schools. [12]
- (c) With justification, outline what you could prefer the policy on language of instruction to be for Zambia. [14]

Question 2

- a) Explain the concept of Outcomes Based Education (OBE). [09]
- b) Discuss **two (2)** merits and **two (2)** demerits of Outcomes Based Education. [12]
- c) Discuss **four (4)** implications for implementation of OBE in Zambia's school curriculum. [12]

Question 3

- a) Outline **three (3)** interpretations of what STEM Education could mean. [09]
- b) Critique the implementation of STEM Education in schools in Zambia. [12]
- c) Suggest, with justification, what STEM Education should mean in Zambia. [12]

Question 4

- a) Outline **three (3)** major changes that were made to the school mathematics curriculum in 2013? [09]
- b) Discuss **three (3)** possible rationales for the curriculum changes in school mathematics? [09]
- c) If it was within your power, explain, with justification, the changes you could make to the secondary school mathematics curriculum. [15]
-
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR EXAMINATION

MSE 5470: TECHNOLOGIES IN PHYSICS EDUCATION

Duration: Three (3) Hours

Marks: 100

INFORMATION:

1. There are **eight (8)** questions in this paper.
2. Each question has a possible maximum mark of **20**.
3. The intended marks for part of the question are shown in brackets []

INSTRUCTION:

Answer any **five** questions

1. The study of how learners learn physics concepts has been an active area of research both in **cognitive science** and **physics education research** for several decades. The result of this is now an important body of knowledge, the main concept of which is commonly known as "**Interactive Engagement (IE)**."
 - a) Explain your understanding of the concept of *Interactive engagement*, [04]
 - b) "**Based on the findings of the research above, in Zambian Secondary physics we now have instructional methods and curricula, designed specifically to modify students' preconceptions to align with formal scientific theories.**" Argue either for or against this statement, [08]
 - c) Given four educational software A, B, C and D from Europe, for use as a supplement to your teaching on electromagnetic induction, explain in detail why you may prefer "D" to A, B or C. [08]

 2.
 - a) Analyse the current Zambian Physics Secondary School curriculum, in the light of the following curriculum drivers:
 - i. The 4th Industrial revolution [04]
 - ii. New ways of working [05]
 - iii. Social fracture and political instability [05]
 - b) If you were the Director, Directorate of Standards and Curriculum at the Ministry of Education Headquarters in Zambia, what **three** technology based recommendations would you make for the current physics secondary school curriculum, in order to make it relevant enough to the learners of this century? *Justify your answers.* [06]
-

3. a) Artificial Intelligence techniques have successfully been applied in some centres in Zambia to solve problems in the field of **Special Education**. In fact, now there is a general consensus amongst instructors of the children with Special Education Needs (SEN) that Artificial Intelligence methods are able to integrate the freedom of action of the learners who are physically or mentally challenged and lead them toward personal learning goals.

Explain how effective use of appropriate Artificial Intelligence can enable a blind learner and a deaf-blind learner to share knowledge on the concept of "Weight" in physics. [10]

- b) Some secondary schools in Zambia are changing their traditional methodologies of teaching physics for the better. Virtual Reality, Augmented reality and Videos are among the primary defining facets of this revolution. *Explain how each of the three facets are impacting the revolution above.* [10]

-
4. Educators must be more than Sage on the Stage but Guide on the Side. Using appropriate technologies of your choice, explain how educators in Zambia can be made to be more than sage on the Stage and be Guide on the side. [20]

-
5. a) *Learning is not how the information gets in. It's what happens to the information once it is 'in'.* Discuss how technology can facilitate the process of what happens when information gets in. [10]
- b) One school of thought argues that learners follow the Visual, Auditory and Kinesthetic (VAK) model, implying that some learners can be classified as Visual, Auditory and kinaesthetic. The counter argument is that helping individuals learn effective memory strategies across all stimulus modalities and contexts, rather than only assessing learning type, may prove to be better for learning. Argue in favour of the VAK model or the counter argument with regards to the best way of teaching Science to Zambian learners. [10]

-
6. a) Evaluate **one** educational program on any Zambian TV station such as ZNBC, Prime TV, Muvi and others and explain how effective it is in enriching the educational process in Zambian schools? [06]
- b) Specify the skills being developed by the named educational program in 6 (a). [04]
- c) What are the limitations of the program? [04]
- d) International Technology Education Association (ITEA) pushes the agenda that Schools should prepare students for work force learning about technology as used in the "real world". Explain critically how this can be implemented in the Zambia context. [06]
-

7. Many different events can increase a synapse's strength when we learn new information. That process is called long-term potentiation where repeatedly stimulating two neurons at the same time fortifies the link between them.
- a) Using a physics topic of your choice design a systematic teaching strategy by combining different teaching methodologies, and explain how you can use them to aid superior retention of physics information as informed by neuroscience. [12]
 - b) How will your teaching strategy aid potentiation? [08]
-
8. a) Instructional Technology is considered as a tool in Creating Constructivist Classrooms. Explore the Challenges and opportunities of fusing in technology for Constructivism in the Classrooms with reference to the Zambia situation. [06]
- b) Collaborative learning models are proving to be increasingly successful at engaging students. Collaboration mirrors the way humans solve problems and technology tools help students (and schools) connect with one another. Synchronous and asynchronous workspaces built into tools like Google Apps for Education and Microsoft Classroom remove time, space and demographic barriers among learners. How can collaborative learning models be enhanced in Zambia? [08]
- c) Learners are beginning to explore subjects through active creation instead of by passive consumption of content. Makerspaces, fabrication laboratories, media centres, intuitive creative suites of desktop programs, and apps provide hands-on opportunities for students to boldly channel their creativity into inventions, solutions and expressions. Explain how this idea can be realistically implemented in Zambia. [06]
-

End of Examination

THE UNIVERSITY OF ZAMBIA

2021/22 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

MSE9040: Advanced Biology Education

Time: Three hours

Marks: 100

Information:

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

Instruction:

Attempt **any five** questions

.....

1. There are various ways science departments are organized in different secondary schools in Zambia.
 - a) What is meant by the term *organizational structure* of a science department in a secondary school? [02]
 - b) Illustrate **two** organizational structures of a science department you are likely to find in a *Zambian* secondary school. [06]
 - c) Discuss the merits and demerits of each of the departmental organizational structures you have given above. [10]
 - d) Explain **two** issues which determine the type of science department organizational structure school management might opt for. [02]
-

2. Research has have revealed that some teachers of biology favour male pupils at the expense of female pupils.

- a) How do teachers of biology practice the pattern described above? [05]
 - b) Justify why the practice given above should be discouraged. [05]
 - c) Discuss how a teacher of biology can promote involvement of female pupils during his/her lessons. [10]
-

3. Departmental meetings are important in managing a science department. The success of any departmental meeting depends on how the head prepares for the meeting and how he/she conducts that meeting.

- a) Explain **three** uses of a departmental meeting. [03]
 - b) Describe **three** things you need to do before the meeting to ensure that you have a successful meeting. [06]
 - c) Discuss steps you need to take when chairing a departmental meeting to ensure success of the meeting. [08]
 - d) Explain the importance of the following:
 - i. Agenda; [01]
 - ii. Consideration of minutes of the previous meeting. [02]
-

4. Some researchers both within and outside Zambia have found that some pupils find certain aspects of biology difficult to learn.

- a) Discuss teacher practices that are said to contribute to learning difficulties experienced by pupils. [10]
- b) Discuss how you will ensure that pupils do not experience learning difficulties in a named biology topic. [10]

.....

5. During school experience, you may be given a mixed sex class made up of 65 pupils to teach biology.

- a) Explain **three** merits of teaching biology to such a class. [03]
- b) Discuss:
 - i. Challenges you are likely to encounter when teaching such a class; [07]
 - ii. Strategies you will use to address challenges you have given above to enhance learning. [07]
- c) How would you get to know the individual differences among pupils in such a class? [03]

.....

6. Some people have described the biology examination held at the end of senior secondary school as a “*necessary evil*”.

- a) Discuss the meaning of the statement given above. [06]
 - b) Normally the biology examinations held at the end of grade 12 consists of different types of assessment items. Justify the importance of this practice. [03]
 - c) The biology practical requires candidates to determine the magnification of a drawing.
 - i. What is magnification? [01]
 - ii. Describe how you would determine the magnification of a drawing. [04]
 - d) Discuss the merits of involving classroom teachers in activities related to the final biology examination. [06]
-

7. Action research, reflective teaching and continuing professional development are important activities or practices to teachers of biology.
- a) Explain the meaning of the following:
 - i. Action research; [02]
 - ii. Reflective teaching; [02]
 - iii. Continuing professional development. [02]
 - b) Justify why teachers of biology must engage in the following practices:
 - i. Action research; [03]
 - ii. Reflective teaching; [03]
 - iii. Continuing professional development. [03]
 - c) Give an account of how you would carry out action research or reflective teaching. [05]
-

8. When you go into a school as a biology teacher, we expect you to be a change agent or an agent of change. In order to assume this role successfully, you need to demonstrate attributes of an effective change agent.
- a) Identify **two** issues that may raise the desire for change in biology education. [02]
 - b) Discuss **four** attributes of a successful change agent. [08]
 - c) Justify why some stakeholders may show opposition to changes you will introduce. [05]
 - d) Explain how you will go about to minimize opposition to change among the people you will be working with. [05]

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9050: ADVANCED PHYSICS TEACHING METHODS

Time: Three (3) Hours

Marks: 100

INFORMATION:

1. There are eight (8) questions in this paper.
2. Each question has a possible maximum mark of 20.
3. The intended marks for part of the question are shown in brackets []

INSTRUCTION:

Answer any five questions.

-
1. Leading and managing a science department requires a number of skills. Explain how each of the following skills impacts on leading and management of a science department, if done effectively:
 - a) Decision making, [05]
 - b) Problem-solving, [05]
 - c) Communication. [05]
 - d) Leadership skills. [05]
-
2. Discuss five purposes of laboratory teaching in physics education. [20]
-
3. Scholars argue that curriculum development can be effective if a number of participants can be involved. Argue for the involvement of the following potential participants in physics curriculum development:
 - a) Local community, [04]
 - b) Educational administrators, [04]
 - c) Teachers, [04]
 - d) Learners, [04]
 - e) Physics experts. [04]
-

4. a) Outline the role played by administrative and support structures such as the Zambia Association for Science Educators (ZASE), in the teaching and learning of physics in Zambia. [10]
- b) Give an account of two initiatives that have been undertaken to improve the teaching and learning of physics in Zambia. [10]
-

5. a) There are people in Zambia who assert that the Standards Directorate in the Ministry of Education is overstuffed and so should have its professional staff reduced to make it effective. *Argue against this assertion.* [10]
- b) The Lesson Study as a teaching approach, strengthens the SPRINT system through many ways. Briefly describe each stage of the Lesson Study Cycle. [08]
- c) Explain the value of the Lesson Study Cycle to teachers of physics. [02]
-

6. Despite the effort made by teachers, many learners of physics find it difficult to understand how the n-p-n junction transistor helps to amplify a current in an electronic circuit.
- a) Suggest **three** reasons why the learners experience such difficulties, [06]
- b) Describe one strategy you may use to help them learn how the n-p-n transistor works, [06]
- c) Using the strategy in (6b), explain in detail what knowledge the learners would acquire about current amplification by the transistor above. [08]
-

- 7 Teachers of physics have a duty to help society through their learners to understand the catastrophic effects of global warming and ozone depletion.
- a) Explain in detail how global warming takes place. [08]
- b) What measures should schools and the Zambian Society take to help minimise global warming? [05]
- c) Explain any **four** consequences of Ozone depletion. [04]
- d) How can Ozone depletion be minimised or stopped? [03]
-

- 8 a) Using suitable examples, describe the following conservation laws in the subatomic world:
- i. Conservation of baryons, [05]
- ii. Conservation of leptons, [05]
- iii. Conservation of strangeness. [05]
- b) Briefly explain how using conservation laws in (8a), a teacher of physics may convince learners that the following equation is possible $n \longrightarrow p + e + \bar{\nu}_e$ [05]
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2021/2022 ACADEMIC YEAR FINAL EXAMINATION

MSE 9060: ADVANCED CHEMISTRY TEACHING METHODS

Duration: Three (3) Hours

Marks: 100

INFORMATION:

1. There are eight (8) questions in this paper.
2. Each question has a possible maximum mark of 20.
3. The intended marks for part of a question are shown in brackets []
4. The examination paper has **three** (3) pages only

INSTRUCTION:

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

1. a) A multiple choice question appeared in one of the examination and it was found that it had a discrimination index of +0.66.
- i) What can you comment about this value with regards to the quality of the question? [02]
 - ii) Of these responses, a) to e) below, which one would have scored the +0.66 discrimination index? [02]
- The question**
Which of the following combinations **cannot** produce a buffer solution?
- (a) HNO_2 and NaNO_2
 - (b) HCN and NaCN
 - (c) HClO_4 and NaClO_4
 - (d) NH_3 and $(\text{NH}_4)_2\text{SO}_4$
 - (e) NH_3 and NH_4Br
- iii) What value to the teacher was achieved by doing this type of analysis? [04]
 - iv) Would you repeat this question in subsequent examinations? Justify your answer. [04]
- b) Zambia, in over a period of 50 years has not significantly progressed to be self sufficient in essential goods; the country is equally not debt-free. In what ways has the Zambian examination system, vis-à-vis chemistry, played a role in this regard? [08]
-

2. Rules of Thumb for Change Agents include some of the following:

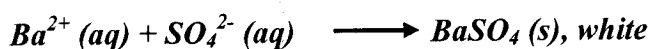
- a) Stay alive
- b) Start where the system is
- c) Don't work uphill
- d) Load experiments for success
- e) Light many fires
- f) Keep an optimistic bias
- g) Capture the moment

Explain specific issues that can be changed in chemistry education and how they can be changed bearing in mind the above rules of thumb. [20]

3. a) Certificate Chemistry by Atkinson (2010, p.338) describes the test for sulphates as follows:

Test 6. Test for sulphate

To some of the solution add dilute nitric acid and then barium nitrate solution. A white precipitate indicates the presence of sulphate.



Redesign this section of the textbook to make the text meaningful to the pupils' experiences and the Zambian context and to develop appropriate values. [06]

- b) In most high school preparatory rooms, chemical labels are torn and unreadable in most cases. How would you distinguish between ethanol and water using simple chemical tests? Use chemical equations in your answer. [04]
 - c) Using a flow chart, design a separation scheme to separate the following **four** cations from an aqueous mixture: Al^{3+} , Fe^{3+} , Ni^{2+} , and Pb^{2+} . Use only the following reagents: 6M HCl, 6M NH_3 and 6M NaOH in order to identify each of the separated ions using confirmatory tests. [08]
 - b) What is the practical application of the knowledge derived from this qualitative analysis? [02]
-

4. a) Design a meaningful and contextualised experiment that you can use to teach about *Metals and Reactivity Series* and explain the entrepreneurial skills that will be inculcated in your learners as a result of this lesson. [06]
- b) Using the same concept as explained in the Johnstone Chemical Triangle (JCT), explain how you can adapt the JCT to make the learning of *Energy Changes* easier for high school pupils. [06]
- c) As a potential officer in the Ministry of Education, explain how you can redesign the curriculum in which economic growth, social cohesion and environmental protection go hand in hand and are mutually supporting each other, with the ultimate aim of achieving development that meets the needs of the present without compromising the ability of future generations to meet their needs. [08]

-
5. a) Compare and contrast the Saylor and Alexander model and the Taba's model of curriculum development (Tabulate the information) [06]
- b) Evaluate **five** drivers of curriculum change and justify the single most important driver of curriculum change in Zambia. [14]
-
6. A mixture of mercurous chloride (FW 472.09) and mercurous bromide (FW 560.99) weighs 2.00 g. The mixture is quantitatively reduced to mercury metal (At wt 200.59) which weighs 1.50 g.
- a) Using **two** different methods, of which one of the methods should be the gravimetric method, Calculate the % mercurous chloride and mercurous bromide in the original mixture. [10]
- b) Which method would you recommend to your pupils? Justify your reasoning. [04]
- c) How can you teach a lesson involving this question so that it is meaningful and with an appropriate context which may relate to pupils' every day circumstances? [06]
-
7. As part of orientation to teachers to create some common understanding on the role and significance of C.P.D for teachers in schools, prepare presentation talking notes to address the following:
- a) What do the letters C.P.D stand for in the context of the teaching profession? [02]
- b) Which **two** aspects of teachers' knowledge require constant updating and give a brief justification for each one. [12]
- c) Identify **three** major programmes through which teachers' capacities can be constantly developed. [06]
-
8. a) State **four** duties of the Science Standards Officers. [04]
- b) What are the two core functions performed by Science Standards Officers in relation to provision of quality chemistry education. [04]
- c) How many types of educational inspections do you know as they relate to chemistry education and state each one of them? [06]
- d) Distinguish clearly among the different types of inspection. [06]
-

End of Examination

THE UNIVERSITY OF ZAMBIA

2021/22 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

MSE9080: Advanced Agricultural Science Education

Time: Three hours

Marks: 100

Information:

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

Instruction:

Attempt **any five** questions

-
- † 1. There are various ways science departments are organized in different secondary schools in Zambia.
- a) What is meant by the term *organizational structure* of a science department in a secondary school? [02]
 - b) Illustrate **two** organizational structures of a science department you are likely to find in a Zambian secondary school. [06]
 - c) Discuss the merits and demerits of each of the departmental organizational structures you have given above. [10]
 - d) Explain **two** issues which determine the type of science department organizational structure school management might opt for. [02]
-

✓ 2. Research has revealed that some teachers of agricultural science favour male pupils at the expense of female pupils.

- a) How do teachers of agricultural science practice the pattern described above? [05]
 - b) Justify why the practice given above should be discouraged. [05]
 - c) Discuss how a teacher of agricultural science can promote involvement of female pupils during his/her lessons. [10]
-

✓ 3. Departmental meetings are important in managing a science department. The success of any departmental meeting depends on how the head prepares for the meeting and how he/she conducts that meeting.

- a) Explain **three** uses of a departmental meeting. [03]
 - b) Describe **three** things you need to do before a meeting to ensure that you have a successful meeting. [06]
 - c) Discuss steps you need to take when chairing a departmental meeting to ensure success of the meeting. [08]
 - d) Explain the importance of the following:
 - i. Agenda; [01]
 - ii. Consideration of minutes of the previous meeting. [02]
-

✓ 4. Some researchers both within and outside Zambia have found that some pupils find certain aspects of agricultural science difficult to learn.

- ✓ a) Discuss teacher practices that are said to contribute to learning difficulties experienced by pupils. [10]
- b) Discuss how you will ensure that pupils do not experience learning difficulties in a named agricultural science topic. [10]

✓ 5. During school experience, you may be given a mixed sex class made up of 65 pupils to teach agricultural science.

- a) Explain **three** merits of teaching agricultural science to such a class. [03]
- b) Discuss:
 - i. Challenges you are likely to encounter when teaching such a class; [07]
 - ii. Strategies you will use to address challenges you have given above to enhance learning. [07]
- c) How would you get to know the individual differences among pupils in such a class? [03]

6. Some people have described the agricultural science examination held at the end of senior secondary school as a “*necessary evil*”.

- a) Discuss the meaning of the statement given above. [06]
 - b) Normally agricultural science examinations held at the end of grade 12 consist of different types of assessment items. Justify the importance of this practice. [03]
 - c) The agricultural science practical requires candidates to determine the magnification of a drawing.
 - i. What is magnification? [01]
 - ii. Describe how you would determine the magnification of a drawing. [04]
 - d) Discuss the merits of involving classroom teachers in activities related to the final agricultural science examination. [06]
-

✓
*

7. Action research, reflective teaching and continuing professional development are important activities or practices to teachers of agricultural science.

- a) Explain the meaning of the following:
 - i. Action research; [02]
 - ii. Reflective teaching; [02]
 - iii. Continuing professional development. [02]
- b) Justify why teachers of agricultural science must engage in the following practices:
 - i. Action research; [03]
 - ii. Reflective teaching; [03]
 - iii. Continuing professional development. [03]
- c) Give an account of how you would carry out action research or reflective teaching. [05]

.....

7 8. When you go into a school as an agricultural science teacher, we expect you to be a change agent or an agent of change. In order to assume this role successfully, you need to demonstrate attributes of an effective change agent.

- a) Identify **two** issues that may raise the desire for change in agricultural science education. [02]
- b) Discuss **four** attributes of a successful change agent. [08]
- c) Justify why some stakeholders may show opposition to changes you will introduce. [05]
- d) Explain how you will go about to minimize opposition to change among the people you will be working with. [05]

END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION
2021/2022 ACADEMIC YEAR
MUSIC THEORY
MUS 2030

INSTRUCTIONS:

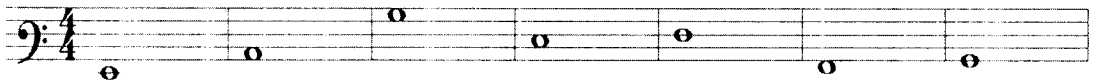
There are two sections in this exam section A and B

1. Answer all the questions in section A
2. Choose and answer one question in section B
3. Time allowed is three (3) hours
4. The total marks obtainable is 100 marks
5. An extra music manuscript is attached for extra answering space for section B

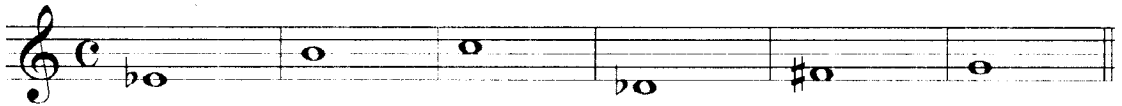
SECTION A

1. Define music texture and briefly explain the difference between monophonic texture and polyphonic texture. (6 marks)

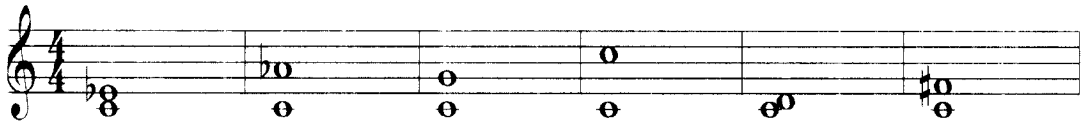
2. Write a triad in root position using each root given (7marks)



3. Write the major chord for each root given. (6 marks)



4. Identify the given intervals. (6 marks)



5. Identify the cadences below? (Perfect, imperfect, plagal, deceptive) (6 marks)

A TO B , C TO D , E TO F

Piano

6. Add accidentals (sharps or flats) to the following scale to sound the A harmonic minor scale. (4marks)

7. Add accidentals (sharps or flats,) to the following scale to sound the A melodic minor scale in both ascending and descending order. (4 marks)

8. Add accidentals (sharps or flats,) to the following scale to sound the F major scale. (4 marks)

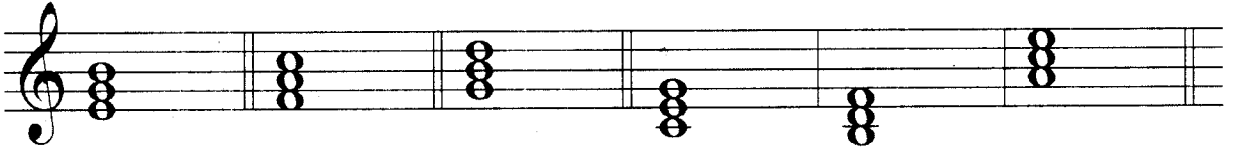
9. Add accidentals (sharps or flats,) to the following scale to sound the B flat major scale. (4 marks)

10. Add the time signature and the bar lines to following music. (9 marks)

SECTION B

Question one

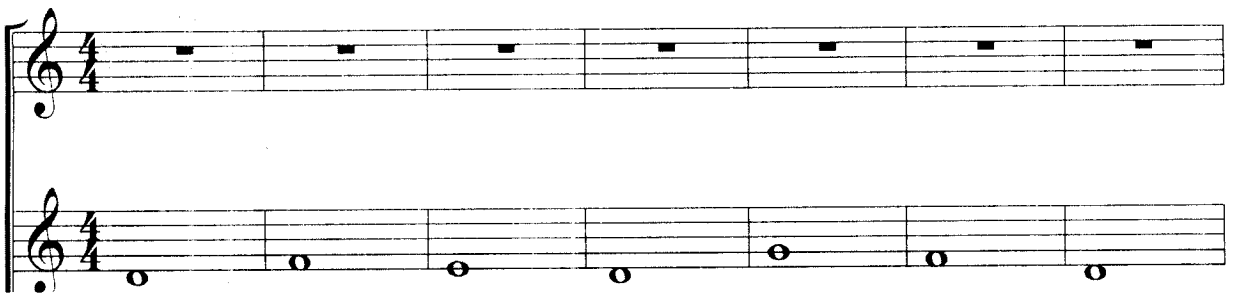
1. Write the 1st and 2nd inversion of the given triads? (15 mark)



2. Harmonize the melody below by using primary and secondary chords? (20marks)

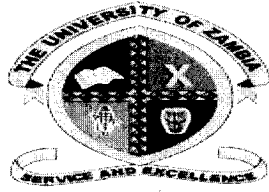


3. Write a counter point melody for this cantus firmus using one note against two (2nd species). (15marks)



4. Transpose the following music down a major 2nd (15marks)





THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION
2021/2022 ACADEMIC YEAR
MUSIC THEORY
MUS 2031

INSTRUCTIONS:

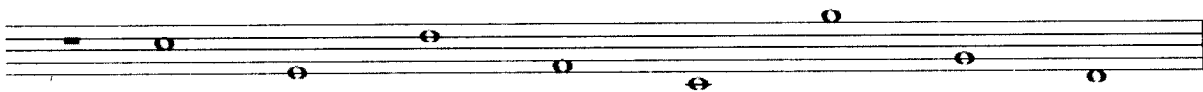
There are two sections in this exam section A and B

1. Answer all the questions in section A
2. Choose and answer one question in section B
3. Time allowed is three (3) hours
4. The total marks obtainable is 100 marks
5. An extra music manuscript is attached for extra answering space for section B

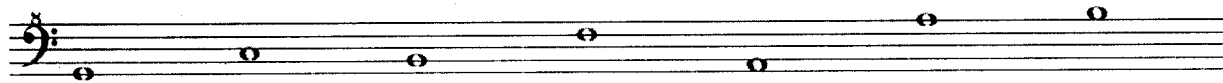
1. Mention five basic music elements and briefly explain each of them.(10 marks)

2. Explain why Music is arguably the most life-enriching academic subject of them all (3marks).

3. Write a G clef symbol at the beginning of this line and then write the correct letter name above each note(8 marks)



4. Identify these notes on the line and spaces in the bass clef by writing the correct letter name above each note.(6 marks)

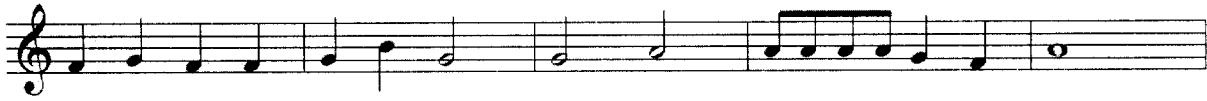


5. Add bar lines to the following music below.(12 marks)



6. Add the time signature to the following music (8 marks)

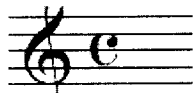




7. Add accidentals (sharps or flats) the following scale to sound the G major scale.(3 marks)



8. Identify and explain the meaning of the time signatures below(6 marks)



SECTION B

Question one

1. Construct A Major scale without key signature
2. Construct E Major scale ascending without key signature
3. Construct B Flat major scale ascending without key signature
4. Construct D major scale ascending without key signature
5. Construct C major scale ascending and descending

Question two

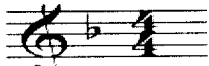
1. Identify the key signatures below and construct their major scales both ascending and descending.



2. Identify the key signatures below and construct their major scales both ascending and descending.



2. Identify the key signature below and construct their major scales both ascending and descending.

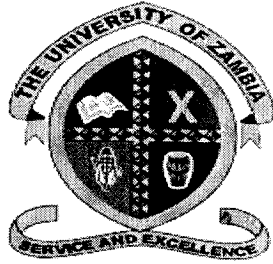


4. Identify the key signature below and construct their major scales both ascending and descending.



5. Identify the key signatures below and construct their major scales both ascending and descending.





THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

2021/2022 ACADEMIC YEAR

MUSIC APPLIED EXAMINATION

MUS 2032

INSTRUCTIONS:

There are two sections in this exam section A and B

1. The examination paper consists of two sections
2. Section A. Prepared performance
3. Section B. Unprepared performance
4. Candidate should play the given piano piece accompanied by guitar played by the examiner.
5. Candidate should play the given guitar piece accompanied by piano played by the examiner.
6. Only two attempts will be allowed for each test
7. Time allowed is three (3) hours

Section A. Prepared performance (70 marks)

QUESTION 1 (25marks each)

1. Candidate should play the given piano piece accompanied by guitar played by the examiner.
2. Candidate should play the given guitar piece accompanied by piano played by the examiner.

When The Saints Go Marching In

March time

The first system of musical notation is in 4/4 time. The treble clef staff contains a whole rest in the first measure, followed by a series of chords in the second, third, and fourth measures. The bass clef staff contains a quarter note G, a quarter note A, a quarter note B, and a half note C. A 'C' chord symbol is placed above the second measure. A slur covers the last two notes of the bass line.

The second system of musical notation starts at measure 5. The treble clef staff contains a series of chords. The bass clef staff contains a quarter note G, a quarter note A, a quarter note B, and a half note C. A 'G7' chord symbol is placed above the fourth measure. A slur covers the last two notes of the bass line.

The third system of musical notation starts at measure 9. The treble clef staff contains a series of chords. The bass clef staff contains a quarter note G, a quarter note A, a quarter note B, and a half note C. 'C' and 'F' chord symbols are placed above the second and fourth measures respectively. A slur covers the last two notes of the bass line.

The fourth system of musical notation starts at measure 13. The treble clef staff contains a series of chords. The bass clef staff contains a quarter note G, a quarter note A, a quarter note B, and a half note C. 'C', 'G7', and 'C' chord symbols are placed above the second, third, and fourth measures respectively. A slur covers the last two notes of the bass line.

3. Candidate to play solo guitar piece. (20 marks)

Go From My Window



Section B. Unprepared performance (30marks)

1. Candidate to improvise on guitar accompanying the Examiner (15marks)
2. Candidate to improvise on piano accompanying the Examiner (15marks)

The University of Zambia
Department of Community Education and Life Long Learning
PEM 1011 EXAMINATION 21/22 distance supplementary paper

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS

1. There are two sections in this paper.
2. Section A has one compulsory question and section B has five questions.
3. You are required to answer question 1 in section A and any other three questions from section B
4. All answers should be written in the booklet supplied
5. Unless stated all answers should be in essay form.

SECTION A: The question in this section is compulsory.

1. Write short notes on **all** the items in this question
 - a) Linear and nonlinear communication
 - b) Salutation and Complimentary close in letter writing
 - c) A meeting agenda
 - d) APA citation
 - e) Communication feed back
 - f) Active reading
 - g) Noise in communication
 - h) Lateral or horizontal communication direction

SECTION B Answer any **three** questions from this section.

2. Describe the process of essay writing.
3. You received the following complaint from your client in a WhatsApp message.

"We have been waiting for our order for over one month now. What kind of transporters are you who take so long to deliver customer goods? If we do not hear from you in the next three days we shall take the matter to police for failure to honour an agreement. Your action has affected our operations greatly as we he have now run out of raw material for our production."

Write a reply denying the allegations explaining the true position.

4. Using appropriate examples describe how communication can be affected by Psychological factors.
5. Give two examples for each of the following
 - i) End reference for journal articles
 - ii) A chapter in a book
 - iii) In-text citation for paraphrased
 - iv) In-text citation for a quotation.
6. Distinguish a memorandum from a business letter.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

RAM 2022: MANAGEMENT OF SEMI-CURRENT RECORDS

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: THREE HOURS

SECTION A: COMPULSORY (40 MARKS)

1. As Director at a National Archival institution, you have decided to embark on a project to refurbish government records centres dotted around the country. However, during your presentation requesting for funding for the above project, one of the top government officials is of the view that records centres are just a waste of resources. Discuss the points you would use to counter this view.

SECTION B: ANSWER ANY TWO (2) QUESTIONS (30 MARKS EACH)

2. Once records become semi-current, they should be transferred from the records office/registry to the records center. Discuss the steps that should be followed when transferring records to the records centre.
3. Disposal of records should be an ongoing program, rather than a one-off project when there is no more storage space in a records centre. Critically examine five (5) methods that can be used for records destruction.
4. Records appraisal is an important component of records and archives management without which a records and archives management system can collapse. Discuss the principles of effective records appraisal.
5. Discuss any five potential risks to records. In your response analyse how records can be protected against those possible disasters.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: OCTOBER/NOVEMBER, 2022

RAM 4022: HOSPITAL RECORDS MANAGEMENT

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. The Minister of Health is looking to understand the practices and procedures of registering patients in public hospitals in order to address the challenges and improve service delivery. As a newly employed hospital records manager, explain the process of registering patients in both in-patient and out-patient departments and discuss the major problems encountered.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. With the aid of examples, discuss the following:
 - a. Management practices and process of pathological specimens and x-rays in the treatment of patients **[15 Marks]**
 - b. Storage of X-ray films **[15 Marks]**
3. Write short notes on the following
 - a. Multi-user tracer card Vs. Individual tracer card
 - b. Summary sheets
 - c. Records of nursing activity
 - d. Terminal digit filing
 - e. Internal arrangement of files
 - f. Charge-out document
4. With relevant examples explain:
 - a. The factors that determine retention periods for hospital records in most Commonwealth countries. **[10 marks]**
 - b. Management of administrative and policy records **[10 Marks]**
 - c. Retrieval and storage of Pharmacy & Drug records **[10 Marks]**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2021/ 2022 DEFERRED EXAMINATIONS

RED 3030: Secondary School Religious Education Teaching Methods

TIME: 3 HOURS

MARKS: 100

Instructions:

- There are **Three (3)** sections in this paper
 - Section **A** is **Compulsory**; Answer all questions in this section
 - Answer **One (1)** question from Section **B** and **One (1)** question from Section **C**
 - Marks will be awarded on the basis of coherence, depth, synthesis and legibility
-

Section A: Compulsory (50 marks)

Task: Elaborate on the following concepts as used in the teaching and learning of Religious Education (RE):

- i. **Three (3)** factors that might influence the choice of teaching methods
- ii. Consideration of learners' questions and responses
- iii. Knowledge, Skills and Values in an RE Syllabus

Section B: Answer One (1) question from this section (25 marks)

1. Clearly distinguish between RE in a school setting and Faith Formation in a religious institution.
2. Trace the development of RE in Zambia from pre-colonial times to date.
3. In Detail, explain the similarities and differences between RE 2044 and RE 2046?

Section C: Answer One (1) question from this section (25 marks)

1. With appropriate illustrations, describe the proper use of visual aids in the teaching of RE.
2. Suggest **five (5)** practical ways of improving Group Work and Questioning as learner centred techniques in the teaching and learning of RE.
3. Elaborate how you would effectively utilise Text Reading as the main method of delivering the topic, 10.3.4: Justice in the Old Testament.

=====End of Examination=====

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2021/2022
UNIVERSITY EXAMINATIONS

COURSE: RES 2010 - INDIGENOUS RELIGIONS IN SOUTHERN AFRICA
TIME: THREE HOURS
MARKS: 100%
INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

Question 1

From your lectures about *Belief in God*, discuss Donald Frazer's comment, that "The African has a dim idea of a far-away Supreme God who created the world. Almost every tribe names the Great God, but none know Him. At the best, He is an absolute God who made the world and now takes no concern with it."

Question 2

Using the example of divination among the *Lamba* speaking people as described by Clement Doke, explain the function of divination in African Indigenous religious thought.

Question 3

It is said that mission Christianity came coupled with western culture, and the end result was the alienation of African cultures in the work of evangelisation. In view of the above, clearly demonstrate how oral tradition can be preserved for posterity in a digital age.

Question 4

Ever since the 1960s the study of rituals as a phenomena in which spirits announce their presence has been of central concern to the anthropology of religion in Southern Africa (Van Dijk, et. Al., 2002:1). Suppose you were to teach a lesson about spirit possession in Zambia to a Grade 12 class, what would be your main points in the lesson, and what example of spirit possession would you explain in detail?

Question 5

The current global call for the care of the environment is incomplete without involving African Indigenous Religion. Discuss the contributions which African Indigenous Religion can make towards the care of the environment from a *Zambian* perspective.

Question 6

In African Indigenous Religion, there are myths concerned with the creation of the cosmos, the original state of man, origin of death, and God's provision for man among others. Give an account of any myth falling in any of the above categories and show the relevance of myths in African Indigenous Religion.

Question 7

Using an example of any initiation rite, explain the three stages of a rite of passage and show how initiation rites can be used to curb the rising cases of suicide among young people in a nation like Zambia.

Question 8

Describe the work of either *Tomo Nyirenda* or *Alice Mulenga Lenshina* in eradicating witchcraft and explain how the efforts of your chosen personality fit into the characteristics of witchcraft eradication movements.

Question 9

Debate the assertion that the study of African Indigenous Religion should be compulsory in African universities.

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2022 ACADEMIC YEAR

FINAL EXAMINATION

RES 3010: RELIGIOUS CONVERSION AND ITS IMPACT ON AFRICA

TIME: THREE HOURS

100 Marks

Instructions:

- ✓ All questions carry equal marks.
 - ✓ Answer only **Four (4)** questions
 - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
-

1. a) Conceptualise the Historiographies as explained by Robert Strayer.
b) Discuss the three adaptations that Strayer speaks of in his article on Mission History.
2. Explain how Humphrey Fisher's view of African conversion differs from Horton's Intellectualist Theory.
3. "The use of force has been a method of conversion throughout history. Christians have commonly charged that historically Muslims have converted by 'the sword'," (*Understanding Religious Conversion* P. 76, by Lewis R. Rambo). Explain the strategies used by Muslims to convert Africans.
4. a) Discuss one heresy that shook the Early Church in Africa.
b) With illustrations, explain how the conversion of Emperor Constantine I changed the course of Christianity in the Roman Empire.
5. a) With reference to specific kingdoms, critically explain the success of Islam in West Africa.
b) What led to the development of the Coptic Church in Egypt?
6. a) Explain why the local people in Sierra Leone and Liberia did not appreciate emancipated slaves?
b) Discuss the problems that Samuel Crowther encountered in his missionary work.
7. a) Explain the Social-Structural Factors that Ifeka-Moller discusses in her article of Conversion.
b) How does Ifeka-Moller's Deprivation Theory relate to Brendan Carmody's view of conversion at Chikuni?

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END OF THE EXAMINATION

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THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES
2021/2022 FINAL EXAMINATIONS

RES 3020: SCRIPTURES OF WORLD RELIGIONS DURATION: THREE HOURS

Instructions:

- There are Six (6) questions in this paper.
- You should only attempt Three (3).
- All questions carry equal marks.
- Write clearly and precisely.

-
1. a). What is Scripture, and why is it problematic to define it?
b). Discuss the main functional roles of scriptures in World Religions?

 2. a). Explain the composition of the New Testament.
b). Discuss the formation of the New Testament canon and the factors to the choices of books.

 3. a). Compare and contrast the two creation stories of Genesis chapter 1 and 2?
b). Explain the documentary hypothesis with regards to the Pentateuch.

 4. a). With concrete examples, describe what is scripture in African Traditional Religion(s) ATR?
b). Explain the functions of ATR, and why ATR scripture is an important aspect of African traditional life?

 5. Discuss the basic principles of Hinduism and its main scriptures.

 6. a). What is regarded as scripture of the Bahai Faith?
b). What is the significance of the scriptures of the Bahai to the adherents of this religious tradition?

THE END OF EXAMINATIONS



THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES

2021/2022 EXAMINATIONS

ZCC 1110: CULTURE AND EDUCATION

Duration: Three hours

Instructions:

There are Six questions in this paper.

You should only attempt (3) three.

All questions carry equal marks.

Write clearly and precisely.

1. Define and explain the following educational concepts related to culture:
 - a) Heritage Education.
 - b) Indigenous Education.
 - c) Multicultural Education.
2. Discuss the benefits and challenges of Indigenous and Multicultural Education in Zambian society.
3.
 - a) Define Cultural Diffusion.
 - b) Discuss the types of cultural diffusion and how it affects education.
4. Explain how Physiological, Social and Cultural differences between Male and Female relates to Education.
5. Justify the assertion that Cultural diversity leads to rapid cultural change?
6. Using concrete examples from the Zambian perspective, how does culture affect curriculum development?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS AND CULTURAL
STUDIES
2021/2022 ACADEMIC YEAR, NOVEMBER FINAL
EXAMINATIONS

ZCC 2000: DEVELOPMENT THROUGH ZAMBIAN CULTURES AND CEREMONIES

DURATION: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS:

1. There are two sections in this paper, A and B
 2. Section A has **ONE Question** which is **compulsory** (Therefore you must answer it)
 3. Answer any **TWO** from Section B
 4. Section A carries **40 marks** and Section B **60 marks**
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SECTION A (40 Marks)

QUESTION 1

Write brief notes on **any five** of the following:

- a. Culture as a focus of development
- b. Culture and territorial development
- c. Cultural differences and personality
- d. Marriage, family and kinship as viewed in the Zambian context
- e. Social barriers in cultural development
- f. Non-governmental organizations and civil society for culture
- g. The importance of traditional ceremonies in our communities
- h. Role of traditional leaders and government officials in promoting unity in diversity

SECTION B (60 Marks)

QUESTION 1

Discuss in detail the three approaches to studying personality in a cultural context.

QUESTION 2

Demonstrate how media houses and documentaries can be used as agents of cultural preservation in Zambia.

QUESTION 3

Explain the role played by cooperating partners in enhancing economic development among youths and women during traditional ceremonies in Zambia.

QUESTION 4

Discuss the events that led to the creation of a democratic culture and the promotion of civil liberties during the 1990/1991 reintroduction to multiparty politics in Zambia.

QUESTION 5

Outline the merits and demerits of having a multiplicity of cultures in landlocked countries like Zambia.

End

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF RELIGIOUS AND CULTURAL STUDIES

2021/2022 FINAL EXAMINATIONS

ZCC 3000: TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

TIME: THREE HOURS

MARKS: 100

Instruction: Answer **three** questions. All questions carry equal marks.

- 1 a) Give examples of two proverbs in any Zambian local language,
b) Provide meanings of the two proverbs,
c) Write two stories in which you use each of the two proverbs,
d) State the meaning of each of the two stories.
2. Discuss the strengths and weaknesses of the Zambian traditional education system.
3. Explain **five** teachings in traditional education which should be applied by youths in Zambia when faced with critical situations in which they have to make personal decisions to live positive lives.
4. With reference to an ethnic group you know well, explain the significance of Taboos, Stories, Riddles and Children's Play as teaching methods in Zambian cultures and ceremonies.
5. Discuss the future for the management of traditional ceremonies in Zambia amidst crisis situations such as COVID- 19 pandemic.
6. Discuss **five** practical issues a student studying Zambian Cultures and Ceremonies should take into consideration when on Community Experience attachment in one of the Government Ministries or Private Organisations.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY END OF YEAR EXAMINATIONS - NOVEMBER, 2022

ZCC 4020: ADVANCED TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

DURATION: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: Answer any three of the six questions given in this paper.

Write your answers in the answer booklet provided. All questions carry equal marks.

1. Cultural studies are very key in enhancing unity in a multi ethnic state like Zambia. Discuss.
- 2. Give a critical discussion on the various pedagogies and techniques that you would use to engage learners on cultural issues.
- ↖ 3. What would you say are opportunities and challenges for enlightening in cultural issues?
- ↘ 4. Pick any culture of your choice and examine its scope, nature and characteristics. What role should the teacher of cultural studies play when delivering lessons?
5. With respect to the Zambian context, discuss conventional ways of engaging in cultural issues.
6. Identify and discuss key roles of stakeholders in cultural education in Zambia. In your opinion, do you think Zambia is on track in the preservation of its cultural heritage?

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS STUDIES

2021/22

FINAL EXAMINATIONS

ZCC 4110: Ethics, Values and Attitudes in Zambian Cultures and Ceremonies

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS.

1. Andre and Velasquez (1987) define ethics as referring to “well-founded standards of right and wrong conduct that prescribe what humans ought to do.” State and briefly discuss each of the five (5) standards of right and wrong prescribing what humans ought to do.
2. There are those that argue today that to define marriage solely in terms of its procreative function strips it of its vital aspects and meaning.
 - (a) State the value for some person that makes something worth having, getting or doing.
 - (b) Explain the meaning of the phrase ‘social value’.
 - (c) Discuss the social value of marriage that is also cherished in African culture.
3. “A marriage contracted according to Christian beliefs requires religious values of loyalty and faithfulness between two persons in a monogamous marriage because they have a biblical or religious foundation. The same cannot be said about a gay marriage.”
 - (a) State the foundation of a gay marriage in a typical Western set-up.
 - (b) Critically discuss whether or not an African polygamous marriage is the same as a gay marriage in having no moral or spiritual foundation in scripture.
 - (c) Discuss the sense (s) in which child-bearing in a heterosexual relationship is of religious value in an African set up as distinguished from a gay marriage.

4. Many philosophers from Plato, Immanuel Kant to G.E. Moore have explicitly or implicitly claimed intrinsic value for some things.
 - (a) Briefly state Immanuel Kant's understanding of the intrinsic value of something that challenges the relational view of value.
 - (b) Apply Kant's understanding of the concept of intrinsic value to a people's cultural heritage (whether tangible, intangible or natural).
 - (c) Discuss the kind of attitude people belonging to a particular culture should adopt towards another' people's cultural heritage and your reason for this.
5. Using Stephen Mwewa and Tatab Mbuy's ideas and your own experience, discuss the following: i). Belief in Supreme Divine Moulder ii). Belief in Ancestors iii). Belief in Respect for and Celebration of life iv). Belief in Solidarity and Community v). Belief in Culture as the Moral Standard.
6. Discuss how school, clinic or hospital, modernity and early missionary Christianity affected the culture and traditions of Zambians.
7. Illustrate with examples the ethical dimension in Zambian cultural proverbs by explaining at least **five functions** of proverbs.
8. Zambian cultures are shaped by religion. Explain the meaning of this with concrete examples.
9. In Zambian cultures, sickness, death and misfortune is explained in terms of witchcraft.
 - (a) What is witchcraft?
 - (b) How is it that, despite people claiming to be Christians and Western educated, they still believe in witchcraft?
 - (c) Would you agree with people who say that witchcraft, among other things, serves a moral purpose (i.e., while it is bad, it also compels people to be moral)?
 - (d) Would you say that in Zambian cultures today, Satanism is a new form of witchcraft?

END OF EXAMINATION