

The University of Zambia

School of education

Postgraduate (masters)

2008-2014

1. CVE 5020 theories and principles of civic education
2. DPE 5101 Curriculum models for primary school
3. DPE 5102 literacy and numeracy in primary education
4. DPE 5105 Literacy and numeracy in primary education
5. DPE 5112 Recent development in primary instruction
6. DPE 5181 Advanced teaching of social studies
7. DPE 5152 Sports Psychology
8. DPE 5162 Current issues and research in mathematics education
9. EAP 5302 School Improvement
10. EAP 5402 Planning and management of change in education
11. EAP 5611 Development and analysis of policy in education
12. EED 5230 education for sustainable development
13. EPS 5055 Research in Educational Psychology
14. EPS 5110 Intelligence, cognition and culture
15. EPS 5115 Personality and personal Development
16. EPS 5120 Motivation, Classroom Management and learning
17. EPS 5162 Intelligence, Cognition and culture examination
18. EPS 5172 Educational Assessment examination
19. EPS 5192 Contemporary approaches to counselling and application in educational and selected special settings

- 20. EPS 5202 Educational and social change
- 21. EPS 5211 Sociology of education
- 22. EPS 5241 Current Issues in sociology of education
- 23. EPS 5262 theories in sociology of education
- 24. EPS 5272 sociology of education systems
- 25. EPS 5311 philosophy of teaching people with disabilities
- 26. EPS 5511 introduction to speech and language disorder,

Clinical methods observation

- 27. EPS 5512 Language learning Disability, Diagnostic and Assessment
- 28. EPS 5521 Anatomy for communication science
- 29. EPS 5522 Neural Basis
- 30. EPS 5531 Speech, Hearing science and basic audiology, Aural Rehabilitation
- 31. EPS 5542 Craniofacial Disorders
- 32. EPS 5701 The administration and management of

Educational organisations

- 33. LIN 5111 Phonological theory
- 34. LIN 5122 The Phonology of African Languages
- 35. LIN 5131 Morphological theory
- 36. LSE 5112 Perspective on teaching and learning
Geography
- 37. LSE 5222 Principles and Theory of Environmental education

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| 38. | LSE 5331 | Theories of Literacy |
| 39. | EPS 5341 | inspections of special needs provision in schools |
| 40. | LSE ED 5341 | Literacy in multilingual context |
| 41. | LSE 5731 | Learning Theories |
| 42. | LSE 5772 | Language , culture and cognition |
| 43. | LSE 5911 | masters of education in primary education. |
| | | ED APPLIED LINGUISTICS |
| 44. | LSE 5912 | contemporary issues in second language Teaching |
| 45. | LSSE 5331 | Theory of Literacy |
| 46. | LTC 5521 | Initial Literacy in the first Language |
| 47. | LTC 5532 | Teaching literacy skills |
| 48. | PHL 5050 | Environmental ethics |
| 49. | PHL 5051 | Theoretical approaches to Environmental Ethics |
| 50. | RED 5122 | Current Issues in Religious Education |
| 51. | RED 5320 | Historical and current issues in religious Education |
| 52. | RES 5021 | Psychology of Religion |
| 53. | RES 5121 | African Religious cosmology |
| 54. | RES 51332 | Religion and politics in southern Africa |
| 55. | RES 5135 | Early Mission history in Zambia 1873-1964 |

The University of Zambia

School of Education

Department of Language and Social Sciences Education

END OF 2013/14 ACADEMIC YEAR EXAMINATIONS JULY /AUGUST

CVE 5020-Theories and Principles of Civic Education - (MASTERS STUDENTS)

INSTRUCTIONS:

- a. THERE ARE SIX(6) QUESTIONS IN THIS PAPER
- b. Answer **ANY three (3)** QUESTIONS
- c. All questions carry equal marks

DURATION: THREE (3) HOURS

1. Discuss the renewed interest in Civic Education across the globe.
2. Discuss the role of Civic Education in community engagement.
3. With reference to the flaws of the Civic Education curriculum in its present form, how would you advise the Ministry of Education to design an appropriate curriculum?
4. Using appropriate examples, discuss the major challenges in the delivery of Civic Education to learners in Zambian schools, colleges and universities.
5. Critically discuss the concept of Civic Republicanism. Illuminate similarities and differences between Civic Education and Civic Republicanism
6. By giving reasons, discuss the best teaching and learning strategies in Civic Education

End of Examination

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
FIRST SEMESTER EXAMINATION – 2012
DPE 5101
CURRICULUM MODELS FOR PRIMARY SCHOOLS

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

QUESTION ONE

George Bishop in his book Curriculum Development asserts that we as curriculum planners need to see the whole process of curriculum on a broad canvas before getting down to the specifics. Frameworks of the curriculum development process provide us with such broad canvasses. They provide us with a total picture. Give a critical appraisal of the Tyler rationale in relation to the three other curriculum planning models.

QUESTION TWO

Compare and contrast the rational model of Hilda Taba and cyclic model of D.K. Wheeler.

QUESTION THREE

Critique the integrated curriculum of the Zambia primary school.

QUESTION FOUR

Hugh Hawes in his book Curriculum and Reality in African Primary Schools states that concerning planning, development and implementation of a school curriculum is a complex business. Explain this statement bringing out factors taken into account when implementing a new primary school curriculum.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
MASTER OF EDUCATION IN PRIMARY EDUCATION
FINAL EXAMINATION, JULY, 2014.

COURSE: DPE 5105: LITERACY AND NUMERACY IN PRIMARY EDUCATION

TIME: THREE HOURS

MARKS: 100%

INSTRUCTIONS:

1. There are **two** sections in this paper, **A** and **B**.
2. Answer only **three** questions in all.
3. Question 1 in Section A is **compulsory**.
4. Answer any **two** questions from **section B**.
5. All questions carry equal mark

SECTION A

Question 1:

Write briefly on **any five** of the following concepts and terminologies in literacy and numeracy.

Write not more than one page on each of the five selected concepts.

- a. Relationship between functional literacy and entrepreneurship
- b. Decoding and encoding meaning using a text
- c. Relationship between emergent literacy, oral language and initial language teaching
- d. Provisions on numeracy in major curriculum documents in Zambia
- e. Five metaphors of literacy (give two examples for each).
- f. Strategies for numeracy development in Zambia
- g. Distinction between mathematics and numeracy
- h. A theory of numeracy development

SECTION B: Answer any **two** questions from this section

Question 2

The new language policy talks about using a zonal language for initial literacy from grade 1 to 4. Write a position paper you would use to defend this policy at a Language Awareness conference.

Question 3

“Literacy is a key. It can open many avenues in one’s life.” (Paulo Freire)

Discuss the above definition of literacy with reference to the current situation in Zambia

Question 4

Literature has numerous definitions of numeracy. Outline key aspects embraced by most of the definitions and discuss the extent to which the teaching of mathematics/numeracy in primary schools in Zambia addresses those key components of numeracy.

Question 5

The transitional model in literacy teaching argues that delaying the use of a familiar language to a child in the early grades such as grade 1-4 benefits the child more than using a second language like English from grade one or nursery school. Explain

Question 6

Explain how numeracy and literacy can influence learning achievement in each other.

END OF EXAMINATION

The University of Zambia

School of Education

University Postgraduate First Semester Examinations-November 2012

DPE 5181: Advanced Teaching of Social Studies

Time: Three (3) Hours

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

1. Using a social topic of your choice, demonstrate how best it can be taught with three techniques not generally used by Zambian Social Studies teachers.
(20 marks)

2. Critically, analyze the position of Social Studies in the contemporary world society.
(10 marks)

3. Discuss how controversial topics in Social Studies may be taught effectively in a class.
(10marks)

4. With Examples, explain the importance of values in Social Studies and demonstrate two ways values may be taught.
(10 marks)

5. With concrete examples, discuss types of knowledge in Social Studies.
(10 marks)

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2009/2010 ACADEMIC YEAR - SECOND SEMESTER EXAMINATIONS

EAP 5302 – SCHOOL IMPROVEMENT

TIME: THREE HOURS

INSTRUCTIONS:

- (i) Answer any **THREE** questions.
 - (ii) Each question carries 20 marks.
 - (iii) Write legibly and do not cut words at the end of each line.
 - (iv) Credit will be given for practical examples and illustrations attached to each question.
 - (v) There is one printed page in this examination.
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1. What do you understand by the term School Improvement? Identify the characteristics of a good School, College or University.
2. From research findings and traditions, state what school effectiveness implies.
3. Describe the condition of secondary schools in the last 30 years.
4. "Schooling can help improve the lives of the underprivileged in society". Comment on this state with specific reference to the role of education in the development of communities.
5. Can poor countries like Zambia improve their education systems?
6. Think about the variables that determine school effectiveness and critically discuss those that relate to school improvement. Examine the extent to which these variables are present or could be improved upon, in Pre-Schools or Basic or High Schools or Colleges of Education or Universities of Zambia.
7. Discuss some of the administrative and management factors necessary for School Improvement.
8. The quality of educational provision in Zambia could only improve if parents, communities and society played their roles. Discuss this statement.
9. By taking an analytical view of Continuing Professional Development (CPD) describe how leadership in educational organisations can be enhanced and bring about learning communities

END OF EXAM!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

EED 5230: EDUCATION FOR SUSTAINABLE DEVELOPMENT

TIME: THREE (3) HOURS

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

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1. The heavy reliance on woodfuel that characterizes energy consumption in Chongwe is often cast as inherently damaging to the environment. Design a sustainability management program for Chongwe community where deforestation is an environment hazard. Show how various actors and their actions will be incorporated into the program (20 marks).
 2. Explain the extent to which poverty influences decisions for the environment. (15 Marks).
 3. With specific examples explain why many environmentalists view the idea of Sustainable Development as an oxymoron (15 marks).
 4. Discuss how the story below succinctly conveys the true meaning of Global Environmental Sustainability explaining clearly what the duck, golden egg and one egg per day represent.
Once upon a time, there lived a very poor farmer who found it very hard to feed his large family. He prayed constantly to God for help, and, one night his prayers were answered. In a dream God told him that if he looked after the duck with respect and if he avoided being greedy at all cost, it will never die and will lay one golden egg everyday to benefit him, his children and their progeny in perpetuity. In the morning, the farmer went to the market and, as instructed, brought home the first duck he saw there. Next morning, to his surprise and delight he saw that the duck had laid a shiny golden egg, and it continued to do so every morning. The farmer was quite wealthy now. But soon he began to be resentful of the village land lord whose wealth was far greater than his. He ignored what God told him about being respectful and not being greedy, and successfully forced the duck to lay two eggs every day, then three. The duck obliged, but soon afterwards it died of exhaustion.
 5. Discuss various thrusts of Education for Sustainable Development as contained in the UN Agenda 21 Chapter 36.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION (EPSSE)**

**M.ED - EDUCATIONAL PSYCHOLOGY FINAL EXAMINATION
23rd JULY, 2014**

EPS 5055: RESEARCH IN EDUCATIONAL PSYCHOLOGY

Time: Three (3) Hours
Marks: 50% of the Total Course Work

INSTRUCTIONS

This examination consists of Two Sections (A & B).

Section A has 2 objective questions, while item 3 consists of three options, making the total 5 altogether. Each question item carries one mark.

Section B consists of Five Essay questions out of which you should answer any Three of them. Each of these questions weighs 15 marks.

SECTION A

1. In Educational Psychology research, the concept of induction is associated with :
 - A). Qualitative paradigm
 - B) quantitative paradigm
 - C) Both A and B
 - D) None of the above
2. Teaching grade one pupils in a classroom to read a passage loudly should involve picking children randomly so that everyone will have to follow carefully. What kind of reasoning is this?
 - A) Research based
 - B) Common sense
 - C) both A and B
 - D) None of the above
3. Based on the following scores: 12, 14, 16, 18, 20, 21, 21, 23, 27, 28
Calculate:
 - A) The arithmetic mean
 - B) The median
 - C) The mode

SECTION B

1. In the field of Educational Psychology, research is considered to be of paramount importance. As an expert in this area, what is your position on this matter and why?
2. As Ghosh, B.N. (1992: preface), rightly asserts, “research is a means to the advancement of knowledge; but a fruitful research study appears to be almost impossible without the proper understanding of research methodology”. Discuss with tangible examples.
3. From your experience in proposal writing, why is a research design important? And using examples in Educational Psychology, what do you understand by the assertion that “it cannot be an inflexible model”?
4. If you were to give a talk on literature review to young and up coming researchers in Educational Psychology, how would you structure your presentation and why?
5. With examples, highlight the differences between qualitative and quantitative paradigms. As much as possible, make reference to relevant statistical inferences.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY, AND SPECIAL EDUCATION

END OF THIRD TERM EXAMINATION- JULY, 2014

EPS 5110: INTELLIGENCE, COGNITION AND CULTURE

Instructions

1. This paper comprises six questions. You are required to answer any three from the six provided.
 2. All questions must be answered in the answer booklets provided and should be clearly labeled.
 3. Bonus marks shall be awarded for orderly presentation of work.
 4. Ensure that you write your correct computer number on each of the answer booklets.
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1. At the beginning of this year, 2014, the minister of education launched the new curriculum for Zambian schools. Key among the new innovations that were introduced in the new curriculum was the language of instruction policy which stipulates that teaching would be done in a familiar local language from pre-school to the fourth grade. Taking into account realities on the ground as well as child development underpinnings, discuss the advantages and disadvantages of the new language of instruction policy.
2. It seems educators can draw a number of valuable lessons from Lev Vygotsky's social constructivist theory of cognitive development. Demonstrate how the social constructivist principles can be applied to education.
3. According to Noam Chomsky, human beings are born with a language acquisition device, which allows them to readily acquire any language. Discuss.
4. What seems to come out of most of the contemporary theories of intelligence is that intelligence comprises a multiplicity of abilities, which often tend to vary from culture to culture. With reference to some of the key contemporary theories of intelligence, demonstrate the validity of this conclusion.

5. Despite there not being an unequivocally clear relationship between language and thought, most studies have demonstrated that language and thought are inextricably interwoven. Using examples from Zambian and other cultures, demonstrate the closeness of this relationship.
6. Using Jean Piaget's theory of cognitive development as your reference point, discuss how you would go about developing teaching-learning materials for children aged 2 to 5 years.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION (EPSSE)**

**M.ED EDUCATIONAL PSYCHOLOGY MID-YEAR EXAMINATION
5TH MARCH, 2014**

EPS 5115: PERSONALITY AND SOCIAL DEVELOPMENT

Time: Three (3) Hours
Marks: 50% of the Total Course Work

INSTRUCTIONS

This examination consists of Six (6) Essay questions. Answer **any four** of the questions. Question **two is compulsory and carries 14 marks** while the **other three weigh 12 marks each**.

1. Discuss the Moral Development Theory, highlighting its strengths and weaknesses taking into account the Zambian situation. How would you relate it to learning situation in the classroom?
2. It is now commonly accepted that gender issues should be taken seriously in all spheres of life. But what makes application of gender equity so difficult in the education sector, especially in the learning and teaching situation in Zambia?
3. Design a teaching programme aimed at fostering self-esteem and self-concept among primary school pupils.
4. In your opinion, what are the major contributions and limitations of Freud's Psycho-sexual theory taking into account the Zambian cultural context?
5. Using concrete examples, discuss the similarities and disparities between Bronfenbrenner's Ecological System theory and Erickson's Psycho-social theory.
6. "Adolescence can be a time of great risk for many". Discuss with concrete examples how these risks can be minimised.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY, AND SPECIAL EDUCATION

END OF YEAR EXAMINATION- JULY 30, 2014

EPS 5120: MOTIVATION, CLASSROOM MANAGEMENT, AND LEARNING

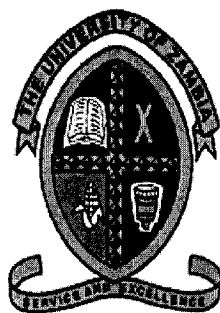
Instructions

1. This paper comprises six questions. You are required to answer any three from the six provided.
 2. All questions must be answered in the answer booklets provided and should be clearly labeled.
 3. Bonus marks shall be awarded for orderly presentation of work.
 4. Ensure that you write your correct computer number on each of the answer booklets.
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1. Educators can draw a number of behaviour modification lessons from behaviourism. Using examples from real classroom situations, demonstrate how behaviour modification techniques can be applied to teaching-learning situations.
2. Kolb's experiential learning cycle seems to present a vital mix between theory and practice. Demonstrate how an educator can draw on this cycle to enhance learners' understanding.
3. The social cognitive learning theory developed by Albert Bandura places emphasis on observational learning. Discuss in detail the stages that are involved in observational learning. Further, explain the factors that enhance observational learning.
4. Cognitive theories of learning focus on the active role played by the learner as he/she attempts to make sense of the material being taught. As an experienced educator, demonstrate how you can use principles drawn from cognitive theories of learning to enhance students' learning.
5. When it comes to motivating learners, it seems what yields best results is a combination of extrinsic and intrinsic motivators. Using concrete examples, discuss the validity of the preceding statement.

6. According to Carl Rogers, “the only man who is educated is the man who has learned how to learn, the man who has learned how to adapt and change”. Against the backdrop of the humanistic theory of learning, discuss how educators can teach learners how to suitably apply knowledge to novel situations.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER 2012 ACADEMIC YEAR
POST GRADUATE EXAMINATIONS, AUGUST – SEPTEMBER 2013

EPS 5262 - THEORIES IN SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

INSTRUCTIONS:

1. ANSWER ANY **THREE** OF THE FIVE QUESTIONS
 2. CREDIT WILL BE GIVEN FOR A WELL THOUGHT OUT WORK
-

1. One of the major problems of macro sociological theories is that they try to explain the relationship between education and development without knowing what happens within the classroom. Discuss this statement in relation to the Structural Technical Theory in Education..
2. With examples from a Zambian situation, where possible, critically discuss the Labelling Theory.
3. In spite of the United States of America's long tradition of studying activities in the classroom, spearheaded by Willard Waller in his Sociology of Teaching, the sociologists of education in the United States of America did not embrace the New Sociology of Education Theory even though its concern was on what was happening in the classroom. Why was it so?
4. Constitutive ethnographers have dismissed as inadequate correlational studies which try to explain what students become after schooling by relating it to the social background of the students and what they learn from school. To them the relation between schooling and what students become can only be understood by investigating the actions that take place in the school. Discuss this view.

5. Like new political parties, new theories always come with a promise, promising to explain the situations better than the old ones have done. But sooner or later it is discovered that they are not offering anything better than what the old ones have offered. Discuss this statement in light of the New Sociology of Education Theory.

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

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

2010/2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION
EAP 5302 – SCHOOL IMPROVEMENT

TIME : THREE HOURS

INSTRUCTIONS

- i. Answer any THREE questions
 - ii. Each question carries 20 marks
 - iii. Write legibly and do not cut words at the end of each line
 - iv. Credit will be given for practical examples attached to each question
 - v. There is 1 printed page in this examination
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1. Almost everybody agrees that a school affects its students' intellectual and social development and that a "good" school has more favourable effects than a "poor" school. But different people have different ideas about what constitutes a "good" school. What do you regard as a "good" school?
2. How would you improve your educational institution?
3. Good schooling can help improve the lives of all Zambian communities. Discuss this statement with particular reference to the development of Zambia.
4. How can leaders and managers improve educational institutions?
5. What should be the relationship between parents and the state in the financing of education?
6. Discuss the factors that affect the quality of learning in ANY educational organization of your choice.
7. Discuss "School Effectiveness" in terms of what you regard as the factors that determine this concept (School Effectiveness).
8. What sort of graduate does the Zambian society require for sustainability?
9. Using any Government Policies and Development Plans, give some thoughts of what the educational context in the 21st Century should be.

End of Examination

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

2012/2013 SECOND SEMESTER FINAL EXAMINATIONS
COURSE: EPS 5352

Instructions

There are five questions in this paper. You are required to answer three questions.
This course contributes 40% to the course grade.

1. Discuss the importance of neuropsychological assessment and its historical trends in the field of learning disabilities.
2. Neuropsychological assessment is designed to meet the needs of an increasingly diverse population. Given the diversity of the population however, it is important that neuropsychological assessment tests are valid for individuals from different cultural and linguistic backgrounds in various contexts. With relevant examples, discuss cross cultural issues that may arise in the application of western developed Neuropsychological assessment tools.
3. Describe the guiding principles in the rehabilitation of learning disabilities outlining different approaches to rehabilitation and intervention.
4. In this course, you were exposed to various assessment tools. Based on your case study, prepare a report highlighting your field observations.
5. Write short notes on each of the following.
 - a) Ethical considerations in neuropsychological assessment
 - b) Evolution of an evidence based science
 - c) Multidisciplinary approaches to Neuropsychological assessment

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

**FINAL SUPPLEMENTARY EXAMINATION FOR THE DEGREE OF MASTER OF
EDUCATION IN SPECIAL EDUCATION**

2012/13 ACADEMIC YEAR SECOND SEMESTER

**EPS 5362: PLANNING THE CURRICULUM FOR CHILDREN WITH SPECIAL
EDUCATIONAL NEEDS**

Instructions

Time: 3 hours

- i. Answer **question one** and any other **two** questions
 - ii. Clearly indicate your computer number on the cover page of the answer booklet
- =====

Question One (Compulsory)

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

- i. Clearly describe and justify the stages that you would employ in developing a curriculum in the area of your specialization. **(14 marks)**
- ii. Assess **three (3)** criteria that can guide you in ensuring that the content selected in the curriculum that you have developed in 1 (i) is appropriately sequenced. **(6 marks)**

Question Two

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

- i. What is curriculum development? **(1 mark)**
- ii. Discuss **two (2)** major contributions of D. K Wheeler's model of curriculum development to curriculum development today. **(4 marks)**
- iii. Describe the dynamic model as propounded by Decker Walker. **(10 marks)**

Question Three

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

- i. With the aid of **two (2)** examples analyse why it is important for curriculum specialists to have clear curriculum intent as they embark on the curriculum development process. **(6 marks)**
- ii. Critically discuss why evaluation during the planning, pilot and implementations stages of the curriculum development process helps to keep the curriculum specialist in line with the intent. **(9 marks)**

Question Four

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

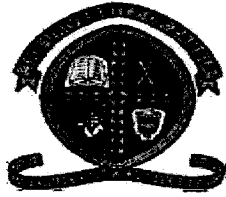
- i. Explain with relevant examples how the philosophical, sociological/cultural and psychological foundations can bring about curriculum change. **(9 marks)**
- ii. Critically discuss **two (2)** internal and **one (1)** external factors to a school that can influence the curriculum development process.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

Question Five

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

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

END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

SECOND SEMESTER EXAMINATIONS - APRIL/MAY 2010

**EAP 5402 – PLANNING AND MANAGEMENT OF CHANGE IN
EDUCATION**

TIME: THREE HOURS

INSTRUCTIONS

1. Answer any **THREE** questions from the following.
2. Each question carries 20 marks
3. Write legibly and do not cut words at the end of each line.
4. Credit will be given for practical examples given in each answer.
5. There are **two** printed pages in this examination.

DATE: 19TH APRIL 2010

1. Define the term “change” in the context of education and development. In any case why change now?
2. The world is changing and everything else is changing and more so in education. Critically discuss why managers in educational organisations should understand change and the causes of change.
3. Discuss the concepts of collaboration and partnerships for effective change.
4. Identify and discuss the four stages involve in the change process?
5. It is one thing to plan an educational programme and another to implement it effectively. Briefly discuss the factors which may inhibit the likelihood of successful planned educational change.
6. What is planning? Discuss some of the approaches to educational planning.
7. With special reference to the Ministry of Education (MOE) Strategic Plan (2003-2007), give a comprehensive analysis of the fact that the success of a strategic plan is closely linked to the budgeting process.
8. Why did Zambia think of changing the education system in the 1970s?
9. Taking into account the fact that the human factor is one of the essential pre-requisites in any change process, describe with clear examples how it plays a vital role at any institutional level and what you, as a manager, would put in place to enhance its efficiency and effectiveness.

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2008/2009 ACADEMIC YEAR – 2ND SEMESTER DEFERRED EXAMINATIONS

EAP 5402: PLANNING AND MANAGEMENT OF CHANGE IN EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

- i. Answer any **THREE** questions.
- ii. Each question carries 20 marks.
- iii. Write legibly and do not cut words at the end of each line.
- iv. Credit will be given for practical examples and illustrations attached to each question.
- v. There is one printed page in this examination.

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1. Using as many examples as possible, define the concept “Change” in the context of organisational development.
 2. “The only thing that is constant is change”. Comment on this statement in the light of what you understand by the term “Change”.
 3. Everything is affected by change. Explain what this means.
 4. Say how you would introduce and sustain change in your school, college or university.
 5. What is the role of communication in a changing environment?
 6. Define problem-solving and give examples of problems you solved.
 7. How would you overcome resistance to change in educational organisations?

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION

MASTER OF EDUCATION IN SPEECH AND LANGUAGE COMMUNICATION
DISORDERS

EPS 5511 INTRODUCTION TO SPEECH AND LANGUAGE DISORDERS, CLINICAL
METHODS OBSERVATION

TIME: 3 HOURS

INSTRUCTIONS:

1. This examination contributes 50% to your course grade.
2. There are five questions. You MUST answer question one (a case study) and any two (2) of the remaining four (4) questions.
3. Write your responses on the answer booklet that is provided to you.

-
1. Read the following case study thinking about augmentative and alternative communication methods and answer the questions that follow.

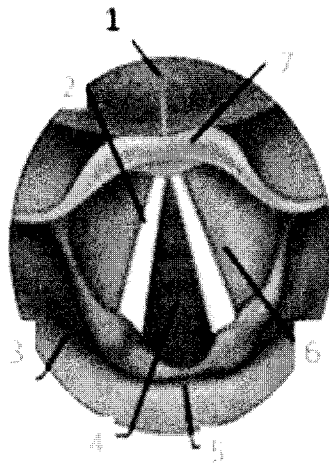
Case Study:

Sam is a 9 year-old boy who is nonverbal. He has been diagnosed with cerebral palsy, developmental delays and difficulty with fine motor skills. He is able to point with his right hand using his whole hand. He understands most spoken language and follows directions well. He attends third grade in a blended classroom. When Sam was a preschooler, he received early intervention services in his home where he was seen by a speech-language pathologist and an occupational therapist. Sam is able to make some sounds, and he approximates the words mom, dad, dog, hi; in addition, he nods his head for yes and no. Although the speech language pathologist working with Sam has not ruled out the possibility that he could someday talk, at this stage, Sam needs an alternative method of communication to supplement his few words, sounds and gestures. Sam's speech language pathologist in early intervention services tried teaching him sign language; however, given Sam's fine motor issues, signing was difficult for him. In addition, none of the students in Sam's preschool class knew sign language and no one at his current school knows sign language. Given the motor requirements of signing, Sam's team elected to begin using a symbol-based system. Sam learned to use several symbols to communicate a variety of messages including such things as "My name is Sam," "My favorite color is yellow," "I love to play ball," "Let's play a game," "I want some ice cream," and "That's yucky!" The speech language pathologist worked with Sam's classroom teacher, other school personnel, and Sam's parents to ensure that new symbols added to Sam's repertoire reflected priority needs across his environments.

Questions:

- a) Is Sam currently communicating with multiple modalities?
- b) How is Sam currently communicating?
- c) What are Sam's communication difficulties?

- d) Why was sign language not the best choice for Sam?
 - e) How would you begin to determine what messages/communication needs to provide for Sam?
 - f) Provide 3 examples of communication needs/wants you would assist Sam with.
2. What are the four phases of the swallowing process? Describe the movement of a bolus through the phases of swallowing for a normal swallow.
 3. Why do we use the International Phonetic Alphabet? Describe place, manner and voice and provide examples of each.
 4. Name 3 types of fluency shaping strategies and give an example of each one. Describe all the types of dysfluencies. What is the difference between overt and covert stuttering? Explain what fluency shaping is and when and why you would use it.
 5. Label the diagram of the vocal structures below and describe the function of #2, 4 and 7. Describe how vocalization occurs from inhalation to vibration to pronunciation of words. Make sure you are detailed about how vocal fold vibration occurs.



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
MASTER OF EDUCATION IN SPEECH AND LANGUAGE COMMUNICATION
DISORDERS
EPS 5521 ANATOMY FOR COMMUNICATION SCIENCES

TIME: 3 HOURS

INSTRUCTIONS:

1. This examination contributes 50% to your course grade.
 2. There are 6 questions. Choose three (3) of the questions.
 3. Write your responses on the answer booklet that is provided to you.
-

1. Describe the neurological system in terms of the gross anatomy (parts of the brain), neurons, connections, etc.
2. Describe the process of hearing from the entrance of the sound wave in the external auditory canal to the processing of the sound in the brain. Make sure you include each structure, involved and its function.
3. Describe the process of respiration for:
 - a. “Passive breathing”. Start at the point of entrance of air into the system (nares), and name each structure involved in the inhale (inspiration) and exhale (expiration). In your discussion, include the name of the primary muscle of inhalation and exhalation.
 - b. Describe how “active” breathing or breathing for speech is different from “passive breathing,” make sure you provide the names and functions of 2 additional muscles used for inspiration and 2 additional muscles for exhalation.
4. During class, we reviewed volumes and capacities. Describe these.
 - a. What is a volume?
 - b. What is a capacity?
 - c. What does each volume and capacity measure?
 - d. What is the importance of the different volumes and capacities?
5. Phonation is the process of adducting and abducting the vocal folds to create “voice”. There are multiple cartilages, ligaments and muscles involved in phonation. Describe:
 - a. The cartilages found in the phonatory system, indicate if they are a single structure or paired structure, how they are positioned in reference to each other, why are they made of cartilage and not bone?
 - b. What are the functions of intrinsic membranes and ligaments?

- c. What are the functions of extrinsic membranes and ligaments do?
 - d. What is the muscle of abduction?
 - e. What are the muscles of adduction?
 - f. What would happen if the muscles did not abduct?
6. So far, we have covered several different parts of the anatomy and physiology for speech. Focusing only on the respiratory and phonation system.
- a. Describe how a person says the word “cat”
 - b. Discuss active respiration for speech production
 - c. Discuss the action of adduction (for which phoneme of “cat”), and abduction (for which phonemes of “cat”).

End of Examination

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
MASTER OF EDUCATION IN SPEECH AND LANGUAGE
COMMUNICATION DISORDERS

EPS 5522: NEURAL BASIS

TIME: 3 HOURS

INSTRUCTIONS:

1. This examination contributes 50% to your course grade.
 2. Answer three (3) of the following six (6) questions.
 3. Write your responses on the answer booklet that is provided to you.
-

1. Describe the three systems for motor control of speech and what specific symptoms occur when there is damage to each. List the names and numbers of the 12 pairs of Cranial nerves. Describe their functions and how you would test each.
2. Explain the causes and consequences of cerebrovascular accident (both occlusive & hemorrhagic.) Give the function of each lobe of the cerebrum, cerebellum, and brain stem and draw and label the main structures from the medial view.
3. Discuss medical issues most relevant to speech-language pathologists that may negatively affect speech, language, cognitive and/or swallowing abilities in individuals. Include information regarding different organs/systems in the body (e.g., respiratory/pulmonary, cardiac, vascular, gastrointestinal, renal, endocrine, metabolic, rheumatologic, infectious, neurologic).
4. Describe the differences in individuals with right hemisphere damage as contrasted with left hemisphere damage. Include the basic types and subtypes of aphasia and how to differentiate them. Compare these two

groups of individuals with regard to overall behavior, symptoms, deficits, and ways to assess linguistic, nonlinguistic, and/or extra linguistic communication abilities. If you had limited time and materials available, discuss methods and tools you could use to assess a person's speech, language, cognitive, and swallowing abilities following neurologic damage.

5. Compare and contrast aphasia and dementia in terms of cognition and language and explain how each disorder would affect a person in his or her daily life. Define executive functioning (EF). Provide examples of how EF could be assessed/evaluated and how EF is used in daily life.
6. Describe supported conversation techniques and how these could be used during an assessment/evaluation of a person with a communication disorder to reveal the person's quality of life, including competence/strengths as well as areas in need of improvement. Discuss the World Health Organization (WHO) classification system of functioning, disability, and health. Provide examples of functioning/disability and contextual factors that influence a person's capacity and performance in his/her environment.

End of Examination

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY & SPECIAL
EDUCATION (EPSSE)
MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

EPS 5162: INTELLIGENCE, COGNITION AND CULTURE EXAMINATION -
SECOND SEMESTER
April, 2010

INSTRUCTIONS:

This examination weighs 40%. It consists of two sections: A (short answer questions) and B (Essays). Section A weighs 10 marks (2 per question) while Section B weighs 30 marks (10 per question).

SECTION A

Presented below are seven of the most prominent contributors to the field of intelligence testing. Choose five and write brief explanations on their contributions in your answer booklet.

1. Sir Francis Galton (1822-1911).
2. Alfred Binet (1857-1911)
3. Lewis Terman (1877-1956)
4. David Wechsler (1896-1981)
5. Charles Spearman (1863-1945)
6. Louis Thurstone (1887-1955)
7. J. Paul Guilford (1897-1987)

SECTION B

Below are five essay questions. Choose and write on three of them.

1. "There is a nature-nurture controversy in the debate pertaining to intelligence. The view that heredity is the sole determinant of intelligence has now been largely been refuted." With concrete examples discuss.
2. Explain an important difference between intelligence research in the late 1900s and earlier research. In your view, what are the benefits, if any of such a development.
3. From the seminar presentations based on fieldwork/review of relevant literature, what are the differences in the conception of intelligence between a common lay person and a typical University student and why?
4. If you were invited by the Dean of School of Education to give a talk to students aspiring to become teachers on "how teacher expectations can have an important impact on pupil intelligence scores", what key issues would you highlight and why?
5. With examples, discuss why intelligence as a test score is considered the most controversial.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

M.ED EDUCATIONAL PSYCHOLOGY SECOND SEMESTER FINAL EXAMINATION (APRIL 22, 2010)

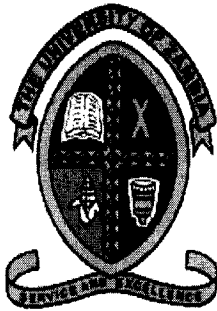
EPS 5192: CONTEMPORARY APPROACHES TO COUNSELLING AND APPLICATION IN EDUCATIONAL AND SELECTED SPECIAL SETTINGS

Instructions: This examination weighs 40%. It consists of five (5) Essay Questions. You are required to answer three (3) questions out of five (5). Questions 1 and 2 are compulsory and carry 15 marks each. You should choose the 3rd question from the remaining three (3) questions which weigh 10 marks each.

1. Counselling children is a growing area of interest for people in the helping professions because it can prevent "normal" problems from becoming more serious and resulting in delinquency, school failure, and emotional disturbance. Being a new development in Zambia, what problems do you foresee that are likely to affect effective implementation and why? Suggest ways of dealing with the situation to improve the service.
2. With concrete illustrations, write analytically on one of the theoretical/therapeutic approaches of counselling, making reference to one or two other approaches that you think would enrich your counselling practice. In other words, discuss logically how and why the theory/therapeutic approach you use can serve as a foundation to developing an integrated approach.

3. The issue of clients' rights is important in the field of counselling. With examples, highlight a situation which would necessitate adherence to such rights in the counsellor-client relationship.
4. From your everyday experience what counselling needs are typical of children in your community and why? How satisfactorily are these needs addressed and by who?
5. Jackie is a trained counsellor working for an organization focusing on HIV/AIDS counselling and research. She receives a client who would like to have an HIV test. During the process of counselling, Jackie talks about the other services that their organization offers. Additionally, she assures her client of confidentiality. During the session Jackie allows the client to speak and make her decision. Because Jackie needs to use this case study for her research, she gets informed decision from her client. Could you identify and explain the ethics that have been followed during the session.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER POST GRADUATE EXAMINATIONS, APRIL,
2010

EPS 5202 – EDUCATION AND SOCIAL CHANGE

TIME: THREE HOURS

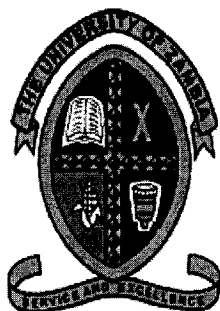
INSTRUCTIONS:

1. Answer **only three** questions
 2. Credit will be given for a well thought out work
-

1. With examples, briefly discuss the following concepts.
 - a) Psychological modernity
 - b) Social change
 - c) Norm of independence
 - d) Norm of achievement
2. The common “slogan” in the politics is that “Do not experiment with leadership”, implying that there should be no change in political leadership and in government. Critically discuss why politicians think this is an effective campaign slogan in this country.
3. With examples where applicable, critically discuss the agents of change in any society.
4. Critically discuss the relationship between formal education and population control.

5. You are a living example of a recipient of higher education. Discuss the areas of your life in which you think higher education has made a difference. Give examples where possible.
6. Critically discuss the notion that highly educated Zambians shun politics.

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



THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER POSTGRADUATE EXAMINATIONS,
NOVEMBER 2012

EPS 5211 – SOCIOLOGY OF EDUCATION

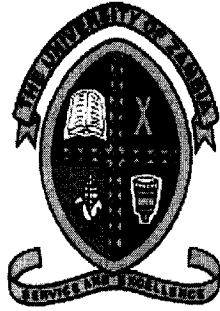
TIME: THREE HOURS

INSTRUCTIONS:

1. Answer **only three** questions
 2. Credit will be given for a well thought out work
-

1. Account for the rapid growth of Sociology of Education in the 1920s. Do you think Zambia today has conditions for the rapid growth of Sociology of Education as a discipline
2. Critically discuss the difference between Sociology of Education and Educational Sociology. From what you have learned and the readings you have come across in this course, which term would you prefer to use?
3. With examples where applicable, critically discuss the departure of the sociologists of education in the 1920s from Durkheim's Sociology of Education.
4. Compare and contrast "Zambian Sociology of Education" with Durkheim's Sociology of Education. Support your views with examples.
5. "The institution of education cannot be studied in isolation from other institutions in the society". Using the open systems approach, illustrate what this statement means.

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



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER POST GRADUATE EXAMINATIONS,
APRIL 2010

EPS 5262 - THEORIES IN SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

INSTRUCTIONS:

1. Answer any **three** questions
2. Credit will be given for a well thought out work

-
1. Each time a new theory comes on the scene, it claims it has new ideas of understanding certain situations in the society, and yet these new ideas have been existing even before the new theory appeared on the scene. Justify this statement in light of the "New" Sociology of Education Theory.
 2. Discuss a number of issues which you would put into consideration when you apply a sociological theory to an empirical study.
 3. Discuss the differences and similarities between the Labelling Theory and the "New" Sociology of Education Theory. Take one of these theories and show how relevant it is to a Zambian classroom situation.
 4. The constitutive ethnographers have tried to explain the relationship between schooling and outcomes of schooling by investigating the actions in the schools. To them this method of investigation is superior to correlational and fieldwork methods in explaining the relationship between schooling and what students

become after school. From your own experiences, do you agree or disagree with this argument?

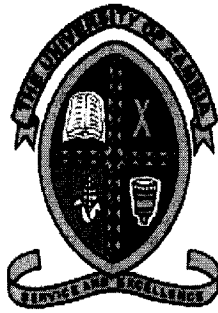
5. There are many factors which affect the performance of a student in a classroom, and these can be investigated using a number of theories.

a) Discuss the factors which may affect the performance of the students in a classroom.

b) Which theory (ies) can you use to investigate these factors?

c) Why can you use the theory (ies) you have chosen?

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



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER POST GRADUATE EXAMINATIONS,
APRIL 2010

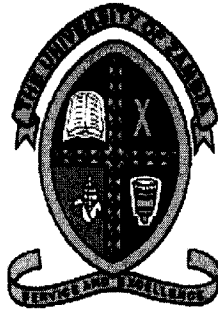
EPS 5262 - THEORIES IN SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

INSTRUCTIONS:

1. Answer any **three** questions
 2. Credit will be given for a well thought out work
-

1. Each time a new theory comes on the scene, it claims it has new ideas of understanding certain situations in the society, and yet these new ideas have been existing even before the new theory appeared on the scene. Justify this statement in light of the "New" Sociology of Education Theory.
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THE UNIVERSITY OF ZAMBIA

**SECOND SEMESTER POST-GRADUATE UNIVERSITY EXAMINATIONS,
APRIL 2010**

EPS 5272 – SOCIOLOGY OF EDUCATION SYSTEMS

TIME: THREE HOURS

INSTRUCTIONS:

1. Answer **only three** questions.
 2. Credit will be given to well organised and thought out work.
-

1. “Each society has many forms of education, and yet there is only one education”. How is it so? Support your answer with examples from Zambia.
2. Education systems in both the stateless and centralised systems are the same. Discuss.
3. The 1970s was a period of educational reforms in many independent African countries. Taking Zambia **or** Tanzania as a case in point, discuss why these reforms were introduced. How successful were they?
4. Are there differences and similarities between early education in Europe with that of traditional education in Africa? Give examples to support your answer.
5. Account for the resentment against technical and vocational education among Zambians after independence.

6. Why do you think there was a disparity in the provision of formal education among various missionary societies in Northern Rhodesia? What problems did the missionary societies encounter in the provision of formal education?

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

THE UNIVERSITY OF ZAMBIA
Directorate of Research and Graduate Studies
School of Education
2012 Academic Year: First Semester Examinations

EPS 5311: Philosophy of Teaching People with Disabilities
Time: Three (3) hours

Instructions:

- This examination contributes 50% to the course grade.
- The question paper has five questions. Question one is compulsory. Answer questions one and any other two.

=====

1. The Philosophy of teaching people with disabilities may not be understood even by those advocating for it unless they provide reasons for it. Using examples, justify why people with disabilities should receive school education. **(20 marks)**

2. The concept 'quality education' is widely spoken but one wonders if it is also widely known by every teacher wearing a T shirt 'quality education begins with me.' At a level of masters' education, you are expected to provide expert explanation on such an issue like quality education. Identify and describe indicators of quality education in Zambia. **(15 marks)**.

3. An argument arose in a country about whether deaf persons should be provided with drivers' licence or not in Zambia. Since you are a Master's Degree student, you have been asked to provide expert advice on the matter. What points would you consider to help in the discussion? **(15 marks)**

4. In teaching braille to beginners there is need to develop tactile skills in them. Identify eight (8) activities and explain how they can help in tactile development **(15 marks)**.

5. Discuss whether persons with mental illness should be categorised as having a disability **(15 marks)**.

The end.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

FINAL SECOND SEMESTER MASTERS EXAMINATION (2010)

M. ED. SPECIAL EDUCATION

**EPS 5372: ADMINISTRATION AND MANAGEMENT OF SPECIAL EDUCATION
INSTITUTIONS**

TIME: THREE (3) HOURS

MARKS: 60%

INSTRUCTION:

There are five (5) questions in this examination paper. Attempt question one (1) and any other two (2) questions. All questions carry 20 marks each

- 1. Below is a case study about a secondary school head teacher. Read it carefully and use the four sub-headings below the case study to give him tips on how to be a better manager.*

Kahonoko Girls' secondary school was headed by Mr Kiwi who had been transferred from a nearby boys' school in the same district. The new school was much bigger than the one he had been heading; almost twice as big in terms of size, number of pupils, teachers as well as support staff.

Mr Kiwi's management style was such that he was the boss who was in-charge of everything. His deputy played no role at all. So did his members of staff. He rarely delegated responsibilities to his staff. He had formed five permanent working teams, headed by him, to oversee and run all the school projects and programmes in the school but the teams rarely met. He never went on long leave because it was rumoured that he feared losing his position. However, with time he started having difficulties in managing the school and a lot of programmes and projects could not be completed in good time or were simply abandoned even after plenty of resources had been spent on them. There were also signs of discontent and de-motivation among majority of the teaching staff.

Mr Kiwi attributed the above developments to the fact that he was a male head teacher who was a victim of gender discrimination, especially that the majority of teachers were women. He felt that he was being undermined and belittled, hence the difficulties he was facing.

Explain the importance of the following to his work as head teacher:

- i) Management functions
 - ii) Attributes of a good Manager
 - iii) Principles of administrative management.
 - iv) Principles and procedures of delegation
2. Review the current Government Policy on special education provision in Zambia and propose a way forward.
 3. Identify a donor agency, voluntary organization or support group in the field of special education in Zambia. Explain its origins, what it stands for, the role it plays (where and how) and its achievements / limitations.
 4. Discuss either the Classical theory or Human relations theory of management and its relevance to running a special education institution.
 5. Explain what bureaucracy means and :
 - i) identify types of bureaucracy
 - ii) identify characteristics of a bureaucratic organization
 - iii) explain why special education institutions should not be bureaucratic organizations.

THE END

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION

MASTER OF EDUCATION IN SPEECH AND LANGUAGE COMMUNICATION
DISORDERS

EPS 5531 SPEECH, HEARING SCIENCES AND BASIC AUDIOLOGY, AURAL
REHABILITATION

TIME: 3 HOURS

INSTRUCTIONS:

1. This examination contributes 50% to your course grade.
 2. There are five questions. You MUST answer question one and any other two of the remaining four questions.
 3. Write your responses on the answer booklet that is provided to you.
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1. Read the following case study thinking about supporting the use of hearing technology and communication skills.

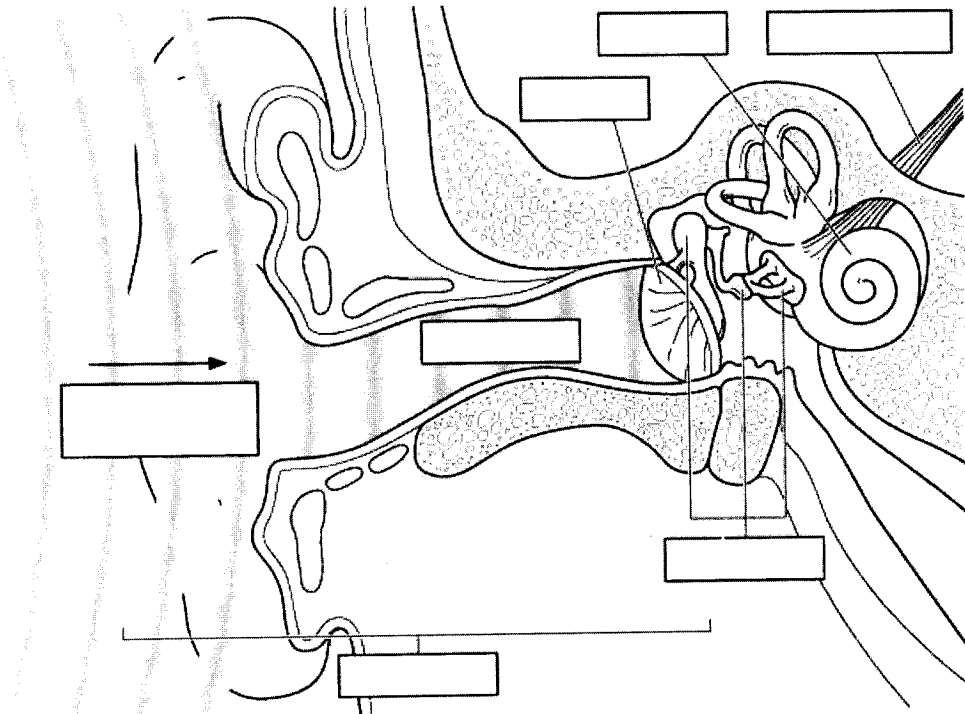
Case Study:

Joe is an eight-year old boy who had been developing normally. He recently contracted Malaria, and was treated with medications that were ototoxic. He has recovered from the Malaria, but as a result of the medications, he has a moderate to severe hearing loss. While expressively there has been only modest change in Joe's communication, receptively he is able to hear very little speech and has no understanding without watching the speaker's face. He is much more dependent on visual information and will often request that others write to communicate with him. Joe has had a hearing test, and will be receiving a hearing aid soon from a large clinic. You will be providing support for Joe.

Questions:

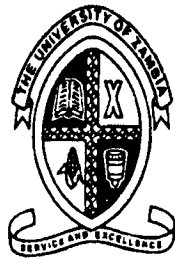
- a) What type (sensorineural, conductive, or mixed) of hearing loss does Joe have?
- b) How is Joe currently communicating expressively?
- c) What are Joe's receptive communication difficulties, and why are his expressive and receptive skills so different?
- d) Why is use of a hearing aid important for Joe?
- e) How would you be certain that Joe's hearing aid was working each day?
- f) Provide three (3) examples of strategies that you could use in therapy to help Joe develop listening and communication skills.

2. Below is the structure of the ear. Label the structures of the ear by filling in each box. Also label the outer, middle and inner ear. For each part (outer, middle, and inner ear) identify the type of energy used to send sound.



3. Describe the hearing test. Include information about WHAT is being measured and HOW it is being measured for air conduction, bone conduction, speech discrimination, and tympanometry.
4. Describe at least four causes of severe sensorineural hearing loss. Include information about genetics, pre-natal infections, and viral infections. Include information about why it is important to consider the age at the time of the hearing loss.
5. Describe each of the four stages of auditory development (identified by Hirsh) and how they relate to a plan for treatment.

End of examination



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

UNIVERSITY EXAMINATIONS, NOVEMBER, 2008

**EPS 5701: THE ADMINISTRATION AND MANAGEMENT OF
EDUCATIONAL ORGANISATIONS**

TIME : THREE HOURS

INSTRUCTIONS

- (i) Read through the question paper carefully.
- (ii) Answer only THREE questions.
- (iii) All questions carry equal marks.
- (iv) Write only your computer Number on all the answer sheets. You will be heavily penalised if you write your name on the answer sheet.
- (v) Do not cut words at the end of each line.
- (vi) There are 2 printed pages in this examination.

1. Make a critical analysis of the role of theories in the evolution of educational administration and management.
2. Make a clear distinction between Formal and Informal Organisations and suggest some reasons why human beings join them.
3. Using any organisation you are familiar with, discuss why education is regarded as a system.
4. Select any THREE concepts discussed by Fayol and explain them in the context of education.
5. Choose any views of the Human Relations theorists and say how they could improve Zambia's education system.
6. Discuss the issue of developing relationships with colleagues.
7. What leadership qualities do you aspire for in your organization?
8. What vision do you have for your institution in the 21st Century?
9. What are your views on the efficient and effective management of educational resources?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

EDUCATIONAL ADMINISTRATION AND POLICY STUDIES DEPARTMENT

2009 / 2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION
EAP 5611: Development and Analysis of Policy in Education

TIME: **THREE (3) HOURS**

INSTRUCTIONS

- i. Answer any **THREE (3)** from the nine (9) given questions.
 - ii. All questions carry equal marks .
 - iii. You are required to read through all the questions carefully before selecting which ones to attempt.
 - iv. There are two printed pages in this examination.
 - v. Please do not cut words at the end of each line.
 - vi. Write only your computer number on the answer sheet. You will be penalized heavily if you write your name on any answer sheet.
-

1. After defining the concept “policy” explain why governments have to formulate, design and implement policies.
2. What was the major thrust of educational policy direction between 1890 and 1924?
3. “Every responsible citizen must look towards contributing to a country. It is time for us to inculcate in our society, and in particular in our youth, a new culture that respects hard work which respects education, which shows respect for others and that respects law and order”.
President Rupiah Banda addressing the National Indaba on Saturday, 5th April, 2009 quoted from the Sunday Post, 6th April, 2009. From the above quotation discuss the power and success of education in bringing about national development.
4. Since 1964 do you think that national educational policies have responded to the lack of human resources in Zambia? Discuss.
5. How would you describe the evolution of Zambias’ educational policies between 1974 and 2002?
6. Describe the various groups that affect the formulation of policies in education in Zambia.
7. Explain the theoretical and philosophical bases for the slow development of secondary education between 1924 and 1964.
8. Analyse the Ministry of Education Strategic Plan (MoESP) of between 2003 and 2007.

9. What are the challenges, goals, priorities and characteristics of the Fifth National Development Plan (FNDP)?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
Directorate of Research and Graduate Studies
School of Education
2012 Academic Year: First Semester Examinations

EPS 5341: INSPECTION OF SPECIAL NEEDS PROVISION IN SCHOOLS

Time: Three (3) hours

Instructions:

- This examination contributes 50% to the course grade.
- The question paper has five questions. Question one is compulsory. Answer questions one and any other two.

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1. The frequent curriculum reviews demand frequent changes to how lessons are delivered and teaching/learning materials. Some teachers have argued that this is detrimental to the performance of learners while others have argued to the contrary. Analyse this argument and provide supporting facts to both parties. Create a conclusion by stating your position. **(20 marks)**
2. You have been requested to assess the quality of learning by learners. Design questions that can help you effectively do this task? Explain how each of the questions designed can help assess the quality of learning by learners. **(15 marks)**
3. Quality control by Education Standard Officers is important to both learners and teachers. Using examples explain how quality control can benefit both learners and teachers. **(15 marks)**
4. Inclusion of learners with disabilities in mainstream learning institutions has caused a lot of debate among teachers, parents and learners themselves. As a masters student studying a course; '*Inspection of Special Needs Provision in Schools*' among others, justify the debate by providing arguments of what has gone wrong and benefits of inclusive schooling to learners. **(15 marks)**
5. Identify advantages and disadvantages of the following types of inspection:
 - i. Fire Brigade inspection
 - ii. Full inspection
 - iii. Inspection of Teachers**(15 marks)**

The End



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – FEBRUARY/MARCH 2014

LIN5111 - PHONOLOGICAL THEORY

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer any eight (8) questions in all...

WEIGHTING : The examination counts for 40% of the course's total marks.
All questions carry equal marks.

SECTION A

1. Both phonetics and phonology studies speech sounds including suprasegments. Discuss and exemplify how they are related.
(10 marks)
2. Discuss how the phonemes of a language are identified.
(10 marks)
3. Explain and exemplify each of the following items:
 - (i) segment and suprasegment
 - (ii) phoneme, allophone
(10 marks)
4. Using the IPA chart, [t] = consonant, alveolar, stop, voiceless. Describe the following segments symbolized by IPA letters:
 - (i) [b]
 - (ii) [ts]
 - (iii) [k]
 - (iv) [ŋ]
 - (v) [o]

(10 marks)

5. In not more than one (1) page, write an essay on phonotactics.
(10 marks)
6. A separate sheet containing a matrix is attached hereto. Do the following:
- (i) Define each feature contained in the matrix; and
 - (ii) Fill in the matrix presented on the sheet attached hereto.

Write your computer number and attach the sheet with the matrix to your answer sheet(s)

(10 marks)

7. Look carefully at the following two sets of data from KiKongo, provided by Ifwanga-wa-Pindi in a work published in 1978, and answer the two questions that follow.

(i) Data set A:

mu-ana	→	mwâna [mwâ:nà]	'child
mu-inda	→	mwînda [mwî:ndà]	'lamp'
fu-ongo	→	fwôngo [fwô:ngà]	'complete'
ku-end-a	→	kwénda [kwé:ndà]	'to go'

What segmental phonological rules are displayed by the above data?
(5 marks)

(ii) Data set B:

kubéla [kùbélà]	'to fail, to be wrong, to lose a court case'
kuzínga [kùzí ŋgà]	'to live'
kusóola [kùsólà]	'to choose'
kubééla [kùbé:là]	'to fall sick'
kutúúla [kùtú:là]	'to put, to place'
kusóla [kùsólà]	'to deforest'
kuzíínga [kùzí:ŋgà]	'to pack, to fold'
kutúla [kùtúlà]	'to forge'

Make a phonological comment.
(5 marks)

8. In not more than two (2) pages, write an essay on either Autosegmental Phonology or CV Phonology.
(10 marks)

9. If a segment is deleted before another segment, this may be represented by the following 'rule schema' :

$$A \longrightarrow \emptyset / \text{ ___ } B$$

If a segment is inserted before another segment, this may be represented by the following 'rule schema' :

$$\emptyset \longrightarrow A / \text{ ___ } B$$

If a segment changes into another segment, or a suprasegment changes into another suprasegment the phenomenon is known as feature changing. If a segment changes into another segment before another suprasegment, or a suprasegment changes into another suprasegment before another suprasegment, this may be represented by the following 'rule schema'

$$:A \longrightarrow B / \text{ ___ } C$$

Write the rule schema for:

- (i) deletion of A after B
- (ii) insertion of A after B
- (iii) change of A into B after C
- (iv) change of A into B between C and D

(10 marks)

10. Write in words the following rule:

$$\left[\begin{array}{l} +\text{voc} \\ +\text{cons} \end{array} \right] \longrightarrow \left[+\text{long} \right] / \text{ ______ } \left[+\text{cons} \right] \left[+\text{cons} \right]$$

(10 marks)

END



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JULY 2014

TIME ALLOWED : Three (3) hours

WEIGHTING : The examination counts for 50% of the course's total marks. All questions carry equal marks

INSTRUCTIONS: Answer ALL questions.

Look carefully at the following data from Rwanda and answer the questions that follow (the letter *c* stands for IPA [tʃ]):

- (i) ku-cur-a → gucura 'to forge; to deprive'
- (ii) ku-βur-a → kuβura 'to lack' (spelt *kubura* in current Rwanda orthography)
- (iii) ku-βon-a → kuβona 'to see' (spelt *kubona* in current Rwanda orthography)
- (iv) ku-daβagar-a → kudaβagara 'to be unhappy' (spelt *kudabagara* in current Rwanda orthography)
- (v) ku-fukur-a → gufukura 'to clean'
- (vi) ku-erek-a → kweereka 'to show' (spelt *kwereka* in current Rwanda orthography)
- (vii) u-mu-ntu → umuuntu 'person' (spelt *umuntu* in current Rwanda orthography)
- (viii) ku-gamβ-a → kugaamba 'to speak; to say' (spelt *kugamba* in current Rwanda orthography)
- (ix) ku-ha-a → guha 'to give'

- (x) ku-ig-a → kwiiga 'to learn; to study' (spelt *kwiiga* in current Rwanda orthography)
- (xi) ku-icur-a → kwiicura 'to wake up' (spelt *kwiicura* in current Rwanda orthography)
- (xii) ku-mer-a → kumera 'to sprout'
- (xiii) ku-mwar-a → kumwaara 'to be confused' (spelt *kumwaara* in current Rwanda orthography)
- (xiv) ku-mondor-a → kumoondora 'to be defenceless' (spelt *kumodera* in current Rwanda orthography)

Questions:

- (a) Identify, discuss and formulate all phonological rules involved in the above data.
 - (b) Among the rules involved, what rules also apply to some Zambian languages? Name any two (2) of such Zambian languages.
- (10 marks)

The verbal suffix known in Bantu linguistics as 'applied extension' and whose basic meaning is 'for' as in 'to work for somebody' is subject to Vowel Harmony (or Vowel Assimilation) in many Bantu languages and also to Nasal Assimilation in some Bantu languages. Discuss and exemplify.

(10 marks)

With examples from one or more African languages, write brief notes on the following:

- (a) Vowel Lengthening
- (b) Deletion
- (c) Spirantization
- (d) Meinhof's Law
- (e) Dahl's Law

(10 marks)

With examples from one or more African languages, formulate and discuss any four (4) phonological rules that may apply in loanwords, i.e. when a word is imported into a language.

With examples of reflexes in present-day Bantu languages, give any two (2) Proto-Bantu stems or radicals reconstructed by M. Guthrie.

(10 marks)

With examples from one or more African languages, explain the difference between allophonic rules and morphophonological rules

(10 marks)

7. Write an essay of not more than four (4) pages on Proto-Bantu (PB) material reconstructed by M. Guthrie, paying particular attention to, without limiting yourself to, the following:

- (a) The PB segmental and suprasegmental phonemes reconstructed;
- (b) How the PB vowel system is related to the vowel system /i e a o u/ of many Bantu languages; and
- (c) The concept of reflex.

(10 marks)

8. Proto-Bantu, as reconstructed by M. Guthrie and others, had no fricatives. If so, where have fricatives in the present-day Bantu languages come from?

(10 marks)

=====

END OF PAPER



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – FEBRUARY/MARCH 2014

LIN5131 - MORPHOLOGICAL THEORY

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer any eight (8) questions in all...

WEIGHTING : The examination counts for 50% of the course's total marks.
All questions carry equal marks.

1. In Chomsky's 'Standard Theory', in Government-Binding theory and other linguistic theories, there is no autonomous morphological component and yet morphology does exist as a level of linguistic analysis in all natural languages. Where is morphology in those theories that do not have a separate morphological component? Explain your answer.
(10 marks)
2. Write brief notes on each of the following:
 - (i) morphology
 - (ii) morpheme, morph. Allomorph
 - (iii) root
 - (iv) affixation
 - (v) inflection, derivation, compounding
(10 marks)
3. There is a parallel, i.e. a similarity, between the distinction between linear phonology and nonlinear phonology, on the one hand, and concatenative morphology and nonconcatenative morphology. Explain and exemplify.
(10 marks)
4. Broadly speaking, morphology may be divided into (a) derivational morphology, in which compounding may be included, and (b) inflectional

morphology. Discuss and exemplify from (i) English and (ii) any other language(s) of your choice/
(10 marks)

5. In not more than one (1) page, write an essay on the classification of affixes.
(10 marks)
6. In not more than one (1) page, write an essay on morphological processes.
(10 marks)
7. Morphology interfaces with both phonology and syntax. Discuss and exemplify.
(10 marks)
8. Make a morphological comment on the following data from ChiChewa:

	Singular	Plural	Gloss
	phiri	mapiri	'hill(s), mountain(s)'
	thupi	matupi	'body/bodies'
	tsiku	masiku	'day(s), night(s)'
	usiku		'night'
	dzira	mazira	'egg(s)'
	pfupa	mafupa	'bone(s)'
	duwa	maluwa	'flower(s)'

(10 marks)

9. Bantu inflectional morphology is more complex than English inflectional morphology. Discuss and exemplify.
(10 marks)
10. A phenomenon known in linguistics as *stabilization* may transform one word into a sentence. Discuss and exemplify.
(10 marks)

END

The University of Zambia

School of Education

University Postgraduate Second Semester Examinations.

April 2010

LSE 5112 : Perspectives on Teaching and Learning in Geography

Time : Three Hours

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

1. With concrete examples, discuss the role of educational philosophies in the teaching of school geography. **(20 marks)**
 2. Discuss the Geography 16-19 approach to the teaching and learning of geography by drawing out its strengths and weaknesses, if any. **(10 marks)**
 3. Critically discuss the state of teacher education and training in geography by using examples known to you. **(10 marks)**
 4. How best could you teach about a local community of your choice by using firsthand experience? **(10 marks)**
 5. Give an account of the role of metaphors in the learning of geography. **(10 marks)**
-

END OF THE EXAMINATION

The University of Zambia

School of Education

University Postgraduate Second Semester Examinations

August 2013

LSE 5222 : Principles and Theory of Environmental Education

Time : Three (3) Hours

Instructions : Answer a total of three questions. Questions 1 is compulsory, and then answer any two others. Credit will be given for answers which show deepened awareness of the topics rather than mere memorization of lecture notes. Credit will also be given for use of illustrations and relevant examples

1. As a teacher of environmental education, discuss how a topic on geophagy may be presented to learners by using paradigms of behaviourism, interpretivism and social critical education. **(20 marks)**

2. Discuss strategies for initiating the greening of any institution of your choice. **(15 marks)**

3. Outline some of the environmental issues and risks about which Zambians need to be educated. **(15 marks)**

4. Discuss how you can use culture as an entry point for teaching environmental education. **(15 marks)**

5. You have been asked by Mansa College of Education to train its lecturing staff in methods of teaching environmental education. Create a one month scheme of work showing the type of content you would cover. **(15 marks)**

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
MASTER OF EDUCATION IN: LITERACY AND LEARNING
FIRST SEMESTER EXAMINATIONS FOR PART 1 STUDENTS- JULY,
2011
LSE ED 5341- LITERACY IN A MULTILINGUAL CONTEXT

TIME: THREE HOURS

- INSTRUCTIONS:
1. There are two sections in this paper, **A** and **B**
 2. Answer only **three** questions in all
 3. Question 1 in section A is **compulsory**, and you should
Answer any **two** questions from **section B**
 4. All questions carry equal marks
-

SECTION A

Question 1:

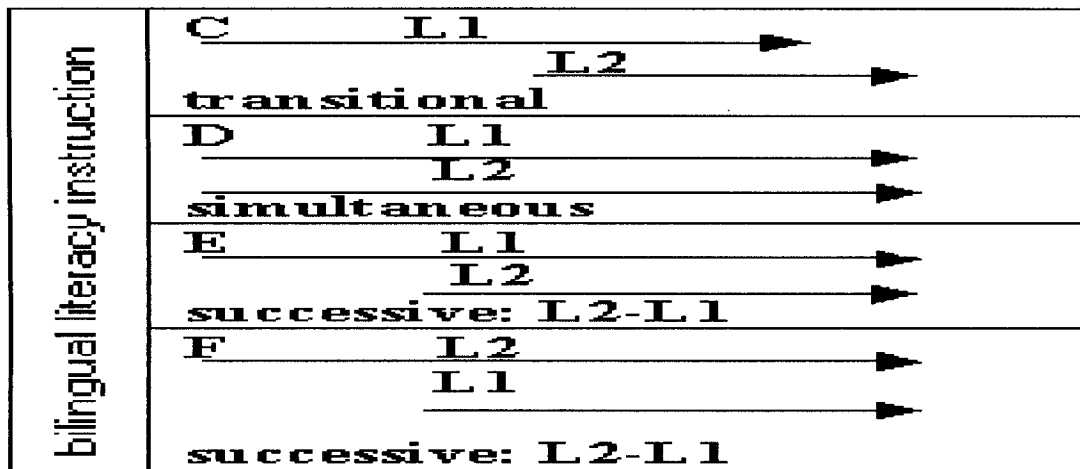
Write briefly on **any five** of the following concepts and terminologies in literacy and language. Write not more than one and a half pages on each of the five selected concepts, but write enough to define, explain and illustrate, where necessary.

- a. Mother tongue, language of play, language for the community
- b. Language of Instruction (LoI) and language for initial literacy (LIL)
- c. Bilingualism, Multilingualism and Semi-bilingualism
- d. Multi cultural and multi literacy
- e. Standardization and Harmonization of languages and their dialects
- f. Dialect and lingua franca
- g. Teaching English as a first language and second language, as a foreign language and for specific purposes

SECTION B: Answer any **two** questions from this section

Question 2

Discuss the four bilingual literacy instruction models illustrated below and relate them to an Education Language policy or language for initial literacy of a country of your choice:



Question 3

The missionaries' language policy from 1883 – 1963 was more favourable than the policy adopted in 1966 in the independent Zambia to the development of the indigenous Zambian languages. Discuss.

Question 4

It can be said that most of the definitions of Literacy are limited to what Barnhardt (2005) would call 'surface literacy' (ability to read and write) and not 'Deep literacy' (peoples' way of leaving and how they sustain themselves as a people within their given environment). Discuss.

Question 5

Discuss the relevance of language attitudes to the implementation of literacy and learning programmes in a speech community of your choice.

Question 6

Identify a national language policy in a country of your choice and discuss, how, in its current form, it can either facilitate or frustrate the implementation of literacy and learning programmes.

END OF EXAMINATION

University of Zambia

SCHOOL OF EDUCATION

LANGUAGE AND SOCIAL SCIENCES EDUCATION

MID YEAR POSTGRADUATE EXAMINATIONS

LSE 5341: LITERACY IN MULTILINGUAL CONTEXTS

TIME: THREE (3) HOURS

INSTRUCTIONS

This paper has two sections. You must answer question one (1) in Section A and any other two (2) questions from Section B.

Section A

Answer question 1 in this section.

1. Briefly explain what is meant by the following component skills of reading and the roles they play in the development of reading ability.
 - a. phonological awareness
 - b. phonics
 - c. vocabulary
 - d. fluency
 - e. comprehension

Section B

Answer any two questions from this section.

1. Which of Ruiz's three orientations to language planning can be said to be representative of the thinking about language in education policy in Zambia in the period up to the introduction of the NBTL around the year 2000? Start with a brief overview of the three orientations.
2. Discuss the educational and social benefits of a bilingual type of education in a developing country like Zambia.
3. "The colonial language in education policy could be said to have been a more educationally sound policy than any that has come after independence in Zambia up to the 1990s." Discuss the validity of this statement.
4. The claim that language is learnt through imitation and reinforcement of linguistic behaviour was strongly criticised by Noam Chomsky. What were the main points of his attack on the behaviourist theory of language acquisition by children?
5. What can we learn from the bilingual education experiments or projects in South America and Africa that you have read about on the course? In what ways can those experiences inform our language in education policy decisions in Zambia?
6. In what ways can the knowledge of how bilingual children acquire their languages be useful in formulating and implementing bilingual education programmes?

END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION
END OF FIRST SEMESTER EXAMINATION, JULY, 2011
LSE 5731- LEARNING THEORIES

Instructions

1. This paper comprises FIVE questions. You are required to answer **THREE** as follows: Question one, which is compulsory, plus any other two.
 2. All questions must be answered in the answer booklets that have been provided and should be clearly labeled.
 3. Extra marks shall be awarded for orderly presentation of work, creativity and depth.
 4. Ensure that you write your **correct computer number** on each of the answer booklets that you use.
-

1. In his book titled "Freedom to Learn", Carl Rogers makes the following statement, which seems to capture the essence of education, "the only educated man is the man who has learned how to adapt and change..." Discuss the validity of this statement by applying the humanistic principles to real teaching-learning situations in Zambia.
2. Among other things, David Kolb is famous for the four basic learning styles that he designed. Using real life examples, explain how a teacher can use each model to ensure that successful learning takes place.
3. Imagine that the Ministry of education has hired you to design teaching-learning materials for five-year old pre-scholars. As someone who has studied developmental psychology, explain how you would go about designing these materials.
4. The adage "garbage in, garbage out" is popular in the technical field of computers, yet it seems the adage can also be applied in the field of education. Using the Information- Processing Model, demonstrate how a teacher can enhance learners' ability to learn and retain information.
5. With concrete examples, describe the key features of the constructivist theories of learning in such a way that you illustrate the contribution made by the following scholars: Dewey; Bruner; Piaget; Freire; and Vygotsky.

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION
END OF FIRST SEMESTER EXAMINATION, JULY, 2011
LSE 5731- LEARNING THEORIES

Instructions

1. This paper comprises FIVE questions. You are required to answer **THREE** as follows: Question one, which is compulsory, plus any other two.
 2. All questions must be answered in the answer booklets that have been provided and should be clearly labeled.
 3. Extra marks shall be awarded for orderly presentation of work, creativity and depth.
 4. Ensure that you write your **correct computer number** on each of the answer booklets that you use.
-

1. In his book titled "Freedom to Learn", Carl Rogers makes the following statement, which seems to capture the essence of education, "the only educated man is the man who has learned how to adapt and change..." Discuss the validity of this statement by applying the humanistic principles to real teaching-learning situations in Zambia.
2. Among other things, David Kolb is famous for the four basic learning styles that he designed. Using real life examples, explain how a teacher can use each model to ensure that successful learning takes place.
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4. The adage "garbage in, garbage out" is popular in the technical field of computers, yet it seems the adage can also be applied in the field of education. Using the Information- Processing Model, demonstrate how a teacher can enhance learners' ability to learn and retain information.
5. With concrete examples, describe the key features of the constructivist theories of learning in such a way that you illustrate the contribution made by the following scholars: Dewey; Bruner; Piaget; Freire; and Vygotsky.

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION
END OF FIRST TERM EXAMINATION- MARCH 6, 2014
LSE 5731: LEARNING THEORIES

Instructions

1. This paper comprises six questions. You are required to answer any three from the six provided.
 2. All questions must be answered in the answer booklets provided and should be clearly labeled.
 3. Bonus marks shall be awarded for orderly presentation of work.
 4. Ensure that you write your correct computer number on each of the answer booklets.
-

1. Educators can draw a number of behaviour modification techniques from behaviourism. Using examples from real classroom situations, demonstrate how behaviour modification techniques can be applied to teaching-learning situations.
2. At the beginning of this year, 2014, the minister of education launched the new curriculum for Zambian schools. Key among the new innovations that were introduced in the new curriculum was the language of instruction policy which stipulates that teaching would be done in a familiar local language from pre-school to the fourth grade. Taking into account realities on the ground as well as child development underpinnings, discuss the advantages and disadvantages of the new language of instruction policy.
3. The social cognitive learning theory developed by Albert Bandura places emphasis on observational learning. Discuss in detail the stages that are involved in observational learning. Further, explain the factors that enhance observational learning.
4. Cognitive theories of learning focus on the active role played by the learner as he/she attempts to make sense of the material being taught. As an experienced educator, demonstrate how you can use principles drawn from cognitive theories of learning to enhance students' learning.

5. It seems literacy educators can draw a number of valuable lessons from Lev Vygotsky's social constructivist theory. Demonstrate how the social constructivist principles can be applied in the transmission of literacy.
6. Among other things, Jerome Bruner argues that children can be taught anything as long as it is presented to them in terms that they can understand. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

MASTERS OF EDUCATION IN PRIMARY EDUCATION/M. ED APPLIED LINGUISTICS

SEMESTER 1 EXAMINATION

LSE: 5911-

MARKS: 100%

TIME: THREE HOURS

INSTRUCTIONS

1. There are **TWO** sections in this paper, **A** and **B**.
 2. Answer only **three** questions in all.
 3. Question 1 in section A is **compulsory**, and you should
Answer any **two** questions from **section B**.
 4. All questions carry equal marks.
-

SECTION A

Question 1:

Write briefly on **any five** of the following concepts and terminologies in literacy and language. Write not more than one and a half pages on each of the five selected concepts, but write enough to define, explain and illustrate, where necessary.

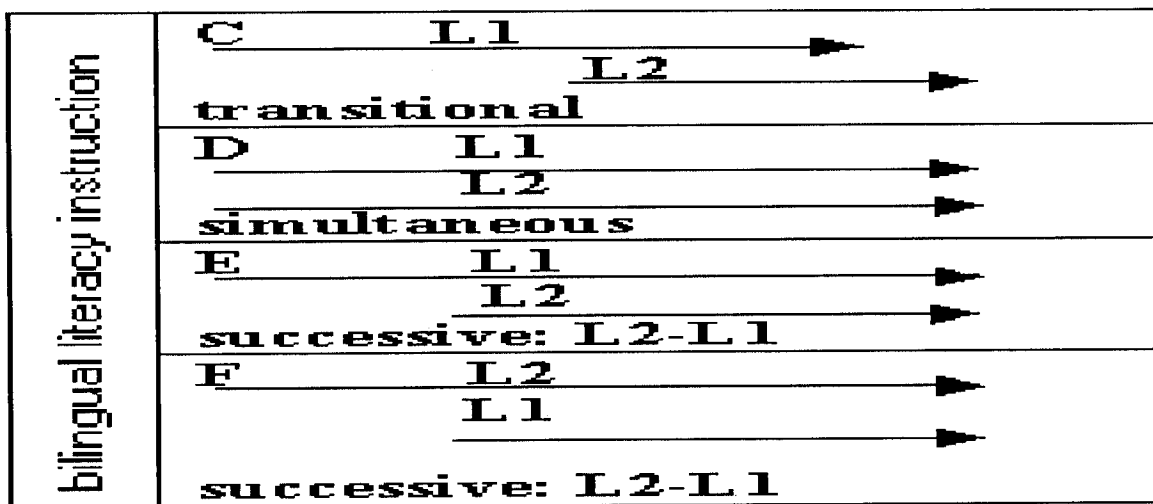
- a. Mother tongue, language of play, language for the community
- b. Language of Instruction (LoI) and language for initial literacy (LIL)
- c. Bilingualism, Multilingualism and Semi-lingualism
- d. Multi-cultural and multi Lingualism
- e. Standardization and Harmonization of languages and their dialects

- f. Intellectualization of mother tongues
- g. Teaching English as a first language and second language, as a foreign language and for specific purposes

SECTION B: Answer any **two** questions from this section

Question 2

Discuss the development of the language of instruction and language for initial literacy policies in Zambia in line with the four bilingual literacy instruction models illustrated below:



Question 3

The pre-independent language policy was more favourable than the policy adopted in the independent and post-independent Zambia to the development of the indigenous languages. Discuss.

Question 4

Zambian languages can be tools for emancipation and development but on condition that these languages are intellectualized. Discuss.

Question 5

Discuss the relevance of language attitudes to the implementation of literacy and learning programmes in a speech community of your choice.

Question 6

The new government has proposed the language policy which will see pupils using their mother tongues as languages for instruction in schools from grade 1 to 4 .Explain how such a policy could either facilitate or frustrate the implementation of literacy and learning programmes in Zambia..

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

MASTERS OF EDUCATION IN PRIMARY EDUCATION

SEMESTER 2 EXAMINATIONS

COURSE CODE: LSE: 5912

COURSE TITLE: CONTEMPORARY ISSUES IN SECOND LANGUAGE TEACHING

MARKS: 100%

TIME: THREE HOURS

INSTRUCTIONS

1. There are **TWO** sections in this paper, **A** and **B**
 2. Answer only **three** questions in all
 3. Question 1 in section A is **compulsory**, and you should
Answer any **two** questions from **section B**
 4. All questions carry equal marks
-

SECTION A

Question 1:

Write briefly on **any five** of the following concepts and terminologies in literacy and language. Write not more than one and a half pages on each of the five selected concepts, but write enough to define, explain and illustrate, where necessary.

- a. The significance of appropriateness and innovativeness in the production of teaching and learning material.
- b. The role of Oral language activities in the teaching of initial literacy in any language.

- c. Communicative competence versus linguistic competence in teaching language skills
- d. Emergent literacy
- e. Language for initial literacy and language for instruction
- f. Teaching English as a Second Language (TESL), and as a Teaching English as a Foreign Language (TEFL).

SECTION B: Answer any **two** questions from this section

Question 2

Discuss the role of emergent literacy in the teaching of initial literacy both in English and Zambian languages taking into account the Zambian situation.

Question 3

The introduction of English as a language of instruction from nursery to university education and also as a language for initial literacy adopted when Zambia got her independence was the beginning of a linguistic genocide of all indigenous languages in Zambia. Discuss

Question 4

“Assessment needs to be aligned to the methods of teaching to support learning.” Discuss this statement in relation to assessment practices in the primary schools of Zambia

Question 5

One reason why the Primary Reading Programme (PRP) is not followed in many primary schools in Zambia is because the reading kits which were distributed during the pilot phase have either run out of the teaching and learning materials or they are in a deplorable state. Suggest teaching and learning materials in the NBTL kit which can locally be replaced through innovativeness of teachers at school level or in Resource Centers

Question 6

The fundamental aim of the Curriculum for Lower and Middle Basic classes is to enable pupils to read and write clearly, correctly and confidently, in a Zambian language and in English....(MoE, 1996:34)

Critically explain how the language of instruction has promoted or failed to enhance effective curriculum implementation in Zambian Primary Schools.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2011/1 SEMESTER EXAMINATIONS**

LSSE 5331

THEORIES OF LITERACY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. How would you explain the growth of literacy in Somalia in the face of civil strife?
 2. What are generative words and how does their usage impact on the promotion of literacy?
 3. There are several reading comprehension strategies at the disposal of a student. Select two of such strategies and contrast their merits and demerits.
 4. Why did Paulo Freire label literacy as a process of liberation?
 5. Literacy can either be a tool for oppression or liberation. Explain how literacy can be used as a mechanism for oppression?
-

GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES
EDUCATION
MASTER OF EDUCATION IN LITERACY AND LEARNING
FINAL EXAMINATION, JULY, 2014.
INITIAL LITERACY IN THE FIRST LANGUAGE
COURSE CODE: LTC 5521(OLD LSE 5332)

MARKS: 100%

INSTRUCTIONS

TIME: THREE HOURS

- INSTRUCTIONS:
1. There are **TWO** sections in this paper, **A** and **B**
 2. Answer only **three** questions in all
 3. Question 1 in section **A** is **compulsory**, and you should Answer any **two** questions from **section B**
 4. All questions carry equal marks

SECTION A

Question 1: (compulsory)

Write briefly on **any five** of the following concepts and terminologies in literacy. Write not more than one and a half pages on each of the five selected concepts, but write enough to define explain and illustrate, where necessary.

- a. Mother tongue of a child and familiar language to a child
- b. Language policy and language for initial literacy
- c. Transitional and mono lingual literacy instructions
- d. Role of Functional literacy in entrepreneurship
- e. Role of Emergent literacy in Early childhood Education

SECTION B: Answer any two questions from this section

Question 2

The new language policy in Zambia supports the idea of using a familiar language to a child in the early grades such as grade 1-4 as it would benefit the child more than using a second language like English. Discuss this new policy

Question 3

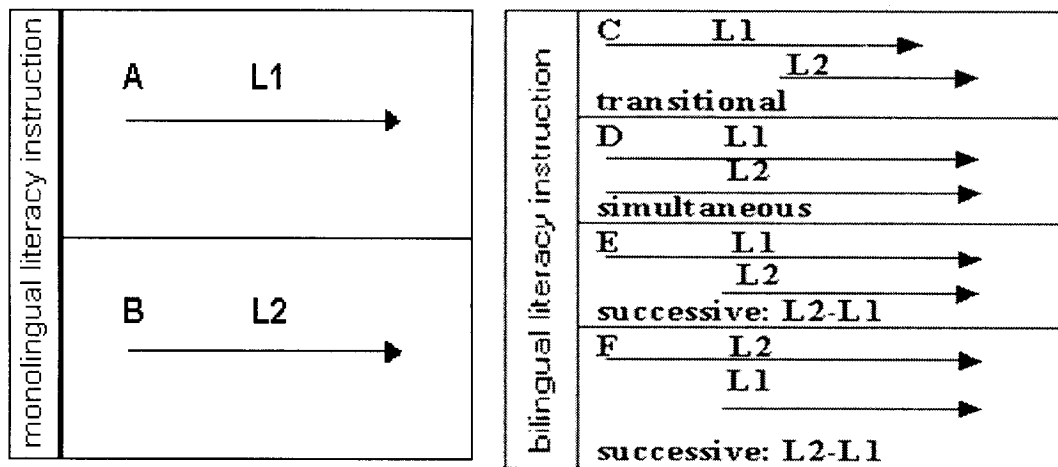
Oral language is a vital tool to be used before initial literacy teaching begins. Prepare one oral language activity you would give to a grade one class to prepare them for phonemic awareness.

Question 4

Give three emergent literacy activities that a parent in a rural Zambia would unknowingly give a child and explain how those activities would enhance the initial literacy learning in grade 1

Question 5

Study the six models of literacy instruction to minority children (Verhoeven, 1994:203).



Explain how Zambia has moved from Model B to model C now and with what challenges and results

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
MASTER OF EDUCATION IN LITERACY AND LEARNING

FINAL EXAMINATION, 17TH JULY, 2014.

COURSE TITLE: TEACHING LITERACY SKILLS

COURSE CODE: LTC 5532 (OLD LSE 5342)

MARKS: 100%

TIME: THREE HOURS

INSTRUCTIONS

INSTRUCTIONS

1. There are **TWO** sections in this paper, **A** and **B**
2. Answer only **three** questions in all
3. Question 1 in section A is **compulsory**, and you should answer any **two** questions from **section B**
4. All questions carry equal marks

SECTION A

Question 1:

Write briefly on **any five** of the following concepts and terminologies in literacy. Write not more than one and a half pages on each of the five selected concepts. Your writings must be enough to define explain and illustrate, where necessary.

- (a) Top down and Bottom up reading methods
- (b) Role of oral language skills in initial literacy development
- (c) Phonological processing and phonological memory
- (d) Scaffolding in teaching literacy skills
- (e) Vygotsky Zone of Proximal Development (ZPD) and initial literacy teaching
- (f) Difference between Conventional Literacy and Emergent Literacy
- (g) Receptive skills and productive skills in literacy teaching

SECTION B:

Answer any **two** questions from this section

Question 2

Oral language can enhance the development of literacy skill for emergent literacy in a child. Explain with examples and illustrations.

Question 3

All literacy programmes such as PRP should start with the development of basic skills of phonological and phonemic awareness alongside oral language development. Explain with examples.

Question 4

Reading skills provide the foundation for much of other learning in school – content areas. Give three reading skills that can enhance learning in school content areas of your choice

Question 5

Phonological and phonemic awareness are key to achieving initial literacy skills and finally reading skills in any given language. Prepare one assessment activity you would use to assess your learners' knowledge of phonemic/ phonological awareness.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2010 ACADEMIC YEAR FIRST SEMESTER

M. A. FINAL EXAMINATIONS

PHL5051: THEORETICAL APPROACHES TO ENVIRONMENTAL ETHICS

TIME: THREE HOURS

ANSWER: ANY FOUR OF THE FOLLOWING SIX QUESTIONS.

1. Given the billions of years of the evolution of the cosmos, discuss the following with reference to Lovelock's understanding of planet Earth in his Gaia Theory:
 - (a) a "self-regulating living system";
 - (b) feedback mechanisms in his example of Daisyworld;
 - (c) how he explains the mutual relationship between the biosphere and the inanimate environment;
 - (d) how one can talk about "value" regarding the Earth before it was inhabited by humans;
 - (e) Give your own assessment of Gaia Theory.

2. Arne Naess developed an environmental theory which he called Deep Ecology. Explain the following:
 - (a) "Deep Ecology" as distinct from "shallow ecology";
 - (b) "Self-realisation" (with capital S) as distinct from "self-realisation";
 - (c) his political "platform" and its implications for the health of the natural environment;
 - (d) how Deep Ecology differs from Gaia Theory;
 - (e) Give your own assessment of Deep Ecology.

3. The Land Ethic of Aldo Leopold became a classic with reference to care for the natural environment.
 - (a) State and explain his definition of environmental ethics.
 - (b) Explain what he discovered about the predator-prey relationship.
 - (c) Discuss his understanding of the role of a human being in the biotic pyramid as a "member and citizen" of the land.
 - (d) Discuss how the Land Ethic is ecocentric rather than anthropocentric;
 - (e) Give your own assessment of the Land Ethic.

4. The Social Ecology of Murray Bookchin has been defined as “the study of human systems in interaction with environmental systems”.
 - (a) Explain what is meant by this definition.
 - (b) Discuss the structure of society that Bookchin rejected and the social structure that he strove to promote.
 - (c) Explain why Bookchin linked human poverty and misery with environmental degradation.
 - (d) Explain how Social Ecology differs from Deep Ecology;
 - (e) Give your own assessment of Social Ecology.

5. Discuss the following with respect to Ecofeminism:
 - (a) the close relationship between patriarchal society and the exploitation of the environment;
 - (b) the dualism between reason and emotion and its implications for care of the natural environment;
 - (c) how poor workers, indigenous people and racial minorities are linked with women in the exploitation of the environment.
 - (d) how Ecofeminism differs from Social Ecology;
 - (e) Give your own assessment of Ecofeminism.

6.
 - (a) Explain what Peter Singer means by “speciesism” and give your critique.
 - (b) Explain Tom Regan’s belief that mammals are entitled to “rights” by referring to them as “subjects-of-a-life”.
 - (c) Explain Cohen’s critique of Regan’s position.
 - (d) Give your views on the moral position taken by vegetarians.
 - (e) Give your own assessment of the moral consideration due to sentient animals.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

UNIVERSITY EXAMINATIONS – APRIL, 2010.

RED 5122: CURRENT ISSUES IN RELIGIOUS EDUCATION

TIME: 3 Hours

Marks: 100

INSTRUCTIONS: Answer fully any three questions.

1. Compare and contrast the development of RE as school curriculum subject in Britain (England and Wales) and Zambia up to the present.
2. State the aim of RE or SME in Zambia. Explain how the subject contributes to the broader aim of social, spiritual, moral, cultural and political development of learners in Zambia.
3. What is meant by human rights? Why are human rights a major concern of modern RE? Explain.
4. Discuss the three criteria for assessing an RE curriculum, programme or syllabus. What is the status of Zambian School RE syllabuses with regard to these criteria?
5. Why is African Traditional Religion a current and important issue in RE in Africa?
6. Discuss Muslim attitudes to modern RE, giving examples from the British and Zambian scenes.

-End-

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER POST-GRADUATE
EXAMINATIONS, APRIL, 2009**

RED 5122: CURRENT ISSUES IN RELIGIOUS EDUCATION

TIME: Three (3) hours

Marks: 100

INSTRUCTIONS

Answer fully any three questions. All questions carry equal marks.

1. Discuss the effects of the 1944 and 1988 Education Acts on the development and teaching of RE in England and Wales.
2. Trace the changes that have taken place in Zambian RE in the last 45 years. How far have these changes been influenced by RE trends outside the country?
3. Explain how RE contributes to social, political, spiritual, moral, and cultural development of learners.
4. What is educational assessment? Why is assessment in RE problematic?
How should assessment of learning in the subject be approached?
5. How would you advise a young secondary school teacher of RE who avoids the teaching of topics on African/Zambian Traditional Religion(s) in the syllabus?
6. Compare and contrast the Christian and Muslim attitudes to modern RE.

- End -



THE UNIVERSITY OF ZAMBIA
School of Education
Department of Religious Studies
2014 UNIVERSITY FINAL EXAMINATIONS

RES 5021: Psychology of Religion

Time Allowed: 3 Hours

Date: 25th July, 2014

Instructions:

- ✓ *Answer any **four(4)** questions*
- ✓ *All questions carry equal marks*
- ✓ *Apart from the content and context, marks will also be awarded based on synthesis, coherence and relevance*

1. How 'religion and being religious' affects the total person is what psychology of religion is concerned about. In other words a person is a complex reality since he/she has both life and consciousness. With the help of relevant examples, define and explain 'Psychology of Religion'?
2. The question of method and approaches in the study of Psychology of Religions is crucial. Use relevant illustrations to discuss the following in detail: Behaviorism and Religion; Object Relations Theory; and The Humanistic Approach to the study of religion.
3. What constitute Carl Gustav Jung's Analytical Psychology and the structure of the human psyche? How does Jung account for the following archetypes : the Persona, Shadow, Anima & Animus, Mother & Child, Wise Old Man and the Self (Illustration from the Zambian context will attract more marks)
4. Critically discuss Kohlberg's Six Stages of Moral Development? How closely are they linked to Jean Piaget's stages of Cognitive Development?

5. What salient features does William James bring out in his humanistic approach of 'Varieties of Religious Experience'? You may want to capitalize on the following concepts: Health mindedness; Mysticism; Sick Souls; Conversion; Saintliness and Divided Self.
6. Otto wrote his work when scholars wanted religion to be explained rationally. He argued that holy can be understood cognitively but can be expressed using rational concepts. In other words the feeling of the holy is known by the one experiencing it. Give a concrete explanation about Otto's Dual Structure

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY EXAMINATIONS - JULY, 2014

**RED 5410: HISTORICAL AND CURRENT ISSUES IN PRIMARY RELIGIOUS
EDUCATION**

TIME: Three hours

MARKS: 100

INSTRUCTIONS

Answer fully any three (3) questions. All questions carry equal marks.

.....

1. With reference to Fafunwa (1982)'s seven goals of Traditional African Education, describe the *content* and *methodology* of traditional religious and moral education. What can be learned from the foregoing by today's primary school religious educators?
2. Trace and explain the development of RE as a primary school curriculum subject from Independence in 1964 to the end of the First Republic in 1972.
3. What was Scientific Socialism? Why did Church and State 'quarrel' over it and how was the problem finally resolved.
4. State the official aim of RE in Zambia. With reference to this aim, explain how the subject contributes to the broader aim of social, spiritual, moral, and cultural development of learners in the country.
5. State and explain three sources of human rights. How can these sources be used to teach about human rights in primary school RE?
6. What is meant by the concept of *educational integration*? Explain how primary school RE in Zambia has been affected by this concept.

-End-

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY EXAMINATIONS

SECOND SEMESTER EXAMINATIONS, 2010

COURSE: RSE: 5135: EARLY MISSION HISTORY IN ZAMBIA, 1873-1964.

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

MARKS : 100

1. Describe at least three kinds of mission historiographies and account for their emergence.
2. Discuss Livingstonia mission station in terms of the development of Protestant churches in Zambia.
3. Trace the history of the United Missions on the Copperbelt and discuss its purpose and achievements in Zambia.
4. What kind of social development did early missionaries bring to Zambia? Can they be classified as positive or negative?
5. Account for the development of the African Initiated Churches (AICs). What are their major characteristics?
6. Protestant churches have given birth to more African Independent (AICs) than the Catholic Church. What reasons account for this development?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY EXAMINATIONS

SECOND SEMESTER EXAMINATIONS, 2010

COURSE: RSE: 5132: RELIGION AND POLITICS IN SOUTHERN AFRICA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

MARKS : 100

1. What do you understand by 'religion' and 'politics' and justify the study of the interface of the two.
2. With reference to Zambian and Malawian churches discuss what happened in the 1990s in terms of 'political catalyst' and 'political ferment'.
3. What would be a theological critique of the declaration of Zambia as a 'Christian nation'?
4. Is it tenable to argue that Frederick Chiluba has dealt a fatal blow to the excellent ecumenical spirit in Zambia's Christianity? How? Why?
5. What are the major characteristics of Black and Liberation Theologies of Southern Africa?
6. What positive impact did the *Kairos* document in Apartheid South Africa bring about?

END OF EXAMINATION

The University of Zambia
School of Education

2008 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

RSE 5121 : **AFRICAN RELIGIOUS COSMOLOGY**
TIME : **THREE HOURS**

INSTRUCTIONS : **Answer 4 Questions only**

1. Describe the African religious cosmology with reference to pre-colonial Zambia in terms of
 - a) Edwin Smith's definition of African traditional religion and how the term was popularised
 - b) The African pantheon (God, lineage spirits, territorial spirits, etc)
 - c) The role of women in religion
2. Is it tenable to argue that the African religious cosmology has been changing?
3. Describe the impact of Christianity on the African religious cosmology in terms of good and bad and also show how Africans reinvented Christianity. You may want to quote Elizabeth Colson's work "Leza into God – God into Leza"
4. Discuss at least 5 effects of the Vernacularisation of the Christian message.
5. What were the dynamics of conversion in colonial Zambia You may want to draw on Brendan Carmody's and Elizabeth Colson's works.
6. What is 'inculturation'? Is it achievable? To what extent is inculturation expanding the horizons of the African religious cosmology if at all it is doing so?

END OF EXAMINATION!!