

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2017 AUGUST/SEPTEMBER PAST PAPERS

AED 1110	PHILOSOPHICAL FOUNDATIONS AND DEVELOPMENT OF ADULT EDUCATION.
AED 1410	SOCIOLOGY
AED 2210	COMMUNITY DEVELOPMENT AND PLANNED CHANGE
AED 2310	INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT EDUCATION
AED 2410	NON FORMAL EDUCATION
AED 3110	PARTICIPATORY APPROACHES TO DEVELOPMENT
AED 3525	APPLICATION OF STATISTICS TO ADULT EDUCATION RESEARCH
AED 4210	ORGANISATION THEORY AND MANAGEMENT
AED 4310	MASS EDUCATION
CSE 1010	INTRODUCTION TO CURRICULUM STUDIES
CSE 9010	EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM
CSE 9020	CURRICULUM EVALUATION AND CHANGE
CVE 1010	INTRODUCTION TO CIVIC EDUCATION
CVE 1020	INTRODUCTION TO GOVERNANCE
CVE 2010	CITIZENSHIP CONSTITUTION AND HUMAN RIGHTS
CVE 2020	SOCIAL AND ECONOMIC DEVELOPMENT
CVE 3010	CULTURE, GENDER AND DEVELOPMENT
CVE 3020	PUBLIC POLICY AND LEGAL EDUCATION STUDIES
CVE 4010	CORE VALUES AND PRINCIPLES OF DEMOCRACY
DPE 2120	HOME ECONOMICS TEACHING METHOD
DPE 2050	CURRENT ISSUES IN SOCIAL STUDIES
EAP 2010	EDUCATIONAL PLANNING

EAP 3020	HUMAN RESOURCE MANAGEMENT IN EDUCATION
EAP 9012	EDUCATIONAL ADMINISTRATION AND MANAGEMENT
EAP 9065	GENDER ISSUES IN EDUCATION
EDU 1010	EDUCATION AND DEVELOPMENT IN ZAMBIA REGULAR AND PARALLEL
EDU 1012/2012	EDUCATIONAL PSYCHOLOGY
EED 1020	ECOLOGY OF ENVIROMENTAL EDUCATION
EED 1030	ENVIROMENTAL GOVERNCE
EED 2020	ENVIROMENTAL ECONOMICS
EED 2030	ENVIROMENTAL HEALTH
EED 3020	ENVIROMENTAL LAW
EED 4030	ENVIROMENTAL PROJECT MANAGEMENT
EED 9011	ADVANCED ENVIROMENTAL MANAGEMENT
EED 9052	ENVOROMENTAL JOURNALISM
EPS 1020	COGNITIVE AND LANGUAGE DEVELOPMENT
EPS 1022	DEVELOPMENT MILESTONE
EPS 2032	CHILD NEUROPSYCHOLOGY
EPS 3010	SOCIAL ORGANIZATIONS AND MANGEMENT
EPS 3020	VISUAL IMPAIRMENTS
EPS 3050	TEACHING METHODS IN SPECIAL EDUCATION
EPS 4330	GUIDANCE AND COUNSELLING
EPS 4332	WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES
LSE 2100	THE TEACHING OF LANGUAGE IN SCHOOLS
LSE 2090	TEACHING METHODS IN SOCIAL STUDIES
LSE 3010	CIVIC EDUCATION TEACHINF METHODS
LSE 3040	TEACHING METHODS IN ENVIROMENTAL EDUCATION
LSE 3060	METHODOLOGY IN GEOGRAPHY EDUCATION
LSE 4020	ADVANCED CIVIC EDUCATION TEACHING METHODS

LSE 4040	ADVANCED TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL EDUCATION
LTC 1000	ORIGIN AND DEVELOPMENT OF LITERACY IN ZAMBIA
LTC 1100	ACADEMIC WRITING AND STUDY SKILLS
MSE 1030	FOUNDATION MATHEMATICS FOR TEACHERS
MSE 3050	PHYSICS TEACHING METHODS
MSE 3060	CHEMISTRY TEACHING METHODS
MSE 9040	ADVANCED BIOLOGY TEACHING METHODS
MSE 9060	ADVANCED CHEMISTRY TEACHING METHODS
RED 3030	SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS
RES 1010	INTRODUCTION TO WORLD RELIGIONS
RES 2010	INDIGENOUS RELIGIONS IN SOUTHERN
RES 3010	RELIGIOUS CONVERSION AND ITS IMPACT ON AFRICA
SDS 9215	PARTICIPATORY PLANNING MONITORING AND EVALUATION
ZCC 2110	DEVELOPMENT THROUGH ZAMBIAN CULTURE AND CEREMONIES

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2016/2017 ACADEMIC YEAR – FINAL EXAMINATIONS
COURSE: AED 1110 PHILOSOPHICAL FOUNDATIONS AND
DEVELOPMENT OF ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: There are two sections in this paper. Before answering the questions, read carefully the instructions for each section.

SECTION A

Instructions: Answer ONE (1) question from this section.

- (1) **Describe** the four trends in contemporary African philosophy and compare and contrast between ethnophilosophy and philosophy sagacity. Give relevant examples.
- (2) **Discuss** the role of evening classes, especially mass literacy campaigns in the development of adult education and explain how widening access through distance learning enhanced the development of adult education.

SECTION B

Instructions: Answer TWO (2) questions from this section.

- (3) **Discuss** the main challenges facing Adult Education in your country. What are the practical steps that can be taken to address these challenges?
- (4) **Identify** and **discuss** the assumptions and implications of: Liberal and progressive philosophies of Adult education.
- (5) **Explain** the trends in the development of adult education in Zambia between 1964 and 1972 period.
- (6) In writings about adult literacy, whether in Zambia or over-seas, the name of the Brazilian – borne, adult education educator, Paulo Frère has featured prominently for more than forty – five years. Critically discuss Paulo Freire's approach to adult literacy education, and assess why his influence on the adult literacy field has apparently lasted for so long.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
AED 1410 SOCIOLOGY 2016/17 EXAMINATION

Instructions:

1. There are **TWO** sections **A** and **B** in this paper
 2. **Section A** is compulsory answer.
 3. **Section B** requires you to answer **ONLY 2** questions of your choice.
-

1. Education sociologists utilize theories to a large extent to examine how groups influence individual learners. Elect three sociological theories of education and explicate how they can be used to influence an adult learner.

SECTION B

1. With practical examples, write short notes on the following terms:
 - i. Social fact
 - ii. Sociology
 - iii. Metaphysic stage
 - iv. Collective consciousness
 - v. Legitimatization
2. Discuss how sociology of adult education can contribute to your society and national development. What are the paleness of sociology as a scientific discipline?
3. With occurrences based on Zambian situation, discuss the major stratification systems and advocate the remedy of ending this system using Marxist theory.
4. There are copious causes of cultural changes. Recognize what brings about planned change and elucidate in detail, how the identified factors have brought about planned change in Zambia.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2016/2017 ACADEMIC YEAR – FINAL EXAMINATIONS

**COURSE: AED 2210 COMMUNITY DEVELOPMENT AND PLANNED
CHANGE**

TIME: THREE (3) HOURS

INSTRUCTIONS: There are two sections in this paper. Before answering the questions, read carefully the instructions for each section.

SECTION A

Instructions: Answer ONE (1) question from this section.

- (1) **Discuss** the steps you would follow in implementing a Community Development project in your country?
- (2) What is **leadership**? **Explain** how you would employ any leadership style in implementing a project in your community.

SECTION B

Instructions: Answer TWO (2) questions from this section.

- (3) Conflict is a natural phenomenon in human society except that the approach to its perception, nature and management vary from society to society. **Discuss** five (5) various mechanisms which you can use in conflict resolution in our society. Cite relevant examples.
- (4) **Discuss** the **concepts** below and show their relevance to an organisation: (i) Innovation (ii) Organisation change (iii) Valid knowledge (iv) Formal Organisation and Effective change
- (5) **Analyse** two theories (Paulo Freire's Empowerment and the social capital theories) that are extremely relevant to community work. Cite relevant examples.
- (6) Referring to the community that you visited in Lusaka recently. **Discuss** how community development can bring about sustainable Human Development?

END OF EXAMINATION

**. UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2016/17 ACADEMIC YEAR FINAL EXAMINATIONS**

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

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. A way of identifying adult educators in our society is by categorising them on the basis of the work they do. This is perhaps more practical and relevant in Zambia. Identify and discuss five categories of adult educators.

2. Discuss the following types of instructional methods:
 - a. Individual methods
 - b. Group methods.Your discussion should include the main differences between the two methods and the situations in which they can be used.

3. The size of the group has an effect on the type of an instructional technique to be used. Discuss, with examples, how the two affect each other.

4. Discuss the following types of instructional techniques:
 - a. Lecture Forum
 - b. Field tripYour discussion should include situations in which they can be used, the advantages and disadvantages of using them, the procedure and physical requirements needed in order to use them.

5. Discuss the following types of instructional techniques:
 - a. Debate Forum
 - b. Panel discussionYour discussion should include situations in which they can be used, the advantages and disadvantages of using them, the procedure and physical requirements needed in order to use them.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
(2016/2017)ACADEMIC YEAR

AED 2410: NON FORMAL EDUCATION EXAMINATION

TIME: 3HOURS

INSTRUCTIONS

- a. There are two (2) **sections** in this paper, **A** and **B**.
- b. Section **A** is **compulsory**, answer both questions.
- c. Answer any two (2) questions from section **B**.

TOTAL MARKS: 100

SECTION A

1. Non formal education is more focused on reality and social life aspects, list and briefly discuss at least five functions of non-formal education.
2. Discuss why non formal education is desirable in most developing countries.

SECTION B

3. Welfare was one of the five levels in the framework of women empowerment. What are some of the faults of this approach?
4. How can non formal education be used to fulfil the right to education for out of school youths.
5. The problem of unemployment and employment generation are the areas which formal education has failed to address. Discuss at least two non-formal education programmes that can address these problems.
6. Explain some of the weaknesses of formal education that led to the rise of non-formal education

END OF EXAMINATION.

**UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

2016/2017 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE: AED 3525 - APPLICATION OF STATISTICS TO ADULT EDUCATION RESEARCH

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. Construct the frequency distribution of the number of letters per word for the following sentence containing 21 words: "The purpose of the pictorial representation of data is to make it easier to see the overall pattern at a glance".
 - a. Find the modal number of letters per word (the mode of the number of letters per word).
 - b. What is the overall pattern of this distribution?

2. Discuss, with examples, the following ways of analyzing data :
 - a. Cumulative frequency polygon
 - b. Mean deviation
 - c. Quartiles
 - d. Multiple bar diagram

3. The results of the grade 12 mock examinations in 2010 and 2011 at a certain school are shown below.

Results in 2010

45 69 56 43 72 76 43 40 66 77 30 50 32 62 63 47 42 76 47 32
52 43 60 63 43 31 37 43 30 52 66 32 71 32 70 50 45 56 48 38
60 45 47 35 54 34 73 63 49 47 52 49 48 40 42

Results in 2011

42 54 80 48 73 50 59 45 84 49 67 47 70 78 77 67 55 88 42 59
54 41 69 65 41 86 80 89 44 68 82 41 71 42 85 84 51 69 89 72
72 46 85 40 78 67 66 52 42 89 86 41 62 51 73 50 41 58 44 69

- a. Compare these data by constructing a back-to-back stem plot diagram.
- b. Comment on the results.

4. In a study on health a clinic investigated the age A (years), weight W(kg) and diastolic pressure P(mm of mercury) of a number of men, with the following results:

Age (A)	:	19	35	51	24	58	45	27	33	69
Weight (W)	:	66.7	55.2	76.2	66.7	75.0	101.6	60.3	69.9	63.9
Blood pressure (P)	:	55	60	80	85	75	85	70	85	85

- a. Calculate the product moment correlation coefficient between
 - i. Weight and blood pressure.
 - ii. Age and blood pressure.
 - b. State what can be concluded from these calculations.
5. The following distribution shows the number of orders for groceries received each week in a particular year by a township shop.
- | | | | | | | | | | | | | |
|------------------|---|----|----|----|----|----|----|----|----|----|----|----|
| Number of orders | : | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Number of weeks | : | 2 | 2 | 3 | 4 | 6 | 9 | 12 | 6 | 5 | 2 | 1 |
- Calculate
- a. Semi interquartile range
 - b. Median
 - c. Mode.
6. Each member of the club for athletes was asked to monitor the distance run in training during a particular week. The table below summarizes the results. Calculate the
- a. Mean
 - b. Mean deviation and
 - c. Standard deviation of this population of athletes.

Distance (to nearest Km):	31-40	41-45	46-50	51-55	56-57	58-60	61-70	71-90	
Number of athletes	:	10	15	20	70	64	24	20	10

7. Discuss circumstances that you would consider using
- a. Purposive sampling
 - b. Convenience sampling
 - c. Multistage sampling
 - d. Stratified sampling

when sampling from a population. Your discussion should include a description of each method and advantages and disadvantages associated with it.

END OF THE EXAMINATION

The University of Zambia
School of Education
Department of Adult Education and Extension Studies

2016/17 ACADEMIC YEAR

Course: AED 4210 Organisation Theory and Management

Instructions

- This paper has five questions out of which you MUST answer only *three*.
 - Answers MUST be *concise* and *precise*.
 - The *italised* word(s) in a question should help you to remain focussed.
 - Use *sub-headings* for main points or ideas to structure your work.
 - Duration: 3 hours.
-

1. Taylor developed *four principles* with a view to increasing efficiency at a work place. Clearly demonstrate your understanding of these principles (in the order they were developed) by explaining what they were and their relevance to organisations.
2. Using examples drawn from Zambia's experiences, discuss why employees may *resist* change in an organisation.
3. With the aid of well-labelled tables, discuss the *similarities* and *differences* between professional and bureaucratic authority.
4. Why do we *need* organisations in the modern world?
5. Describe how a manager may be an *enabler* to the workers' desire to attain the three highest needs in Maslow's theory of human needs.

The End

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2016/2017 FINAL EXAMINATION (ADULT EDUCATION)

COURSE: AED 4310: MASS EDUCATION

DATE: FRIDAY 8TH SEPTEMBER. 2017

VENUE: UPPER DINING HALL

TIME: 14:00 TO 17 HOURS (3 HOURS)

INSTRUCTIONS: ATTEMPT ANY THREE

QUESTIONS

1. How would you convince a sceptic that development is equal to humanity?
2. Explain in detail which of the two types of education (ie formal education vs. mass education) is more sensitive to, and how it helps address the needs of the down trodden.
3. Sketch out and elaborate the various stages which cumulatively constitute food security.
4. Regardless of the economic malaise besetting a country, the International Monetary Fund (IMF) administers the same prescription. Identify the prescription and explain how this has contributed to Third World underdevelopment.
5. Demonstrate by selecting a company operating in Zambia which has served as purveyor of Western ethos which it has used to assail the indigenous Zambian culture.
6. Rebut the cliché that AID from the Western Countries is a panacea of Third World poverty.

GOOD LUCK.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2016/17 ACADEMIC YEAR

FINAL EXAMINATION

CSE 1010: INTRODUCTION TO CURRICULUM STUDIES

TIME: THREE HOURS

INSTRUCTIONS

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

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Question One (Compulsory)

The core of a curriculum generally concerns the aims and content of learning

- i. Why should curriculum specialists clearly understand the curriculum intent prior to the curriculum development process? **(3 marks)**
- ii. Analyse the sociological, psychological and philosophical foundations of a curriculum **(6 marks)**
- iii. Critically, explain the significance of taking into consideration the following in curriculum development for Zambian schools;
 - a) Inclusive education
 - b) Multicultural education
 - c) Hidden curriculum. **(6 marks)**

Question Two

Missionaries and colonialists did not introduce education to the Africans.

- i. What is education? **(1 mark)**

- ii. Explain in detail any **four (4)** principles of African indigenous education and justify their relevance to the African education curricula. **(8 marks)**
- iii. Analyse three (3) benefits of incorporating African indigenous education in today's formal education system. **(6 marks)**

Question Three

Tyler (1949) stated that objectives are the criteria for the selection of curriculum elements.

- i. Describe the relationship among curriculum elements **(3 marks)**
- ii. With the aid of examples from your teaching subject, analyse the **six (6)** categories of the cognitive domain under Bloom's taxonomy of educational objectives **(12 marks)**

Question Four

Curriculum development is determined by a number of factors.

- i. What is situational analysis and why is it important in curriculum development? **(3 marks)**
- ii. Describe any **three (3)** conceptions of a curriculum **(6 marks)**
- iii. Analyse three factors that can lead to a gap between the intended curriculum and the achieved curriculum. Suggest possible solutions to each factor. **(6 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2015/2016 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

AED 3110

PARTICIPATORY APPROACHES TO DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.
BEFORE ANSWERING THE QUESTIONS, READ
CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.

SECTION A

Instructions: Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

1. Using Zambia as your context, critique the liberal definition of participation.
2. Using Zambia as your context, critique the radical definition of participation.

SECTION B

Instructions: Answer **the only** question in this section. Ensure that you answer all parts of the selected questions.

- 3 State a generative theme that you identified during a listening survey and show how you can use this theme to apply the problem posing approach in facilitating development in your community.

SECTION C

Instructions: Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

- 4 a) What is the broad aim of Participatory Rural Appraisal? b) Briefly describe the humanistic philosophy and explain how this philosophy influences the methods and techniques used in Participatory Rural Appraisal.
- 5 a) What is the broad aim of Visualization in Participatory Programs (VIPP)? b) Briefly describe the philosophy of VIPP and explain how the VIPP processes adhere to this philosophy.
- 6 Use any six assumptions of interpretivism to explain how the debate on knowledge production process contributed to the evolution of participatory approaches to development. Illustrate your answer by linking the assumptions to principles/ philosophies of any two approaches to development

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2016/17 ACADEMIC YEAR FINAL EXAMINATION

AUG/SEPT MAIN EXAMINATION SESSION

COURSE: CSE 9010 – EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM

DURATION: THREE (3) HOURS

TOTAL MARKS: 50

Instructions

- a) This examination paper consists of two printed pages.
- b) The examination comprises **two** (2) sections **A** and **B**.
- c) **Section A is compulsory.**
- d) There are **four** (4) questions in **section B**. You are required to answer **only two** (2) questions.
- e) Use the provided answer book to write your answers.
- f) Credit will be given for *logical* and *legible* presentation of work. .

SECTION A (30 Maximum Marks)

Section A is **compulsory**. You **must** answer all the *three parts* in this section.

1. a) Using the **Simple website model**, outline logical steps use can you to construct or develop an educational website. **(6 marks)**
- b) Using concrete examples, explain the **ADDIE** model of Instructional Design. **(14 marks)**
- c) Outline the advantages of integration of technology in the classroom. **(10marks)**

SECTION B (20 Maximum Marks)

There are four (4) questions in **section B**. Each question carries 10 marks. You are required to answer **only two** (2) questions in this section.

2. Using real life examples, describe **five** (5) areas in which you can use the concept of **Cloud Computing** in your institution of learning.
3. Using practical examples, discuss how you can use the Internet for teaching and learning. **(10 marks)**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2016/17 ACADEMIC YEAR

FINAL EXAMINATION

CSE 9020: CURRICULUM EVALUATION AND CHANGE

TIME: THREE HOURS

INSTRUCTIONS

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

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SECTION A

Answer all the two questions in this section

Question One (Compulsory)

- i. With the aid of relevant examples explain the meaning of monitoring, evaluation and assessment. **(6 marks)**
- ii. Using the CIPP model of curriculum evaluation, explain how you can effectively apply the principles of this model to evaluating an education project or programme. **(14 marks)**

Question Two (Compulsory)

- i. Analyse the stages of the curriculum change process giving examples from the subject of your specialisation at each of the stages. **(10 marks)**

4. Using real life examples, compare and contrast **five** mobile devices. **(10marks)**

5(a) What is **Multimedia**? **(6marks)**

(b) Outline **two ways** of how you can integrate a *Productivity Microsoft* application Software in the classroom. **(4marks)**

End of question paper

- ii. Critically explain **five** principles that should guide curriculum specialists in ensuring that a particular curriculum reform and innovation is effective. **(10 marks)**

SECTION B

Instructions: Answer only one question from this section

Question Three

- i. With the aid of examples analyse the significance of effects and impact evaluations of a curriculum project or programme. **(5 marks)**
- ii. In the curriculum development process analyse what needs to be evaluated at the planning, piloting and implementation stages of the curriculum development process. **(10 marks)**

Question ~~Three~~ *Four*

Change is a human phenomenon and therefore is inevitable in most spheres of human life, education included.

- i. Using **two points of view**, critically explain why curriculum change is inevitable for any education system. **(5 marks)**
- ii. Compare any two strategies that can be used to implement a curriculum change. **(10 marks)**

Question ~~Four~~ *FIVE*

Curriculum evaluation and curriculum change could sometimes be seen as two sides of the same coin.

- i. Analyse the significance of formative and summative of education projects and programmes. **(6 marks)**
- ii. Critically explain how education evaluation can inform effective curriculum change and reform. **(9 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2016/17 ACADEMIC YEAR

FINAL EXAMINATION

CSE 9020: CURRICULUM EVALUATION AND CHANGE

TIME: THREE HOURS

INSTRUCTIONS

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

=====

SECTION A

Answer all the two questions in this section

Question One (Compulsory)

- i. With the aid of relevant examples explain the meaning of monitoring, evaluation and assessment. **(6 marks)**
- ii. Using the CIPP model of curriculum evaluation, explain how you can effectively apply the principles of this model to evaluating an education project or programme. **(14 marks)**

Question Two (Compulsory)

- i. Analyse the stages of the curriculum change process giving examples from the subject of your specialisation at each of the stages. **(10 marks)**

THE UNIVERSITY OF ZAMBIA

School of Education

Department of Language and Social Sciences Education

2016/2017 Academic Year Final Examinations

CVE 1010: Introduction to Civic Education

INSTRUCTIONS:

- **THERE ARE FIVE (5) QUESTIONS IN THIS PAPER.**
 - **ANSWER QUESTION ONE AND ANY OTHER TWO (2) QUESTIONS**
 - **DURATION: THREE (3) HOURS**
1. Franklin D. Roosevelt stated that “Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.” In the context of this quotation, show how Civic Education becomes the real safeguard of democracy in Zambia? **[40 Marks]**.
 2. Civic Education is key to achieving Sustainable Development Goal No.16 “ Promote just, peaceful and inclusive societies” Discuss **[30 Marks]**.
 3. Clearly, discuss key assumptions which underpin the knowledge content of Civic Education. **[30 Marks]**.
 4. “Political controversy is ever-present in democratic nations, and that is as it should be, since controversy is an intrinsic part of the political process and is necessary for the very survival of democracy” (Robert Dahl, 1998). With reference to this statement, discuss the status of political development in Zambia. **[30 Marks]**.
 5. Is politics/administration dichotomy sustainable in Zambia? Discuss with practical examples **[30 Marks]**.

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2016/2017 Academic Year Final Examination

CVE 1020: Introduction to Governance

Instructions:

- **THERE ARE FIVE (5) QUESTIONS IN THIS PAPER**
- **ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS**

DURATION: 3 HOURS

1. Good governance is anchored on the principle of rule of law. With clear examples, critically, show the extent to which the government of Zambia is promoting rule of law. **[40 marks]**
2. Exemplify why social capital is significant in the governance process in Zambia? **[30 marks]**
3. With reference to the **two** major reasons which were advanced by the UNIP government as a justification for amending the constitution and form a One-Party State. Discuss the current dynamics in the political system of Zambia. **[30 marks]**
4. The suspension of UPND Members of Parliament by the Speaker of the Zambian National Assembly was received by people with mixed feelings. As a Civic Education student comment on the Speaker's action. **[30 marks]**
5. Critically analyse the potential roles and limits of Civil Society in advancing the good governance agenda in developing countries. **[30 marks]**

End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

Department of Language and Social Sciences Education

2016/2017 Academic Year Final Examination

CVE 2010: Citizenship, Constitution and Human Rights

Instructions:

- There are five (5) questions in this paper.
- Answer question **one (1)** and any other **two (2)** questions

Duration: 3 Hours

1. Citizenship manifests itself in four domains. Explore these domains by bringing out the dynamism of interaction with human rights and constitutionalism in Zambia. **[40 marks]**
2. In your own view and with reasonable justification, does globalisation transcend individual cultural identity and citizenship? **[30 marks]**
3. Peterson (2011), states that "Citizens are made and not born." In the context of Civic Education, critically analyse Andrew Peterson's statement. **[30 marks]**
4. Thelma, a born and bred resident of Lusaka City was pregnant when she took a flight from Zambia to South Africa for business. While in South Africa, Thelma gave birth to a baby boy. What type of citizenship will Thelma's baby have? With clear examples, explain the dilemmas Thelma's child is likely to face which are associated with the named type of citizenship **[30 marks]**
5. The emphasis on good citizenship is on the practice and protection of rights with their corresponding duties in the promotion and maintenance of a democratic polity. With relevant and practical examples how do you reconcile these two opposite ends of a pendulum? **[30 marks]**



THE UNIVERSITY OF ZAMBIA
Department of Language and Social Sciences Education
2016/2017 ACADEMIC YEAR
FINAL EXAMINATIONS – SEPTEMBER 2017

CVE 2020: SOCIAL AND ECONOMIC DEVELOPMENT

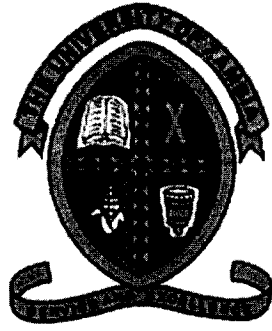
DURATION: 3 Hours

Instructions:

There are 5 (Five) questions in this paper. Answer question (1) one and any other 2 (two) questions.

1. Explore the dynamics of Development with special reference to Zambia **(40 marks)**
2. Social and economic development is clearly the concern and responsibility of each developing country. Discuss the arguments for and against foreign aid. **(30 marks)**
3. Discuss the factors which affect Capital Accumulation in Developing Countries like Zambia. **(30 marks)**
4. Discuss the role of Civil Society in the development of a country like Zambia. Point out the major successes and failures of Civil Society Organizations in Zambia since the reintroduction of multiparty system in 1991. **(30 marks)**
5. According to Professor Henderson, the three laws of demand and supply are the cornerstone of economic theory because all economic analysis rest on them. With concrete examples explain the three laws of demand and supply. **(30 marks)**

END OF THE EXAMINATION



The University of Zambia

School of Education

Department of Language and Social Sciences Education

2016/2017 Academic Year Final Examination

CVE 3010- Culture, Gender and Development

Instructions

There are five (5) questions in this paper

Answer Questions one (1) and any other two (2) questions

Duration: 3 Hours

1. What is the antagonistic nexus between globalization and nationalism? In your discussion, show the allegiance of an individual to a nation state that belongs to the global village. **[40 Marks]**
2. There is no single definition for the concept of culture. However, every culture is founded on Values, Norms and Customs. Evaluate and qualify or disqualify the above assertion. **[30 Marks]**
3. The emphasis on the preservation of culture seems to contradict the characteristic of culture being dynamic. Discuss **[30 Marks]**
4. The development agenda transcends issues of sex and gender. Discuss. **[30 Marks]**
5. Culture is necessary for development. Do you agree with this assertion? **[30 Marks]**

End of Examination



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

[Full Time/ Parallel]
End of Academic Year Final Final: 14th September, 2017
Time: 09:00hours to 12:00 hours.

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

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

1. Many authors tend to have difficulties to define the “ **Concept of Law**”, clearly attempt to define the “**Concept of Law**” while giving elements on which your definition of Law may become clear. **[40 Marks]**
2. Using a Public Policy of your choice, discuss the five [5] stages in Policy Analysis. **[30 Marks]**
3. Clearly and in single paragraphs, discuss what you would consider to be the five [5] critical sources of the Law that can be used in the Zambian Courts, for each source of the Law, clearly point out the limitations. **[30 Marks]**
4. “There is a growing need to put into practice respect for Human rights in this era.....the foregoing demands for enhancement of a good legal system” **Committee On Human Rights, UN, 2014, page 69**. With reference to the above statement, critically discuss any ten [10] elements that you will deem necessary for a Good Legal System. **[30 marks]**
5. Critically discuss and analyse the three elements of a Policy System while evaluating the content of each element of the Policy System. **[30 Marks].**

THE END OF EXAMINATIONS.

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

2016/17 ACADEMIC YEAR EXAMINATIONS

CVE4010: CORE VALUES AND PRINCIPLES OF DEMOCRACY

DURATION: THREE HOURS

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

-
- 1: How would you explain the term democracy? Using the human rights- based approach explain the link between democracy, human rights and development. **(40 Marks)**
 - 2: what is democratisation? In your view do you see democratization as a process that takes 'different flight trajectories' in different developing countries? **(30 Marks)**
 - 3: Do you agree that a democratic civic culture is an imperative for both developed and developing countries? **(30 Marks)**
 - 4: Conflict, compromise and consensus are essential for democratic governance in Zambia. Discuss. **(30 Marks)**
 - 5: How would you explain the term democratic consolidation? In your view is Democratic consolidation of any significance to development? **(30 Marks)**

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

2016/17 ACADEMIC YEAR: END OF YEAR EXAMINATIONS

DPE 2050: CURRENT ISSUES IN SOCIAL STUDIES

DURATION: **3 HOURS**

MARKS: 50%

INSTRUCTION (S): ANSWER ANY **THREE (3)** QUESTIONS

1. Discuss the factors that influence social studies curriculum change in Zambia.
2. What would you consider to be the merits and demerits of Zambia's geographic location?
3. Explain the causes and effects of droughts in Zambia.
4. What were the internal and external economic factors which led to the fall of one party rule in Zambia?

End of exam

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2016/2017 ACADEMIC YEAR FINAL EXAMINATION SEPTEMBER 2017
DPE 2120 HOME ECONOMICS TEACHING METHODS**

TIME: THREE(3) HOURS

MARKS:100%

INSTRUCTIONS:

1. There are Six (6) questions in this paper. Attempt Four (4) questions only, each question carries 25marks.
2. Present your ~~ANSWERS~~ answers orderly and neatly.

QUESTION 1

The Teacher needs to use different teaching methods when teaching the students in the class. Discuss names of Groups you can divide the class into and state two advantages and disadvantages of each Group. Mention two teaching methods suitable for using Group work and explain why the methods are suitable.

(25marks)

QUESTION 2

The writing of objectives in the lessons plans is very important. Discuss why teachers state objectives before writing the lesson plan. Explain the three (3) types of objectives defined by bloom taxonomy and explain the verbs used.

(25marks)

QUESTION 3

Discuss classroom management under the following headings:

1. Punishment of pupils in class
2. Reinforcement skills.
3. Importance of Record Keeping in Schools.
4. Causes of behavioural problems in class.
5. Advantages and Disadvantages of project method.

(25marks)

QUESTION 4

The Teacher uses teaching and learning Aids in class why? Discuss the different types of teaching aids used in class. Explain the points to remember when preparing Teaching and Learning aids.

(25marks)

QUESTION 5

You are Teaching about the care of a Kitchen to a Grade 5 class, write a lesson plan to illustrate how to take care of the Kitchen sink, storage cupboards and order of washing plates.

(25marks)

QUESTION 6

Discuss the history of Home Economics in Zambia, naming the pioneers and important events which took place before independence. Why is Home Economics an issue in the eyes of other teachers and administrators.

(25marks)

THE END.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
2016/2017 ACADEMIC YEAR
FINAL EXAMINATIONS
EAP 2010: EDUCATIONAL PLANNING
REGULAR

INSTRUCTIONS:

- a) Time allowed: three (03) hours
- b) The examination has one (01) printed page
- c) Attempt three (03) questions only
- d) Use a **SEPARATE ANSWER BOOKLET** for each question attempted
- e) Each question carries twenty (20) marks
- f) Read through all the questions carefully before you select the ones you wish to attempt

-
1. Discuss the critical policy considerations one must make when it comes to educational planning in Zambia.
 2. With relevant examples, discuss the six internal dimensions that an educational planner can take into consideration when planning for an educational institution.
 3. *When planning for education, it is most important to address societal issues.* Discuss this statement considering why planners and other policy makers should not ignore social aspect of educational planning.
 4. Shed light on the requirements of planning the external dimensions of an organization. In your discussion, focus on factors such as the school catchment area, topography, demography and availability of land.
 5. *The failure of macro planning to filter down the gains of planned development has drawn attention toward micro level planning.* With practical examples, distinguish macro-level educational planning from micro-level educational planning. What are the advantages of micro-level educational planning?
 6. Identify and briefly discuss the four statistical procedures that can be employed in educational planning.
 7. Trace the historical development of educational planning in the Third World Countries and highlight institutional challenges faced.
 8. Highlight and discuss the various steps involved in the process of *affinitizing*. Give examples of when an affinity diagram can be used?
 9. Discuss the major administrative functions of educational planning. To what extent do you agree or disagree with the assertion that *the quality of the personnel who plan and administer education is decisive?*

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EAP 3020: HUMAN RESOURCE MANAGEMENT IN EDUCATION

2016/2017 ACADEMIC YEAR – FINAL EXAMINATIONS

REGULAR AND PARALLEL STUDENTS

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) This examination has Twelve (12) questions.
 - b) Answer Three (3) Questions from the twelve questions given below.
 - c) Attempt at least one question from each section.
 - d) Each question carries 20 marks.
 - e) You are required to read all the questions carefully before selecting the three (3) questions you wish to attempt.
 - f) Write legibly and do not cut words at the end of each line.
 - g) There are two (2) printed pages in this examination.
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SECTION A

1. Examine the importance of Human Resource Development in the management of education in Zambia. Indicate the steps that the Ministry of Education may need to take in order to strengthen its work in this area.
2. What features would you consider when planning the “employee training and development policy”? Explain clearly the circumstances that foster employee training needs.
3. Examine the salient features of the employee selection process used by the Ministry of Education. Give a critique of the teacher selection process in Zambia.
4. Define human resource planning and critically analyse its indispensability in educational organisations in the country.

SECTION B

5. Trace the history of Human Resource Development in Zambia from the pre-colonial times to the present. What do you consider to be the major milestones in this field?
6. Imagine you are the Provincial Chief Human Resource Officer in the Ministry of General Education for any Province of Zambia. Taking into account the various steps in the human

- resource planning process, clearly elucidate how you would ensure that all educational institutions in the province are well staffed to enhance the provision of quality education.
7. Examine the terms “job analysis”, “job evaluation”, “job description” and “job specification” and explain their uses. To what extent can job analysis be regarded as a “desk job”? Give relevant examples in educational contexts.
 8. What reasons can be advanced for appraising staff in an organisation? Critically analyse the performance appraisal system adopted by the Ministry of Education. In your view, what are the weaknesses and strengths of implementing such a system?

SECTION C

9. ‘Teachers constitute the majority of Zambia’s civil servants, and their continuous retraining is vital for the enhancement of quality education. These can be done through Continuous Professional Development (CPD)’. Define and discuss what these range of programmes are, their objectives and importance to serving teachers.
10. Analyse the importance of effective communication within and between educational institutions. Using clear examples, discuss the circumstances under which school managers and other members of staff could use different forms of communication in educational organisations.
11. Using clear examples, explain the importance of International Human Resource Management practices in education and discuss how various staffing approaches in International Human Resource Management are used to recruit people in management positions in the 21st Century.
12. Discuss the challenges that the field of human resource management in education faces today. Highlight the prospects of this field in the 21st Century.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

EPSSE DEPARTMENT

**FULL TIME 2016/17 ACADEMIC YEAR EPS 1010 FINAL EXAMINATION – 12TH
SEPTEMBER, 2017**

INSTRUCTIONS

- Answer **all** the questions in section A, B,C and **TWO** from section D
- All answers **must** be indicated on the answer booklets provided.
- Duration – 3 hours
- This examination contributes 50% to the Course Grade.
- Be concise in your responses for Section C.

SECTION A: INDICATE THE ANSWER OF YOUR CHOICE (5 MARKS)

1. _____ occur when genetic material is either missing or duplicated.
 - a) Genetic disorder
 - b) Chromosomal errors
 - c) Mutation duplicate
2. Which of the following statements is **not true** about self-esteem?
 - a) Attention and care
 - b) Security and independence
 - c) Humility and responsibility
3. According to Montessori the following observable behaviors characterize sensitive periods **except**
 - a) The child engages in a clear activity with a beginning.
 - b) The child will develop a physical attachment to the activity.
 - c) The activity will be irresistible to the child.
4. _____ emphasises that the link between inability and environmental influence is inevitable.
 - a) Behaviourism
 - b) Integrationist
 - c) Chomskism
5. A genetic mutation that changes haemoglobin is called _____.
 - a) Anaemia
 - b) Klinefelter
 - c) Turners

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

6. Researchers have gathered evidence for the influence of _____ on IQ through twin studies and adoption studies.
7. _____ theory is based on the premise that the type of bond we had with our caregivers as children is what determines our health both emotionally and socially.
8. The _____ effect is a term used for a steady increase over the past few decades in people's average performance on IQ tests.
9. A _____ is an involuntary action or response
10. several overlapping periods of development where a child is sensitive to a particular stimuli or type of interaction is called _____

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

11. Temperament (2 marks)
12. Fagan test of Infant intelligence (2 marks)
13. Referential language style (2 marks)
14. Mutation (2 marks)
15. Turners syndrome (2 marks)
16. Self-esteem (2 marks)
17. Expressive language style (2 marks)
18. Operant conditioning (2 marks)
19. Prenatal environment (2 marks)
20. PKU (2 marks)

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

21. Describe the actions parents and caretakers can follow in order to build their child's self-esteem during the key developing years. (10 marks)
22. With relevant examples, describe how the physical health and nutrition of the expectant mother affects prenatal development. (10 marks)
23. Describe the role of play on the mental and emotional development of children.
24. With twin research examples, explain how genetics affects human development. (10 marks)
25. With practical examples, discuss how gender, temperament, socio-economic status and social environment that affect early language development. (10 marks)

END OF EXAMINATION



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

EAP 9012: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

2016/17 ACADEMIC YEAR EXAMINATIONS – REGULAR/PARALLEL

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. This examination has nine (9) questions.
 - b. Answer any **THREE** (3).
 - c. Each question carries 20 marks.
 - d. You are required to read through all the questions carefully before selecting which ones to attempt.
 - e. Write legibly and do not cut words at the end of each line.
 - f. There are two (2) printed pages in this examination.
-

1. Educational management has had serious challenges in developing countries of which Zambia is not an exception. Using relevant examples, discuss these challenges and the policy measures the Zambian Government has put in place to address them.
2. Organisational structure is a system used to define a hierarchy within an organisation. Based on this definition discuss the common forms of organisation structure and how these forms contribute to the efficient operations of educational institutions.
3. Highlight Douglas Mc Gregor's Theory X and Theory Y. What is the relevance of these theories to the operations and management of educational institutions in Zambia?
4. Imagine you are a head teacher of a secondary school and you have been informed that one of your teachers is sexually harassing his

- female pupils. State and explain the steps you would take to decide on the best solution to solve this problem.
5. A gender sensitive approach to management in higher education institutions entails equity in enrolment of students, recruitment of staff and promotion to managerial positions. Discuss how institutions can make this approach successful.
 6. What do you understand by the term "School Effectiveness"? What relevant steps and processes can lead to school effectiveness?
 7. Explain the concept 'total quality management' in school organisation and discuss how this level of management can be achieved in the school.
 8. Analyse the efficacy of time management in an educational institution, placing value on the affective aspects as it points to being key to attaining set goals for an educational institution.
 9. Discuss the 1996 Educating Our Future, Zambian Education Policy, highlighting its aim, focus, core values, philosophy, among others and its contribution to the Zambian education system.

**END OF EXAMINATION,
GOD BLESS YOU!**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 9065 : GENDER ISSUES IN EDUCATION
2016/2017 ACADEMIC YEAR FINAL EXAMINATION

INSTRUCTIONS:

TIME: THREE [3] HOURS

- a. Read through all the questions carefully before selecting which ones to attempt.
 - b. Answer THREE (3) questions from the nine (9) questions given.
 - c. All questions carry the same marks
 - d. This paper has ONE [1] printed page.
-

1. Traditionally, in most Zambian societies, a grown-up girl who had also come of age was not allowed to remain in close range with all elderly men including her own father and uncles. In your view what are the advantages and disadvantages of such a tradition in as far as the education of the girl child is concerned?
2. Gender today is readily recognized as key to development. How is this reality related to the education of the mothers and the areas related to general productivity?
3. One of the changes that need to be addressed in higher education institutions responsible for re-thinking and re-defining reality is gender. Discuss.
4. A gender responsive policy incorporates basic principles for addressing the imbalances and inequalities that have resulted from socially and culturally constructed differences between men and women in a given society. What are the reasons for developing Gender Policies and Strategies?
5. Research which is gendered demonstrates the production of gender and gendered structures in institutional settings such as education, healthcare and the general welfare. Explain the basic issues that gendered research can address.
6. One violation of human rights of girls and women is Female Genital Mutilation (FGM). What are the outdated practices, traditions, beliefs and the consequences that perpetuate this vice?
7. Analyze how HIV/AIDS, early marriages, distance from schools and family size can affect the education of a girl child in Zambia and what can be done to remedy the situation.
8. Compare gender-blind policies to gender-aware policies. In your discussion, elucidate what the Government of Zambia through the Ministry of Education has done to redress the inadequacies in the provision of education in Zambia.
9. Discuss what characterized the provision of education in the colonial period and reasons for such characteristics.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES
2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS
EDU 1010: EDUCATION AND DEVELOPMENT IN ZAMBIA
REGULAR AND PARALLEL**

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a. This examination has **three (3)** sections: **A, B** and **C**
 - b. Answer **ONE** question from each section
 - c. You are required to read through **ALL** the questions carefully before selecting which ones to attempt
 - d. Each question carries **20** marks
 - e. Do not cut words at the end of each line
 - f. There are **two (2)** Printed pages in this examination
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SECTION A

1. Define traditional education and critically analyse the strengths and weaknesses of each of its five elements.
2. Discuss the development and challenges of education during the pre-colonial period in Northern Rhodesia from 1883 to 1924.
3. What were the weaknesses of the education system in Zambia between 1924 and 1975? Show how the concept of "basic education" as one of the provisions of the 1977 education reforms, attempted to address those weaknesses.
4. Identify and discuss the Human Resource Development problems that the Zambian society faced at independence. What strategies were employed to address such problems?

SECTION B

5. "Health, Gender and HIV/AIDS have been cited as cross-cutting issues in the provision of quality education." Discuss the above statement, giving practical examples of how the three can impact negatively in the provision of quality education and suggest possible solutions for each one of them.

6. Highlight factors that have led to Globalization and discuss the implications of Globalization to Zambia's education system.
7. Elucidate the assertion that the achievement of all Sustainable Development Goals (SDGs) by the year 2030 will be highly dependent on the attainment of Sustainable Development Goal number 4.
8. Discuss the differences between ruralisation and curriculum diversification and state the setting where they can practically be applied. In your discussion, critically analyse the benefits of each one of them.

SECTION C

9. Critically discuss the link between modernization and education and how modernization has contributed to the development of the world's educational systems.
 10. Briefly explain what you understand by the concepts 'equality' and 'equity' and discuss the benefits of these terms in education provision. What measures has the Zambian Government put in place to maintain equity and equality in the provision and attainment of education?
 11. "Education and development are inseparable". Discuss
 12. Discuss the key roles of education in the 21st Century.
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END OF EXAMINATION

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

END OF YEAR EXAMINATION, SEPTEMBER 7, 2017.

EDU 1012/2012- EDUCATIONAL PSYCHOLOGY

Name of candidate _____ **Computer number** _____

Instructions

1. This paper comprises three sections; **A**, **B** and **C**. You are required to answer all the questions in sections **A** and **B**. From section **C**, you are required to answer any one question out of the three that have been provided.
 2. All multiple choice questions in section **A** must be answered in the question paper by placing a circle around the chosen answer. The other questions from sections **B** and **C** must be answered in the answer booklets provided and should be clearly labeled.
 3. Please remember to write your name and computer number on the question paper, which you must fasten together with the other answer booklets at the end of the examination.
 4. Bonus marks shall be awarded for orderly presentation of work.
 5. Ensure that you write your **name** and **correct computer number** on each of the answer booklets.
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SECTION A (15 Marks)

1. Mr and Mrs Smith are both tall, however, they both carry a gene of dwarfism in them. What chances are there for them to have a child who is tall, but without a gene of dwarfism?
A. 25% B. 100% C. 50% D. 75%
2. _____ is the cell division that takes place in the gametes.
A. Mitosis B. Mutation C. Meiosis D. Transformation
3. The diploid number of chromosomes refers to _____ chromosomes.
A. 21 B. 23 C. 46 D. 92
4. _____ are environmental factors that can cause harm to the foetus/embryo.
A. Drugs B. Teratogens C. Opiates D. Pollutants

5. The phenotype of genes; Tt, and TT would be exactly the same.
True or False
6. _____ is the major proponent of the environmental theory of language acquisition.
A. Vygotsky B. Chomsky C. Skinner B. Lenneberg
7. According to Bronfenbrenner's _____, children are influenced by factors that do not directly affect them.
A. macrosystem B. mesosystem C. chronosystem D. exosystem
8. Which one of the following is NOT a level in Lawrence Kohlberg's moral development theory?
A. Pre-conventional moral reasoning B. Post-conventional moral reasoning
C. Conventional moral reasoning D. Social systems orientation
9. The following pair of scholars is associated with classical conditioning.
A. Rogers and Maslow B. Skinner and Thorndike
C. Piaget and Vygotsky D. Pavlov and Watson
10. Which one of the following is NOT part of pre-linguistic vocalizations of children?
A. Cooing B. Crying C. Holophrastic speech D. Smiling games
11. During the _____ stage of Erikson's theory of psychosocial development, children can develop a sense of guilt, if not well handled.
A. third B. sixth C. seventh D. fourth
12. In classical conditioning, a stimulus that causes a response after being repeatedly paired with an unconditioned stimulus is referred to as _____ stimulus.
A. conditioned B. neutral C. spontaneous D. unconditioned
13. According to Albert Bandura's theory of observational learning, the _____ phase is the phase where a person adjusts and readjusts what they do.
A. attention B. motivation C. reproduction D. retention
14. The _____ schedule involves the presentation of rewards after a pre-determined period of time has elapsed.
A. variable ratio B. fixed interval C. fixed ratio D. variable interval
15. Which research design would be most appropriate for understanding people's cultural practices and beliefs?
A. Experimental design B. Correlational design C. Cross-sectional design
D. Descriptive design
16. _____ is a social constructivist theorist?
A. Kohler B. Vygotsky C. Piaget D. Bruner
17. _____ is the proponent of Language Acquisition Device
A. Maslow B. Chosky C. Freud D. Combs

18. _____ is the originator of the theory of the hierarchy of human needs.
A. Abraham Maslow B. Arthur Combs C. Carl Rogers D. Erik Erikson
19. If a person is fixated at the _____ stage, they will tend to be too clean as adults.
A. Oral B. Genital C. Anal D. Phallic
20. _____ is a defense mechanism where a person transforms what is unacceptable to what is acceptable.
A. Repression B. Sublimation C. Regression D. Denial
21. Which one of the following is NOT a problem of adolescence?
A. Drug abuse B. Pregnancy C. Suicide D. Employment
22. An extrinsically motivated person _____.
A. Sets own goals B. is self-driven C. seeks approval D. is self evaluative
23. In a study, a researcher found that the students who had a positive self concept about themselves in science also tended to perform well in that subject. Which correlation coefficient value best represents this scenario?
A. 0.98 B. 0.50 C. -0.98 D -0.10
24. _____ is a way of ensuring that the limited capacity of the short-term memory is maximized.
A. Maintenance rehearsal B. Chunking C. Organization D. Contextualization
25. Proactive inhibition is a form of forgetting which results from _____.
A. old information interfering with new information B. disuse C. disorganization
D. new information interfering with old information
26. According to Maslow's hierarchy of needs, safety needs are found on the _____ level.
A. third B. second C. first D. fourth
27. Vicarious reinforcement refers to _____.
A. Rewards given indirectly B. rewards given with punishment C. removal of consequences
D. application of punishment
28. According to the gestalt theory, learning is easier when done in wholes.
True or False
29. The _____ approach to the study of educational psychology focuses on understanding how the nervous system works.
A. cognitive B. neurological C. psychoanalytic D. humanistic
30. The _____ represents the morals of society?
A. Ego B. Superego C. Id D. Libido

SECTION B (20 Marks)

Answer **all questions** in this section

Write brief notes on each one of the following terminologies:

31. Heterozygous dominant
32. Schemas
33. Object permanence
34. Scaffolding
35. Egocentrism
36. Elaborative rehearsal
37. Attention phase
38. Reaction formation
39. Fixation
40. Electra complex

SECTION C (15 Marks)

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

41. Using real life examples, show how a teacher can use the following in a classroom: Positive punishment, Negative punishment, Negative reinforcement, positive reinforcement, and extinction.
42. Educators can draw a number of lessons from Jean Piaget's theory of cognitive development. Discuss.
43. Under the humanistic theory, the aim is to ensure that learners attain meaningful learning. Using concrete examples, discuss how a teacher can use humanistic principles to achieve this goal.

END OF EXAMINATION

The University of Zambia

School of Education

Department of Language and Social Sciences Education

Geography and Environmental Education Unit

END OF YEAR EXAMINATIONS-2016/2017 ACADEMIC YEAR

EED 1020: ECOLOGY OF ENVIRONMENTAL EDUCATION

DURATION: 3 HRS

Instructions:

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

Q1. Give short explanatory notes of the following:

- a. Population Pyramids (5 marks)
- b. Trophic Efficiency (5 marks)
- c. Niche Concept (5 marks)
- d. Ecological Dominance (5 marks)

Q2. Give a detailed description of Carbon Sequestration. (15 marks)

Q3. Answer the following questions as comprehensively as possible.

- a. What is Natural Resource Depletion? (5 marks)
- b. Explain the various types of Natural Resources. (10 marks)

Q4. a. Describe the components of the Basic Demographic Equation (9 marks)

b. Briefly explain the Lotka-Volterra Dynamics Model (6 marks)

Q5. a. Explain what CFCs are and how they deplete the Ozone layer. (7 marks)

b. Describe the characteristics of a Cultural Creative. (8 marks)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2016/17 FINAL EXAMINATION
EED1030: ENVIRONMENTAL GOVERNANCE
TIME: THREE (3) HOURS

Instructions

Answer questions one and any other two.

1. Write brief notes on each of the following:
 - a. Sustainable environmental governance and sustainable development (5 marks)
 - b. Effects of war on the environment (5 marks)
 - c. Difference between governance and government (5 marks)
 - d. Asylum seeker and refugees (5 marks)

2. Describe the Systems Theory using **five** examples of how the theory operates and how it can be applied to environmental governance in Zambia (15 marks).

3. Examine **one** political and **one** environmental ideology and explain how they can be of relevance to a sustainable environment. (15 marks)

4. Using specific examples explain **five** functions of United Nations High Commissioner for Refugees (UNHCR). (15 marks)

5. Analyze **five** ways how environmental resources can be a source of conflict in Africa and explain measures that can be introduced to mitigate them. (15 marks)

END OF EXAMINATION PAPER

THE UNIVERSITY OF ZAMBIA
2016 ACADEMIC YEAR FINAL EXAMINATIONS
EED 2020: ENVIRONMENTAL ECONOMICS

TIME: THREE (3) HOURS

Instructions: Answer **question one** and any other **two** questions. Answer **three** questions in total. Use of clear legible handwriting is advised.

1. The government wishes to undertake various developmental projects around the country and as such, has employed recent environmental education graduates from the University of Zambia and you are one of them.
 - a. Propose a viable development project and the project catchment area
 - b. Discuss the expected costs and benefits of the project
 - c. From your responses in b, assign monetary values to the costs and benefits of the project and come up with the total valuation of the costs and benefits
 - d. Calculate the Net Present Value (NPV) of your project. (20 Marks)
2. What is meant by the term blue economy? Using credible examples, discuss how the blue economy concept can be applied to a country such as Zambia that has no coast. (15 Marks)
3. What are market failures and externalities? Pick one scarce resource and use it as an example to show how market failures and externalities can be overcome to ensure efficient allocation of resources. (15 Marks)
4. What are the effects of trade and investments on the environment? Use Zambia as a case example. (15 Marks)
5. According to the Ministry of Finance, Zambia has recorded an increase in its Gross Domestic Product (GDP) steadily. However, the country still lags behind in economic development. Discuss the reasons why the country is not yet developed despite recording steady economic growth. (15 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2016-2017 ACADEMIC YEAR FINAL EXAMINATIONS

EED 2030: ENVIRONMENTAL HEALTH

TIME : THREE (3) HOURS

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

1. Write brief notes on each of the following.
 - a) Effects of open dumping sites on the local people and the environment
 - b) How biodiversity loss can bring about diseases.
 - c) Effects of E-waste on the environment
 - d) Health and environmental effects of toxic exposures **(20 marks)**

2. With examples, explain the relationship between biodiversity and environmental health. **(15 marks)**

3. As a public health inspector, describe things you would look for as you inspect public and occupational institutions. **(15 marks)**

4. As an environmental educator, you have been asked to prepare a presentation to farmers on the effects of pesticides and chemical fertilizers. In your presentation, explain sustainable practices farmers can use in place of harmful ones. **(15 marks)**

5. Using examples:
 - a) Explain what is meant by the terms biological and mechanical vectors
 - b) Describe how house flies, mosquitoes and rats are efficient for spreading pathogens **(15 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2016/2017 END OF ACADEMIC YEAR EXAMINATIONS

EED 3020: ENVIRONMENTAL LAW

TIME: THREE (3) HOURS

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

1. Suppose the Zambian government has filed a petition against the Zimbabwean government over the pollution of the Zambezi River caused by the discharge of untreated effluents by tanneries and other industries from Zimbabwe.

LEGAL FRAMEWORK

- a) International Customary laws
- b) General Principles of International Environmental law

Having read the Case thoroughly, give legal and environmental advice to the Zimbabwean government using the stated legal framework.

(20 marks)

2. Analyze the effectiveness of environmental laws and policies in curbing the smuggling of the Mukula tree in rural parts of Zambia.

(15 marks)

3. Outline five main principles of environmental law and explain their influence in making sure nations world over adhere to international environmental law.

(15 marks)

4. Using examples explain the conflicts that arise in enforcing environmental laws in the face of customary laws in Zambia.

(15 marks)

5. Discuss the relationship between environmental law and Human Rights.

(15 marks)

END **OF** **EXAMINATIONS**

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
END OF YEAR EXAMINATIONS (2016/2017)
EED 4030: ENVIRONMENTAL PROJECT MANAGEMENT

DURATION: 3 HOURS

INSTRUCTIONS: Answer THREE questions, QUESTION ONE IS COMPULSORY.

DO NOT WRITE essays in this examination!

All your answers must be presented in proper context and wording.

Question one affects all other questions, you cannot proceed to any other question before you answer question one.

DO NOT use environmental problem or challenges that you were given in a test as a choice of your environmental problem in this examination.

Think carefully before you start writing.

1. Based on any one environmental problem from Lusaka District, state three SMART objectives and develop a Logical Framework Matrix (LFM) summarizing how you would address the problem. **(20 Marks)**
2. Based on an environmental problem identified in question 1, present a meaningful SWOT Analysis. **(15 Marks)**
3. For an environmental problem identified in question 1, design a Stakeholder Analysis Matrix (SAM). **(15 Marks)**
4. For an environmental problem identified in question 1, design a Tabular Monitoring and Evaluation Plan (TMEP). **(15 Marks)**
5. For an environmental problem identified in question 1, design a Porter's Five Forces Model to guide planning and implementation process. **(15 Marks)**

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

END OF YEAR EXAMINATIONS (2016/2017)

EED 9011: ADVANCED ENVIRONMENTAL MANAGEMENT

DURATION: THREE (3) HOURS

INSTRUCTIONS: Answer THREE questions, QUESTION ONE IS COMPULSORY.

1. Explain how you would prepare a Strategic Environmental Management Plan for the Institution where you are going to do your industrial attachment from? (20 marks)
2. Describe how you would conduct an Environmental Impact Assessment for a proposed chemical industry at the Goma Lakes. (15 marks)
3. Explain how you would conduct a bathymetric survey and data analysis of the Kariba Dam on behalf of Zambia Electricity Supply Company (ZESCO). (15 marks)
4. What lessons did you learn from the landuse mapping and assessment of the Goma Lakes at the University of Zambia (UNZA), how can main environmental issues identified be addressed? (15 marks)
5. Develop a Problem Analysis Tree on behalf of Central Statistical Office (CSO) based on the baseline survey you conducted in Kalingalinga Compound. (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2016 ACADEMIC YEAR FINAL EXAMINATIONS
EED 9052: ENVIRONMENTAL JOURNALISM

TIME: THREE (3) HOURS

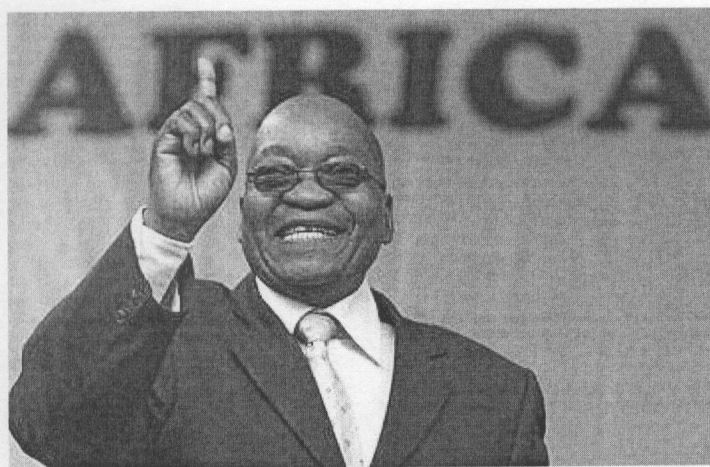
Instructions: Answer **question one** (20 marks) and any other **two** questions.

- Credit will be given for knowledgeable answers and not mere reproduction of lecture notes.
- Use of clear legible handwriting is advised.

-
1. Read the story excerpt from the Mast Newspaper of 8th August 2017 and answer the following questions:
 - a. Suggest a suitable one sentence headline for the news story
 - b. Discuss the nine determinants of news as reflected in the story
 2. Mazuba has just confided in you that he is interested in working for MUVI television as a journalist since he has just completed his environmental journalism course but he is not sure what attributes he should possess. Discuss the attributes of a good environmental journalist to help Mazuba with making up his mind. (15 Marks)
 3. a). What does one need to consider when writing the lead or intro of any news story?
 4. b). Explain the language basics to any news story writing. (15 Marks)
 5. Both print and broadcast media are channels of mass communication although they have inherent similarities and differences. Discuss. (15 Marks)
 6. Analyse the Agenda setting and gate-keeping theories. What role do the two theories play in the mass communication process? (15 Marks)

END OF EXAMINATION

Here is a story that was covered in the MAST Newspaper on the date below;
By Bala Nkhowani on August 8, 2017



SOUTH African president Jacob Zuma has narrowly survived yet another motion of no confidence against him in parliament.

This was the sixth of the no confidence motions of his beleaguered presidency.

In a secret ballot, a broad coalition of opposition parties and renegade MPs from the ruling African National Congress (ANC) were unable to muster the simple majority needed to remove the president as 198 MPs voted against the motion of no confidence.

Had the motion gone through, Zuma and his cabinet would have been forced to resign immediately.

President Zuma however faces possible criminal charges over alleged corruption.

The ballot counting was accompanied by scenes of singing and dancing on both sides of the assembly, as rival parties sought to project confidence.

We taught you this song, and you don't even sing it properly, jeered Economic Freedom Fighters leader Julius Malema, dressed in signature red overalls, addressing his ANC counterparts. Baleka Mbete, the speaker of parliament, announced the result – 198 MPs voted against the motion, compared to 177 in favor, with nine abstentions.

Therefore the motion of no confidence in the president is accordingly negative,” declared Mbete. ANC MPs in parliament whooped and danced at the news. But DA leader Mmusi Maimane says his party will take President Zuma to court next month.

In the hours before Tuesday's vote, a series of coordinated protests across South Africa demanded Zuma's removal. A petition signed by more than a million people was delivered to the deputy president, Cyril Ramaphosa, who is seen as Zuma's main rival.

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

EPS 1020: COGNITIVE AND LANGUAGE DEVELOPMENT FINAL EXAMINATION
SEPTEMBER 2017

TIME: THREE (3) HOURS

SECTION A (30 MARKS)

Instructions: Answer all the questions in this Section and write the letter that favoursably represents your choice in the given examination booklet.

1. Which one of the following is not about Chomsky innatist perspective?
A. Children are biologically programmed for language.
B. Children are born with specific innate ability underlying rule of language.
C. All children successfully acquire their native language.
D. Focus on the interplay between the innate learning ability of children and the environment.

2. Which one of the following is not true?
A. First language acquisition is the high degree of similarity in the early language of children all over the world.
B. Pre-school age children develop metalinguistic awareness.
C. In the school years, children learn how written language differs from spoken language.
D. Learning two languages substantially slows down bilinguals' linguistic development or academic development.

3. Among the "wh- words", what first emerges when children learn to form questions in English?
A. what B. why C. where D. when

4. Who first argued that children are born with a specific innate ability to discover for themselves the underlying rules of language system on the basis of the samples of a natural language they are exposed to ?
A. Noam Chomsky B. B.F Skinner C. Piaget D. Vygotsky

5. By the age of two, most children reliably produce at least fifty different words and some produce many more. About this time, they begin to combine words into simple sentences such as 'Mommy juice' and 'baby fall down'. These sentences are sometimes

called _____ because they leave out such things as _____, prepositions, and auxiliary verbs.

- A. telecommunication , pronoun B. postcard , modal verbs
- C. telegraphic , articles D. telegraphic, noun

6. What is suggested with this? Ben Mwaba and his colleagues (1981) studied the language development of child they called Sylvester Daka. He was a child of deaf parents, and his only contact with oral language was a through television, which he watched frequently. The family was unusual in that parents didn't use sign language with Sylvester. Thus, although in other respects he was well cared for, Sylvester didn't begin his linguistic development in a normal environment in which a parent communicated with him in either oral or sign language.

- A. the innatist perspective
- B. cross-cultural research
- C. connectism
- D. the importance of interaction

7. Noam Chomsky is one of the most influential figures in linguistics, and his ideas about how language is acquired and how it is stored in the mind sparked a revolution in many aspects of linguistics and psychology, including the study of language acquisition. A central part of his thinking is that all human languages are fundamentally _____ and that the same universal principles underlie all of them.

- A. Taught B. connected C. innate D. researched

8. What is correctly linked to each other?

- A. Behaviorism- where the first language and the target language are similar, learners should acquire target language easily.
- B. Innatist perspective- knowledge of UG must be available to second language learners as well as to first language learners.
- C. Chomsky- innate knowledge of the principles of universal grammar permits all children to acquire the language of their environment during a critical period of their development.
- D. Cognitive and developmental psychologists- they argue that there is no need to hypothesize that humans have a language -specific module in the brain.

9. About the age of two, Cephass Daka begins to combine words into simple sentences such as 'Mommy juice' and 'baby fall down'. These sentences are sometimes called _____.

- A. telegram B. telegraphic C. telephonic D. telephone

10. Which one is a developmental psychologists' opinion?

- A. Language acquisition is one example of the human child's remarkable learning

abilities from experience. B. For the language development, children need to imitate and practice. C. The language is essentially internalized speech, and speech emerged in social interaction. D. Children are under the situations where they hear language meaningful to them

11. What framework related that specific innate ability to discover rules of a language system on the basis of the samples of a natural language?

A. universal grammar B. module grammar C. substitution grammar D. sequential grammar

12. What hypothesis relates that humans are genetically programmed to acquire certain kinds of knowledge and skill at specific time in life?

A. Environment period hypothesis B. **Critical period hypothesis** C. Developmental period hypothesis
D. Interaction period hypothesis

13. Which one is correct description about Piaget?

A. He concluded that language develops primarily from social interaction. B. He thought that language was one of a number of symbol systems that are developed in childhood. C. He argued that in a supportive interactive environment, children are able to advance to a higher level of knowledge and performance. D. He observed the importance of conversations that children have with adults and with other children and saw in these conversations the origins of both language and thought.

14. What is the critical period hypothesis?

A. Animals, including humans, are genetically programmed to acquire certain kinds of knowledge and skill at specific times in life. B. Word-for-word repetition of all or part of someone else's utterance.
C. Children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop. D. Children are exposed to many thousands of opportunities to learn words and phrases.

15. Which one is not Jean Piaget's opinion?

A. Children know that things hidden from sight are still there. B. Children distinguish quantities regardless of changes in their appearance. C. Children use language after understanding the concepts. D. Children learn language from social interaction.

16. Traditional behaviourists hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what they heard received

_____. This could take the form of praise or just successful communication.

A. habits B. positive reinforcement C. generalization D. fossilization

17. Chomsky hypothesized that language was not acquired by children through a form of _____ dependent on reinforcement of reward. He maintained that human beings come into the world with innate _____ in the form of a language acquisition device which proceeds by hypothesis testing.

A. stimulation , linguistic knowledge B. stimulation , language-learning abilities
C. conditioning , linguistic knowledge D. conditioning, language-learning abilities

18. Chomsky suggested that humans are genetically programmed to acquire certain kinds of knowledge and skill at specific times in life. This concept is linked to _____

A. Critical period hypothesis B. input flood C. cognitive awareness D. operant conditioning

19. _____ means knowing "that". For example, it includes the rule about subject and verb agreement. And _____ means knowing "how", that is knowledge of how to perform some task

A. procedural knowledge, declarative knowledge
B. declarative knowledge, procedural knowledge

20. Ompie Shandavu, a three-year-old child can tell you that it's silly to say "drink the chair".

In the example above, what concept do children learn?

A. meta-linguistic awareness B. input hypothesis C. output hypothesis D. universal grammar

21. Recent evidence suggests that important aspects of language, especially grammar, may be associated with a specific gene, and damage to the gene leads to difficulty in acquiring language normally. This gene is the:

A. FOXP2 gene B. FOGP1 gene C. FOXP3 gene D. OGXP3 gene

22. Which one is correct description about Piaget?

A. He concluded that language develops primarily from social interaction. B. He thought that language was one of a number of symbol systems that are developed in childhood. C. He argued that in a supportive interactive environment, children are able to advance to a higher level of knowledge and performance.

D. He observed the importance of conversations that children have with adults and with other children and saw in these conversations the origins of both language and thought.

23. The pronunciation system of a particular language is referred to as _____ .
A. semantics. B. pragmatics C. phonology. D. grammar.

24. According to research, which of the following statements describes the relationship between a child's first language and second language acquisition?

A.Children tend to do less well in school in the upper grades if they are schooled in both the first and second languages through grade five.

B.Academic skills, literacy development, concept formation, subject knowledge, and learning strategies all transfer from the first language to the second.

C.Extended instruction in the first language results in severe developmental delays in all academic subject areas, particularly in reading and writing.

D.Children who develop strong academic proficiency in two languages are likely to experience cognitive disadvantages over monolinguals.

25. The most successful programs for language minority students, for both second language academic development and building students' self-esteem, are _____ .

A.English-only programs that immerse students in regular, grade-level classes.

B.early-exit bilingual programs that provide short-term instruction in the first language.

C.bilingual programs that provide strong instructional support for both the first and second languages.

D.programs that emphasize assimilation and English language instruction.

26.Which of the following describes a situation that could occur in a classroom using the whole-language approach to teaching?

A.First-grade students use invented spelling when writing in their journals.

B.A teacher reads the book *Tar Beach* and her students write and illustrate a bilingual book in cooperative learning groups.

C.Students practice adjective usage by analyzing the text of a favourite picture book.

D.all of the above

27.What term is assigned to rules of language concerning how to use language effectively in context?

A. Syntax

B.Morphology

C.Phonology

D.Semantics

28.What term did Piaget (1923) apply to self-talk?

A.Egocentric

B.Private speech

C.Immaturity speach

D.No turn- taking speach

29.What is the primary difference between Piaget and Vygotsky's theories of language development?

A.Vygotsky argued thought depends on language while Piaget argued thought follows language

B.Piaget argued thought depends on language while Vygotsky argued language depends on thought

C.Vygotsky was concerned with early language development while Piaget was concerned with later language development

D.Vygotsky argued thought depends on language while Piaget argued language depends on thought

30.Clarinah Siansia repeatedly taps the stuffed toy in her bed to make it play music. Clarinah has reached which substage of the sensorimotor period?

A.Reflex modification

B.Primary circular reactions

C.Secondary circular reactions

D.Tertiary circular reactions

31.Which of the following advancements would be new to a child reaching the preoperational stage?

A.The ability to consider multiple aspects of a problem.

B.The ability to consider past and present activities.

C.The ability to experiment with circular reactions.

D.The ability to calculate probabilities.

32. In contrast to the elementary school child, an adolescent who has developed formal operational thought can _____.

- A. think about possible outcomes.
- B. think systematically about the future.
- C. imagine future consequences of her actions.
- D. do all of the above.

33. Vygotsky's emphasizes the importance of a more experienced other who serves as a guide to provide _____ for the learner.

- A. guidance
- B. scaffolding
- C. ZPD
- D. motivation

34. The task that an individual can accomplish only with the assistance of a more experienced person represents the learner's _____.

- A. area of cognitive dissonance.
- B. zone of proximal development (ZPD)
- C. learning opportunity.

D. zone of possible development (ZPD)

35. Which educational psychologist would most likely submit the following personal advert? *I like long conversations with one other person who allows me to learn at my peak ability. I enjoy doing the crossword puzzle with someone who is slightly better than I am so I can learn from their skills. I frequently talk aloud to myself and appreciate when others do the same. If interested in providing me with support, and being supported in return, please respond to this advert.*

- A. Piaget
- B. Vygotsky
- C. Bandura
- D. Skinner

36. In the context of the nature of language, words are put together in ways that follow the rules of _____

- A. semantics.
- B. logic and reasoning.
- C. syntax and grammar.
- D. semiotics

37. Which of the following explains the word "syntax"? A. The reception and perception of speech sounds by the listener B. The rules for arranging words and symbols in sentences C. The rhythm, stress, and intonation of speech D. The congruity of sound units with one another and with the whole

38. _____ comprises the set of rules for combining symbols and sounds to speak and write a particular language. A. Semantics B. Prototype C. Syntax D. Grammar

39. The Piaget 's sensory motor stage has _____ sub stages of cognitive development
A. 4 B. 6 C. 5 D. 7

40. Which of the following is not a challenge that has characterized the implementation of familiar language as a medium of instruction?

- A. Lack of familiarity with the medium of instruction
- B. Lack of teaching and learning materials
- C. Over enrolment
- D. Non of the above

41. The short term memory plays the role of a mediator between the sensory register and long term memory. The three components that make up the short term memory are _____.

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

EPS 1022: DEVELOPMENTAL MILESTONES:
CONCEPTION TO ADOLESCENCE
2017 FINAL EXAMINATION PAPER
DURATION: THREE (3) HOURS

Computer # _____

1		11		21	
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7		17		21	
8		18		21	
9		19		21	
10		20		21	

INSTRUCTIONS

1. There are three (3) sections in paper, Sections **A**, **B**, and **C**. Section **A** has 30 Multiple Choice Questions, Section **B** has 12 Short Answer Questions and Fill-in-the-Blanks Questions, and Section **C** consists of 4 Essay Questions.
2. **SECTION A:** Answer ALL Questions in Section A by Writing the Letter your Best Answer in the Answer Grid on this Paper (15 Marks).
3. **SECTION B:** Answer ALL Questions in Section B by Filling in the Blanks or Writing your Answer in the Blank Spaces Provided (15 Marks).
4. **SECTION C:** Choose 1 (one) in Section C and Write an Essay in a Separate Answer Booklet (20 Marks).

Section A (15 Marks): There are 30 Multiple Choice Questions in this Section. Each Question has 1 Mark. Answer Each Question by Writing the CAPITAL Letter (A, B, C, and D) in the Appropriate Space.

1. The prenatal period that lasts from conception through the second week is th

a. Germinal stage b. Embryonic stage c. Fetal stage d. Teratogen stage
2. According to Piaget, as the infant progresses from reflexive, instinctual action at birth to the beginning of symbolic thought, the infant is in the _____ stage of cognitive development.
a. Formal operational b. Concrete operational c. Preoperational d. Sensorimotor
3. During the Piagetian preoperational stage, _____ represents the inability to perceive reality from the perspective of another person.
a. Egocentrism b. Transitive inference c. Assimilation d. accommodation
4. Erikson's psychosocial developmental stage in which success is achieved by having a secure social attachment with a caregiver is known as _____
a. Autonomy versus shame and doubt
b. Integrity versus despair
c. Generativity stagnation
d. Trust versus mistrust
5. Psychic determinism, the assumption that all human behavior is influenced by unconscious motives, is associated with _____

- a. Gestalt psychology b. Psychoanalysis c. Behaviorism d. nativism
6. The brain and the spinal cord comprise which of the following nervous systems?
- central nervous system
 - peripheral nervous system
 - autonomic nervous system
 - sympathetic nervous system
7. The branchlike structures of the neuron that receive neural impulses are known as _____
- Dendrites
 - Axons
 - glial cells
 - myelin
8. A white fatty substance that forms sheaths around certain axons and increases the speed of neural impulses is known as _____
- Dendrites
 - Axons
 - glial cells
 - myelin
9. The lobe of the cerebral cortex responsible for processing visual information is the _____
- occipital lobe
 - temporal lobe
 - parietal lobe
 - frontal lobe
10. The lobe of the cerebral cortex responsible for motor control and higher mental processes is known as the _____
- occipital lobe
 - temporal lobe
 - parietal lobe
 - frontal lobe
11. Which of the following is true about fraternal twins?
- They will be homozygous.
 - They are dizygotic.
 - They are monozygotic.
 - They are always the same sex.
12. Robert's wife is in the germinal stage of pregnancy and he wants to know what is happening. You can tell him that the _____
- amnion and placenta are developing.
 - "finishing" of organ systems is taking place.
 - gametes are being formed through meiosis.
 - the blastocyst is forming.
13. Phenylketonuria, sickle-cell anemia, and cystic fibrosis are all _____
- autosomal dominant disorders.
 - sex-linked recessive disorders.
 - autosomal recessive disorders.

- d. caused by teratogens.
14. Billie suffered from anoxia during birth. This means that she _____
- a. was delivered through an abdominal incision.
 - b. had low birth weight.
 - c. was sluggish due to drugs administered during labor.
 - d. had an insufficient supply of oxygen.
15. The Apgar scoring system is used to evaluate an infant's _____
- a. status immediately after birth and then again five minutes later.
 - b. weight at birth and at one week after birth.
 - c. social responses at one day and one week after birth.
 - d. strength of crying, blood pressure, and birth-weight immediately after birth.
16. Primitive reflexes disappear sometime during the first year because they are _____
- a. negatively reinforced by parents or other caregivers.
 - b. superseded by the action of the cortex.
 - c. usually ignored by adults.
 - d. not needed until they reappear in adulthood.
17. The first time a newborn baby hears the dog bark, he or she will show at least a mild "startle" response. But if the dog keeps on barking, the baby will gradually stop reacting. This illustrates what process?
- a. Habituation
 - b. Maturation
 - c. classical conditioning
 - d. operant conditioning
18. The developmental process that takes place in the nervous system after birth primarily involves the creation of _____
- a. neurons.
 - b. glial cells.
 - c. synapses.
 - d. the frontal lobes.
19. The purpose of myelination is to _____
- a. improve the pruning function.
 - b. provide close connections between neurons.
 - c. increase programmed plasticity of the brain.
 - d. improve conductivity of the nerve.

20. Piaget's most central assumption was that the child is _____
- a passive recipient of knowledge.
 - an active participant in the development of knowledge.
 - totally dependent on the environment.
 - dependent on affordances from the environment.
21. According to Piaget, the mental process of adaptation includes _____
- schemas, operations, and actions.
 - assimilation, accommodation, and equilibration.
 - attunement, maturation, and maintenance.
 - assimilation, organization, and operations.
22. Which of the following mothers is most likely to have a low-birth weight baby?
- Carmen, who is 29 and has had two children born at normal weight
 - Lena, 31, who is delighted to take a break from her high-paying career in order to have her first baby
 - Bridget, who is 15 and smokes cigarettes
 - Tibby, 19, who stopped smoking and drinking and got prenatal care at the campus health center when she learned she was pregnant
23. Changing a scheme as a result of new information is _____
- assimilation.
 - operation.
 - scheme processing.
 - accommodation.
24. A child is asked to pick out two scenes of the toy village on the table in front of her. One scene must be how she sees the village and the other how the child sitting across from her sees the village. What is being measured?
- Conservation
 - Egocentrism
 - Habituation
 - Conditioning
25. The sequence of development in the prelinguistic phase of language development is _____
- babbling, crying, cooing.
 - crying, babbling, cooing.
 - crying, cooing, babbling.
 - cooing, babbling, crying.
26. Which stage in Erikson's theory corresponds to Freud's phallic stage?
- industry vs. inferiority

- b. autonomy vs. shame and doubt
- c. initiative vs. guilt
- d. trust vs. mistrust

27. The philosophical position that heredity provides individuals with inborn knowledge and abilities is known as _____

- a. Nativism
- b. Rationalism
- c. Empiricism
- d. Structuralism

28. You are assessing the one minute APGAR score for a newborn. She is pink all over and has a pulse of 130. As you dry her off she begins to cry vigorously and kick her legs. Her APGAR score is _____

- a. 10/10
- b. 2/10
- c. 6/10
- d. 5/10

29. In Pavlov's original experiment, the meat powder was the _____

- a. unconditioned stimulus
- b. conditioned stimulus
- c. unconditioned response
- d. conditioned response

30. Which of the following takes place after conditioning, when the conditioned stimulus is presented repeatedly without being paired with the unconditioned stimulus?

- a. Learning
- b. perception
- c. systematic desensitization
- d. extinction

SECTION B: Answer ALL Questions in this Section by Filling in the Blanks or Writing your Answer in the Blank Spaces Provided.

31. The tube between the ovary and the uterus down which the ovum travels to the uterus and in which conception usually occurs is called the _____ (1 Mark).

32. Define genotype (2 Marks)

(2 Marks)

33. Define phenotype (2 Marks)

_____ (2 Marks).

34. _____ in the first two years after birth results in the tripling of overall brain weight (1 Mark).

35. The development of sheaths around individual axons is called _____ (1 Mark).

36. Crawling, walking, running, and bike riding are examples of _____ skills, while grasping, picking up objects, holding a crayon, or using scissors are examples of _____ skills (2 Marks).

37. According to Piaget, babies demonstrate the first signs of _____ around 2 months of age (1 Mark).

38. In Piaget's terminology, an action of knowing, either mental or physical, is called a(n) _____ (1 Mark).

39. The process of learning a language begins with the _____ stage (1 Mark).

40. The stages of personality development suggested by Freud consisting of oral, anal, phallic, latency, and genital stages are known as the _____ (1 Mark).

41. The pattern of events that Freud believed occur between ages 3 and 5, when a child experiences a sexual desire for the parent of the opposite sex is called _____ (1 Mark).

42. Twins conceived by the union of two different ova with two different sperm cells within a brief period of time; also called _____ (1 Mark).

SECTION C: There are 4 Essay Questions in this Section, Choose 1 (one) in Section C and Write an Essay in a Separate Answer Booklet. All questions Account for the same Marks (20 Marks).

43. Discuss genetic abnormalities and environmental influences that affect prenatal development (20 Marks).
44. Outline and describe the cognitive developmental stages identified by Jean Piaget. Explain how the theory can be applied in a learning situation in Zambia (20 Marks).
45. Define and describe the major principles of operant conditioning, including primary and secondary reinforcers, positive and negative reinforcement, and punishment. Outline the schedules of reinforcement, and define the operant view of generalization and discrimination, superstitious behaviour, and shaping (20 Marks).
46. Outline the basic issues involved in the heredity versus environment debate. Using your understanding of the heredity and environmental influences, explain how to children's cognition and learning can be maximized (20 Marks).

End of Exam!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EPS 2032 - CHILD NEUROPSYCHOLOGY

REGULAR 2016/17 ACADEMIC YEAR FINAL EXAMINATIONS – 18TH SEPTEMBER, 2017

INSTRUCTIONS

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

SECTION A: CIRCLE THE ITEM OF YOUR CHOICE (5 MARKS, 1 EACH)

1. During the resting potential of a neuron, which of the following is least likely to be found in large quantities inside the neuron?
 - a) Na +
 - b) K+
 - c) Ca+
 - d) Cl -
2. The firing of a neuron is also called _____
 - a) Action potential
 - b) Repolarisation
 - c) Both of the above
 - d) Depolarisation
3. Neurotransmitters are released from vesicles at the _____
 - a) Cell body
 - b) Presynaptic membrane
 - c) Axon hillock
 - d) Post synaptic membrane
4. During depolarization...
 - a) Na+ moves out of the neuron
 - b) K+ moves into the neuron
 - c) All the above
 - d) None of the above
5. In a polarized neuron at rest
 - a) The inside of the neuron is more negatively charged than the outside
 - b) Outside of the neuron is negatively charged than the inside
 - c) The inside and outside of the neuron have the same electrical charge
 - d) All the above

SECTION B: CIRCLE THE CORRECT STATEMENT (5 MARKS, 1 EACH)

6. The neurotransmitter at neuromuscular junctions is dopamine. True or False
7. Memories appear to be stored in more than one part of the brain. True or False
8. In humans, hemispheres connected by the cerebrum. True or False
9. The optic is not one of the four lobes of the cerebral hemisphere True or False
10. Nerve impulses are electrochemical in nature. True or False

SECTION C: WRITE BRIEF EXPLANATORY NOTES ON THE FOLLOWING (10 MARKS)

11. Who is a child neuropsychologist?
12. Describe at **least 4** psychometric issues in neuropsychology.
13. What are the limitations of neuroimaging methods that are compensated by neuropsychological evaluation?
14. What is normalization and standardization?
15. What are the outcomes of injury to the myelin sheath?
16. What are the indicators that a child needs a neuropsychological evaluation?
17. What will help the neuropsychologist effectively relate test results to the child's daily life?
18. In which conditions can a neuropsychological evaluation fail to give an accurate diagnosis?
19. What does a comprehensive neuropsychological evaluation examine?
20. Explain the chemical transmission of a neuron?

SECTION D: CHOOSE ONLY THREE OF THE FOLLOWING ESSAY QUESTIONS (30 MARKS, 10 EACH)

21. Describe the genetic origins of Down syndrome.
22. With relevant examples, describe the gender hemispheric differences among humans.
23. What were the contributions of the Aristotle, Pythagoras, Hippocrates and the Egyptians to the development of neuropsychology.
24. Describe the arguments of Broca and Luria and how they contribute to current understanding of neuropsychology.
25. What is the relevance of studying child neuropsychology in the special education and educational psychology training programme?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2017 FINAL EXAMINATIONS

EPS 3010 – SOCIAL ORGANISATIONS AND MANAGEMENT

MARKS: 100%

DURATION: THREE HOURS

NAME: _____

COMPUTER No. _____

Instructions

1. There are three sections in this paper. Answer all questions from **Sections A and B** using the question paper.
2. Answer **two (02) essay questions** from Section C only using answer booklets.
3. Essays should be written in continuous prose.
4. Write your Computer Number clearly on all your answer booklets.

SECTION A: Complete the blank spaces with the most appropriate words or Phrases (20 marks).

1. _____ describes a form of business administration based on formal rational rules and procedures designed to govern work practices and organization activities through a hierarchical system of authority.
2. _____ theory of leadership contends that leaders must alter their style in a manner consistent with aspects of the context.
3. _____ are principles that guide an organization's actions
4. _____ refers to a series of studies exploring aspects of group working within the Western Electric Company in the United States during the late 1920s and early 1930s.

5. _____ is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.
6. _____ is a rigid system of management practice and structure which is characterized by a clear hierarchical structure, specialization of task, defined duties and responsibilities and knowledge centred at the top of the hierarchy.
7. _____ refers to a measure of the number of employees who report to one supervisor or manager.
8. _____ refers to the relative amount of resources consumed in pursuing organizational goals.
9. _____ communication refers to communication that flows up and down the management hierarchy.
10. _____ task is one whose accomplishment depends upon the performance of the group's least talented member.
11. _____ is the extent to which members of a group interact, cooperate, are united and work together effectively.
12. _____ means all employees are located in the same place and can share facilities.
13. _____ is a temporary committee composed of representatives from each department affected by a problem.
14. _____ is an association of two or more individuals who have a shared sense of identity and who interact with each other in structured ways on the basis of a common set of expectations about each other's behaviour
15. _____ refers to a small, cohesive group that works effectively as a single unit through being focused on a common task.
16. _____ theories of leadership proposes that specific behaviours differentiate leaders from non-leaders.

17. In Herzberg's motivation-hygiene theory, factors giving rise to satisfaction are called _____
18. A _____ goal is one that supersedes all other goals and serves as an index of the ultimate success of the organization.
19. _____ is the ability of individuals or groups to persuade, induce or coerce others into following certain courses of action.
20. _____ approach is a school of management thought which focuses on the network of social relationships among workers.

SECTION B

Circle the appropriate letter to show whether the statement is True (T) or False (F) (20 marks).

- (21) T. F. The Hawthorne Studies concluded that workers should be treated in isolation in order to ensure productivity.
- (22) T. F. The Human Relations School argues that financial incentives were sufficient to motivate workers and ensure their cooperation.
- (23) T. F. Group dynamics are the behavioural interactions and patterns of behavior that occur when groups of people do not meet.
- (24) T. F. A leader high in initiating structure is one who does not assign group members to particular tasks but encourages team work.
- (25) T. F. Functional or action centred leadership according to John Adair is based on the theory that leadership is more a question of personality traits rather than appropriate behavior.
- (26) T. F. McGregor's theory X is an optimistic view of workers.

- (27) T. F. Scientific management is a type of management that bases standards upon facts gathered by observation, experimentation and reasoning.
- (28) T. F. Taylor laid the foundation for what has come to be known as time and motion studies.
- (29) T. F. Mayo believed that experimenting with different task designs could result in the discovery of efficient ways of doing particular jobs.
- (30) T. F. Style theories of leadership have tended to be expressed in terms of task orientation
- (31) T. F. Horizontal communication provides barriers between departments and provides information to employees under the same department
- (32) T. F. One advantage of the product structure is that employees can easily move from one department to another.
- (34) T. F. Geographic structures can only work in large organizations.
- (35) T. F. The term divisional structure is used as a generic term for what is sometimes called product structure.
- (36) T. F. In a conglomerate structure, there is sharing of activities, personnel and facilities.
- (37) T. F. Organic structures are complex structures with formalization
- (38) T. F. The Classical School of Management argues that informal groups at work places exercise a strong influence over the behavior of workers.
- (39) T. F. In behavioral theories of leadership, a production – oriented leader is one who emphasizes technical or task aspects of the job.
- (40) T. F. A divisional structure makes integration and standardization across product lines difficult.
- (41) T. F. The Matrix structure is a weak form of horizontal linkage

SECTION C: ESSAYS [60 marks]

Instructions: Answer **two questions only** from this section using the provided answer booklets.

1. Discuss Tuckman's five stages of group development and show the characteristics of each stage in group formation with respect to group dynamics (30 marks).
2. McGregor provided an account of the differences between effective and ineffective groups. With examples, discuss the differences between effective and ineffective groups (30 marks).
3. Trait theories of leadership focus on personal qualities and characteristics and are organised around the big five personality framework. With examples discuss the big five personality model and show its limitations (30 marks).
4. Compare and contrast the classical school of management with the human relations approach to management (30 marks).
5. Discuss the essential differences between motivators and hygiene factors in Herzberg's theory of motivation and illustrate the implications of this theory in management (30 marks)

End of Examination

The University Of Zambia,

School Of Education,

Department Of Educational Psychology, Sociology And Special Education,

Eps3020: Visual Impairments.

2016/2017 End Of Academic Year Examinations.

EPS 3020 FINAL EXAMINATION QUESTIONS.

Time: Three Hours.

Instructions;

This exam contributes 40% of your total course assessment.

There are six questions in this paper. You are expected to answer only three of them.

Question one is compulsory. Therefore, answer question one which is compulsory and any other two from the rest of the questions.

Please, use your answer booklet to provide answers to all the questions.

Question one (20 marks).

(A). Bwalya is one of your totally blind students in a grade ten class. He has difficulties to understand the map of Zambia. As a special teacher, describe the main features of the map of Zambia paying special attention to any four critical areas of the map that can help a blind person to easily grasp the shape of the map. . (7 marks).

(B). knowing the importance of diagrams to learners with visual impairments, write six important issues to consider when preparing a diagram for such learners. (3 marks).

©. Attached to this question paper is a braille script. Kindly transcribe the braille paper into ink print. Be reminded that every mistake made will cost you one full mark. Therefore, be careful as you transcribe. (10 marks).

Question 2. (10 marks).

As a teacher of learners with visual impairments, prepare and present an advocacy paper to stakeholders in an effort to convince them to improve education of learners with visual impairments. The title of the paper is: Relationship between acquisition of skills in expanded core curriculum and academic achievement of a person with visual impairments. Use specific example in your analysis.

Question 3. (10 marks).

Write brief notes on all the following:

- a. Rationale for early education of learners with visual impairments.
- b. Use of midline space in children with visual impairments.
- c. Roles and responsibilities of teacher of the visually impaired (TVI).
- d. Assistive technology as an equalizer in the education of learners with visual impairments.

Question four (10 marks).

Mr Nollie Prosequi is a metal fabricator who owns a dependable welding workshop in Katete. His Tipima, a grade ten (10) pupil at a nearby school liked to help out in the workshop during his spare time. One day, Tipima fell on a sharp object that [posed an injury to his eyes. He underwent surgery but unfortunately lost his sight completely.

Upon hearing that you are a specialist in issues of visual impairments, the family has approached you for advice on Orientation and mobility for the newly blinded boy.

Prepare talking points on sighted guide techniques, highlighting specific and prescribed movements to allow the pair negotiate a variety of travel situations safely and efficiently.

Question five (10 marks).

using your handframe and stylus transcribe the passage below into the braille type of your choice. (10 marks).

In the year 2016, the international community through the United Nations' organisation launched the successor of the Millennium Development Goals (MDGs) which are known as the Sustainable Development Goals (SDGs). As Chondoka (2013) presented, the MDGS were intended to get developing countries to focus on specific goals for achievement. On the other hand, developed nations laboured to provide support to the needy countries in order to achieve the MDGs. At the close of the MDGs in 2015, the international community designed another set of goals which have been called SDGs. Unlike the MDGs, the SDGs seek to get all countries in the world to raise the standard of living for all human beings while observing the quality human rights and in pursuant of the most important principles that intend to maintain and control resources for future use.

Question six (10 marks).

Social skills for interpersonal interaction are very important for persons with visual impairments. However, for those that are born blind, it is difficult to appreciate some of the social activities which involve sight. Discuss. (10 marks).

The end.

The University of Zambia
School of Education
2015/16 Academic year Final Examination
EPS 3050 Teaching Methods in Special Education

Time: Three (3) hours

Instructions

- (i) There are Six (6) questions in this examination paper,
- (ii) Attempt question one (1) and any other two,
- (iii) Question 1 carries 40 Marks, while the remaining questions carry equal marks.

Compulsory Question

1. Prepare a lesson plan of 30 or 40 minutes duration to guide your lesson presentation on the topic, subject, grade and disability of your choice. Justify the preparation of the above lesson plan for your class (40 Marks).

Choice Questions

2. Regardless of intellectual ability, all children on the Autistic Spectrum Disorders have core learning difficulties which a special education teacher ought to take care of during lesson presentations. Discuss (30 Marks).
3. With reference to the learning of learners with physical impairments in the schools, discuss curriculum differentiation (30 Marks).
4. To what extent do learning aids help learners with visual impairments learn in the classroom? (30 Marks)
5. Analyse the use of question and answer as a method of instruction in the learning of learners with hearing impairments (30 Marks).
6. Your head teacher has requested you to give a lecture to trainee teachers posted to your school on their instructional roles in special education classes as they prepare to start their School Experience on 3rd October, 2016. Prepare talking points to guide your presentation (30 Marks).

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2016/17 ACADEMIC YEAR EXAMINATION

EPS 4330: GUIDANCE AND COUNSELLING

Time: Three (3) hours

Instructions:

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

-
1. In counselling, principle and virtue ethics complement each other. Using examples, explain how in counselling, principle and virtue ethics complement each other?
(16 marks)
 2. With examples, discuss how you would measure the effectiveness of the school guidance programme. **(12 marks)**
 3. The counselling techniques by counsellors are guided by their belief of what human beings are.
 - i. If you were to ask Albert Ellis the proponent of Rational Emotive theory of what he believed to be the nature of human beings, what would be the expected responses?
 - ii. Based on these beliefs, explain with examples how Ellis suggest emotions can be controlled.
(12 marks)
 4. A counsellor who chooses to apply Psychodynamic theory by Sigmund Freud needs to understand the main concepts used by Freud. Using examples explain the meanings of following concepts:
 - i. erogenous zone (2 marks)
 - ii. Id, Ego and Super ego (6 marks)
 - iii. unconscious (2 marks)
 - iv. defence mechanisms (2 marks)**(12 marks)**
 5. In counselling there are core and sub skills of attending. Outline eight (8) core skills of attending in counselling. In your explanation, justify why these skills are necessary in counselling. **(12 marks)**

End of examination

THE UNIVERSITY OF ZAMBA
SCHOOL OF EDUCATION
2016/2017 ACADEMIC YEAR FINAL EXAMINATIONS
EPS4332 – WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES

DURATION: THREE (3) HOURS (PLUS 5 MINUTES READING TIME)

INSTRUCTIONS:

- THIS EXAMINATION CONTRIBUTES **40%** TO THE TOTAL COURSE GRADE
- THERE ARE **Seven (7)** QUESTIONS IN THIS PAPER.
- YOU ARE EXPECTED TO ANSWER ONLY **THREE (3)** QUESTIONS.
- QUESTIONS **ONE (1)** IS COMPULSORY.
- WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED
- THERE ARE **FOUR (4)** PRINTED PAGES OF THIS EXAMINATION PAPER

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

1. The presence of a disability in a family brings about many fears and anxieties for the future among family members and the affected child and the effects in certain instances may be far reaching. For instance, Featherstone (1982) observes that the birth of a child with a disability in a family strains marriages. Families tend not to know how to deal with that disability and they may not know where to seek help from. This is why there are professionals trained to help parents and families acquire knowledge and develop skills which may help them to cope with the effects of the disability. In light of the statement above:
 - (a) Describe, in detail, how parents react when they realize they have a child with a disability and also the models that explain the adaptation process of such parents to their child's disability. **(10 Marks)**
 - (b) Discuss how the approaches to parent-professional relationships provide a conceptual framework for understanding the importance of collaborations. **(10 Marks)**
2. Fatima is an 8 year old child who has been diagnosed with multiple disabilities. Fatima's mother seems to be confused with the diagnosis and she has approached you to learn about the models for parent/ caregiver involvement as regards contribution by parents and needs of parents. Advise.**(10 Marks)**
3. Critically analyse the effects of disabilities on a family highlighting the key areas that are mostly affected. **(10 Marks)**
4. Parents and professionals have knowledge and skills which can help to foster a good working relationship between them. However, conflicts may arise while the working relationship is subsisting due to misunderstanding about the roles each ought to play. In order to help parents and professionals to understand and appreciate their roles, formulate recommendations which should highlight the distinct roles that parents should play and those that professionals should playing order to promote a good working relationship.**(10 Marks)**

5. Approaches to parents – professional relationship provide conceptual framework for understanding the importance of working in collaboration. Discuss.(10 Marks)

6. The importance of parents of children with disabilities working with various professionals with respect to their child with a disability cannot be overemphasised. In view of the above, discuss how parents can be involved in the promotion of good welfare for their children with disabilities.(10 Marks)

7. With relevant examples, analyze the factors that account for the family systems conceptual framework.(10 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS
AUGUST / SEPTEMBER 2017

LSE 2100: THE TEACHING OF LANGUAGE IN SCHOOLS
MARKS: 100

DURATION: THREE (3) HOURS

INSTRUCTIONS:

1. There are two sections in this paper, A and B
 2. Section A has **ONE Question** which is compulsory and Section B has **SEVEN Questions**
 3. Answer **the** Question in Section A and any **FOUR** from Section B
 4. Section A carries **40 marks** and Section B **60 marks**
 5. Each question in Section B carries **15 Marks**
-

SECTION A

QUESTION 1

- a. Write two sentences on each of the following
- (i) NPs (Noun Phrases) functioning as subject
 - (ii) PPs (Prepositional Phrases) functioning as subject
 - (iii) AP (Adjectival Phrase) functioning as subject
 - (iv) AdvP (Adverbial Phrase) functioning as subject
 - (v) Finite clause functioning as subject
- 10 Marks
- b. Write two sentences on each of the following:
- (i) Bare infinitive clauses functioning as Direct Object
 - (ii) *-ing* participle functioning as Direct Object
 - (iii) *-ed* participle functioning as Direct Object
 - (iv) NPs (Noun Phrases) functioning as Indirect Object
 - (v) *Wh*-clauses functioning as Indirect Object
- 10 Marks

c. Write brief notes on the following:

- (i) Clause vs Sentence
- (ii) Teaching vs Testing
- (iii) Title vs Topic sentence
- (iv) Subject Complement vs Object Complement
- (v) Linguistic Competence vs Communicative Competence

10 Marks

d. Outline the trends that have evolved in the teaching of grammar and how it has enhanced competence in English language teaching.

10 Marks

TOTAL: 40 MARKS

SECTION B

QUESTION 2

With clear examples show the relationship between adjectives and adverbs. Write a paragraph (not more than 60 words) to demonstrate how these parts of speech can be effectively used to enrich learner's understanding of writing skills in a composition lesson.

QUESTION 3

Define grammar. List and explain any five types of grammar. In your explanation show the merits and demerits of each type.

QUESTION 4

(i) What is tense? What role does it play in Language teaching? Give five types of tense and their uses. On each use, construct two sentences to demonstrate how they can be applied in our everyday life.

QUESTION 5

Outline the relationship between morphology and syntax. How does that relationship help in learning of language skills?

QUESTION 6

With clear examples and illustrations name any five types of verbs that you know and explain how they can be used in a classroom situation.

QUESTION 7

What is the difference between an *error* and a *mistake*? Give the factors that causes errors in teaching English as a Second Language. What should the teacher's attitude be towards errors?

QUESTION 8

The grammar of most pupils in our schools leaves much to be desired. Pupils blame teachers and teachers blame pupils. As a teacher of language discuss the above assertion and suggest ways of mitigating the problem.

TOTAL: 60 Marks

THE END

THE UNIVERSITY OF ZAMBIA
EDUCATION OF EDUCATION
2016/17 ACADEMIC YEAR FINAL EXAMINATIONS
LSE 2090: TEACHING METHODS IN SOCIAL STUDIES.

INSTRUCTIONS: There are **five (5)** questions in this paper.

1. Answer **three (3)** questions. Question **one (1)** which is compulsory and **any other two**.
2. All answers must be clearly labelled and written in the answer booklet provided.

TIME: 3 HOURS

50%

-
1. Prepare an ideal lesson plan on the topic: **'IMPORTANCE OF SOCIAL STUDIES SUBJECT IN THE SCHOOL CURRICULUM'**.
 2. Discuss the importance of teaching Aids in the learning process of children.
 3. Explain the main principles of *student-centred teaching* approach and argue for your position on this teaching approach.
 4. Teachers consider a number of lesson variables when preparing their work. State these variables, and clearly explain what makes each of them worth taking into account.
 5. Discuss the important role played by the following documents in the professional life of a teacher.
 - a) Syllabus
 - b) Schemes of work
 - c) Lesson plan
 - d) Weekly focus

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION
2016/2017 ACADEMIC YEAR FINAL EXAMINATION
LSE 3010: CIVIC EDUCATION TEACHING METHODS

DURATION: THREE (3) Hours

INSTRUCTIONS: Answer Question **one** and any **other** two

1. Prepare an ideal lesson plan for 40 minutes for a Grade 11 class on the topic: ROAD ACCIDENTS IN ZAMBIA: CAUSES AND POSSIBLE SOLUTIONS. **(40marks)**
2. Explain important factors to be taken into consideration when constructing a syllabus. Who are the actors in the construction of a syllabus and why? **(30marks)**
3. Why is the lecture method widely used in Zambian schools in spite of its many criticisms? What suggestions can you provide to make the lecture method successful and interesting? **(30marks)**
4. What types or kinds of controversial issues should we teach in our secondary schools? Outline the procedure for teaching controversial topics. **(30marks)**
5. What is a debate? Discuss the advantages of using debate in teaching Civic Education. **(30marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2016/2017 ACADEMIC YEAR FINAL EXAMINATION

LSE 3040: TEACHING METHODS IN ENVIRONMENTAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in this examination. Question **(one)** 1 is

Compulsory.

1. As a policy maker at your place of work, explain how you can enhance an eco-working environment using the metaphor of the 'elephant and the rider'. **(20 marks)**

2. Explain the application of action competency in the teaching of environmental issues.
(15 marks)

3. Discuss the implications of constructivism for an Environmental Educator.
(15 marks)

4. Discuss what community development encompasses and its core values. **(15 marks)**

5. Write brief notes on each of the following.
 - a) Key components of behavioural objectives. **(5 marks)**
 - b) Environmental Literacy. **(5 marks)**
 - c) Authentic assessment of learning. **(5 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2016/2017 ACADEMIC YEAR FINAL EXAMINATION

LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer **Question One (1)** and **two other questions**. You are advised to make use of illustrations and examples wherever appropriate.

1. Discuss features of a good lesson plan. (20 marks)
 2. Imagine Zambia has no educational curriculum, you as a geography curriculum specialist has been asked to present a paper to people who have been chosen to develop the curriculum. Explain the information you will share on curriculum development. (15 marks)
 3. With the aid of examples describe the different levels of the affective domain. (15 marks)
 4. Discuss factors that influence the quality of learning in a geography lesson. (15 marks)
 5. Analyze the importance of using teaching/learning materials in a geography lesson. (15 marks)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2015/ 2016 END OF ACADEMIC YEAR EXAMINATIONS

LSE 4020: Advanced Civic Education Teaching Methods

INSTRUCTIONS:

- THERE ARE FIVE (5) QUESTIONS IN THIS PAPER
 - ANSWER QUESTION ONE AND ANY OTHER TWO (2) QUESTIONS
 - DURATION: THREE (3) HOURS
1. Critically discuss the following quote from a Teacher of Civic Education after presenting a lesson. Decide at which level of reflection the teacher is: 'My lesson went well. Maybe I could have had a discussion to involve the learners more, but I am happy with the lesson. My Learners enjoyed it. If I were to do it again, I would do it much earlier and go into deeper discussion about the topic' **(40 Marks)**
 2. Discuss Key issues that Paulo Freire emphasizes about teaching and learning **(30 Marks)**
 3. Discuss the subject of teacher and of the Learner from the perspective of John Dewey **(30 Marks)**
 4. The teaching of Civic Education in schools has come to be viewed as providing a unifying force that enables learners from different beliefs and backgrounds to live together. Discuss. **(30 Marks)**
 5. Discuss with clear examples the importance of ICT as a technology-enhanced approach to the teaching of Civic Education in schools **(30 Marks)**

END OF EXAMINATION

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

LTC 1000: ORIGINS AND DEVELOPMENT OF LITERACY IN ZAMBIA

Instructions

This paper comprises two sections (A and B)

Answer question 1 (compulsory) from section A and any other two questions from section B

Answer 3 questions in total

SECTION A (20 MARKS)

1. Explain the meaning and importance of Literacy for social transformation

SECTION B (30 marks)

2. Discuss the complexity of defining literacy
3. Write brief notes on the following concepts:
 - a. Literacy
 - b. Initial Literacy
 - c. Language in Education policy
 - d. Cultural literacy
 - e. Banking Concept of Education
4. You are a Director of a new NGO that seeks to change the scenario existing in Langa village where there is rampant spread of HIV/AIDS. Use your knowledge of functional literacy and suggest stages that you would follow to bring about social transformation in Langa Village.
5. Describe in detail the difference between “Home Literacy Environment” and “Family Literacy” and show how they both contribute to the emergence of literacy in children.

THE END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2016/2017 END OF YEAR FINAL EXAMINATION
LTC 1100 ACADEMIC WRITING AND STUDY SKILLS

DURATION: 3 HOURS

MARKS: 50

INSTRUCTIONS

- (i) There are two sections in this paper, **A** and **B**. Section A is **compulsory** therefore, you are expected to **answer all the questions** in it. Answer two questions from Section B.
- (ii) All responses must be written in one answer booklet provided to you in the examination room. You can only request an additional answer booklet when you have exhausted the first one.
- (iii) Do not write your name on the answer booklets but computer number only

SECTION A: COMPULSORY (20 Marks)

Answer all the questions in this section.

Question one: Essay Extract

Students at the university of Zambia were asked to write an essay in LTC 1100 course on why students at the institution frequently demonstrated as one way of resolving their grievances. The extract below was taken from one of the student's essays. Read it carefully and answer the questions that follow.

The aim of this essay is to discuss why students at the University of Zambia frequently demonstrate in trying to resolve their grievances with management and the government. It will start by definition of key terms and then main body followed by a conclusion

Everybody knows that demonstrations at the University of Zambia started a long time ago. Mulenga, C. (2015) said that demonstrations in Zambia started before independence. *There are so many reasons for demonstration by students at the University of Zambia.* **We** usually demonstrate due to lack of quick feedback from the government and management on issues

that affect student's affairs, Simwinga (2011) . Sometimes, students can't stay quiet if **things** have gone wrong so they rise on *behalf of the general citizens of Zambia*.

There are many other reasons that make students demonstrate or riot at the University of Zambia. Among these include:

- *students rise to fight for some injustices on humanitarian ground such as lack of water in an area.*
- *Sometimes, it is impatience and egocentrism on the part of students for petty issues such as fighting for bursaries committee money as their payment that causes the demonstrations.*
- *Fear of examinations for some students*

Other reasons are cited by Mkandawire (2017:18) who noted that failure by student's union leaders to negotiate adequately with the government on time thereby creating unnecessary tension among students where student put up all sort of excuses.

All in all, I can say that these are the seven major causes of demonstrations by students at the University of Zambia. Otherwise, when you look at most of these students, they come from rural parts of the country with no electricity at all raised from struggling families. When the police come as they are demonstrating, they arrest many students and beat them up and others are taken to cells and courts for indiscipline. The police fire tear gases at the students first and then students run away while other through stones to the police. The Media houses like UNZARADIO, ZNBC and MUVI are very fast at reporting the activities happening at the University of Zambia.

QUESTION 1

With evidence from the passage above, identify the mistakes or what is not allowed in academic writing using the APA referencing style **(20 Marks)**

SECTION B: OPTIONAL (30 Marks)

Answer two questions from this section.

Question two (15 Marks)

Compare and contrast the traditional ways of communication to the modern ones.

Question Three (15 Marks)

Most students in colleges and university study in preparation for their examinations. Explain some of the strategies that students use to study in preparation for their examinations.

Question four (15 Marks)

Explain any two referencing styles of your choice and state their differences when making in-text citations and references or bibliography.

Question five (15 Marks)

Respond to the following questions:

- (a) Explain how you would cite a Journal article, Magazine and Newspaper using the APA Referencing style for in-text citation.
- (b) How would you cite references or bibliography for the sources above.

THE END

THE UNIVERSITY OF ZAMBIA

2016/2017 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 1030: FOUNDATION MATHEMATICS FOR TEACHERS

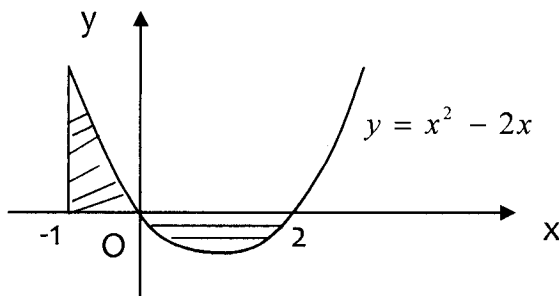
TIME: Three (3) hours **Marks possible:** 100

- INFORMATION:**
1. There are seven (7) questions in this paper.
 2. Each question carries 20 marks.
 3. Marks for parts of questions are shown in square brackets [].

INSTRUCTION: Attempt any **FIVE (5)** questions.

Question 1

- (a) A cylindrical can (with lid) of radius r cm is made from 300 cm^2 of thin sheet metal.
- (i) Show that its height, h cm is given by $h = \frac{150 - \pi r^2}{\pi r}$. [04]
 - (ii) Find r and h so that the can will contain the maximum possible volume and find this volume. [05]
- (b) (i) The gradient of the tangent at a point on a curve is given by $x^2 + x - 2$. Find the equation of the curve if it passes through $(2, 1)$. [03]
- (ii) Find the area between the curve $y = x^2 - 2x$ and the x-axis from $x = -1$ to $x = 2$.



- (c) In which aspect of life and how are the topics addressed in (a) and (b) above addressed? [04]

Question 2

- (a) A(-1, 2) and C(3, 4) are opposite vertices of a rhombus ABCD. Find:
- (i) the coordinates of the point where the diagonals intersect; [02]
 - (ii) the gradient of AC; [02]
 - (iii) the equation of the diagonal BD. [03]
- (b) A line is drawn from A(-1, -3) to B(4, 2). What is the angle of slope? [03]
- (c) (i) Find the coefficient of x^3 in the expansion of $(1 - 2x)^3 (1 + 3x)^4$ [03]
- (ii) If the first three terms in the expansion of $(1 + ax)^n$ in ascending powers of x are $1 + 6x + 16x^2$, find the values of n and a . [05]
- (iii) What is the likely misconception in this topic? [02]

Question 3

- (a) Distinguish between a *relation* and a *function*. [04]
- (b) Functions f and g are defined by

$$f: x \rightarrow 4x - 17$$

$$g: x \rightarrow \frac{5}{2x - 7}, x \neq 3\frac{1}{2}$$

Use the information given above to solve the following equations:

- (i) $f^2(x) = gf(7)$ [05]
- (ii) $f^{-1}(x) = g^{-1}(x)$ [05]
- (c) Find and show on the number line the range of values of x which satisfy the inequality:

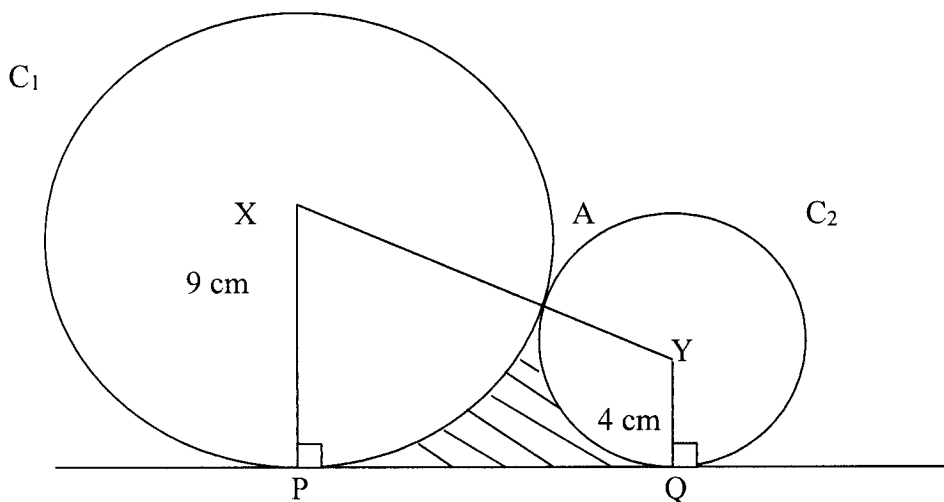
$$\left| \frac{2x - 1}{3} \right| \geq 2 \quad [06]$$

Question 4

- (a) Find the equations of the tangent and the normal to the curve $y = x^2 - 2x - 3$ at the point where it meets the positive X-axis. [05]
- (b) Find the type of stationary points on the curve $y = 4x + \frac{1}{x}$ and the coordinates of these points. [05]
- (c) If $y = \frac{27}{x^2}$, find the approximate change in y if x is increased from 3 to 3.01. [05]
- (d) Some oil is spilt onto a level surface and spreads out in the shape of a circle. The radius r cm of the circle is increasing at the rate of 0.5 cms^{-1} . At what rate is the area of the circle increasing when the radius is 5 cm? [05]

Question 5

- (a) The diagram below (*not drawn to scale*) shows two circles C_1 and C_2 touching at A. Circle C_1 has radius 9 cm and centre X; circle C_2 has radius 4 cm and centre Y. A tangent touches the circles C_1 and C_2 at the points P and Q, respectively. Find the area of the shaded region. [10]



- (b) (i) State learners prior knowledge in solving (a) above. [03]
- (ii) Identify two (2) learners' anticipated difficulties. [02]
- (iii) What measures would you, as a teacher, take to help learners overcome the difficulties identified in b (ii) above? [05]

Question 6

(a) The position vectors of three points A, B and C relative to an origin O, are $-\mathbf{i} - 2\mathbf{j}$, $3\mathbf{i} + \mathbf{j}$ and $4\mathbf{i} + 10\mathbf{j}$, respectively. Given that the angle BAC is Θ , obtain by a vector method, the value of $\text{Cos } \Theta$. [06]

(b) The position vectors of three points P, Q and R relative to an origin O, are $2\mathbf{a} + 3\mathbf{b}$, $-4\mathbf{a} - \mathbf{b}$ and $5\mathbf{a} - 3\mathbf{b}$, respectively. The midpoint of PQ is L and the point M is such that $\overrightarrow{PM} = \frac{2}{3} \overrightarrow{PR}$.

(i) Find in terms of \mathbf{a} and \mathbf{b} , the position vector of L and of M. [05]

Given also that the point N is such that $\overrightarrow{QN} = 2 \overrightarrow{QR}$,

(ii) Find, in terms of \mathbf{a} and \mathbf{b} , the position vector of N. [04]

(iii) Show that L, M and N are collinear and find the value of LM/LN. [05]

Question 7

(a) Find all the angles between 0° and 360° inclusive, which satisfy the equations:

(i) $2 \cos z + 3 \sec z = 7$. [05]

(ii) $5 \sin \frac{3\theta}{4} + 4 = 0$ [05]

(b) (i) Prove the identity $\frac{1 + \sin x}{\cos x} + \frac{\cos x}{1 + \sin x} \equiv 2 \sec x$ [05]

(ii) On the same diagram, sketch the graphs of $y = \cos 3\theta$ and $y = \sin \frac{\theta}{2}$ for $0^\circ \leq \theta \leq 360^\circ$. State the number of solutions of the equation $\cos 3\theta = \sin \frac{\theta}{2}$ you would expect to obtain in this domain. [05]

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

THE UNIVERSITY OF ZAMBIA

2016/2017 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 3050: PHYSICS TEACHING METHODS

Time: Three (3) Hours

Marks: 100

INFORMATION:

1. There are seven (7) questions in this paper.
2. Each question has possible maximum marks of **20**.
3. The intended marks for part of the question are shown in brackets []

INSTRUCTIONS:

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

1. a) List three Practical Activities that a teacher of Physics can design [03]
b) Describe any five derived Science Process Skills [05]
c) (i) What do you understand by Physics ethics? [02]
(ii) Why is the development of Physics Ethics important for a learner? [04]
d) What is the difference between an Empirical and a Theoretical concept?
Give an example of each type in Physics. [06]

-
2. Objective tests are those in which the respondent's score to the questions or test is independent of the marker. One example is a test consisting of multiple choice questions.
a) Name **three** other examples of objective tests. [03]
b) Explain at least **five** guidelines in setting multiple choice questions and **four** rules on what to avoid when setting multiple choice questions. [09]
c) State **four** advantages of setting multiple choice questions. [04]
d) Identify **four** disadvantages of setting multiple choice questions. [04]
-

3. One way of organizing pupils for learning during a Physics lesson is to divide the class into small groups.
- a) Describe **four** ways you can group pupils during lessons. [04]
 - b) For each of the ways you have given above, give **one** merit and **one** demerit. [08]
 - c) Group sizes vary that is, some may be large while others may be small in terms of number of pupils per group.
 - i. Give **three** benefits and two weaknesses of a large group size. [05]
 - ii. Justify the value of small group sizes for teaching Physics. [03]

-
4. a) Explain how schemes of work prepared by different teachers of Physics who handle grade 10 pupils in a particular year, may show variation of approach and emphasis, which indicate that the teachers recognize the different needs of their learners. [10]
- b) Briefly describe:
- i. The importance of a rationale in a Physics lesson [03]
 - ii. The importance of lesson evaluation in Physics [03]
 - iii. The best way to convince the Head of department in a school that your teaching is in line with his scheme of work. [04]

-
5. a) Describe **two** strategies that are available to help you sequence units or topics [04]
- b) i. Explain how sequencing the content can improve the learner's understanding. Justify your answer. [02]
- ii. The topic Simple Electronic Systems has the following units:
Use of bistable and astable circuits; derivation of truth tables of logic gates; types of logic gates; action of a bipolar transistor
 Arrange the units in the most logical teachable order. [04]
- iii. At what stage in your teaching do you determine the sequencing of the content? Justify your answer. [02]
- iv. Explain the benefits of using a sequencing scheme such as the one you have described in b(ii). [04]
- c) A behavioural objective has four parts namely, **AUDIENCE, BEHAVIOUR, CONDITION AND DEGREE**. With reference to the topic *simple electronic systems*, illustrate the meaning of the four components. [04]

6. Explain how Physics knowledge is viewed in each of the following theories of learning:

- a) Classical Conditioning; [5]
- b) Operant Conditioning; [5]
- c) the Theory of Intellectual (Cognitive) Development; [5]
- d) the Constructivist's Theory of Learning. [5]

.....

7. The revised *Zambian curriculum 2013* places greater emphasis and demand on teachers not only to prepare lesson plans and lessons carefully but also to achieve the goal of producing lifelong learners who will make the best use of their learning in our rapidly changing world. Assume this will be the headteachers' message to you when you report at your school for teaching experience. With this in mind:

- (a) (i) Write important content demands of the physics syllabus that you will consider necessary in line with the revised curriculum when teaching your learners during the school teaching experience. [4]
 - (ii) For each content aspect, give a reason why it is important for the 21st century learner. [6]
 - (b) (i) Write **four** classroom rules you will consider necessary for the learners to follow during all the physics lessons in order to create a conducive environment for teaching and learning, pursuant to attainment of the syllabus content goals. [4]
 - (ii) Suggest a justification you will give to the learners for each one of the classroom rules to ensure the rules are commonly understood by the learners. [6]
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2016/2017 ACADEMIC YEAR FINAL EXAMINATIONS
MSE 3060: CHEMISTRY TEACHING METHODS

Time: Three (3) Hours

Marks: 100

INFORMATION

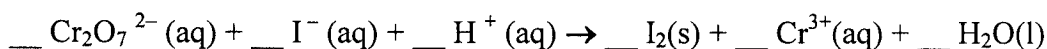
1. The question paper has **seven** questions
2. Each question carries a maximum of **twenty** marks
3. Mark allocation is shown in brackets[]

INSTRUCTIONS

- Answer question **one**
 - And any other **four** questions
-

Question 1

1. (a) i. What are the coefficients of $\text{Cr}_2\text{O}_7^{2-}(\text{aq})$, $\text{H}_2\text{O}(\text{l})$, $\text{H}^+(\text{aq})$ and $\text{I}_2(\text{s})$ when the reaction below is balanced with smallest whole number coefficients? [04]



- ii. Under what topic(s) can the problem stated in (a)i be appropriately covered? [02]

- iii. Design a classroom activity or demonstration that will make this topic to be taught interactively? [06]

- (b) Design **two** behavioural objectives based on the topic you proposed in (a) ii and classify them using a **two** dimension grid (the taxonomy table) under knowledge dimension and cognitive process dimension. [08]
-

2. For each of the following factors that affect the learning of chemistry, explain them and outline the implications for teaching chemistry:

- | | |
|----------------------------|------|
| (a) Interest; | [04] |
| (b) Aptitude; | [04] |
| (c) Needs; | [04] |
| (d) Achievement; | [04] |
| (e) Academic self-concept. | [04] |
-

3. In some cases, teachers of chemistry use an individualised teaching approach during lessons.
- (a) Explain the meaning of individualised teaching approach. [02]
 - (b) Describe **four** situations when it is possible to use individualised approach for teaching chemistry. [04]
 - (c) Individualised approach has strengths as well as weaknesses.
 - i. Justify the value of individualised teaching approach for teaching chemistry. [05]
 - ii. Explain **five** challenges associated with individualised approach for teaching chemistry. [05]
 - (d) Giving examples, explain the meaning of the following:
 - i. Deductive teaching, [02]
 - ii. Discovery learning. [02]
-

4. Describe five arguments for and five against writing up the records of work in chemistry fortnightly. [20]
-

5. (a) Briefly describe each of the following:
- i. Illustrative science practical activity; [02]
 - ii. Procedural science activity; [02]
 - iii. Investigative science activity. [02]
- (b) Describe any **five** Basic Science Process Skills. [05]
- (c) What do you understand by chemistry ethics? [02]
- (d) Why is the development of Science Process Skills important for learners? [04]
- (e) Describe an empirical concept in chemistry and give two examples. [03]
-

6. Science teachers, whenever they intend to carry out a science practical, should make risk assessment of the practical activity they intend to perform.
- Discuss at least **eight** risk assessment aspects they intend to assess before they carry out a practical with any pupils? [20]
-

7. Based on the demands of Zambia's revised curriculum and vision for its population, teachers now face the challenge of planning lessons carefully.

Explain why chemistry teaching calls for:

- (a) Careful preparation of lessons plans. [04]
- (b) Appropriate selection of teaching and learning activities during chemistry lessons. [04]
- (c) A chemistry lesson plan is usually structured in parts that may include some mention of the teaching/learning aids.
- i. What do you understand by a teaching/learning aid? [02]
- ii. State the important role that teaching and learning aids play in chemistry lessons. [02]
- iii. List **four** teaching and learning aids that you would consider necessary to teaching the subtopic *chemical formulae and chemical equations* of stoichiometry and the mole concept during the school teaching experience. [04]
- iv. Briefly, what is your opinion on the use of learners as teaching/learning aids during chemistry lessons? [02]
- (d) Why should you, as a chemistry teacher, ensure that your class observes high levels of discipline desirable during all chemistry lessons? [02]
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2016/2017 ACADEMIC YEAR UNIVERSITY EXAMINATIONS
MSE 9040 – ADVANCED BIOLOGY TEACHING METHODS
FINAL EXAMINATION – AUGUST/SEPTEMBER 2017

TIME: THREE HOURS

MARKS: 100

INFORMATION:

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

INSTRUCTIONS:

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

1. a) Mr. Mubita arrived at TopHill Secondary School to teach secondary school biology. He was given a grade 11 mixed sex class consisting of 45 pupils.
 - i) Describe **five** individual differences Mr. Mubita is likely to encounter among pupils in this class. [05]
 - ii) Give **five** techniques Mr. Mubita may employ to cater for these differences among his pupils. [05]
 - iii) In the same class, Mr. Mubita was told that female pupils were not as active as male pupils during lessons. Provide guidance to Mr. Mubita on what he should do to make female pupils be active during his lessons. [05]
 - b) Discuss how the Examination Council of Zambia provides professional support to teachers of biology in schools. [05]
-

2. a) Explain the meaning of the term *biology curriculum*. [04]
- b) The Zambian Secondary School biology curriculum development is mainly centralized.
- i. What is meant by a centralized curriculum development process? [03]
- ii. Justify the value of developing the biology curriculum centrally in the Zambian context. [03]
- iii. Give **two** challenges associated with developing the biology curriculum centrally in the Zambian context. [02]
- iv. Cite **one** benefit of biology curriculum development activities taking place at school level. [01]
- c. One of the strategies of biology curriculum innovation is the problem solving model.
- i. Give **three** characteristics of this model/strategy. [03]
- ii. Describe **two strengths** and **two weaknesses** of the problem solving model as a strategy for biology curriculum innovation. [04]
-

3. When teaching biology to a large class, not many pupils participate and interact during lessons.
- a) Explain why pupils need to take an active role during biology lessons. [02]
- b) Describe **four** ways some teachers of biology may contribute to some pupils not participating during lessons. [04]
- c) Discuss measures you will take to ensure that most pupils in a large class participate and interact during your biology lessons. [14]
-

4. Teachers of biology are encouraged to engage in *reflective teaching* as they teach biology.

a) What is meant by *reflective teaching*? [02]

b) Give **three** reasons why *reflective teaching* is useful to a teacher of biology. [03]

c) Explain how you would use the following in your *reflective teaching*:

i. Pupils you teach, [02]

ii. Teachers you teach with, [02]

iii. Assessment tasks you give to your pupils. [02]

d. Action research is a highly recommended activity for biology teachers.

i. Explain the meaning of action research. [03]

ii. Justify why it is necessary for teachers of biology to undertake action research. [04]

iii. Give two challenges associated with undertaking action research on the part of teachers of biology. [02]

.....

5. a) Resistance to change in our schools by biology teachers follows a general pattern. Outline and explain the 5 stages teachers of Biology who are opposed to the change follow in resisting the change process [10]

b) Most teachers of biology advance so many reasons to resist change. Explain at least 5 reasons biology teachers advance in resisting change in our schools. [10]

.....

6. Mrs. Kabwe a Biology teacher at Kasisi Secondary School has been requested to teach the topic variation in Genetics to a Grade 11 class in term one.

a) Explain the two types of variation and how she will ensure they are contrasting to each other for the pupils to be clear. [05]

b) Discuss how Mrs. Kabwe will differentiate the inheritance of different types of variation. [05]

c) One of the causes of Variation is environmental factors. Explain the various environmental factors Mrs. Kabwe is likely to explain to the pupils which affect variation and how they do it? [10]

.....
7. Continuing Professional Development (CPD) is a process by which Biology teachers take control of their teaching and learning.

a) Explain at least 5 ways Biology teachers unconsciously hinder their CPD [10]

b) Discuss why the need for CPD arises in Biology Teachers. [03]

c) Apart from Biology teachers identify other stakeholders in CPD and explain why all these have a stake in CP [07]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2016/2017 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

MSE 9060: ADVANCED CHEMISTRY TEACHING METHODS

TIME: THREE (3) HOURS:

MARKS POSSIBLE: 100

INFORMATION:

1. There are **SEVEN** (7) questions in this paper
2. Each question carries **20** marks
3. Marks for parts of the question are shown in square brackets. []

INSTRUCTIONS:

Attempt any **five** (5) questions

-
1. (a) What are the subjects included in the Zambian Primary and Secondary Education Science Curriculum? [07]
(b) What are Intents in Curriculum Planning and Implementation? [03]
(c) List **five** levels at which curriculum can be planned. [05]
(d) Describe the Curriculum Development cycle. [05]

 2. (a) What is Educational Research? [02]
(b) Name **two** major research methodologies. [02]
(c) Explain why we need to learn about research methodologies. [04]
(d) Distinguish between Positivism and Empiricism. [04]
(e) Give **four** examples of data collection techniques indicating the research approaches each is associated with. [08]

 3. (a) Describe the Alphabet of the Language of Chemistry. [03]
(b) State and give an example of a chemical sentence. [02]
(c) Name the following Chemical Compounds
i. AgBrO [01]
ii. Zn(IO)₂ [01]
iii. Sn₃P₂ [01]
iv. CU₂C [01]
v. Fe(C₂H₃O₂)₂ [01]
(d) Describe **five** Interactive Teaching Strategies that are suitable for developing reading, writing and spelling of Chemistry words. [10]

-
4. (a) What are the **three** School Level Public Examinations in Zambia? [03]
(b) Outline **five** considerations that the Examinations Council of Zambia (ECZ) takes into account in the administration of Public Examinations. [05]
(c) Discuss any **five** Public Examination Malpractices as observed by the Examination Council of Zambia (ECZ) [10]
(d) State **two** feelings elicited by examination experiences and for each say how you can resolve it for a concerned set of learners. [02]
-

5. (a) Using an illustrative figure , explain the term Technological Pedagogical Content Knowledge (TPCK) [05]
(b) It has been argued that the purpose of having a theoretical framework such as TPCK is to allow us to understand what good chemistry teaching with technology is about and also to make predictions about contexts under which such good teaching will occur.
i. Explain how you can convince Science Standards Officers of the Ministry of General Education to embrace TPCK by utilizing **five** factors (out of a possible nine factors) that are known to promote Psychological Safety in change management. [05]
ii. Change can be summarized using the formula $C = V F D > X$
Why is it essential to manage factor **X** for change to be successful? [04]
(c) Explain how you can use the Tyler model for embracing a curriculum with the potential of a stimulating innovation in the Zambian chemistry education. [06]
-

6. (a) Explain the **three** core duties of the Natural Science Head of Department in a Secondary School which are in line with the three main resources the Department is charged with. [4]
- (b) In relation to the four major themes around which programmes of the Ministry of General Education (MOGE) revolve, suggest how you, as Head of Natural Science Department in a Secondary School, would interpret and contribute to the realisation and expectations of the following:
- i. Access, [2]
 - ii. Quality, [2]
 - iii. Equity, [2]
 - iv. Efficiency, [2]
- (c) Describe **four** aspects of laboratory organisation that you would implement as a newly appointed Head of the Natural Science Department at a newly opened Secondary School in Vubwi District of Eastern Province. [8]
-

7. Describe the preparation of the following laboratory solutions for the end of year final Chemistry Practical 5070/3 in order to assist your Laboratory Assistant who should in turn prepare the required solutions in the accurate amounts (volumes) and concentrations. Assume that you have a total of 50 learners who are going to take the Practical Examination in just one session.
- (a) 5% Copper (II) Sulphate Solution, with each learner allowed to use up to 20 cm^3 of solution. (A_r : Cu = 64; S = 32; O = 16). [4]
- (b) 2.0 M Sulphuric Acid, from a 98% *w/v* concentrated stock solution of density 1.84 g/cm^3 . (A_r : H = 1; S = 32; O = 16). [4]
- (c) 2.0 M Sodium Hydroxide as a bench reagent with each learner allowed using up to 20 cm^3 of the solution. (A_r : Na = 23; O = 16; H = 1). [4]
- (d) List a set of apparatus the learner will need for a named practical activity that can use reagents in (b) and (c) above. [4]
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF RELIGIOUS STUDIES
2016/ 2017 FINAL EXAMINATIONS

RED 3030: Secondary School Religious Education Teaching Methods

TIME: 3 HOURS

MARKS: 100

Instructions:

- Answer **three (3)** questions only. That is; question **one (1 - Compulsory)**, **one** question from Section B and **one** question from Section C.
 - All questions carry equal marks.
-

Section A: Lesson Planning - Compulsory

1. Elaborate on the following points to consider when preparing a lesson:
 - i. Rationale.
 - ii. Teaching and learning aids.
 - iii. Methodology.
 - iv. Lesson evaluation.

Section B: Theory - Answer one (1) question from this section

2. According to MOE (1996), the school curriculum should enable pupils to develop a personally held set of civic, moral and spiritual values. Explain how Religious Education (RE) as a curriculum subject is contributing to the attainment of this educational goal.
3. Contrast the Denominational and Educational stages in the development of RE in Zambia.

Section C: Practice - Answer one (1) question from this section

4. Noting the differences between them, clearly explain the following teaching techniques:
 - i. Role play and Scripted drama.
 - ii. Group work and Class discussion.
5. Discuss **five** practical suggestions for improving Questioning as a teaching technique.

=====End of Examination=====

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2016 ACADEMIC YEAR
FINAL EXAMINATION

RES 1010: Introduction to World Religions

TIME: THREE HOURS

Instructions:

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

1. Write short notes on the following;
 - a) Anthropomorphising of God
 - b) Yin-Yang theory
 - c) Wu-wei - *None meddlesomeness*
2. Describe the most important ways in which Christians practice their religion.
3. a) Describe the relationships between Zoroastrianism and other ancient religions.
b) How might a Zoroastrian defend the religion as being monotheistic while at the same time believing in an extensive array of deities and other supernatural beings?
4. With reference to the *Upanishad*, discuss the *Trimurti* while justifying Hinduism as a monotheistic religion.
5. What do Buddhists mean when they speak of "suffering" (*dukkha*)? Why does it occur? Why does putting an end to desire bring an end to suffering?

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

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY EXAMINATIONS

2016/2017

COURSE: RES 2010 - INDIGENOUS RELIGIONS IN SOUTHERN AFRICA
TIME: THREE HOURS
MARKS: 100
INSTRUCTIONS: ANSWER THREE QUESTIONS

1. a. Identify and explain the challenges a student studying Indigenous religions in Southern Africa is likely to encounter from a Zambian context.
b. How can the challenges raised be resolved?
2. Write a religious history of any sacred place of your choice among any of Zambia's ethnic groups.
3. Describe the work of any anti-witchcraft eradication movement and show how your identified movement fits into the characteristics of Witchcraft eradication movements expounded by Terrence Ranger.
4. Imagine you have been invited to an Interantional conference whose theme is the 'Commercialisation of Rites of Passages in the twenty –first century.' Develop a paper which you would present under this theme from a Zambian perspective.
5. Document the work of at least three (3) authors on African Traditional Religion and highlight their major contributions to the study of ATR.
6. Explain the sacred position of women in traditional Zambian society and show how this position has either changed or remained the same in modern day Zambia.
7. From your study of African Traditional Religion, write what you know about God in ATR.
8. There have been calls for universities to embrace the study of the religion of the African if university education is to be relelvant in the African local context. Suggest the merits and possible challenges of incorporating the African religious worldview in university education.
9. "Behold this person that I have given you; take him and guard him. He shall belong to the Baushi people and be with them." Who is this 'person' being reffered to? Write a good deal of what you know about this 'person' to earn 33 marks.
10. Rationalise belief in witchcraft to the extent that you can say, as Evans prichard said: "Belief in witchcraft in not unreasonable."
11. Discuss any type of spirit possession of your choice and show how it is 'treated.'
12. To qualify for ancestorship, the dead person must have met four (4) criteria. Explain these criteria and from your knowledge of any ethnic group in Zambia, describe how a spirit is made or actualised.
13. Some scholars argue that Islam was more appealing to Africans than Christainity. Explain with concrete examples.

Best wishes

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
RELIGIOUS STUDIES DEPARTMENT
2017 ACADEMIC YEAR FINAL EXAMINATIONS

RES 3010: RELIGIOUS CONVERSION AND ITS IMPACT ON AFRICA

TIME : THREE HOURS

Instructions:

- ✓ All questions carry equal marks.
 - ✓ Answer only three (3) questions.
 - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
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1. Conceptualize historiographies as Explained by Strayer.
2. Critically discuss the significance of missiology and outline the main elements that Beidelman identifies for the study of Christian missiology in Africa.
3. With concrete Examples, justify the argument that the advent of Islam and Christianity in Africa constituted a 'Cosmological revolution'.
4. Critically, according to Horton, what is the main factor in African conversion and why?
5. "Although I have argued for the preponderance of social-structural incentives for conversion, I do not wish to imply that the intrinsic beauty and truth of the religious message was totally inoperative in the Chikuni conversion process." With reference to Carmody, Discuss.
6. Why Ifeka-Moller's theory is also referred to as deprivation theory?
7. Using Fisher's stages of conversion discuss how West Africa was Islamised minus Arabianisation.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS FOR 2016/2017 ACADEMIC YEAR

SDS9215: PARTICIPATORY PLANNING MONITORING & EVALUATION

TIME ALLOWED: THREE HOURS

INSTRUCTION: Answer any four questions (All questions carry equal marks).

QUESTIONS:

1. Define planning and clarify the purposes of planning. (25 marks)
2. Explain the key steps for setting up an M & E System. (25 marks)
3. Clarify how participatory planning, monitoring and evaluation can help organisations achieve effective programme implementation and resource mobilisation. (25 marks)
4. When different people mention community participation they could actually mean different things and levels of involvement. Elucidate the different levels of participation. (25 marks)
5. Exemplify the utility of any five principles of participatory evaluation. (25 marks)
6. Explain any five rapid appraisal techniques used in participatory evaluation and their usefulness. (25 marks)
7. Discuss the merit in the statement "Participatory monitoring does not negate the application of skills and techniques ascribed to conventional monitoring". (25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS STUDIES
2016/2017 ACADEMIC YEAR FINAL EXAMINATIONS
ZCC 2110-DEVELOPMENT THROUGH ZAMBIAN CULTURES AND CEREMONIES

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

- a. This examination has **nine (9)** questions
 - b. Answer question **One (1)** and any other two (2) from the given nine.
 - c. Each question carries 20 marks
 - d. You are required to read through all the questions carefully before selecting which ones to attempt.
 - e. Write legibly and do not cut words at the end of each line
 - f. There are **two (2)** printed pages in this examination
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1. On the basis of your experiences, observations and findings, during the educational tour you had, write on the following: History and organisation of the chiefdom, description of their ceremony and its significance to the people, and suggest ways which the traditional leaders can put in place to make their cultural activities more viable to Zambia's Socio-economic development.
2. Discuss how the conditions under which an innovation is most likely to be diffused into a recipient culture.
3. Analyse how a new Small and Medium Enterprise for culture can contribute to Zambia's economy. In your analysis, use the practical examples from the Zambian situation.
4. In a global village, with rapid cultural diffusion and modern systems of governance and leadership, Zambia stands to lose nothing if it abolished and did away with traditional systems of leadership. Discuss
5. With specific examples, explain how the role of traditional leadership with respect to land tenure matters relate to cultural and environmental sustainability and development in various chiefdoms in Zambia.
6. With the aid of practical examples, identify various government institutions for culture and elucidate their relevance to Zambia's socio-cultural development.

7. Using clear examples, identify the essence of mass media houses in cultural diffusion. In your discussion, show how some forms of mass media can negatively impact the culture and moral values of our modern day society.
8. In reference to your growth, discuss how guardians, teachers, religion and friends have contributed to your current personality and cultural values.
9. A ZCC 2110 student formed a Non-Governmental Organisation for culture. Critically analyse how the student can use the roles of an NGO to promote culture in Zambia.

THE END