

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2011/2012 SECOND SEMESTER

1. CVE 112 INTRODUCTION TO GOVERNANCE
2. CVE 211 INTRODUCTION TO CONSTITUTION AND HUMAN RIGHTS STUDIES
3. CVE 211 INTRODUCTION CONSTITUTION AND HUMAN RIGHTS IN ZAMBIA
4. CVE 212 INTRODUCTION TO PEACE AND CONFLICT STUDIES
5. CVE 221 POPULATION AND ENVIRONMENTAL ISSUES
6. CVE 222 CITIZENSHIP EDUCATION
7. CVE 322 ADVANCED CONSTITUTION AND HUMAN RIGHTS STUDIES
8. CVE 412 ADVANCED POPULATION AND ENVIRONMENTAL ISSUES
9. CVE 422 CORE VALUES AND PRINCIPLES OF DEMOCRACY
10. DSS 221 PRINCIPLES OF SPORTS DEVELOPMENT
11. EAP 111 ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA
12. EAP 112 THE ROLE OF EDUCATION IN DEVELOPMENT
13. EAP 912 EDUCATIONAL ADMINISTRATION AND MANAGEMENT
14. EAP 925 ISSUES OF HIGHER EDUCATION
15. EAP 955 THE POLITICAL ECONOMY OF EDUCATION
16. EED 112 INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION
17. EED 222 GENDER AND CLIMATE
18. EED 242 ENVIRONMENTAL JOURNALISM
19. EED 351 EDUCATION FOR SUSTAINABLE DEVELOPMENT

20. EED 362      TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL EDUCATION
21. EED 475      ENVIRONMENTAL SUSTAINABILITY IN ZAMBIAN INSTITUTIONS
22. EPS 112      EDUCATIONAL PSYCHOLOGY
23. EPS 131      SOCIOLOGY OF EDUCATION
24. EPS 115      DEVELOPMENTAL OUTCOMES- PRIMARY SCHOOL YEARS
25. EPS 151      INTRODUCTION TO SPECIAL EDUCATION
26. EPS 231      SOCIOLOGY OF EDUCATION
27. EPS 251      TEACHING LEARNERS WITH DEVELOPMENTAL DISABILITIES
28. EPS 252      TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES
29. EPS 262      TEACHING CHILDREN WITH COMMUNICATION DISORDERS
30. EPS 301      RESEARCH METHODS IN SPECIAL EDUCATION
31. EPS 342      WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES
32. EPS 352      CLASSROOM ORGANISATION AND MANAGEMENT IN SPECIAL EDUCATION
33. EPS 461      TEACHING CHILDREN WITH VISUAL IMPAIRMENTS
34. EPS 462      TEACHING CHILDREN WITH INTELLECTUAL DISABILITIES
35. EPS 372      TEACHING CHILDREN WITH HEARING IMPAIRMENT
36. EPS 472      COUNSELLING IN CHILD DISABILITY (PRACTICAL)
37. ISE 111      THE NATURE OF CHILDREN'S LEARNING
38. ISE 131      BASICS OF ART EDUCATION I (THEORY)
39. ISE 132      BASICS OF ART EDUCATION II (THEORY)
40. ISE 152      ANATOMY AND PHYSIOLOGY
41. ISE 171      INTRODUCTION TO FOOD AND NUTRITION SCIENCE

42. ISE 181 INTRODUCTION TO SOCIAL STUDIES II
43. ISE 192 UNIVERSALS IN MUSIC
44. ISE 202 MUSIC TEACHING METHODS II
45. ISE 221 HOME ECONOMICS TEACHING METHODS I
46. ISE 232 ART IN PRIMARY SCHOOL II
47. ISE 261 PHYSICAL EDUCATION TEACHING METHODS I
48. ISE 281 BASIC TOPICS IN SOCIAL STUDIES
49. ISE 282 CURRENT ISSUES IN SOCIAL STUDIES
50. ISE 291 MUSIC OF ZAMBIA
51. ISE 292 MUSIC(S) OF AFRICA
52. ISE 319 PRIMARY SCHOOL CURRICULUM DEVELOPMENT
53. ISE 372 ISSUES IN HOME ECONOMICS
54. LSE 212 SOCIAL STUDIES TEACHING METHODS II
55. LSE 292 RELIGIOUS STUDIES TEACHING METHODS II  
(PRIMARY)
56. LSE 312 GEOGRAPHY TEACHING METHODS
57. LSE 332 ENGLISH TEACHING METHODS
58. LSE 352 HISTORY TEACHING METHODS I
59. LSE 361 CIVIC EDUCATION TEACHING METHODS I
60. LSE 392 RELIGIOUS EDUCATION TEACHING METHODS I
61. MSE 332 MATHEMATICS EDUCATION II
62. MSE 342 SCIENCE TEACHING METHODS II
63. MSE 352 SCIENCE TEACHING METHODS II
64. MSE 362 SCIENCE TEACHING METHODS II
65. MSE 962 CHEMISTRY TEACHING METHODS IV
66. RS 102 INTRODUCTION TO WORLD RELIGIONS II
67. RS 202 INDIGENOUS RELIGIONS IN CENTRAL AFRICA II
68. RS 312 THE IMPACT OF CHRISTIANITY AND ISLAM ON  
AFRICA II
69. RS 335 SCRIPTURES OF THE WORLD RELIGIONS
70. RS 922 RELIGIONS AND PSYCHOLOGY

71. RS 945 RELIGIONS AND ENVIRONMENT

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

**2011/12 ACADEMIC YEAR SECOND SEMESTER**

**FINAL EXAMINATIONS [INTERNAL AND EXTERNAL]**

**CVE112: INTRODUCTION TO GOVERNANCE**

**TIME: THREE HOURS**

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

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- Question 1: Is governance a measurable attribute? Using the **CPIA** and **Governance Matters** frameworks, explain how you would determine the goodness of governance of a country.
- Question 2: Governance in the **pre-colonial** and **colonial** Zambian societies was the same. Discuss.
- Question 3: Explore good governance and show the role that civic education plays in promoting good governance.
- Question 4: Critically examine governance in Zambia from 24<sup>th</sup> October 1964 to the year 2012.
- Question 5: What is civil society? Identify and explain the three roles civil society plays in governance
- Question 6: What are NGOs? What do you think are the strengths and weaknesses of NGOs?
- Question 7: The terms **governance** and **government** are synonymous. Discuss.

**END OF EXAMINATIONS**

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

**2011/12 ACADEMIC YEAR FINAL EXAMINATIONS [DISTANCE]**

**CVE211: INTRODUCTION TO CONSTITUTION AND HUMAN RIGHTS STUDIES.**

**TIME: THREE HOURS**

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

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Question 1: With reference to the Chona, Mvunga, Mwanakatwe, Mung'omba and the Committee of Experts Constitution Review reports highlight the problems that have been encountered in the constitution making processes in Zambia.

Question 2: Describe the Bill of Rights and critically examine the role of the Zambia Human Rights Commission.

Question 3: With reference to its functions, supremacy, and rule of law, explain what a constitution is and the various stages of the constitution making process.

Question 4: Amendments to the constitution in Zambia have always resulted in the Violation of human rights. Discuss.

Question 5: The Constitution and Human Rights Commission are irrelevant in Zambia. Discuss.

Question 6: Political parties and other civil society organizations do not play any important role in the constitution making process in Zambia. Discuss.

Question 7: The Constituent Assembly could have been a better method of adopting the constitution than the National constitution conference(NCC). Discuss.

**END OF EXAMINATIONS**

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2011 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

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

**TIME: THREE HOURS**

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

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1. With reference to the Chona, Mvunga, Mwanakatwe, and Mung'omba Constitution Review Commission reports and to the recently appointed committee of experts highlight the problems that have been encountered in the constitution making process in Zambia.
2. Describe the structure and the contents of the Zambian Constitution, and briefly trace the history of constitutionalism in Zambia.
3. Describe the Bill of Rights and explain the role of the Zambia Human Rights Commission.
4. What are the various ways of adopting the constitution? In your view which one of these is the most suitable for Zambia?
5. The Constituent Assembly is a better method of adopting the constitution than the National constitution conference(NCC). Discuss.

**END OF EXAMINATIONS**

The University of Zambia

School of Education

Department of Language and Social Sciences Education

**SECOND SEMESTER EXAMINATIONS MAY /JUNE 2012**

**CVE 212-INTRODUCTION TO PEACE AND CONFLICT STUDIES**

**(FULL TIME AND DISTANCE STUDENTS)**

**INSTRUCTIONS:**

- a. THERE ARE **FIVE(5)** QUESTIONS IN THIS PAPER
- b. **QUESTION ONE (1) IS COMPULSORY (40 Marks)**
- c. AND ANSWER ANY OTHER **TWO (2)** FROM THE REST OF THE QUESTIONS

**DURATION: THREE (3) HOURS**

1. Critically discuss the role of civic education in peace and conflict studies.
2. Examine the concept of peace from the process perspective.
3. Using Dugan's Nested Paradigm of conflict foci explain an effort to answer the question of how a conflict resolution practitioner approaches a given situation differently from a peace researcher.
4. Critically examine how the systemic theories provide a socio-structural explanation for the emergence of violent social conflicts in society.
5. Critically discuss how conflict can be a motivation and an obstacle to development.

**End of Examination**



**THE UNIVERSITY OF ZAMBIA**

**INSTITUTE OF DISTANCE EDUCATION**

**2011 ACADEMIC YEAR FINAL EXAMINATIONS**

**CVE 221 : POPULATION AND ENVIRONMENTAL ISSUES**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS: Answer three (3) questions in this examination. Question one is compulsory. Credit will be given for use of relevant examples, illustrations and clarity.**

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1. Write brief explanatory notes on each of the following.
  - Environmental sustainability
  - Direct drivers of ecosystem change
  - Population issues
  - Factors affecting population density
  - Ecological footprint ( 20 marks)
  
2. Critically analyse how reproductive health can be improved in the face of the HIV/AIDS pandemic. ( 15marks)
  
3. With concrete examples, show how economic development can help to reduce Zambia's population. ( 15 marks)
  
4. Suppose you are Minister of Finance and National Planning in Zambia, highlight sustainable measures that government can put in place to reconcile population growth with economic development. ( 15 marks)
  
5. The earth's resources are finite. With examples analyse the implications this notion has on the carrying capacity of the earth. ( 15 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**INSTITUTE OF DISTANCE EDUCATION**

**2011 SECOND SEMESTER FINAL EXAMINATION**

**CVE 222: CITIZENSHIP EDUCATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Discuss the concepts of citizenship and citizenship education. Is there a major difference between the two?
2. Explain the four elements of citizenship.
3. Outline the four periods of civic education in Canada and what each one entails.
4. How has the supranational citizenship come into being? What are the benefits of supranational citizenship?
5. Young citizens all over the world have been described as **ignorant**, **alienated** and **agnostic**. What do the three terms imply? Is this true to young Zambians as well?

**\*\*\*\*\* END OF EXAMINATIONS \*\*\*\*\***

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

2011/12 ACADEMIC YEAR SECOND SEMESTER  
EXAMINATIONS

CVE3 22: ADVANCED CONSTITUTION AND HUMAN RIGHTS STUDIES

TIME: THREE HOURS

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

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1. Explore constitutionalism and constitutional government and show the significance of the constitution to democratic governance.
2. Compare the British constitution with that of the United States of America. In your view which one of these constitutions would you recommend for Zambia to adopt?
3. Make a critical comparison of the presidential and parliamentary systems of government. In your view which of the two would be suitable for developing countries like Zambia?
4. Using the case of Nigeria and Zambia explore constitutionalism in developing countries; highlighting the problems and the possible solutions to such problems.
5. Compare constitutionalism in Zambia with constitutionalism in America
6. Compare constitutionalism in Zambia with constitutionalism in England
7. Explore unitary and federal systems of government and suggest which of the two is suitable for Zambia.

THE UNIVERSITY OF ZAMBIA

2011 SECOND SEMESTER UNIVERSITY EXAMINATIONS

CVE 412 : ADVANCED POPULATION AND ENVIRONMENTAL ISSUES

TIME : THREE (3) HOURS

**INSTRUCTIONS** : Answer three (3) questions in this examination. Question **one** is **compulsory**. All the answers must be written in the answer booklet (s) provided. Credit will be given for use of relevant examples, illustrations and clarity.

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1. With clear examples, discuss the implications of the high population situation in Zambia and suggest socio-economic sustainable measures that Government may put in place. (20 marks)
1. Explain how human population is both a factor for socio-economic development as well as a beneficiary of the development. (15 marks)
2. With illustrations, discuss the concepts of consumerism and enoughism and show how they relate to sustainability. (15 marks)
3. To what extent does religion and customary beliefs affect various dimensions of the environment in Zambia? (15 marks)
4. Critically examine the extent to which Hoffman's (1973) eight (8) schemes of non-economic values of children provide an explanation of the current fertility rates in rural Zambia. (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION  
CIVIC EDUCATION  
SECOND SEMESTER EXAMINATIONS  
**CVE 422: CORE VALUES AND PRINCIPLES OF DEMOCRACY**

TIME: 3 HOURS

INSTRUCTIONS:

ANSWER QUESTION **ONE (1)** FOR (40MARKS) AND ANY OTHER **TWO (2)** QUESTIONS FROM THE FOLLOWING QUESTIONS:

1. With reference to various definitions given by scholars discuss the origin and meaning of democracy.
2. Discuss the core values and principles of democracy and show how these values and principles are applied in Zambia.
3. What is "the independence of the Judiciary?" Explain some important conditions that can guarantee the independence of the Judiciary in a country like Zambia.
4. Comment on the democratization process and popular participation in Africa with special reference to Zambia.
5. Discuss the concept "government for the people."

**THE END**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**Institute of Distance Education**  
**2011/2012 SECOND SEMESTER ACADEMIC EXAMINATION**

DSS - 221 PRINCIPLES OF SPORTS DEVELOPMENT

TIME: THREE (3) HOURS

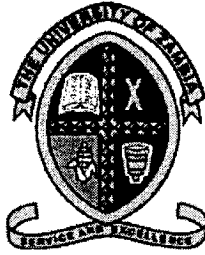
TOTAL MARKS: 100

**INSTRUCTIONS:-**

- **Attempt ANY FOUR (4) questions FROM THIS PAPER (100 marks).**
- **All responses MUST be written in the Booklets provided**
- **Marks will be awarded for good, clarity, precision and exemplification of ideas.**

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1. Critically analyze how participants are involved at each of the four stages of the Sports Development Continuum stating clearly where the activity takes place, what would be the participant's motivation and who would support the participant.
  2. Describe the differing roles and work areas within Sports Development
  3. Clearly describe and explain the organisation of sport in Zambia, nationally, provincially and locally.
  4. With examples, identify and discuss 'cross cutting agendas' that sport can contribute to in developing an individual as a whole person.
  5. Sports development can be described in a number of ways with a range of different purposes and is therefore very varied and extensive. Discuss the various purposes of sport development
  6. Sports development personnel can work in a number of different ways with different target groups and communities. Explain what is involved in sport specific, target sport development, facility and project based works.
  7. It is important to understand that there is inequality of access to leisure activities and that there are barriers that prevent people from taking part in sport. Identify and discuss the barriers to sport participation.
  8. With valid examples, discuss the role of sports NGOs in sport development in Zambia.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**MAY 2012 FINAL EXAMINATIONS**

**EAP 111: ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

- a. Answer any **THREE** (3) from the given nine (9) questions.
- b. Each question carries 20 marks.
- c. You are required to read through all the questions carefully before selecting which ones to attempt.
- d. There are two (2) printed pages in this examination.

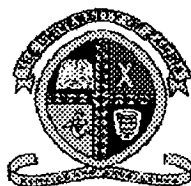
- 
1. Discuss the aims of education in the Zambian context. With relevant examples establish why education is important in society.
  2. Compare and contrast Formal Education and Non-Formal Education in terms of purpose, duration, content and methods of delivery, with relevant examples.
  3. What led to the need for Human Resource Development in Zambia in the mid-1960s? Highlight the Perceptions of Human Resource Development in this period and analyse the strategies used in this exercise.
  4. Discuss the main issues raised at the Addis Ababa Conference of 1961. What were the major reasons that made most African Countries like Zambia fail to meet the targets of this conference.
  5. The target year for attainment of universal primary education is 2015. Discuss some challenges that the Zambian Government is facing in trying to achieve this goal. What strategies has the Government put in place to counter these challenges?
  6. Discuss the main issues regarding the origins of the Phelps-Stokes Commission. Critically examine the effects of the main

recommendations of the Commission to the development of education in Zambia.

7. Discuss the beginnings, organisation and development of education during the colonial period (1924-1953).
8. Discuss the external factors, or incidences that occurred that brought about the reforms and innovations in education in the 1970s. What reasons might have led to the failure of these reforms /innovations?
9. Gender refers to the social, cultural and psychological features that identify someone as a man or woman. Identify the multiple dimensions of gender equality in education.

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





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

**2012 ACADEMIC YEAR – SECOND SEMESTER FINAL EXAMINATIONS**

**EAP 112- THE ROLE OF EDUCATION IN DEVELOPMENT**

**WRITING TIME: THREE (3) HOURS.**

**TOTAL MARKS: 60 MARKS.**

**INSTRUCTIONS:**

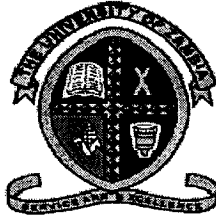
- (a) Answer any **three (3)** questions from the **nine (9)** given questions.
- (b) All questions carry equal marks (**i.e. 20 marks**).
- (c) You are required to read through all the questions carefully before selecting which ones to attempt.
- (d) Please do not cut words at the end of each line.
- (e) Write the number of the question you are attempting on the booklet.
- (f) There are two printed pages in this examination.

**QUESTIONS**

- 1) The Zambia school curriculum has been labelled as “too bookish” and “too academic”. What arguments can you advance in favour of ruralisation of the primary school curriculum as a means of developing socio- economic skills among learners?
- 2) Discuss the key assumptions of the Human Capital theory and assess the extent to which the assumptions of this theory are relevant to education and development in Zambia.
- 3) What is the link between education and production? With practical examples, examine the importance of production activities in education.
- 4) In what ways can education contribute to the development of democracy in Zambia? What have been the five major criticisms of the efficiency of democracy?
- 5) Using examples from the Zambian context, compare and contrast the Socialist and Capitalist Models of Financing Education.
- 6) HIV and AIDS education needs to be tailored to the context in which it takes place and to the people who are being educated. What are the key areas that HIV and AIDS education needs to cover?

- 7) With practical examples, critically discuss the assumption that education can influence employment opportunities both positively and negatively.
- 8) Discuss the origins of Sustainable Human Development and how it has influenced the approach to development in modern times. Provide practical examples.
- 9) Explain how Zambia can aspire to have a vibrant economy by 2030. What are some of the characteristics of a middle income country?

**END OF THE EXAMINATION!!!**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

2011/2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION FOR DISTANCE STUDENTS

EAP 112 – THE ROLE OF EDUCATION IN DEVELOPMENT

TIME ALLOWED : THREE (3) HOURS

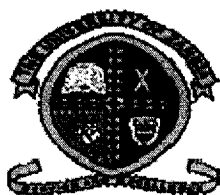
**INSTRUCTIONS**

- A) Answer only THREE (3) questions from the given nine (9) questions .
- B) All questions carry equal marks, i.e. 20 marks
- C) You are required to read through all the questions carefully before selecting which ones to attempt.
- D) Write the number of the question you are attempting on the booklet.
- E) There are two (2) printed pages in this examination.

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- 1. What practical measures has the Ministry of Education put in place over the years to try and eradicate poverty?
  - 2. Critically discuss the interrelationship between education and population in development.
  - 3. Sustainable Human Development has four major pillars and progress under them is observed through measurable indicators. Identify these pillars and their indicators through practical examples.
  - 4. Discuss the reasons for girls lagging behind in the participation and progression in education in Zambia. Highlight the current policy interventions to deal with gender imbalance that the Ministry of Education has put in place.
  - 5. UNESCO defines Literacy as the ability to identify, understand, interpret, create, communicate and to compute using printed and written materials. Discuss the factors that impede the attainment of these skills and their effect on emerging nations.

6. Diversification of the school curriculum has been identified as one of the solutions to the current high unemployment rates in Zambia. Discuss how this can be attained . Your analysis must include the policies the government has put in place.
7. What is the link between education and production? Discuss the importance of production activities in education, giving practical examples of such activities.
8. Using Mark Blaug's common assumptions about education and employment, discuss in detail both the positive and negative influences that education may have on employment.
9. Discuss the trends of the type of donor aid to education in Zambia. State the effects of donor aid on the provision of education in Zambia.

THE END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
EAP 912: EDUCATIONAL ADMINISTRATION AND MANAGEMENT  
FINAL EXAMINATION

THURSDAY 31<sup>ST</sup> MAY, 2012

**INSTRUCTIONS:**

- a) There are nine (9) questions in this examination
- b) Attempt only three (3) questions
- c) Each question requires you to write a standard **ACADEMIC ESSAY**
- d) There is one (1) printed page in this examination
- e) Time: 09:00hrs to 12:00hrs (3 Hours)

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1. Discuss the findings of Professor Rensis Likert and his associates on the four systems of management as they studied patterns and styles of leaders and managers. What were the main characteristics of effective managers?
  2. What is Performance Appraisal? Identify and critically discuss the main arguments in favour of the Performance Appraisal System in education.
  3. Financial resources constitute the backbone of education provision. Discuss the ways in which the State manages financial resources in the education system and highlight the main issues that the School Manager ought to consider when managing financial resources.
  4. Apply the Trait Approach as a theory in analyzing the main characteristics that effective leaders across a broad spectrum of organizations should possess. Point out how each of the characteristics facilitates effective leadership.
  5. With practical examples, discuss the major areas of focus that a School Manager should pay attention to when providing instructional leadership within the education sector.
  6. Analyze the major areas of focus in the "Ministry of Education Strategic Plan 2003 to 2007"?
  7. How central is decision making to educational administration and management? Describe the decision types that you, as a manager, could use to address novel and unstructured issues in your organization.
  8. Discuss the complexity of motivation in relation to education and show why, unlike industry and business, education has paid very little attention to "Motivation".
  9. Examine the Principles and Goals for the Development of Education in Zambia's Third Republic.

**END OF EXAMINATION**

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

**EAP 925: ISSUES IN HIGHER EDUCATION**  
**2011 ACADEMIC YEAR-SECOND SEMESTER FINAL EXAMINATIONS**  
**FULL-TIME STUDENTS**

**TIME: THREE (3) HOURS.**

**DATE: 4<sup>th</sup> June, 2012.**

**INSTRUCTIONS**

- a. Write only the computer number on the answer sheet.
  - b. Answer any three (3) from the nine (9) questions given below.
  - c. All questions carry equal marks.
  - d. You are required to read through all the questions before selecting the three (3) questions you wish to attempt.
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1. Discuss the organizational and administrative model of the University of Zambia. Suggest some changes to it that may make the institution function better.
2. Higher education has some individual and general aims. Examine these aims with special focus on Zambian higher education.
3. Discuss the objectives, organization and management of the Technical Education and Vocational Training in Zambia.
4. 'The *quality* of Zambia's schools reflects the quality of the *teachers* manning these schools on one hand, while on the other hand the quality of the teachers *reflects* the effectiveness of the institutions that *trained* them'. Discuss the above statement.
5. In many countries it is accepted that higher education delivers benefits beyond the individual and yet it faces the biggest challenge of funding. Describe the financing of higher education in Zambia from 1964 to date.
6. Critically examine the main features that distinguish higher education from other forms of education.
7. Explain the meaning of the concept 'curriculum' and examine the factors that affect implementation of curriculum change.
8. What are the legal requirements for the establishment of a private learning institution? Discuss the limitations that proprietors of these institutions face in order to meet the prescribed standards.
9. What are some of the constraints faced by educational development in the 21<sup>st</sup> Century?

**END OF THE EXAMINATION**



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

**2012 -ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**EAP955: THE POLITICAL ECONOMY OF EDUCATION  
(FULLTIME AND PARALLEL STUDENTS)**

**DURATION: THREE (3) HOURS.**

**TOTAL MARKS: 40**

**INSTRUCTIONS:**

- a) Answer **any three (3)** questions from the **nine (9)** questions given below.
  - b) All questions carry equal marks, i.e.13 marks each and 1 mark will be given for good presentation.
  - c) You are required to read through all questions carefully before selecting which ones to attempt.
  - d) Do not cut words at the end of the line.
  - e) There are two (2) pages in this examination.
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- 1) Planning helps in forecasting the future, it makes the future visible to some extent. From this statement, critically explain what is involved in planning.
  
- 2) Accountability is one of the pillars on which Zambia's educational policy rests. Account for the principal suppliers financing education and the types of audits with regard to adherence to financial regulations and guidelines.

- 3) “Development is viewed as the change by which an entire social system, tuned to the diverse basic needs and desires of individuals and social groups within that system, moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better.” What role can education play in this?
- 4) Identify and discuss Zambia’s demand and supply factors in education.
- 5) Discuss why the Zambian government should allocate funds for education, citing the origins and allocation of finances for education.
- 6) Describe six leadership styles. Which leadership style is suitable for a school?
- 7) Describe the various roles a school head can play in managing his/her school.
- 8) Discuss with relevant examples the implications of adopting a capitalistic oriented ideology to the Zambian education. What measures should be put in place to counter the negative effects?
- 9) Assessing the nature of Development Economics, discuss the advantages and disadvantages of being “marginalised” or “uneducated” in such a context.

**END OF EXAMINATION!!!**



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2012 ACADEMIC YEAR SECOND SEMISTER FINAL EXAMINATIONS

EED 112 INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION

TIME : THREE HOURS

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

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1. Write short explanatory notes on the following:

- A. Characteristics of a freshwater habitat. (5marks)
- B. Anatomical adaptations of hydrophytes.(5marks)
- C. Energy flow within an ecosystem. (5marks)
- D. Biodiversity conservation. (5marks)

2 Using appropriate examples, explain how **deep sea animals** are adapted to their habitat. (15marks)

3 Ecology is a recognised means by which human beings can address various environmental problems. **Discuss.** (15marks)

4 Explain the components of the population equation shown below and show how each component contributes to population change. (15marks)

$$N_1 = N_2 + B - D + I - E$$

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

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

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

(c) Briefly explain the concept of ecological dominance. (2marks)

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2011 SECOND SEMESTER UNIVERSITY EXAMINATIONS

EED 222 : GENDER AND CLIMATE CHANGE

TIME : THREE (3) HOURS

**INSTRUCTIONS** : Answer three (3) questions in this examination. Question **one** is **compulsory**. All the answers must be written in the answer booklet (s) provided. Credit will be given for use of relevant examples, illustrations and for clarity.

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1. Identify key strategic sectors that must be targeted to reduce global carbon emissions from fossil fuels which cause Green House Gas (GHG) emissions and suggest socio- economically and environmentally sustainable alternatives to reduce the emissions.
2. Suppose you are Minister of Energy, Environment and Natural Resources, suggest sustainable mitigation and adaptation measures that you would put in place to reduce climate change effects being experienced in Zambia.
3. With clear examples, discuss how women can serve as active participants in the worldwide transition to environmentally sustainable energy production and consumption.
4. Discuss the direct and indirect risks of climate change and their potential effects on gender.
5. Analyse the implications of the legal instruments to climate change initiatives and policies at the national and international levels.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**2011 SECOND SEMESTER EXAMINATIONS**  
**EED 242: ENVIRONMENTAL JOURNALISM**

**TIME: THREE (3) HOURS**

**Instructions:** Answer **question one** and any other **two** questions

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1. Write short explanatory notes on the following:
  - a. Problems associated with telephone interviews
  - b. Hard and soft news story types
  - c. The seven determinants of news
  - d. Leaked documents and tip-offs (20 Marks)
2. With the help of clear examples and illustrations, describe the basic media laws and ethics. (15 Marks)
3. Outline and assess language basics in news stories writing. (15 Marks)
4. Describe the steps involved before, during and after an interview. (15 Marks)
5. Compare and contrast print and broadcast media. (15 Marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS**

NOVEMBER/DECEMBER 2011

**EED 351: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**TIME:** THREE (3) HOURS

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

1. Discuss how the story below succinctly conveys the true meaning of Global Environmental Sustainability explaining clearly what the duck, golden egg and one egg per day represent.

*Once upon a time, there lived a very poor farmer who found it very hard to feed his large family. He prayed constantly to God for help, and, one night his prayers were answered. In a dream God told him that if he looked after the duck with respect and if he avoided being greedy at all cost, it will never die and will lay one golden egg everyday to benefit him, his children and their progeny in perpetuity. In the morning, the farmer went to the market and, as instructed, brought home the first duck he saw there. Next morning, to his surprise and delight he saw that the duck had laid a shiny golden egg, and it continued to do so every morning. The farmer was quite wealthy now. But soon he began to be resentful of the village land lord whose wealth was far greater than his. He ignored what God told him about being respectful and not being greedy, and successfully forced the duck to lay two eggs every day, then three. The duck obliged, but soon afterwards it died of exhaustion.*

2. With specific examples explain why many environmentalists view the idea of Sustainable Development as an oxymoron.
3. Discuss various thrusts of Education for Sustainable Development.
4. Discuss the differences and similarities between EE and ESD
5. With relevant example, critically analyze the assertion that an *environmental crisis* is not always detrimental to sustainability.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**2011 SECOND SEMESTER EXAMINATION**

**EED 362: TEACHING AND LEARNING TECHNIQUES IN  
ENVIRONMENTAL EDUCATION**

**TIME: THREE (3) HOURS**

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

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1. Discuss in details how the concepts of ecosystem services and action competency can be applied to teach people about an environmental problem of your choice. (20 marks)
  2. Devise a scheme and record of work on biodiversity loss for three (3) weeks. (15 marks)
  3. Using the framework for active learning, explain how you could help your learners plan activities to investigate an environmental issue. (15 marks)
  4. With examples, discuss how best you could make use of the concept of strong sustainability to teach an environmental topic to adult learners. (15 marks)
  5. Discuss the various ways of introducing a lesson. (15 marks)
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**END OF EXAMINATIONS**

**The University of Zambia**  
**School of Education**  
**Second Semester Examinations**  
**May/June 2012**

**EED 475 : Environmental Sustainability in Zambian Institutions**

**Time : THREE (3) HOURS**

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

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1. "While [institutions] by no means stand alone as the sole cause of multiple social and ecological crises, they indisputably play a prominent role in their creation and persistence", (State of the World 2012, p. 87).  
Critically, discuss the institution you were recently attached to in relation to the above statement. **(20 marks)**
2. With reference to the institution you were recently attached to, discuss new ways by which environmental education is being practiced in the world today. **(15 marks)**
3. It was recently reported that a husband of Chikopela village in Chilubi Island killed his wife over a "roof owl", (Times of Zambia, Saturday May 5, 2012). You are interested in establishing a non – governmental organization (NGO) to conduct non – formal environmental education in Zambia about owls. Describe the importance, nature and structure of an organization like the one you intend to establish. **(15 marks)**
4. Describe different ways by which institutions may devise a sustainability strategy (plan) **(15marks)**
5. From what you know about the institution you were recently attached to, devise a strategic, financial and sustainability plan for it so that differences among these three types of plans are shown. **(15 marks)**

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2011/2012 SECOND SEMISTER FINAL EXAMINATION  
EPS 112-EDUCATIONAL PSYCHOLOGY.**

COMPUTER#: .....

**MARKS (50%)**

**INSTRUCTIONS:**

This paper has five sections A, B, C, D and E. You are required to answer the questions in all the five sections.

Section A has 10 multiple choice questions; you are required to circle the correct answer out of the provided four options.

Section B has short answer questions and section C has true or false statements were you are expected to circle either true or false.

Section D has short explanation questions. Section E has two essay questions please chose only ONE.

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**Section A (10 Marks)**

- 1) A researcher is interested in knowing whether 12 year olds and 60 year olds have the same views over diabetes what sort of research should she venture in.....  
a) Correlational research b) Descriptive c) Cross sectional d) Experimental  
b)
- 2) Longitudinal research has the following weaknesses except  
a) Time consuming b) Difficult maintaining contacts c) Test effect d) Reliability effect
- 3) A researcher wishes to find out if the patriotic front is likely to win the forth coming election than the movement for multi-party democracy. What sort of research should she conduct?  
a) Experimental b) Correlation c) Descriptive d) Longitudinal

4) According to Eric Erickson's stages of psychosocial development the .....  
Stage involves conflict between a sense of industry and a sense of inferiority.

- a) First b) Third c) Fourth d) Second

5) The prenatal development period is divided in three parts namely germinal, embryonic and foetal period. In this developmental process the embryonic period is from.....

- a) Day 1-8 b) 9-20 weeks c) 3-8 weeks d) 4-9 week

6) ..... According to Sigmund Freud is a defence mechanism which involves suppression of unwanted feeling or thought by redirecting it from a more threatening person to a weaker one.

- a) Displacement b) Regression c) Reaction formation d) Projection

7) Telling a woman to keep check of her body temperature when she ovulates is an example of.....

- a) Assisted reproductive technologies b) Artificial insemination c) Vitro fertilisation d) Reproductive health

8)..... Is the use of one word to stand for an entire thought?

- a) Pivot words b) Holophrase c) Overextension d) Under extension

9) The knowledge of children that their gender remains the same throughout life is called?

- a) Gender identity b) Gender consistency c) Gender stability d) Sex roles

10 According to Urie Bronfenbrenner's ecological system the ..... defines the social system in which the child does not operate directly such as the child's mother's workplace.

- a) Meso-system b) Ecosystem c) Microsystem d) Macro system

### Section B (10 marks)

1) ..... is the tendency to focus on one aspect of a situation to the neglect of other important features.

2) ..... is the ability to recognise that a change in one aspect of water (its height) is compensated for by change in another aspect (its width)

3) According to Lev Vygotsky..... is an approach in which pupils talk to themselves through learning tasks.



- 4) Concepts are either .....or.....
- 5) The..... is the stage when a child does not experience release of libido.
- 6) The language acquisition device is associated with which theorist.....
- 7) The four levels of concept attainment are....., ....., ....., .....

**Section C (10 Marks) For the following statements write whether they are true or false**

- 1) Teratogenic effects can only influence child development at prenatal stage .  
True [ ] false [ ]
- 2) German measles is also known as rubella True[ ] False [ ]
- 3) Malnutrition is an example of a teratogen True [ ] False [ ]
- 4) Opinion polls are an example of correlational research True [ ] false [ ]
- 5) In an experiment the treatment group is never manipulated True[ ] False [ ]
- 6) Sex anomalies such as klinefelters syndrome (XXY) are caused by incomplete division of sex chromosomes True [ ] False [ ]
- 7) Cognitive self-instruction and reciprocal teaching are examples of assisted learning True [ ] False[ ]
- 8) According to social development roles men are associated with expressive roles True[ ] False [ ]
- 9) Kohlberg divided moral reasoning into six levels and three sequences True [ ] False [ ]
- 10) John B Watson, Mary cover johns and Ivan Pavlov are theorists of learning True [ ] False [ ]

**Section D(10 Marks)**

Write short notes on each of the following terminologies. **All answers must be written on the spaces on this paper Note do not use extra paper provided**

- 1) Regression

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2) Zone of Proximal development

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3) Neutral stimulus

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4) Vicarious conditioning

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5) Stimulus discrimination

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**Section E (10 Marks)**

**Write One of the following essays on Separate answer sheet provided and attach it to the question paper.**

- 1) Some theorists believe that morality should be taught in schools while others do not.  
Discuss
  
- 2) Write about Eric H Erickson's 8 Psychosocial stages and their implication for teachers

**The End**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY SECOND SEMESTER EXAMINATION- MAY/JUNE 2011**  
**INSTITUTUE OF DISTANCE EDUCATION**  
**EPS 131: SOCIOLOGY OF EDUCATION**

**TIME: 3 HOURS**

**INSTRUCTIONS**

1. Answer any **three** questions.
  2. Each Question carries **20** Marks.
  3. Write your computer number clearly on the answer booklet
  4. Credit will be given for well thought out answers
- 

- Q1.** The process of Socialization is from the cradle to the grave. Discuss
- Q2.** Discuss the social functions of education in Zambia and show how the high school system is fulfilling these functions.
- Q3.** What do you consider to be the merits and demerits of a bureaucracy?
- Q4.** There are three schools of thought that best explain the relationship between the school and the community. Critically explain the differences between the three schools of thought using the secondary/high school that you attended before coming to the University of Zambia.
- Q5.** Using examples from the Zambian education system, discuss Durkheim's four themes of Sociology of Education.
- Q6.** Compare and contrast the Labeling theory and the New Sociology of Education theory. Which theory is more relevant to you as a classroom teacher and why?

***All the Best***

**THE UNIVERSITY OF ZAMBIA  
INSTITUTE OF DISTANCE EDUCATION  
2011 ACADEMIC YEAR-SECOND SEMESTER EXAMINATIONS**

**EPS 115: DEVELOPMENTAL OUTCOMES-PRIMARY SCHOOL YEARS**

**Time: Three (3) hours**

**Instructions:**

- This examination contributes 50% to the course grade.
- The question paper has three sections - A, B and C.
- Section A is 10% and contains multiple choice questions while section B is 15% and requires filling in the blank spaces. Section C is 25% and requires short essays.
- Read the instructions carefully on each section before you provide any response.
- All responses must be written on the answer sheet provided.

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**Section A 10%: Multiple choice questions.**

**You are required to write A, B, C or D for your response.**

1. How does a child benefit from cognitive play?
  - a) Social relations improve
  - b) Reflects a child's level of mental development.
  - c) Avoids being lonely
  - d) Encourages children to go to school
  
2. Which model best describes permissive, authoritarian and authoritative parenting styles?
  - a) Baumrind's theory
  - b) Maslow's theory
  - c) Piaget's theory
  - d) Erikson's theory
  
3. Which statement below best describes the word discipline?
  - a) Theory of punishment
  - b) Programme of study
  - c) Self control
  - d) Methods of teaching character, self control and acceptable behaviour
  
4. How is a concept like Giraffe with a public meaning used?
  - a) Intentional use of the concept
  - b) Extentional use of the concept
  - c) Local use of the concept
  - d) Unlimited use of the concept

5. Why is misrepresentation common in most children in middle childhood?
  - a) Find it difficult in metacommunication
  - b) Knowledge increases in middle childhood
  - c) They have not yet reached adulthood
  - d) They have not yet reached concrete stage of development.
  
6. Children at about 5 to 6 years have difficulty in comprehending syntactic structures such as, 'he knew that John was going to win the race.' Which concept is difficult to comprehend in this statement?
  - a) He knew
  - b) Going to win
  - c) Does the 'he' refer to John
  - d) Which race?
  
7. What is equilibration synonymous with?
  - a) Balancing
  - b) Weight
  - c) Accommodation
  - d) Balance between accommodation and assimilation
  
8. How does an operation take place?
  - a) First in concrete terms and then symbolic representation
  - b) First symbolic representation and concrete terms
  - c) Imagery then symbolic representation
  - d) Concrete terms then operations
  
9. How does Child (1993) describe intelligence?
  - a) Ability to assimilate
  - b) Ability to adapt to environment
  - c) Ability to accommodate new knowledge
  - d) Ability to seriate
  
10. How can you distinguish a personality of endomorph?
  - a) Aggressive and assertive
  - b) Withdrawn and lover of privacy
  - c) Sociable, affectionate and lover of comfort
  - d) Sociable, assertive and lover of comfort

**Section B 15%. Fill in the blank spaces**

11. Two types of reinforcement ..... and .....(2 marks)
12. The four Rs ..... and.....(4 marks)
13. Social play refers to .....(1 mark)
14. Assimilation refers to .....(2 marks)
15. Imagery .....(2 marks)
16. Behaviour associated with low achievers in school..... and .....(3 marks)
17. Families with high injury rates have more chances of .....(1 mark)

**Section C 25%: Write short essays**

**Choose only two questions. Question 18 is compulsory.**

- 18. Describe the characteristics of a child at concrete stage of development (15 marks)**
- 19. Using examples, explain the influence of authoritarian parenting style (10 marks)**
- 20. In relation to culture, how can teachers help children learn effectively in class? (10 marks)**
- 21. Why is the connection of depression stronger in girls than boys and how can a teacher help to alleviate the situation? (10 marks)**

**The end**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2011 ACADEMIC YEAR, SECOND SEMESTER**  
**FINAL EXAMINATION**

**EPS - 151 INTRODUCTION TO SPECIAL EDUCATION**

**TIME - THREE (3) HOURS**

**INSTRUCTIONS:**

Read the following instructions carefully

- i) This exam contributes 50% to the course grade
- ii) There are three sections in this paper
- iii) Answer all the questions in section A
- iv) Answer any five (5) questions in section B
- v) Answer only one (1) question in section C
- vi) All answers must be written in the booklets provided.

**Section A (10 MARKS)**

Answer all questions in this section. Tick the most appropriate letter of the given multiple choice responses.

1. The term disability refers to.....
  - a) Limitation or restriction in the use of a particular organ in the daily performance of certain tasks.
  - b) Limitation and inability to use a particular organ in performing tasks.
  - c) An actual loss of an organ by a human being.



- d) A severe limitation and restriction on human activities.
2. The first missionaries to introduce education for learners with disabilities in central Africa were.....
- a) The Roman Catholic.
  - b) The Paris Evangelical mission Society (PEMS).
  - c) The London Missionary Society (LMS).
  - d) The Dutch Reformed Missionaries.
3. For each of the following events, indicate the year when it happened.
- a) the Zambian government possessed all mission run schools through a presidential decree.
  - b) Lusaka College for Teachers of the Handicapped was opened.
  - c) the University of Zambia started offering degree programs in Special Education.
  - d) Educating our Future was published.
4. For each statement given below, indicate whether it is true or false.
- a) All human beings have a right to education.
  - b) All learners with disabilities have cognitive challenges so they cannot compete equitably with their able bodied peers.
  - c) Since the nationalization of all schools, all special Education schools are now run by government.
  - d) Inclusive education can sometimes become discriminatory if the learner with disabilities is not given the required learning materials.

**Section B. (20 Marks).**

There are seven questions in this section. In not more than two paragraphs for each question, you are expected to briefly answer only five of them.

Briefly discuss the following concepts.

5. The political argument for providing education to persons with disabilities. (4 MARKS).
6. The economic argument for providing education to persons with disabilities. (4 MARKS).
7. A special unit. (4 MARKS).
8. A Handicapped person. (4 MARKS).
9. The history of human rights. (4 MARKS).
10. The period of accelerated growth in education. (4 MARKS).
11. Normalization. (4 marks).

**Section C. (20 marks).**

There are three questions in this section. You are expected to answer only one of them.

12. It has been understood as a matter of fact and truth that conventional education is cardinal for the holistic development of an individual, children with disabilities inclusive. Discuss any five points why a number of children with disabilities are never taken to school (20 marks).
13. Discuss the major achievements and the main failures by Ministry of education on the provision of education to learners with disabilities in Zambia. (20 marks.)
14. Differentiate Special Education from Inclusive Education. What are the main benefits of inclusive education? Discuss. (20 marks).

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS (MAY/JUNE, 2011)**

**INSTITUTE OF DISTANCE EDUCATION**

**EPS 231: SOCIOLOGY OF EDUCATION**

**TIME: 3 HOURS**

**INSTRUCTIONS:**

1. Answer any **three** questions.
2. Each question carries 20 marks.
3. Write your computer number clearly on the answer booklet.
4. Credit will be given for well thought out work.

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**Q1.** What do you consider to be some of the dangers associated with socialization?

**Q2.** With relevant examples, discuss latent functions and dysfunctions of the Zambian education system.

**Q3.** Several leadership styles are applied in the day-to-day running of learning institutions. Discuss the advantages and disadvantages of these leadership styles.

**Q4.** Using relevant examples discuss the roles of a school teacher.

**Q5.** Discuss sociology of education using the four perspectives of understanding the discipline of sociology of education.

**Q6.** With reference to the labelling theory and using examples from the Zambian education system, discuss how a teacher can affect the academic performance of pupils.

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All the best!

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2011 ACADEMIC YEAR, SECOND SEMESTER**  
**FINAL EXAMINATION**

**EPS-251      TEACHING LEARNERS WITH DEVELOPMENTAL  
DISABILITIES.**

**TIME - THREE (3) HOURS**

**INSTRUCTIONS:**

Read the following instructions carefully

- i) This exam contributes 50% to the course grade
- ii) There are three sections in this paper
- iii) Answer all the questions in section A
- iv) Answer all questions in section B
- v) Answer only one (1) question in section C
- vi) All answers must be written in the booklets provided.

**Section A (5MARKS)**

Answer all questions in this section. Tick the most appropriate letter of the given multiple choice responses.

1. The phrase developmental disability refers to....
  - (A). A diverse group of severe chronic conditions that are due to mental and/or physical impairments and they may begin at any age before 22 years.
  - (b). A chronic illness that lasts the whole life.

- (c). any mental or physical disability that may begin at infancy and progress through life.
- (d). Generic conditions that are incurable and may affect one's speech and language.

2. The majority of Down syndrome conditions are caused at....

- (A). Birth.
- (b). Six months.
- (c). before birth.
- (d). Postnatal.

3. Which of the following couples would be at a greater risk of giving birth to an autistic child?

- (a). Husband aged 28 years and wife aged 33 years.
- (b). Wife aged 44 years and husband aged 49 years.
- (c). Husband aged 37 years and wife aged 32 years.
- (d). Wife aged 34 years and husband aged 63 years.

4. The growth and development of Chanda has surprised his parents and neighbours. When his peers began crawling between six and eight months, he began crawling after two years. Similarly, his peers began producing babbling sounds before the age of nine months, Chanda began babbling two months ago at the age of three years. This condition may be referred to as...

- (a). Developmental disability.
- (b). Developmental progression.
- (c). Developmental depression.
- (d). Developmental delay.

5. According to the recently released information by the World Health Organization (2010) on the prevalence of people with developmental disabilities, it was estimated that there were about---- persons with developmental disabilities.

- (a). 20%
- (b). 14%
- (c). 1.4%
- (d). 0.2%

**SECTION (B) (25 MARKS).**

There are six questions in this section. Answer all of them.

6. State the four types of Spina bifida. (4 marks).

7. Discuss any four characteristics of Down-syndrome. (4 marks).

8. Write any four prenatal causes of Developmental disabilities. (4 marks).

9. State the four types of Cerebral Palsy. (4 marks).

10. Mention any four signs of Epileptic convulsions. (4 marks).

11. Briefly discuss the four types of cerebral palsy. (5 marks).

**SECTION (C) (20 Marks).**

There are four questions in this section. Choose only one question and write an essay on that given topic.

11. (I). With examples, define developmental disabilities. (5 marks).

(II). Developmental disabilities affect about 1.4% of people in the world and some researchers have found that the prevalence of mild developmental disabilities is likely to be higher in areas of poverty and deprivation and among people of certain ethnicities. Discuss. (15 marks).

12. With examples, discuss the social, environmental and physical causes of developmental disabilities. (20 marks).

13. Describe the special characteristics of a child with autism. As a special teacher, explain any five pedagogical approaches you would use to help a learner with autism in class. (20 marks).

14. Individuals with Down syndrome experience a number of problems which affect how they perform in their daily activities. With adequate examples explain how Down syndrome can be managed especially in childhood and adolescent stages. (20 marks).

**The end of the exam.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

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

**SECOND SEMESTER FINAL EXAMINATIONS, MAY/JUNE 2012**

**EPS 252- TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

- THIS EXAMINATION CONTRIBUTES **50%** TO THE TOTAL COURSE GRADE.
- THERE ARE **THREE** SECTIONS IN THIS PAPER. ANSWER **ALL** QUESTIONS IN SECTIONS **A** AND **B**. ANSWER **ONE** QUESTION IN SECTION **C**.
- WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED.

**SECTION A**

State whether True or False by writing letter **T** for true and letter **F** for false in your answer booklet, (10 Marks, 1 Mark each).

1. The lack of a widely accepted definition for Specific Learning Disabilities (Sp.LDs) may be due to the diversity of the disabilities and the beliefs about children with Sp.LDs.  
**T      F**
2. The Integration Phase in the historical development of Specific/Learning Disabilities (SLDs) saw SLDs become an established discipline. **T      F**
3. A teratogen is any disease, drug, or other environmental agent that can harm a developing foetus in the womb. **T      F**



4. Attention Deficit Hyperactivity Disorders are an example of Non Verbal Learning Disabilities. **T F**
5. During the intermediate phase of reading development, children move from 'learning to read' to 'reading to learn.' **T F**
6. The Zambian education system does not have an estimate of the prevalence levels of Specific Learning Disabilities in all the schools. **T F**
7. According to Learner (1997), 80% of all children with Specific Learning Disabilities have problems with reading. **T F**
8. One of the differences between Traditional Teaching (TT) and Differentiated Instructions (DI) is that in TT the teacher provides a whole class standard of grading while in DI, the teacher works with the students to establish both class and individual goals which form the basis for grading. **T F**
9. Generally, the Developmental Curriculum Model focuses on the acquisition of developmental skills in a sequential manner in areas falling under 7 broad categories.  
**T F**
10. Dysgraphia is a neurological condition that causes a child to have writing difficulties.  
**T F**

## **SECTION B**

Answer **all** questions in this section. Write your answers in **NOT** more than **10 lines**. Each question carries **two** marks, (20 Marks).

11. The assessment of children with Specific Learning Disabilities focuses on the inconsistencies between a child's Intelligence Quotient (IQ) and academic achievement. Briefly **explain**.
12. Illustrate the Dopamine Hypothesis as regards children with Attention Deficits Hyperactivity Disorders (ADHD).
13. With four (4) specific examples and brief explanations, describe a teratogen and its effects on a developing foetus.
14. Explain Curriculum adaptations in special education.
15. Describe the characteristics of the Transition Phase (1930-1960) in the historical development of Specific Learning Disabilities.
16. Explain the Neurological causes of Specific Learning Disabilities.
17. Describe four of the major problems that affect children's ability to learn how to read.
18. Identify and describe the first four stages of assessment.
19. Write a brief discussion on the two types of assessment.
20. Describe the behavioural management of Attention Deficit Hyperactivity Disorder.

## SECTION C

There are **three** questions in this section. Write an essay on **ONE** of the questions, (20 Marks).

21. a). Compare and contrast Differentiated Instructions and an IEP (8 Marks).

b). With specific and relevant examples, show how you would address a child's spelling difficulties in by developing an IEP, (12 Marks).

22. a). Critically analyse the two main models of the curriculum including their advantages and disadvantages, (10 Marks).

b). Discuss Dyscalculia with emphasis on the nature and characteristics of children with Dyscalculia that the curriculum should attempt to address/provide for, (10 Marks).

23. Malama Tembo is a boy aged 9. Even as a preschooler, he would tear through the house like a tornado, shouting, roughhousing, and climbing the furniture. No toy or activity ever held his interest for more than a few minutes and he would often run off without warning, seemingly unaware of the dangers of a busy street or a crowded shopping mall. It was exhausting to teach or take care of Malama, but Malama's parents had not been too concerned back then. "Boys will be boys" Malama's mum would tell herself. But at age 8, he was no easier to handle. It was a struggle to get Malama to settle down long enough to complete even the simplest tasks, from chores to homework. When his teacher's comments about his inattention and disruptive behavior in class became too frequent to ignore, Malama's mum took him to the doctor, who recommended an evaluation for a possible disability.

You are part of the team assessing and evaluating Malama Tembo. From the description of Malama's behavior;

a). Identify the possible disability/condition that Malama may be suffering from and the four factors you will have to consider when making a diagnosis, (8 Marks).

b). With specific and relevant examples, critically analyse the major three sub-types of this disability focusing on five characteristics in each subtype and the two management strategies you would use to mitigate the effects of the disability/condition at school and at home (12 Marks).

**END OF EXAMINATION. ALL THE BEST!!!**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

EPS 262- TEACHING CHILDREN WITH COMMUNICATION DISORDERS

TIME: THREE (3) HOURS

### INSTRUCTIONS

- i. There are two sections in this examination paper.
- ii. Answer all questions in Sections A, and any three (3) questions in Section B.
- iii. In section B, attempt question 11 and any other two questions.
- iv. This examination contributes 50% to the total course grade.

### SECTION A: MULTIPLE CHOICE QUESTIONS (10 MARKS)

Answer all questions in this section. Write answers in the answer booklet provided.

1. The centrepiece of the Cognitive determinism theory of language acquisition states that
  - a) True language use has a cardinal feature of expressing meaning.
  - b) A child has an inborn capacity for language learning.
  - c) When a parent responds favourably to the child's vocalisations, the vocalisations or something like it will increase in frequency
  - d) When a mother utters words that flood the child with pleasant feelings, the child will repeat them more often.
2. Assessment of children with Language disabilities is slowly evolving as there is a growing number of clinicians who are advocating for non-standardised approaches. This is because of concerns such as the following except
  - a) Strange clinical environments
  - b) The child being less anxious
  - c) Strange testing tasks
  - d) The child being unsure of the examiner

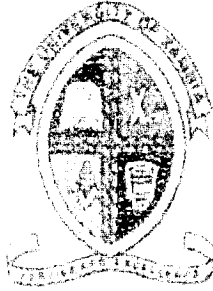
3. As opposed to natural inhalation and exhalation, when breathing for Speech the Respiratory System works differently as is outlined in the following except
- Inhalation is quick and a bit more deeply while speaking
  - Exhalation of air is controlled and very precise
  - Controlled exhalation to maintain rate of air flow
  - Immediately relax the muscles of inhalation as we begin to speak
4. Aphasia therapy aims to achieve the following except
- Improve the person's ability to communicate
  - Weigh the language problems
  - Learn other methods of communicating
  - Restore language abilities as much as possible
5. Cavities of the \_\_\_\_\_ make up the resonating system.
- Throat
  - Mouth and nose
  - Throat and nose
  - Throat, mouth and nose
6. Denasality is characterised by lack of nasality because sounds such as /m/, /n/ and /ŋ/ lose some of their nasality and turn into
- /b/, /p/ and /ŋ/
  - /b/, /d/ and /j/
  - /b/, /d/ and /g/
  - /b/, /q/ and /g/
7. Which of the following is not an indicator of communicative problems in children?
- Inappropriate responses to questions.
  - Excessive loudness in one's voice.
  - Failure to follow instructions.
  - Isolating oneself from other children.

8. Voice quality disorders have been exceptionally difficult to describe. However professionals have come up with a few terms that have gained wide acceptance, such as the following except
- a) A strident voice.
  - b) A breathy voice.
  - c) A hypernasal voice.
  - d) A continuant voice.
9. Once a cancer patient undergoes surgical removal of the larynx he may undergo speech rehabilitation to enhance acquiring a new voice referred to as \_\_\_\_\_ voice.
- e) Esophageal
  - f) Alaryngeal
  - g) Buccal
  - h) Laryngectomy
10. Which of the following best describes Psychogenic stuttering?
- a) It can be traced to variations in genes that govern lysosomal metabolism.
  - b) It has a mean onset of 30 months with a very high rate of early recovery
  - c) It is acquired in adulthood as a result of a neurological event such as a stroke or a head injury
  - d) It has homogeneous symptoms such as a sudden onset and can be associated to a significant event.

SECTION B. There are four questions in this section; Answer questions 11 and any other two.

11. Although Cid was born after a full term of pregnancy, her parents noticed that she generally lagged behind in reaching most developmental milestones. This pattern continued even after Cid was enrolled in pre-school, as she took a while to grasp new information and had to be retained in preschool for three years. Later when she was due for grade one, the school felt it was necessary to do an assessment on Cid to ascertain her eligibility for grade one tasks. This was mainly because in as much as she made good positive strides, she was not very expressive and occasionally showed some forms of echolalia.
- i) Define assessment, and state the exact type of assessment that Cid would have to be subjected to and why.
  - ii) Describe other forms of assessment that school psychologists and personnel usually have to perform.
  - iii) Explain the four pillars of assessment.
  - iv) Obtaining a language sample is always a basic element in assessment of children with impaired language. Highlight why and how the psychologist/speech pathologist would get this sample from Cid who was at multi-word level.
  - v) Describe how the speech pathologist would get the language sample from children who are at either nonverbal or single word level of language ability. (20 marks)
12. Some form of fluency disorder displays secondary behaviours that are learnt and become linked to primary behaviours. The secondary behaviours include eye blinking, hand tapping and loss of eye contact. Explain this fluency disorder, its primary behaviours and how it can be treated/prevented. (10 marks)
13. With examples, discuss one disorder of articulation, highlighting the causes and the main activities a teacher can use in therapy sessions, involving children with this condition. (10 marks)
14. Describe the two types of non-fluent aphasia, the symptoms and how a speech pathologist would come up with a good treatment plan. (10 marks)

End of Examination.



**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS-MAY/JUNE 2011**

**INSTITUTE OF DISTANCE EDUCATION**

**EPS 301: RESEARCH METHODS IN SPECIAL EDUCATION**

**TIME: 3 HOURS**

**INSTRUCTIONS**

This examination contributes 40% to the course grade.

There are **TWO** sections in this question paper. Section A requires short answers and contributes 20%, while Section B has essay questions and contributes 20% to the examination component of the course.

1. Answer **all** the questions in Section A in the **Question Paper**.
2. Answer **two** questions in Section B.
3. **Each question** in Section B should be answered in a **separate Answer Booklet**.
4. Credit will be given for well thought-out work.

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Computer Number: -----



SECTION A (20%)

Answer all the questions in Section A in the spaces provided.

1. List four reasons that make a background to a study important.

a.....

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b.....

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c.....

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d.....

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2. List four qualities of a good background to a study.

a.....

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b.....

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c.....

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d.....

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3. One of the characteristics of the scientific method in research is objectivity. What do you understand by this statement?

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4. a. Formulate a topic for research in Special Education.

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b. Using your topic, formulate a statement of the problem for your study.

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c. Describe your study population and sampling technique.

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5. List three advantages of a well designed research questionnaire.

a.....  
b.....  
c.....

6. As a researcher you should give attention to ethical issues associated with carrying out your research. Name five of issues.

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

**SECTION B (20%)**

Answer **any two** questions in Section B.

Answer **each question** in a **separate Answer Booklet**.

**Each question carries 10 marks.**

1. Identify five criteria for selecting a research problem. With relevant examples, explain the implications of the failure to adhere to the criteria you have identified.
2. Your friend wants to carry out a research on a very rare type of physical disability in a certain region. Using the knowledge you have acquired in research, suggest the research design he or she should use and justify your decision.
3. Outline the elements in a research proposal and explain the importance of each of these elements.

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

**THE UNIVERSITY OF ZAMBIA,  
SCHOOL OF EDUCATION**

**2011 SECOND SEMESTER EXAMINATION**

**EPS 342: WORKING WITH FAMILIES OF CHILDREN WITH  
DISABILITIES**

**TIME: 3 HOURS.**

**Instructions:**

- This examination contributes 40% to your course grade.
  - Write all your responses in the answer booklet provided.
  - There are six (6) questions in this paper. You are expected to answer only three (3) questions. Question one (1) is compulsory. Therefore, answer question one (1) and any other two.
- 

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

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

- (a) Draw the table above and for each stage, indicate the common characteristics in the second column. In the third column, provide the possible advice you would give a parent at a particular stage. **(7 marks)**.
- (b) Briefly discuss the family systems theory and its conceptual framework. In your discussion, examine the importance of this theory to professionals helping to solve problems in children with disabilities. **(13 marks)**.

2. In the ecological model, one of the most important influences of the macrosystem is legislation. With examples, describe the inadequacies of the Zambian legislation concerning persons with disabilities. **(10 marks)**
3. After the tripartite elections, Disabled People's Organizations carried out a research to assess the participation of persons with disabilities in the elections. The study revealed that 28% of the registered voters with disabilities did not vote. The 72% of those who voted did so with a lot of difficulties. Generally, the study observes that the Electoral Commission of Zambia does not provide the required facilities and services to enable persons with disabilities equitably participate in the elections. The report also cites the negative attitudes of the electoral Commission of Zambia in dealing with disability issues. As a concerned teacher of special education:
- i) Explain how you would organize parents and sensitize them about the outcome of the research as indicated above.
  - ii) Educate parents on how to advocate for the rights of persons with disabilities.
- (10 marks)**
4. Discuss the partnership model and its recommendations to professionals and parents. **(10 marks)**
5. Parents can directly or indirectly contribute to the welfare of their children with disabilities. As a professional, describe the importance of a school in working with parents of children with disabilities. **(10 marks)**
6. Research has shown that most of the families become unstable when one of their children is diagnosed with a disability. As an expert in working with families, analyze the child and parent factors that need to be understood in order to appreciate the degree and extent of the impact of a disability on that family. **(10 marks).**

**End of examination**

The University of Zambia  
Institute of Distance Education  
2011/2 Academic Year Second Semester Final Examination  
EPS 352: Classroom Organization and Management in Special Education

Time: Three (3) hours

Instructions

- (i) There are two (2) sections in this examination paper,
- (ii) In section A, there are multiple choice questions. Answer all questions. Write your answers in the booklet provided,
- (iii) In section B, there are six (6) questions, attempt question nine (9) and any other two (2)
- (iv) This examination contributes, 40% to the total course mark

Section A: Multiple Choice Questions (8 marks)

There are eight (8) questions in this section. Answer all questions. Write your answers in the answer booklet provided

1. One of the following off-task behaviors in the class of learners with hearing impairments occurs, the least number of times. Which one?  
  
A: noise-making,  
  
B: fighting,  
  
C: bullying,  
  
D: day-dreaming
2. Who should determine class rules in a class of learners with intellectual disabilities, in order of significance in the process of making such rules,  
  
A: parents; teachers; and head-teachers,  
  
B: pupils; teachers; and head-teachers,  
  
C: parents; pupils and head-teachers,  
  
D: head-teachers; pupils and parents
3. One of the main advantages of keeping a pupil's profile in a class of learners with intellectual disabilities, is that:  
  
A: it is easy to improve on classroom organization,  
  
B: it is easy to improve on lesson delivery in the class,  
  
C: it is easy to monitor teachers' lesson performance in the class,

- D: it is easy to monitor learners 'lesson outcomes
4. Effectiveness in the management of a class of learners with visually impairments, can best be measured through:
- A: rigidity in the presentation of instructional materials,
- B: flexibility in the presentation of instructional materials,
- C: increased teacher-pupils' interactions,
- D: reduced teachers-pupils' interactions
5. If a hearing impaired pupil in a class is rewarded for a behaviour which is counter-productive to learning, the reward serves as a:
- A: destructive negative reinforcer,
- B: destructive positive reinforcer,
- C: positive reinforcer,
- D: negative reinforcer
6. A daily class routine in a special education class, simply means:
- A: allotment of learning time to academic events for a class,
- B: allotment of time to class events,
- C: allotment of time to outdoor events for a class,
- D: allotment of time to social events for a class
7. A least restrictive learning environment for pupils with physical and health conditions included in the mainstream classrooms is that, which is "responsive" to diverse learning needs of the pupils. The concept, "responsiveness," may correctly be interpreted to mean:
- A: having sufficient time; appropriate space; relevant curriculum and qualified personnel,
- B: availability of adequate material; equipment; further and qualified personnel,
- C: existence of appropriate infrastructure; furniture; equipment and qualified personnel,
- D: availability of relevant curriculum; materials; equipment; infrastructure and qualified Personnel



8. A major weakness in the use of a traditional or desk row sitting arrangement in a class of learners with physical and health impairments, is that:

A: it discourages learner-independence,

B: it encourages social-interactions,

C: it discourages pupil-participate,

D: it encourages cheating in the class

#### Section B: Essay Type Questions (32 marks)

There are six (6) questions in this section, attempt question nine (9) and any other two (2). Question nine (9) carries 14 marks, while the remaining questions carry 9 marks, each,

9. Prepare a records of work done for a period of 15 working days starting 4<sup>th</sup> June, 2012 on the topic: "money and shopping" in Activities for Daily Living (ADL) for a level 2 class of learners with intellectual disabilities and give reasons why teachers ought to regularly maintain records of work done in special education classrooms (14 marks).

10. Discuss ways in which a physical learning environment, can impede the learning of learners with physical impairments in a special education classroom and suggest how such challenges could be minimized in day to day classroom practice ( 9 marks).

11. Critically analyse instructional roles of a teacher in a class of learners with hearing impairments and give reason why most teachers are not able to fulfill their instructional roles in their special education classrooms ( 9 marks).

12. Your head teacher has asked you to give a talk to your fellow teachers on Ginott's theory on cooperation through classroom communication and its implications on special education classroom practice at a Teachers' Group Meeting. Prepare talking points in readiness for your presentation ( 9 marks).

13, Explain how each of the following could influence the learning outcomes of pupils with communication disorders in a special education classroom:

(i) Body language as a tool in behavioural management,

(ii) Learner centeredness in classroom set up,

(iii) Judgmental language in classroom communication ( 9 marks).

14. Speculate on factors that can lead to pupils in your class of learners with visual impairments talking out of turns (making-noise) in the course of your lesson and suggest actions you would take to restore order in your classroom ( 9 marks).

End of Examination

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2011 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**EPS – 461 TEACHING CHILDREN WITH VISUAL IMPAIRMENTS**

**TIME – THREE HOURS**

**INSTRUCTIONS**

- i) This examination contributes 40% to your course grade**
  - ii) Answer question 1 which is compulsory and any other two (2) questions. The total number of questions to be answered is three (3).**
  - iii) All answers must be written in the answer booklets provided.**
- 
1. You have been asked to develop an early learning program for the visually impaired
    - a) In form of a table, identify the learning areas, specific activities and materials for each component.
    - b) Explain how you will use the psychological characteristics of the blind to implement the program drawn in (a). **(20 marks)**
  2. Teaching cooking to the visually impaired can seem challenging. With the use of appropriate examples, show how you can teach the visually impaired to cook. **(10 marks)**
  3. ‘Orientation and Mobility are building blocks to learning’ (Martinez, 2010)  
Analyse the specific skills taught in Orientation and Mobility and relate them to the teaching of Mathematics, Geography and Science. **(10 marks)**
  4. A visually impaired child needs to study the basic academic subjects that the sighted do. In order to enhance their access to the general curriculum, learners who are visually impaired usually need to learn an additional set of skills known as the "expanded core curriculum."
    - a) Analyze the learning areas in the expanded core curriculum for the visually impaired

- b) What are the challenges of implementing the expanded core curriculum in Zambia? (10 marks)
5. Critically analyse Low Vision and its implication on education of the affected child. (10 Marks)

**THE END!!**

**HAPPY HOLIDAYS!!**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2011/2012 SECOND SEMESTER FINAL EXAMINATIONS – MAY/JUNE**

**EPS 462- TEACHING CHILDREN WITH INTELLECTUAL DISABILITIES.**

**TIME: THREE HOURS.**

**THIS EXAMINATION CONTRIBUTES 40% TO THE COURSE GRADE.**

**INSTRUCTIONS:**

**THERE ARE SIX QUESTIONS IN THIS PAPER, ANSWER QUESTION ONE AND ANY TWO OTHER QUESTIONS.**

- 1      The Education Policy of 1996 provides that “*the Ministry of Education will ensure quality of Educational opportunities for children with Special Educational Needs*” (MoE, 1996).  
  
With specific examples, discuss the extent to which the Zambian education system has failed to provide quality education to persons with intellectual disabilities (**16 Marks**).
  
- 2      Every classroom is an ecosystem. It has certain inputs and outputs but within the classroom there are four key factors that might influence effective curriculum implementation. Discuss the key factors in relation to learners with intellectual disabilities (**12 Marks**).
  
- 3      Society plays a major role in the successful integration of individuals with intellectual disabilities in society. Critically analyse the relevance of collaboration between parents and various stakeholders in the provision of appropriate services for children with intellectual disabilities (**12 Marks**).
  
- 4      Critically analyse the philosophical foundations of the learner-centred approach and its significance in the education of children with intellectual disabilities (**12 Marks**).

- 5 Children with intellectual disabilities present a challenge when it comes to curriculum development due to their diverse learning needs. Thus, it is imperative that various curriculum models are applied in their education delivery. The Director, Standards and Education has called on your expertise to prepare a paper on the curriculum for persons with intellectual disabilities.

Compare and contrast the different curriculum models that you might recommend, highlighting the advantages and disadvantages of each of them **(12 Marks)**.

- 6 The term intellectual disabilities has been perceived differently by various professionals in the field.

- (a) Outline the various professional paradigms in the definition of intellectual disabilities.  
(b) Identify and explain the factors that have influenced the change of terminologies from mental retardation to intellectual disabilities **(12 Marks)**.

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**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

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

**EPS 372 TEACHING CHILDREN WITH HEARING  
IMPAIRMENT**

**SECOND SEMESTER EXAMINATION**

**TIME: 3 HOURS**

**INTRODUCTION:**

There are six Questions in this paper. Answer 3 questions only. Question 1 is compulsory; answer the compulsory question and two other questions

**Question 1 is a compulsory question.**

1. Develop teaching strategies in the use of Sign language as a means of instructing the hearing impaired in the classroom situation. (20 marks)
2. Hearing loss may be ranked as mild, moderate, severe or profound.  
Rank the hearing loss beginning from mild to severe hearing loss in decibels. (10 marks)
3. Show how you would teach spelling to the class of the hearing impairment. (10 marks)
4. List and Narrate conditions necessary for Sign Language to take place. (10 marks)
5. List and explain in detail the hearing aids you have studied in this course. (10 marks)
6. Discuss in detail the Difference between Audiology and autology. (10 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2011 ACADEMIC YEAR-SECOND SEMESTER EXAMINATION**

**EPS 472: COUNSELLING IN CHILD DISABILITY – PRACTICAL**

**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 on the answer booklet provided.

- 
1. Tadziona is a 18 year old girl and she is partially sighted. She is in grade 12. She is an average performer in class but feels she can do better. She tries to concentrate both in class and private studies but finds her mind wondering a lot. Sometimes she gets very frustrated in class when her teacher shouts at her. Instead of improving she becomes worse and this time she has failed English Language.

**Counselling dialogue:**

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

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

**Tadziona:** (Smiling back). Thank you sir.

**Counsellor:** (Leaning forward). You look unhappy today.

**Tadziona:** Yes, sir. I am very unhappy because my teacher shouted and called me a fool during his lesson.

**Counsellor:** I understand how you feel.

**Tadziona:** Thank you sir.

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

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

**Counsellor:** In addition, I will respect you and I expect the same from you. But I am wondering whether he meant to call you a fool?

**Tadziona:** Today is the second time he shouted at me.

**Counsellor:** (Nodding) Mmm.

**Tadziona:** (Looks down, then up) I have been trying very hard to improve my performance yet my teacher seems not to appreciate my efforts.

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

**Tadziona:** (Shivering with fear) Sir, I am planning to do better this term.

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

**Tadziona:** I do not like men touching me.

**Counsellor:** Okay. Do not worry. This is an action of empathy. (Pats on her shoulders again but she screams at him and said, *do not touch me you rapist.*)

**Answer the following questions:**

From the above case study:

- i) Identify instances of how the counsellor used empathy, genuineness, and acceptance. **(5 marks)**
  - ii) Analyse how various skills of active listening, attentive listening and non-verbal listening have been used by the counsellor. **(5 marks)**
  - iii) Examine the action of the counsellor by patting the client on the shoulder and the response of the client. Explain these actions in relation to the golden rule of ethical and unethical practices in counselling. **(2 marks)**
  - iv) What aspects of rapport were omitted by the counsellor? **(4 marks)**
2. In order to know whether what is being practiced is counselling or not, a seasoned counsellor checks such activities against the basic characteristics of counselling. Examine the characteristics of counselling and explain how they help the client with disabilities in a counselling practice. **(12 marks)**
- 3 (i) You have just conducted HIV test on a client with a disability using the Abbott test. Describe how the positive, negative and invalid HIV results are identified. **(5 marks)**
- (ii) One of the aims of post test counselling is to help the person to pass through the stages and reach an acceptance of his/her condition. Outline major points you need to review with your client in the post test HIV counselling. **(7 marks)**
4. Write short notes on the following concepts
- (i) Five characteristics of a fully functioning person
  - (ii) Perls' doctrine and its counselling implications.
  - (iii) How systematic desensitisation counselling technique is used.
  - (iv) Why time, action and procedural limits are necessary in a counselling relationship.
  - (v) How attending skills particularly the 'SOLER' can help in counselling practice.
- 12 marks**
5. Using the distributive and adjustive process how can you distinguish Guidance services from Counselling services? **(12 marks)**

**End of examination.**



# THE UNIVERSITY OF ZAMBIA

ISSE 111: THE NATURE OF CHILDREN'S LEARNING FINAL EXAMINATION

MAY 2012 (DISTANCE STUDENTS)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS (A, B AND C) IN THIS PAPER.  
ANSWER ALL QUESTIONS IN SECTIONS A AND B.

COMPUTER NO: \_\_\_\_\_

## SECTION A (20 MARKS)

INSTRUCTIONS: ANSWER ALL QUESTIONS IN THE ANSWER GRID BELOW

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

- \_\_\_\_\_ is a variable in an experimental study that may change as a result of the manipulation of another variable.  
a) independent variable b) dependent variable c) sample d) correlation
- The termination of an unpleasant condition following a desired response is called \_\_\_\_\_.  
a) Punishment b) negative reinforcement c) positive reinforcement d) extinction
- A little boy, Emmanuel Banda witnessed his mother being raped. Because the experience was unbearably painful, he pushed the whole experience out of consciousness. This is an example of \_\_\_\_\_,  
a) depression b) repression c) regression  
d) not reporting cases in time to the Victim Support Unit of the police
- \_\_\_\_\_ is a technique in which reinforcement is applied to responses that successively approximate the desired behaviour.  
a) Chaining b) shaping c) self-efficacy d) operant conditioning
- Grouping data so that a greater amount of information may be retained in working memory is called \_\_\_\_\_.  
a) Chunking b) organization c) mnemonic d) over-learning
- A teratogen is \_\_\_\_\_.  
a) substance or a condition that can cause birth defects  
b) a cell with extra chromosomes c) waste products from the embryo  
d) damage sustained to the placenta
- Which theorist hypothesized that children are born with a language acquisition

- device?
- a) Chomsky b) Piaget c) Skinner d) Vygotsky
8. According to which theorist do thought and language originate independently, but later merge?
- a) Chomsky b) Piaget c) Skinner d) Vygotsky
9. Which theorist places the most importance on social interaction in the development of language?
- a) Chomsky b) Piaget c) Skinner d) Vygotsky
10. According to Maslow, \_\_\_\_\_ needs is the desire to have the respect, confidence, admiration of others and to gain self-respect.
- a) safety b) esteem c) belonging and love d) self-actualization
11. The 3rd through the 8th week after conception is called the \_\_\_\_\_.
- a) Fetal period b) ovum period c) germinal period d) embryonic period
12. Anoxia refers to \_\_\_\_\_.
- a) a lack of oxygen b) cerebral hemorrhaging c) signs of vomiting during pregnancy d) toxins in the blood
13. Research in genetic vulnerability to teratogens has found that \_\_\_\_\_.
- a) female embryos are more vulnerable than males b) genetic vulnerability guarantees a birth defect of some sort c) fraternal twins are equally vulnerable d) the XY chromosome pattern is more susceptible to damage .
14. In order, the correct sequence of prenatal development is \_\_\_\_\_.
- a) embryo; germinal; fetus. b) germinal; fetus; embryo. c) germinal; embryo; fetus. d) ovum; embryo; fetus.
15. Dogs are often used in airports to detect explosive materials and/or narcotics. Their trainers teach them to smell out a certain substance by rewarding them with treats for correctly identifying a substance. In what type of learning are the dogs engaging?
- a) classical conditioning b) observational learning c) operant conditioning d) negative reinforcement
16. Alice Chilufya, the supervisor, comes into the workplace to check on her employees every hour and a half. Goodson Halwiindi, a psychologist observer, notices that the workers increase their work behavior about 10 minutes before the supervisor arrives and then decrease their work behaviour after she leaves. On what type of reinforcement schedule are the workers?
- a) a fixed-ratio schedule b) a variable-ratio schedule c) a fixed-interval schedule d) a variable-interval schedule
17. Spontaneous recovery refers to \_\_\_\_\_.
- a) re-awakening of the ability to respond b) alignment of responses to stimuli c) abrupt behavior d) a and b.
18. \_\_\_\_\_ is the sixth stage in Erickson's psychosocial stages of personality development.
- a) generativity vs stagnation b) intimacy vs isolation c) identity vs role confusion d) industry vs inferiority
19. Which one of the following is an attribute of an extrinsically motivated student?

- a) has a desire for approval
- b) is self regulated
- c) has self adopted standards
- d) strives to gain mastery.

20. "I did not do well in the test because many of the questions were useless and I did not even bother to answer them," said Decra Kunda. Decra is probably showing the defense mechanism of \_\_\_\_\_  
a) denial b) displacement c) rationalization d) reaction formation

**SECTION B (10 MARKS)**

**Instructions: Answer all questions in the spaces provided.**

21. State **two** sub-stages of sensorimotor stage.

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

22. Object permanence is \_\_\_\_\_  
\_\_\_\_\_

23. Mention **two** applications of behaviorist theories to education.

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

24. The phenomenon in which the teacher's attitude may help produce the expected behaviour in students is called \_\_\_\_\_.

25. The child's repetition of other people's actions, minutes, hours or days after it occurred is called \_\_\_\_\_

**SECTION C (20 MARKS)**

**Instructions: Answer question 26, which is compulsory, and any other one in this Section (altogether 2 questions). Write your answers in the given answer booklet(s).**

26. Write briefly on the following psychological terms:

- a) accommodation
- b) assimilation
- c) telegraphic speech
- d) Scaffolding
- e) Zone of Proximal Development

27. With relevant examples, explain:

- a) microgenetic design
- b) learned helplessness

28. Describe the biases associated with attribution theory.

**THE END**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION**  
**FIRST SEMESTER FINAL EXAMINATIONS NOVEMBER/DECEMBER 2011**  
**ISE 131-BASICS OF ART EDUCATION I THEORY**

**TIME: 3 HOURS**

**MARKS: 100**

**INSTRUCTIONS:**

- (a) There are five questions in this paper, answer **two questions from section A and all the questions from section B.**
  - (b) Question **one (1) is COMPULSORY in section A.**
  - (c) All questions carry equal marks.
  - (d) Clarity, precision, and coherent presentation of ideas will be given credit.
- 

**SECTION A: ANSWER TWO QUESTIONS (70 MARKS)**

1. Elements and principles of design are key concepts in the whole process of teaching and learning Art and Design. Define these concepts in full and also highlight their importance both to the teacher of Art and Design and the pupil.
2. What is the difference between self-identification and self-expression with reference to Art and Design activities? Discuss.
3. Human beings express themselves in so many ways, but it is believed that Art is often the highest form of human expression. How is Art a reflection of the society that it creates and why is Art important to the entire human society and the educative process?
4. What is the significance of the developmental stages in artistic expressions in the whole educative process?

**SECTION B: DEFINE THE FOLLOWING CONCEPTS (30 MARKS)**

1. Hue
2. Monochrome
3. Colour wheel
4. Rhythm
5. Design
6. Drawing
7. Sketch
8. Creativity
9. Painting
10. Tone

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**INSTITUTE OF DISTANCE EDUCATION**

**2012 ACADEMIC YEAR, SECOND SEMESTER FINAL EXAMINATION**

**COURSE: ISE 132 – BASICS OF ART EDUCATION II THEORY**

**TIME: THREE (3) HOURS**

**40% Marks**

**INSTRUCTIONS:**

- (a) There are five questions in this paper, **answer three** questions from **question one up to four** and all the questions from question five.
  - (b) Question one is compulsory.
  - (c) Question one up to question four carries 10 marks each, while question five carry one mark for each question
  - (d) Clarity, precision and coherent presentation of ideas will be given credit.
- 

1. Explain in detail the factors that influence individual reactions to works of art.
2. What is the difference between a Mosaic and a collage.
3. Mention three different types of paper and the kind of paper craft that can be made from them.
4. Mention three different printing techniques and explain in detail how each one of them functions.
5. Define the following concepts:-
  - a) Calligraphy
  - b) Artifact
  - c) Montage
  - d) X-height letters
  - e) Phonogram
  - f) Impression
  - g) Ideogram

Show the parts of a letter using the following:-

- h) Arm
- i) Bar
- j) Curve

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION (DPE).**

**ANATOMY AND PHYSIOLOGY (1SE152) EXAMINATION MAY/JUNE  
2012**

**TIME: 3HRS**

**QUESTION ONE IS COMPULSORY      ANSWER ANY OTHER TWO QUESTIONS**  
**100% MARKS**

1. A healthy body is key to positive sports results. Discuss the functions of the skin, muscular and skeletal systems and how their health status impacts on sports.
2. A football tournament is always a joy for the pupils if very well organized. Discuss some of the systems of play you would encourage the coaches to use for primary school children and why.
3. Define football and discuss the best way to teach football in today's world without losing any ingredients of the game.
4. Discuss the history of world football up to 1964.
5. Suffering from obesity is as bad as suffering from anorexia nervosa and bulimia nervosa. Define and explain the similarities and differences of the three eating disorders mentioned above.
6. The nervous system is said to control all the body systems. Explain in detail why this is so and how it benefits sport between the ages of 0 to 12 years.
7. Discuss the food you would recommend for a sportsperson who is heavily involved in sport and would like to attain fitness for a whole soccer season.

**END OF EXAMINATION! ALL THE BEST!**

**PCM**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**2011 ACADEMIC YEAR FIRST SEMISTER FINAL EXAMINATION**

**COURSE: ISE 171 INTRODUCTION TO FOOD AND NUTRITION SCIENCE**

**NOVEMBER, 2011**

**Duration: 3Hours**

**Total Marks: 100**

**INSTRUCTIONS:** There are two (2) Sections in this paper; Section A is compulsory and Section B has six questions and you are required to answer only four. Marks in each Section are shown in the brackets. N.B. Be neat and clear.

---

**SECTION A**

**Answer all the questions in this section.**

1. Make a distinction between the saturated and unsaturated fatty acids? (2)
2. Define the following terms (4)
  - i) Enzymes
  - ii) Metabolism
  - iii) Anabolism
  - iv) Catabolism.
3. With examples explain what the *major* and *trace* mineral elements are? (4)
4. Give an overview on the vitamins in terms of the classes and examples. (4)
5. What simple public health measure has been used in preventing simple goitre? (1)
6. Why is vitamin B a complex? (1)
7. What's the difference between food preservation and food processing? (2)



8. List 4 additives that are added to food and the specific purposes. (2)

**(Marks 20)**

**SECTION B**

**Choose four (4) questions in this section.**

1. Discuss the diet-planning principles and describe how each principle helps in diet planning. (20)
2. Explain how the Daily Food Guide or Food Pyramid is used and the five food groups that are used. (20)
3. Illustrate the food path of the digestive system and summarise the muscular actions that take place in the body. (20)
4. Clarify carbohydrates as simple and complex components of food and the health problems associated with unbalanced intake of carbohydrates. (20)
5. Give a detailed account of the proteins as a vital structure and working substance in the body. (20)
6. Discuss the fact that water is an essential nutrient, as important as any other nutrient in the body. (20)
7. Nutritional needs differ through the life circle. Examine six (6) special needs of people at the different levels? (20)

**(Marks 80)**

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**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION/ INSTITUTE OF DISTANCE EDUCATION**

**UNIVERSITY EXAMINATIONS FOR THE SECOND SEMESTER OF 2011 ACADEMIC YEAR, 20 MAY**

**8 JUNE 2012**

**ISE 182: INTRODUCTION TO SOCIAL STUDIES II**

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

## **SECTION A**

1. Why was Indirect Rule introduced in Northern Rhodesia?
2. How would you explain the evolution of the systems of administering Africans in urban areas?
3. What challenges did settler agriculture face during the period before 1930?
4. Discuss the causes and impact of labour migration in colonial Zambia.
5. What motivated financiers to invest in the copper mining industry after the First World War?
6. Why did the colonial government divide the land into African reserves and crown land?
7. Discuss the impact on Northern Rhodesia of the Great Depression of the early 1930.
8. What reason were advanced for the creation of the Federation of Rhodesia and Nyasaland?

## **SECTION B**

9. What is foreign aid? Has foreign aid contributed to Zambia's development in general?
10. Is foreign aid a blessing or slavery?

**END OF EXAMINATION**

# **UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION - DEPARTMENT OF PRIMARY EDUCATION**

**2011/2012 ACADEMIC YEAR SECOND SEMISTER EXAMINATIONS**

**ISE 192: UNIVERSALS IN MUSIC**

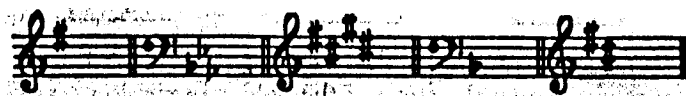
**TIME: 3 HOURS**

**TOTAL MARKS: 100**

## **INSTRUCTIONS**

- The Examination paper consists of Eleven (11) questions
- **Answer all** the questions

1. Give the names of both major and minor keys represented by these Key Signatures. (10 marks)



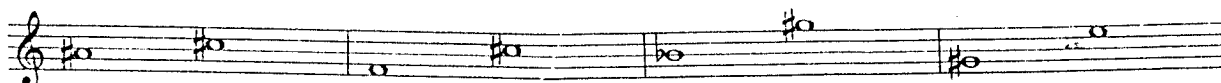
1.1 ..... 1.2 ..... 1.3 ..... 1.4 ..... 1.5.....  
 .....  
 .....

2. Name the following Intervals (10marks)



a)..... b)..... c)..... d) ..... e) .....

3. Identify each Interval and place the answer in the first space beneath it. Then designate the inversion below each interval (8 marks)



4. Add accidentals to the notes needing them so that each tune is in the Key indicated  
(6 marks)

G major

a)

(a) Musical notation for exercise (a) in G major, Haydn. The notation is on a single staff in treble clef with a 2/4 time signature. It consists of 12 measures. The notes are: G4, A4, B4, A4, G4, F4, E4, D4, C4, B3, A3, G3. There are slurs over the first four notes, the last four notes, and the final two notes. The name "Haydn" is written above the staff on the right, and "etc." is written below the staff at the end.

D major

b)

(b) Musical notation for exercise (b) in D major, Beethoven. The notation is on a single staff in treble clef with a 2/4 time signature. It consists of 12 measures. The notes are: D4, E4, F4, G4, A4, B4, A4, G4, F4, E4, D4, C4. There are slurs over the first four notes, the last four notes, and the final two notes. The name "Beethoven" is written above the staff on the right, and "etc." is written below the staff at the end.

5. Add flats before the notes needing them so that this tune is in A flat major (4 marks)

Musical notation for exercise 5 in A flat major, Bach. The notation is on a single staff in treble clef with a 3/4 time signature. It consists of 12 measures. The notes are: A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, B3, A3. There are slurs over the first four notes, the last four notes, and the final two notes. The name "Bach" is written above the staff on the right.

6. Rewrite this melody on a new staff and add accidentals so that the melody conforms to the principles of **A melodic minor scale**. (10 marks)



7. On an F clef write the melodic minor scale of G minor, ascending and descending, without Key Signature (10 marks)

8. Transpose the following music to the Key of B Major. Draw your own staff (10 marks).

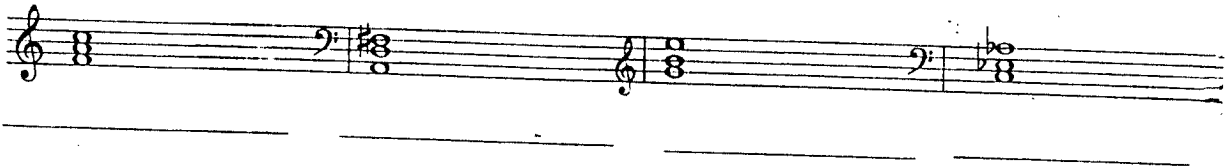


b) Mark the Intervals marked 1,2,3,4. (4 marks)

1.....2.....

3..... 4.....

9. Name the following Triads and state their Positions (8 marks)

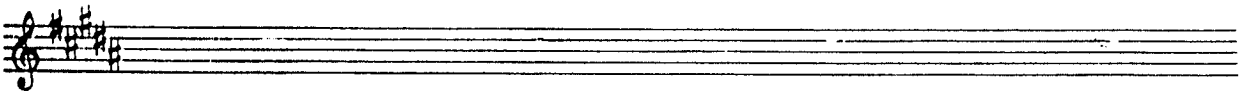


A musical staff with four measures, each containing a triad. The first measure is in treble clef with a C major triad (C4, E4, G4). The second measure is in bass clef with a D minor triad (D3, F3, A2). The third measure is in treble clef with an E major triad (E4, G4, B4). The fourth measure is in bass clef with an F major triad (F3, A3, C4).



A musical staff with four measures, each containing a triad. The first measure is in treble clef with a C major triad (C4, E4, G4). The second measure is in bass clef with a D minor triad (D3, F3, A2). The third measure is in treble clef with an E major triad (E4, G4, B4). The fourth measure is in bass clef with an F major triad (F3, A3, C4).

10. Write one octave of the major scale descending which has the given key signature. Use semibreves (10 marks)



A musical staff with a treble clef and a key signature of three sharps (F#, C#, G#). The staff is empty, intended for writing a descending major scale using semibreves.

11. Here is the opening of a piece for clarinet and piano, Scherzerro by Gordon Jacob. Look at it and the answer the questions below. (10 marks)

*Allegro moderato*

[ ABRSM ]

11.1 a) The written melody begins in C Major. Draw a circle round the note which does not belong to this key

b) Indicate the relative minor key of the key in which the piece is written

.....

c) Give the letter name of the lowest note. ....

d) Give the letter name of the note tied to a crotchet .....

e) Give the number of bar which contains two slurred crotchets. Bar .....

11.2

(a) How many times does the note group appear? \_\_\_\_\_

(b) Give the meaning of ***Allegro moderato*** \_\_\_\_\_

(c) Give the meaning of P. mf \_\_\_\_\_

(10 marks)



# UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

2011/2012 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 202: MUSIC TEACHING METHODS II

TIME: THREE HOURS

TOTAL MARKS: 100

### INSTRUCTIONS:

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

There are ~~seven~~<sup>8</sup> questions in this paper. **ANSWER** only five questions. Each question is worth 20 marks.

---

### QUESTIONS:

1. Discuss the perception of Musical Arts Education in Zambian/African communities.
2. Describe and discuss the following in the context of paraxial musical arts education in accordance with David Elliott (1995):
  - The musician;
  - Musicing;
  - Music;
  - Context.
3. Discuss musical arts education in Zambia from both the aesthetic and the paraxial philosophical view points.
4. Describe the process of acquiring musical arts knowledge and skills in the traditional ethnic communities of Zambia.
5. Outline your personal philosophy of music education in relation to the paraxial and the aesthetic philosophies.
6. Contrast the Aesthetic philosophy of music education with the Zambian indigenous philosophies of musical arts education.
7. You are asked by your school board to justify why musical arts should be a part of the curriculum. State your case in terms of philosophical and psychological implications.
8. Outline how you would organise a musical arts performing programme at your school.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**2011 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**COURSE: ISE 221 HOME ECONOMICS TEACHING METHODS I**

**NOVEMBER, 2011**

**Duration: 3Hours**

**Total Marks: 100**

**INSTRUCTIONS**

1. The paper has six (6) questions. ATTEMPT any four (4) questions. ALL QUESTIONS CARRY EQUAL MARKS (25).
2. Present your work in clear expression.

**Question 1**

Momson and Ridley (2000) suggest several principles that constitute primary practice. Write an essay to discuss 14 important principles which a primary teacher should remember to follow when teaching. (25 marks)

**Question 2**

Cohen L and Manion (2002) emphasised the organisation of pupils in style of teaching with clear diagrams and naming the situation, explain five (5) examples of teaching styles. (25 marks)

**Question 3**

The Zambia education syllabus has been divided in six (6) areas of study. Name the areas and explain why the Ministry of education decided to integrate the subjects into new integrated areas. (25 marks)

Question 4

Write a lesson plan to illustrate all the lessons steps on Grade 6 effects of “pollution on the environment”. (25 marks)

Question 5

- a) Methods of teaching are divided into three (3) general groups mention the groups and explain why methods are divided in those groups. Mention two (2) methods found in each group.
- b) Hatcher and Halchin (1973) have discussed advantages and disadvantages of Discussion method write and explain the advantages and disadvantages.

(25 marks)

Question 6

What is the difference between Buzz method and Brain storming method as defined by means R. Discuss five (5) advantages and three (3) disadvantages for each method and where to use them. (25 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**2012 ACADEMIC YEAR, SECOND SEMESTER FINAL EXAMINATION**

**COURSE: ISE 232 – ART IN PRIMARY SCHOOL II**

**TIME: THREE (3) HOURS**

**40% Marks**

**INSTRUCTIONS:**

- (a) There are five questions in this paper, **answer three** questions from **question one up to four** and all the questions from question five.
  - (b) Question one is compulsory.
  - (c) Clarity, precision and coherent presentation of ideas will be given credit.
- 

1. Unusual artifacts have an impact on the children in the classroom because they help stimulate their creative thinking. Explain the advantages of this kind of learning. (14 marks)
2. State the difference between printing using vegetables such as cabbage, onions or potatoes and stencil printing. (8 marks)
3. Mention one type of paper that can be used to make a three dimensional Sculpture and state five advantages of paper sculptures over metal Sculptures. (8 marks)
4. Produce a drawing of a repeated pattern or a picture by combining different decorative stitches. (8 marks)
5. Define the following concepts :- ( 1 mark for each question)
  - a) Calligraphy
  - b) Print
  - c) Mobile
  - d) Gesture
  - e) Needle work
  - f) Stitch
  - g) Mono print
  - h) decoration
  - i) Drawing
  - j) Impression

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION  
NOVEMBER/DECEMBER 2011 – FIRST SEMESTER EXAMINATION

COURSE: ISE 261 – PHYSICAL EDUCATION TEACHING METHODS 1

**INSTRUCTIONS:**

- Attempt **Three (3)** questions.
  - Question **One** which is **COMPULSORY**.
  - Marks will be awarded for **good, clarity, precision and exemplification of ideas.**
- 

1. As an expert of Physical Education and Sport, you have been asked to lead and deliver a workshop on lesson planning for teachers of this subject. Develop a comprehensive lesson plan based on any two volleyball skills that you would use as a model for the said workshop. **(40 marks)**
2. Research evidence supports the importance of movement in educating both mind and body. Compare and contrast the benefits of Physical Education as regards the three domains (Physical, Cognitive and Affective). **(30 marks).**
3. In his review of research on pupils' description of 'good teachers', Saunders (1979) came up with a number of factors that learners view as aspects of a good teacher. Discuss these factors bringing out clearly their distinctions. **(30 marks).**
4. Bookwater (1969:282) observes that, "he who fails to prepare, prepares to fail...." With your experience in this field, discuss the three important functions of planning. **(30 marks).**
5. Discuss the following concepts;
  - a) Factors that influence motor performance
  - b) Keeping sessions safe
  - c) What a good teacher must know before handling a new class. **(30 marks).**
6. Discuss the five (5) key and general areas of the importance of warm-up. **(30 marks).**
7. Teacher planning does influence opportunities to learn, content coverage, grouping for instruction and the general focus of classroom processes (Clark & Yinger, 1987:95). A number of issues determine the character of lessons. Therefore, discuss planning for Organization, content and presentation as separate but inextricably linked variables. **(30 marks).**

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS – NOV/DEC 2011

ISE 281: BASIC TOPICS IN SOCIAL STUDIES

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

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

---

**SECTION A**

1. Explain in detail the aim of social studies which states that: 'To help the child gain insight into spiritual, economic and political values as forces in human behaviour and human relationship. (17 marks)
2. Explain how you will tell pupils how to live in a multi-ethnic society like Zambia. (17 marks)
3. Explain what is entailed in social studies by:
  - (a) Intellectual Education
  - (b) Social Education
  - (c) Personal Education (17 marks)

**SECTION B**

4. Discuss how holding on to some traditional Zambian values can be:
    - (a) Helpful in the fight against HIV/AIDS
    - (b) Disastrous in relation to the HIV/AIDS pandemic (17 marks)
  5. Analyse the relevance of moral development approach in values education. (17 marks)
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS FOR FULL**  
**TIME/PARALLEL/DISTANCE STUDENTS**  
**MAY/JUNE 2012**  
**ISE 282: CURRENT ISSUES IN SOCIAL STUDIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**ANSWER TWO (2) QUESTIONS FROM SECTION A AND ONE (1)  
QUESTION FROM SECTION B. CREDIT WILL BE GIVEN FOR USE  
OF RELEVANT EXAMPLES AND ILLUSTRATIONS.**

---

**SECTION A**

1. Imagine you are a development worker in a rural area in Zambia. Discuss how you would ensure economic development in that area using PESTE. (17 marks)
2. Explain the problems of urbanization with reference to Zambia. (17 marks)
3. Analyse the characteristics of Zambia's climate and the two schools of thought on the causes of drought. (17 marks)

**SECTION B**

4. Explain the challenges and benefits of economic liberalization and privatization. (17 marks)
5. Discuss some of the institutional and constitutional changes that came with the Third Republic. (17 marks)

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**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 291: MUSIC OF ZAMBIA

TIME: THREE HOURS

TOTAL MARKS: 100

### INSTRUCTIONS:

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

### **Section A: Short Answers**

1. In which music style is the instrument *Namalwa* used?
2. In which musical tradition do we find the instrument *Ichikorekore*?
3. What type of instrument is the *Silimba*?
4. In what tonal structure is most traditional music of Zambia?
5. What is the purpose of *umukonkonsho* (s) (time-lines) in the music of Zambia.
6. In what traditional ceremony is the *Maoma* drums used?
7. What is *Umutomboko*?
8. Who are *Abafwalwa*?
9. Who was Alick Nkhata?
10. Name one prominent *Zamrock* musician.

### **Section B: Brief Answers**

11. Describe the following musical instruments:
  - Kalumbu
  - Mtyangala
12. Describe the following musical styles:
  - Kalela
  - Fwemba
13. Most traditional Zambian musical practices are polyrhythmic: Discuss!
14. Describe Kalindula music style in the context of present day Zambia.
15. Describe the following traditional ceremonies paying particular attention to the music.
  - Ukusefya pa Ng'wena
  - Nc'wala



**Section C: Essay Answers**

Answer only two questions

16. Describe the 'harmonic cliché' in Nsenga music in accordance with Kubik (1988).
17. Describe and discuss the harmonic divide in traditional music of Zambia.
18. Describe and discuss the usage of the elements of rhythm, form, timbre and melody in traditional musical arts of Zambia.
19. Describe the *Kachacha* dance ensemble.
20. Outline the development of music in Zambia after independence. Pay attention to music personalities, technology and styles.

---

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

2011/12 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 292: MUSIC(S) OF AFRICA

TIME: THREE HOURS

TOTAL MARKS: 100

**INSTRUCTIONS:**

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

The examination consists of ~~seven~~<sup>eight</sup> questions; answer only five questions. Each question is worth 20 marks

---

**QUESTIONS**

1. How do stylistic features such as 'call and response' become meaningful in African communities? State and discuss at least four other examples.
2. Describe and discuss how the inward and outward flow of people and ideas to and from Africa has influenced African music and vice versa.
3. Give brief notes on the construction, musicality and cultural context of the following musical instruments from Africa:
  - The Kachacha drum ensemble;
  - The Kora;
  - The Mbira;
  - The Silimba;
4. Discuss generalisations about the African music which you have experienced in this course (music of the Ewe, Mande, Dagbamba, Shona and Ba Aka) in the light of your experience of the musics of Zambia.
5. Describe and where possible give graphic examples of the following concepts in the musics of Africa:
  - Polymetre;
  - Polyrhythm;
  - Polyphony;
  - Call-and-response;
  - Music-culture
6. According to Agawu (2003), what are the "singularist" and "pluralist" perspectives in interpreting African musical Arts.

7. Describe the music-culture of the Ba Aka people in relation to other music-cultures of Africa you have studied.
8. Compare and contrast the music cultures of West Africa to those of Central Africa.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
SECOND SEMESTER EXAMINATION-2012**

**ISE 319**

**PRIMARY SCHOOL CURRICULUM DEVELOPMENT**

**TIME: THREE (3) HOURS**

**TOTAL MARKS:100**

**INSTRUCTIONS:**

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

**Question One**

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

**Question Two**

R. Dottrens in his book The Primary School Curriculum criticises the school textbook as tyrannical and it depersonalises and mechanises the teacher's instruction. Discuss this statement in favour of the role the teacher's guide and the pupil's book play in the primary school curriculum.

**Question Three**

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

**Question Four**

A. Urevbu in his book Curriculum Studies states that curriculum design is concerned with the problem of making a choice of what should be the organisational basis or structural framework for curriculum. What do you understand by the term 'architectonics of content'? Compare and contrast Philip Phenix and Paul Hirst's classification of school knowledge.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: ISE 372 ISSUES IN HOME ECONOMICS**

**JUNE, 2012**

**TIME: THREE (3) Hours**

**Total Marks: 100**

**INSTRUCTIONS:**

1. Read the Questions Carefully.
  2. There are Six (6) questions in this Paper. Select and attempt four (4) questions only.  
All Questions carry 25 Marks
  3. Observe good writing Techniques and numbering of Questions neatly.
- 

**Question 1**

- a) Discuss the history of Home Economics in Africa. In your discussions include the mission statement of Home Economics ASSOCIATION in Africa.
- b) Why is the history of any profession respected by the members?

**Question 2**

- a) Discuss why culture is called as sharper of instructions and Research programs in Home Economics.
- b) Briefly discuss the four dimensions of culture.

**Question 3**

- a) Discuss the importance of ecology to man and other living organisms.
- b) Briefly discuss the adaption of change in macro environment e.g. physical adaption, mental adaption and social adaptation.

**Question 4**

Discuss the value of ethics in Human Development, ethics to professional work and five (5) dilemmas in Home Economics.

**Question 5**

- a) With the aid of diagram explain how eco-system controls the mutual relationships with members in meso system, Exo system and macro system?
- b) Why is a family a system?

**Question 6**

- a) Why is women's Dress expression of Ethnicity?
- b) What is the role of Home Economics in the working environment and the society at large?

**The End**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS**

MAY/JUNE 2012

**LSE 212: SOCIAL STUDIES TEACHING METHODS 11**

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions, Two (2) from section A and One (1) from section B in answer booklets. Question one (1) is compulsory

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**SECTION A**

1. Construct a full 40-minutes lesson plan on the topic “Effects of population growth in Zambia”.
2. Highlight the likely problems that a teacher may face in using role-playing to teach Social Studies.
3. Describe the techniques that are used in Zambia to assess pupils in social studies.

**SECTION B**

4. Explain the importance of teaching Aids and activities in the teaching/learning process.
5. Why is debate an ideal method when teaching controversial issues?

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF RELIGIOUS STUDIES

LSE 292: RELIGIOUS STUDIES TEACHING METHODS II (PRIMARY)

FINAL EXAMINATION FOR SECOND SEMESTER 2011 ACADEMIC YEAR

- INSTRUCTIONS:
1. There are FIVE examination items in this paper.
  2. Attempt THREE examination items
  3. Each examination item carries equal marks.
  4. Write neatly and legibly.
- 

1. (a) How can a Religious Education (RE) teacher use indoctrination for the meaningful teaching of RE?  
(b) How can pupils use indoctrination to learn RE?
2. Discuss the disadvantages of:
  - (a) Traditional fragmented curriculum
  - (b) Integrated curriculum
3. Compare the stages in 'Gift to the Child Approach' and the steps in the 'Three-Step Approach'.
4. Explain the role that the following play in religious indoctrination of children.
  - (a) Church School
  - (b) Home
  - (c) Local Community
  - (d) Church
5. State and discuss four consequences of indoctrination.

**THE END**



**THE UNIVERSITY OF ZAMBIA**  
**SECOND SEMESTER EXAMINATIONS FOR FULL TIME AND PARALLEL**  
**STUDENTS**

**MAY/JUNE 2012**

**LSE 312: GEOGRAPHY TEACHING METHODS**

**TIME:                    THREE (3) HOURS**

**INSTRUCTIONS:**

ANSWER QUESTION **ONE (1)** AND ANY OTHER **TWO (2)** QUESTIONS.  
CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND  
ILLUSTRATIONS.

- 
1. Evaluate the major changes that happened to the old high school geography syllabus that had been in place up to 2003 highlighting the merits and challenges. (20 marks)
  2. Critically analyse the factors that affect normal distribution in teacher-made tests in geography. (15 marks)
  3. To what extent are objectives, teaching procedures and evaluation related to geography teaching and learning. (15 marks)
  4. During a geography lesson on soil erosion, Ms. Katwilo used photographs and also engaged pupils in a discussion. Explain the factors she considered before selecting the photographs as aids and discussion as a teaching strategy. (15 marks)
  5. Explain how fieldwork as a direct method of teaching geography benefits learners and why it is rarely undertaken. (15 marks)

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**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**  
**2012 SECOND SEMESTER EXAMINATIONS**

**LSE332: ENGLISH TEACHING METHODS**

**MARKS: 100**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. There are **TWO SECTIONS** in this Paper, **Sections A and B**.
2. Answer **THREE** Questions in all, **ONE** from **Section A** and **TWO** from **Section B**.
3. All questions carry equal marks.
4. Good command of English language will be rewarded.

**SECTION A**

Answer only **ONE** question from this Section.

1. Discuss the merits and demerits of the Audio-lingual method and the Cognitive Code Approach (CCA)
2. A number of Approaches, Methods and Techniques emerged as Language Teaching Methodologies developed from the 1940s (Audio-lingual) to the 1980s (Communicative Language Teaching). Explain the differences between an **Approach**, **Method** and a **Technique**? How do the three relate to a teacher being eclectic?
3. Explain the differences in **techniques** and **teaching materials** used to teach English language between the Situational Method and Audio-lingual Approach.

## SECTION B

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

4. Design **one visual** situational and **one linguistic** situational exercise to practice the structure of contrast:

**Although** (e.g. although he is fat, he runs very fast),

5. Construct a complete lesson plan showing, the teaching points, teacher/learner activities and materials to teach a descriptive composition lesson to a Grade 12 class based on the following topic:

**Pupils should be able to write an interesting description of a tourist resort they visited during the school holidays giving details of the place, what they saw, and the other people they met and how they enjoyed themselves.**

6. A Comprehension lesson should be a teaching lesson and not a testing one. Explain the procedure (not a lesson plan) you would use to teach a double (80 minutes) Reading Comprehension lesson to a Grade 12 class. Give a possible teaching point, various activities and tasks you would give at each stage of the lesson.
7. Write **briefly (up to a page on each)** with examples, on five of the following concepts or terms found in the **Teaching of Literature**:
- a. Imagery
  - b. Setting
  - c. Plot
  - d. Change of view point
  - e. Theme
  - f. Circular writing
  - g. Characterization
  - h. Flashback
  - i. Protagonist and antagonist

**END OF EXAMINATION**

**The University of Zambia**  
**Second Semester Examinations 2012**  
**LSE 352 (History Teaching Methods I)**

**Instructions:** Answer any **three** of the following questions. All questions carry equal marks.

1. A teacher's proper lesson planning greatly enhances its effective delivery. Write an essay that supports this view- point.
2. A teacher's knowledge of his/her pupils is believed to be among the factors that facilitate their learning. In what ways does this happen?
3. Syllabus and Schemes of Work are essential documents in the teaching of any subject. Write an essay which clearly shows the differences between the two and then explain how the latter is prepared.
4. Discuss (a) the view that history is a subject of reality and interpretation and  
(b) that it is a study of man in time and space.
5. Imagine that you are the Head of the History section of the Social Science Department at your school and that the Head teacher has asked you to talk to the recently admitted Grade 10 pupils about the value of this curriculum subject. Write a speech that you think can make pupils appreciate and choose this subject as their option.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS**

NOVEMBER/DECEMBER 2011

**LSE 361: CIVIC EDUCATION TEACHING METHODS I**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** ANSWER THREE (3) QUESTIONS IN THIS EXAMINATION.

ALL QUESTIONS CARRY EQUAL MARKS

1. What is teaching and methods of teaching? Explain what is involved in each one of them.
2. Argue for and against the use of traditional methods of teaching.
3. Explain the necessity and the importance of the syllabus.
4. Why should a teacher have the following documents:
  - (a) Schemes of work?
  - (b) Records of work?
5. Discuss what is involved in the lesson and the lesson plan.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**SECOND SEMESTER FINAL EXAMINATIONS –MAY, 2012  
LSE 392: RELIGIOUS EDUCATION TEACHING METHODS 1**

**TIME: THREE HOURS**

**MARKS: 100**

**INSTRUCTIONS: Answer ONE question from Section A and TWO questions from Section B.**

**SECTION A: THEORY**

1. (a) Explain the different categories in the Cognitive and Affective Domains of Bloom's Taxonomy of Educational Objectives.  
  
(b) For each of the categories in the Cognitive Domain, give two examples of illustrative verbs you could use to state learning outcomes.
2. Discuss the three phases in the history of Religious Education (RE) in Zambia. Show how this history has affected RE in Zambian secondary schools.

**SECTION B: PRACTICE**

3. For each of the following test items that you may use in assessing and evaluating RE performance: multiple choice items and Essay items:
  - (a) Give an example (from either 2044 or 2046) with a marking key.
  - (b) State its strengths and limitations.
  - (c) State the factors that should be considered when constructing the test item.
4. 'I have been teaching RE for more than twenty years. I am an experienced teacher and I have no need for schemes, records, lesson plans and teaching aids'. Discuss this statement, clarifying the misconceptions involved.
5. (a) Select a topic from either syllabus 2044 or 2046 and discuss how you would use 'interview' to teach the topic effectively.  
  
(b) Discuss the challenges you might face when using Interview Method.

- (c) Suggest ways in which you could overcome the challenges.
6. "Visual aids give meaning to words." Discuss this statement, explaining clearly:
- (a) The principles you would follow in order to ensure proper use of visual aids.
  - (b) The advantages of using visual aids in teaching RE.
  - (c) The challenges you might face when using visual aids

***END OF EXAM***

# THE UNIVERSITY OF ZAMBIA

*SCHOOL OF EDUCATION*

2011 ACADEMIC YEAR

SECOND SEMESTER EXAMINATIONS- MAY/JUNE 2012

MSE 332: MATHEMATICS EDUCATION II

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS:

1. There are **five** questions in this paper. Answer any **four (4)** questions.
2. Each question carries **twenty five (25) marks**.
3. Marks for questions are shown in brackets [ ] at the end of each question or part of a question.

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**QUESTION 1**

- (a) (i) Explain what you understand by each of the following: *mathematical facts, mathematical skills, mathematical concepts*. [06]
- (ii) Outline the steps you would take to teach pupils a mathematical concept that they have not yet encountered. [06]
- (b) (i) Given that  $x^2 + y^2 = c^2$ , express  $x$  in terms of  $y$  and  $c$ . [02]
- (ii) State and justify the mathematical skills pupils would learn by solving the above problem. [04]
- (c) "*Theories of mathematics learning have been of great help in improving the effectiveness of mathematics education for many pupils*".

Discuss this statement, justifying any points you make in agreeing or disagreeing with it. [07]



## QUESTION 2

- (a) Explain what is meant by research in mathematics education. [06]
- (b) Cite **four** sources of research problems in mathematics education. [04]
- (c) A researcher settled on the following research topic to guide his/her data collection:

**Children's reading difficulties in mathematics: The case of Grade 6 pupils in Lusaka urban district.**

- (i) State **three** research questions that the study might answer. [06]
- (ii) Suggest what the researcher could do to collect the necessary data to answer each of the research questions stated in (i) above. [09]

## QUESTION 3

- (a) Distinguish between *Heuristics* and *Algorithms* as they relate to mathematical problem Solving. [05]
- (b) Discuss **three** strategies that can be used to teach mathematical problem solving at school level. [10]
- (c) List **five** reasons that justify the inclusion of problem solving opportunities in the teaching and learning of mathematics. [10]

## QUESTION 4

- (a) Outline **three** reasons that justify the requirement for every student teacher of mathematics to study a course in school mathematics. [06]
- (b) On average, Maleele travels to work by bus 10% of the time, motor cycle 60% of the time, and car the rest of the time. If he travels by bus, there is a probability of 0.1 that he will be late. If he travels by motor cycle, there is a probability of 0.2 that he will be late, and if he travels by car, there is a probability of 0.3 that he will be late. On a given day, Maleele arrived late for work.
- (i) Determine the form of transport Maleele is most likely to have used on that day. [05]
- (ii) Compute the probability that Maleele went for work by bus on that day. [05]
- (c) Citing examples, discuss **three** advantages of using *Audio-Visual Aids* when teaching the topic *Probability*. [09]

**QUESTION 5**

- (a) (i) Outline **four** probable causes of gender differences in performance in mathematics at secondary school level in Zambia. [12]
- (ii) Discuss **three** measures a teacher of mathematics can take to address these differences in the classroom. [09]
- (b) Explain how parents can assist their girl children to learn mathematics. [04]

**END OF THE EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

2011/2012 ACADEMIC YEAR

SECOND SEMESTER FINAL EXAMINATIONS-MAY/JUNE 2012

MSE 342/352/362

### SCIENCE TEACHING METHODS II

#### INFORMATION:

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

#### INSTRUCTIONS:

Answer question **one** and **any other four** questions

**TIME** : Three(3) Hours

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1. (a) Discuss the implications for teaching science emerging from the following learning theories:
  - (i) Behaviourist theory [5]
  - (ii) Theory of learning Hierarchies [5]
- (b) Justify why discovery learning should be encouraged when teaching science. [5]
- (c) Identify five strategies you will use to ensure that your lesson presentation is effective. [5]

2.(a) Discuss the effects of teaching aids on pupils' learning of science[10]

(b) There are a variety of teaching aids available to science teachers for use during teaching.

(i) Explain why science teachers are encouraged to use a variety of teaching aids during teaching. [4]

(ii) Discuss issues that you need to consider when selecting a teaching aid for use during a particular lesson. [6]

3. (a) According to Parkinson(1994), "For most pupils the **scientific method** is much more important than remembering scientific facts."

(i) **Explain** the statement above. [2]

(ii) Briefly describe six (**6**) processes of science. [12]

(c) Although it is possible to exist with little or no knowledge of science, It may not be possible to lead a full and satisfactory life without it.

**Justify** this statement. [6]

4. (a) Whenever power to a computer is off, the Random Access Memory (RAM) is erased. Explain,

(i) how a computer starts again? [2]

(ii) why it is important for RAM to work very fast? [2]

(b) Briefly describe five (5) uses of computers in science education. [10]

(c) **Enumerate:**

(i) three (3) challenges of using computers in science lessons. [3]

(ii) three (3) demerits of using computer simulations in science education. [3]

5. Discuss critically eight (8) reasons why Zambian teachers fail to make a risk assessment of the science practicals they intend to perform with pupils. [20]

6. There are several ways of avoiding discipline problems in the Laboratory. Critically discuss eight (8) ways of avoiding discipline problems with concrete reasons given. [20]

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2011/2012 ACADEMIC YEAR

SECOND SEMESTER FINAL EXAMINATIONS- MAY/JUNE 2012

MSE 962

CHEMISTRY TEACHING METHODS IV

DURATION: THREE (3) HOURS

MARKS: 100

**INFORMATION:**

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

**INSTRUCTIONS:**

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

**QUESTION ONE (1):**

You have been posted to a secondary school in the third term to teach chemistry. The general trend by many seasoned teachers of chemistry at this school is that the topic chemistry, society and the environment, appearing at the end of the syllabus is normally not taught due to lack of time. Pupils from your class, 12B, have however asked you to give them brief highlights on the topic to help them understand some aspects of the topic as a way of preparing for their final examination.

- (a) Discuss three (3) air pollutants that you would consider important in your highlights, their major sources and effect of each of these pollutants on health or the environment. (12)
- (b) What could be your response to a pupil who asks why and when is carbon dioxide, which is naturally present in the air, sometimes regarded as a pollutant? (5)
- (c) Suggest three (3) ways to reduce air pollution. (3)

## QUESTION TWO (2):

You are given to teach a Grade 12 pure chemistry class at Mwinemushi Technical School on two forms of analysis performed in the practical, 5070 Zambian chemistry syllabus.

- (a) Identify the two forms of analysis that the pupils could perform and explain how, using one of the two forms of analysis, you would go about testing a sample of water drawn from Kafue river (where a truck carrying fertilisers plunged), for the presence of any named suspected anion present in fertiliser. You may wish to include a table that you would draw on the chalk board during your teaching, with columns for anion to be tested for, reagents and their sequence of addition, test result and the possible inference to be drawn. (14)
- (b) Discuss why acidification is important during the test of certain ions in solution? (6)

## QUESTION THREE (3):

Describe briefly, to your untrained Laboratory assistant engaged by the PTA at your secondary school, how he would make the following aqueous solutions from the stated solutes or concentrated stock or bulk reagents found in the main chemistry storage room.

- (a) 0.5 M NaOH solution (Molar mass NaOH:  $40.0 \text{ g mol}^{-1}$ ) (4)
- (b) 1000 ml of a 5% v/v solution of ethyl alcohol.  
State one assumption made in this preparation of ethyl alcohol solution. (4)
- (c) 100 ml of a 1 M  $\text{H}_2\text{SO}_4$  solution from a 3 M  $\text{H}_2\text{SO}_4$  (4)
- (d) (i) 1 M  $\text{H}_2\text{SO}_4$  using concentrated sulphuric acid sold as 98% w/w,  $\rho = 1.84 \text{ g/cm}^3$ .  
(Molar mass  $\text{H}_2\text{SO}_4$ :  $98.0 \text{ g/mol}$ ) (2)
- (ii) 1 M HCl using concentrated hydrochloric acid sold as 36% w/w,  $\rho = 1.18 \text{ g/cm}^3$ .  
(Molar mass HCl:  $36.5 \text{ g/mol}$ ) (2)
- (iii) 1 M  $\text{NH}_3$  (aq) using concentrated ammonia sold as 35% w/w,  $\rho = 0.88 \text{ g/cm}^3$ .  
(Molar mass  $\text{NH}_3$ :  $17.0 \text{ g/mol}$ ) (2)
- (e) 0.2 M  $\text{H}_2\text{O}_2$  using 30%  $\text{H}_2\text{O}_2$  w/v as the standard concentration commercially available. (Molar mass  $\text{H}_2\text{O}_2$ :  $34.0 \text{ g/mol}$ ) (2)

#### QUESTION FOUR (4):

Titration is a form of volumetric analysis commonly encountered in 'O' Level Chemistry practical. Generally, pupils have difficulties with some technical terms associated with either the preparation of solutions used in titration or as used in practical examination papers on titration procedure. Write brief notes to help your pupils understand the following terms before starting the practical tasks during the drill introductory sessions.

- (a) Solute (2)
- (b) Standard solution (4)
- (c) Molar solution (4)
- (d) Titrant (2)
- (e) Titre (4)
- (f) Titor (4)

#### QUESTION FIVE (5):

The following instructions and table of results were taken from a school laboratory technician preparation book on a Grade 12 task to determine the concentration (in mol/dm<sup>3</sup>) of **P** using volumetric analysis. As the chemistry teacher for a grade 12 class, you are to use the information to form the basis for marking the pupils' practical work books, hence complete the table and work out the questions that follow.

Put solution **P** in a clean burette.

You are provided with a solution of sodium hydroxide labelled as **Q** of concentration 0.5 mol/dm<sup>3</sup>. Pipette 25.0 cm<sup>3</sup> of **Q** into a clean conical flask and add 3 drops of phenolphthalein indicator provided. Titrate **Q** with **P**. Repeat the titration to obtain concording results and record your results in the table.

Burette readings in cm<sup>3</sup>

Titration number	Rough	1	2	3
Final burette reading	21.0	41.0	22.0	40.0
Initial burette reading	0.0	21.0	0.0	20.0
Volume of P used				
Tick (✓) the best titre readings				

(6)

Summary:..... cm<sup>3</sup> of **Q** requires .....cm<sup>3</sup> of **P**, a dibasic acid H<sub>2</sub>X and **Q** is 0.5 mol/dm<sup>3</sup> NaOH solution. (4)



- (i) Write a balanced chemical equation for the reaction between **P** and **Q**. (4)
- (ii) Determine the moles of **Q** that reacted with **P**. (2)
- (iii) Calculate the moles of **P** that reacted with **Q**. (2)
- (iv) Determine the concentration (in mol/dm<sup>3</sup>) of **P**. (2)

**QUESTION SIX (6):**

- (a) Define the **mole** and give a brief introduction of the **mole concept** to a Grade 11 class. (10)
- (b) Outline five sub-topics under the mole concept and mention any three (3) teaching aids that you could use to teach the mole concept at secondary school. (10)

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2011 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATION**

**RS 102: Introduction to World Religions II**

**TIME: THREE HOURS**

**MARKS: 100**

**Instructions:**

- ✓ Answer question one (1) and any other two (2) questions
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
  - ✓ Question one carries 40 marks while the other questions (2 to 6) carry 30 marks each.
- 

1. Identify and explain three ways in which Hinduism directs life in this world.
2. Discuss critically how Buddhism differs from Hinduism and Jainism
3. a) Clearly explain how the Bahai community is organized.  
b) Explain the teachings of Baha'u'llah on how the Bahai are to relate to other religions.
4. With reference to Shiites and Sunni Muslims, differentiate between the Imamate and Caliphate doctrines.
5. a) What is the Ying-Yang theory?  
b) Explain the main causes of suffering in Taoism.
6. "Confucianism is a political and social philosophy seeking social harmony". Discuss critically.

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

**SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS, MAY 2012**

**RS 202: INDIGENOUS RELIGIONS IN CENTRAL AFRICA II**

**FULL TIME, PARALLEL AND DISTANCE EDUCATION EXAMINATION**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS:** ANSWER 3 QUESTIONS. All questions carry equal marks. Marks will be awarded based on the following criteria:

- i. Substance (the correct content or correct facts).
- ii. Good use of English language.
- iii. Analysis and application (giving vivid examples and questioning some ideas).
- iv. Coherence (logical presentation of essays). Unreadable handwriting may cost you marks.

1. Describe how the Bantu speaking people in southern Africa developed the belief in

- a) Lineage spirits
- b) Hunting spirits
- c) Royal or chiefly spirits

2. a) Define 'territorial shrine.'

- b) Briefly discuss how territorial shrine cult became part of the Bantu religious heritage
- c) Discuss in what sense (i) Clearing a spot (ii) Erecting a spot and (iii) libation and sacrifice are religious activities.

3. Discuss how the beliefs held by the Plateau Tonga about the activities of a particular type of spirit, the *muzimo* reflect the ideal organization of Tonga social structure.

4. a) Define 'witchcraft.'
- b) Social anthropologists have mainly restricted themselves to an analysis of the functions of witchcraft. Explain at least three functions.
- c) In what sense is witchcraft a theological issue in Bantu religions?
5. a) Discuss at least six differences between 'witchcraft' and 'sorcery'.
- b) Why is there not a definite and clear distinction between 'witchcraft' and 'sorcery' in Bantu thought?
6. "A *n'anga* may deal with divination and/or healing. A *n'anga* dealing with divination may not be possessed during divination and while some *n'anga* only divine, others also give treatments and heal" (Dahlin, 2002:101).

Analyse the quotation above and write a clear essay on what you have learnt about 'divination.'

7. a) Describe the work of the following witchcraft eradication movements:
  - i) Mwanalesa
  - ii) Bamuchapi
  - iii) Lumpa
- b) Why did these movements fail to completely eradicate witchcraft in the society?
8. Discuss the belief in God in Bantu religions in terms of (i) Origins of belief (ii) What God does and (iii) Human images of God.
9. Discuss the *Deus Otiosus* and *Mediumistic* theories and show precisely the Bantu religious understanding of God.
10. a) Rites of passage follow a tripartite format. Describe them in detail.
- b) In which stage of the tripartite format are religious sentiments transmitted to the

neophyte and how?

- ✓ 11. In your study of spirit possession you learnt about terms such as 'cults of affliction', *Ngoma* and 'unplugging the spirit'. You also learnt about old and new spirit possession. Describe Tonga *Masabe* and Tumbuka *Vimbuzza* in the light of the statement above.
- ✓ 12. Discuss the weaknesses of western theology in its contact with African Traditional Religion which account for the emergence of African Independent Churches.
- ✓ 13. Christianity, Islam and modernity have disrupted traditional African life in every respect. With vivid examples, show how African Traditional Religion will exist in the future.

*THE END*

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS**

**MAY 2012**

**RS 312: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA 11**

**TIME: THREE (3) HOURS**

**Marks: 100**

**INSTRUCTIONS:**

- 1. ANSWER QUESTION NUMBER ONE (1) AND ANY OTHER TWO.**
  - 2. Write clearly with absolute clarity.**
  - 3. All questions carry equal marks.**
- =====

1. Write detailed notes in paragraph form on any three of the following;
  - a) Nestorianism
  - b) Pelagianism
  - c) Donatism
  - d) Marcionism
2. Why did the church in North Africa decline so quickly?
3. Discuss the significance of the conversion of Emperor Constantine in AD 312 and its implication on the development of the church.
4. Is it tenable to argue that William Harris Wade played any significant role in the development of the church in West Africa? Critically, explain your answer.
5. Discuss conversion strategies used by Muslims and the significance of trade routes in the spreading of Islam in West Africa.
6. Trace some of the developments of Christianity in East Africa after 1844 to the present.
7. Describe and critically comment on the growth of Christianity in South Africa from the arrival of the first Christian missionaries in 1799 to 1994.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF RELIGIOUS STUDIES**

**2011/2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**RS 335: SCRIPTURES OF WORLD RELIGIONS**

**TIME: THREE HOURS**

**Instructions:**

- All questions carry equal marks.
  - Answer only **three (3)** questions of your choice from the questions given below.
  - Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
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1. a) The aim of studying religion scientifically is to be critical in our pursuit for the truth. What analytical tools can a scientific interpreter of scriptures use to give a truthful or accurate interpretation of scripture?  
b) Give the disadvantages of the confessional approach to the study and interpretation of sacred texts.
2. a) In Africa, scripture is life and life is scripture. Discuss.  
b) Do African scriptures deserve the right to be universally accepted as world scriptures?
3. According to Baldwin (2009) Israel's salvation history is the key to understanding Jewish scriptures. Explain how Jewish scriptures draw their meaning from the social and religious factors associated to the different stages of Israel's salvation history.
4. a) There was only one Jesus yet gospel writers portray him differently. Explain.  
b) Give a detailed critique of Christian scriptures (O.T & N.T).
5. a) Critique the canonization of the Holy Quran.  
b) Compare and contrast the canonization of the Christian Holy Bible and the Islamic Holy Quran.
6. a) Give a detailed account of the main Hindu scriptures.  
b) How distinct are Hindu scriptures from scriptures of other religions.

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS

MAY 2012

RS 922: RELIGION AND PSYCHOLOGY

TIME: THREE (3) HOURS

Marks: 100

INSTRUCTIONS:

1. ANSWER QUESTION NUMBER ONE (1) AND ANY OTHER TWO.
2. Write clearly with absolute clarity.
3. All questions carry equal marks

- =====
1. Write detailed notes in paragraph form on any three of the following;
    - (a) The persona
    - (b) The shadow
    - (c) The archetype
    - (d) The Super-ego
  2. a) Critically discuss why according to Erikson the formative years of one's childhood are critical to later human development.  
b) With concrete examples, illustrate how one's childhood relationship with one's father or mother may affect one's religious development?
  3. Piagetian accounts of cognitive development have been challenged on several grounds. Critically discuss and justify the challenges to Piagetian paradigm of cognitive development.
  4. "Faith is not always religious in its content or context." What does Fowler mean by 'Faith'? Critically discuss.
  5. (a) Fowler's "Synthetic-Conventional Faith" stage is said to be a 'resting place' for many people. Justify with concrete examples.  
(b) How does the "Synthetic-Conventional Faith" stage compare with Kohlberg's Conventional Level of moral reasoning? What are some of the implications of this stage for religious education?
  6. (a) What does Fowler mean by "Individuative-reflective faith" in his stages?  
(b) What factors contribute to one's attainment of this stage?
  7. a) Carl Gustav Jung divides the psyche in three different parts. Critically outline and discuss these parts with emphasis on the 'psychic inheritance.'  
b) With reference to Jungian psychology, what is the significance of the ego in personality development?

END OF EXAMINATION



**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2011 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATION**

**RS 945: Religion and Environment**

**TIME: THREE HOURS**

**MARKS: 100**

**Instructions:**

- ✓ Answer question one (1) and any other two (2) questions
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
  - ✓ Question one carries 40 marks while the other questions (2 to 5) carry 30 marks each.
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1. Briefly explain the following;
  - a) Human supremacy
  - b) Ecocentrism
  - c) Deep ecology
  - d) Duality of man and nature
  - e) Religion as a social construct
2. Explain the notion that Christianity is the most anthropocentric religion in the world.
3. Discuss the Jewish attitude towards the natural world and show clearly how it contributed to environmental sustainability.
4. With practical examples, critically analyse the relevance of African Tradition Religion (ATR) beliefs to different dimensions of the environment.
5. Virtue is one of the main bedrocks of Confucianism. Critically analyse how various components of virtue in Confucianism can be used to address various environmental challenges in Zambia.

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