

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2007 SECOND SEMESTER

1. AE 142 EVALUATING ADULT EDUCATION
2. AE 152 INSTRUCTIONAL TECHNIQUES IN ADULT EDUCATION
3. AE 222 STATISTICS IN ADULT EDUCATION
4. AE 242 MASS EDUCATION AND DEVELOPMENT
5. AED112/132 SOCIOLOGY OF ADULT EDUCATION
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27. ISE 202 MUSIC EDUCATION II
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30. ISE 272 HEALTH EDUCATION
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33. ISE 372 ISSUES IN HOME ECONOMICS
34. LSE 292 PRIMARY RELIGIOUS STUDIES TEACHING METHODS II
35. LSE 332 ENGLISH TEACHING METHODS I (SECONDARY ALTERNATE PAPER)
36. LSE 372 AFRICAN LANGUAGES TEACHING METHODS I (DEFERRED)
37. LSE 382 FRENCH TEACHING METHODS
38. LSE 392 RELIGIOUS EDUCATION TEACHING METHODS
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THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2007 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

AE 142

EVALUATING ADULT EDUCATION

TIME: THREE HOURS

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

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SECTION A

Instructions: Answer **one** question from this section.

1. What do you understand by evaluation? Distinguish evaluation from monitoring.
2. What do you understand by comprehensive evaluation? Distinguish it from impact evaluation.

SECTION ~~A~~ B

Instructions: Answer **ANY TWO** questions from this section.

3. State and describe any two methods used in evaluating courses in education.
4. State and describe one way of identifying and analyzing stakeholders.
5. What are the strengths and weaknesses of using goal-based evaluation?
6. Use a diagram to show when various forms of evaluation can be carried out.

END OF EXAMINATION

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

**2007 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**AE 152: INSTRUCTIONAL TECHNIQUES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY**

1. Discuss the values for using the audio-visual aids in teaching .
2. Discus the best teaching approach in teaching adults.
3. In your own understanding discuss the following techniques:
  - a. Colloquy
  - b. Panel forum
4. Distinguish three levels at which adult educators are involved in adult education.
5. Discuss the following instructional techniques.
  - a. Symposium
  - b. Demonstration

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION  
STUDIES**

**AE 222 STATISTICS IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS**

1. Describe clearly the methods to be employed in constructing;
  - a. a pie chart
  - b. a histogram
  - c. a bar graph
  
2. A set of figures below shows ages at which 50 employees were appointed to a certain grade.

28	27	30	27	28	28	26	27	28	28
26	28	29	31	27	28	27	29	27	29
28	27	31	27	27	29	30	27	28	28
28	29	28	29	27	30	27	28	27	29
28	27	28	29	29	28	28	28	28	27

Draw the cumulative relative frequency curve.

3. Given the following data:

Wage groups	# of employees
200 - 300	5
300 - 400	25
400 - 500	134
500 - 600	85
600 - 700	69
700 - 800	43
800 - 900	34

Calculate the median, mean and mode.

4. Discuss the four scales of measurement
5. Discuss dispersion
6. Discuss the following sampling methods:
  - a. Stratified random sampling
  - b. Systematic random sampling
  
7. Find the mean deviation of the following distribution:  
5, 4, 7, 6, 2, 0, 3, 0, 8, 9

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

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**AE 242: MASS EDUCATION AND DEVELOPMENT**

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

**INSTRUCTION: ANSWER ONLY FOUR (4) QUESTIONS**

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1. The Trickle Down Approach to development Prizes investment into Third World countries by transnational corporations as a viable strategy of enhancing the pace of Third World development. In contrast, scholars on the left have contested this position. Present the position of these scholars.
2. How would you support the argument of the exponents of the dependency theory that the modernization approach to development is a covert strategy by the metropole to syphone resources from the South.
3. Identify and explain divergencies in the management of colonies between the British and French colonial rulers.
4. In what ways is mass education the complete converse of formal education.
5. Cite circumstances which militate against the rationale that in order for Third World countries to develop, they must follow the development route prescribed and followed by the West.
6. What evidence would you present to show that the Basic Human Needs Approach to development differs but little from the Capitalist system.

**END OF EXAMIANATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2007 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

AED 122 / AE132

SOCIOLOGY OF ADULT EDUCATION

TIME: THREE HOURS

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

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**SECTION A**

**Instructions:** Answer **one** question from this section.

1. Sociology as a social science deals with human behavior. What are the reasons for employing the scientific method in understanding human behavior?
2. What do you understand by objectivity and logic? State and describe five common logical pitfalls.

**SECTION B**

**Instructions:** Answer **two** questions from this section.

3. Structural-functionalists perceive education as one of the social institutions of society. What is a social institution? What are the functions of education?
4. What is social stratification? Do think that Zambia has an open or closed social stratification system? Give reasons for your answer.
5. What is social mobility? Do you think that Zambia is currently experiencing significant intergenerational social mobility? Give reasons for your answer.
6. What is bureaucracy? What are the functions of bureaucracy? What are the dysfunctions of bureaucracy?

**END OF EXAMINATION**

**The University of Zambia**  
**School of Education**  
**Second Semester Examinations 2007/8**  
**AED 132 Communication Skills course – Full Time candidates only.**  
**Time: Three Hours**

**Instructions :** Answer any three questions in this paper. Your work should be precise and concise. Use of chemical erasures is prohibited. Write legibly and number your work clearly.

1. Communication creates the 'we feeling'. Explain the meaning of this expression.
2. Using clear examples, distinguish kinesics from proxemics in non-verbal communication.
3. Discuss the notion that interpersonal communication need not be face to face
4. Identify any three sender-based barriers to communication and explain how each one of them can be overcome to ensure effective communication.
5. Discuss the principle that 'communication is two ways'.

**End of examination**



**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION  
2007 SECOND SEMESTER EXAMINATIONS**

**AED 332: COUNSELING IN ADULT EDUCATION  
TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**ATTEMPT QUESTION ONE AND ANY OTHER TWO QUESTIONS.  
YOU ARE REMINDED TO WRITE IN AN ORDERLY AND LEGIBLE  
MANNER. ANY ILLEGIBLE WRITING WILL BE PRESUMED TO BE  
WRONG.**

**QUESTION ONE:**

Peter Steel is facing multiple psychosocial problems: he has serious interpersonal differences with his immediate supervisor at Zamtel, where he works, to the extent that he is contemplating quitting the job. The only problem is that the job is well-paying and there is little hope that he would get a similar job anywhere in Zambia. In addition, one of his sons has dropped out of UNZA and is on drugs. Above all, his marriage is on rocks and there is a real possibility of a divorce.

Burdened with all these issues, Peter Steel comes to you seeking emotional relief.

With reference to Cormer and Hackney (1993) describe, in detail, the four stages you will go through, with the client, in an attempt to resolve his presenting problems.

**QUESTION TWO:**

Give a detailed outline of the concept of communication, bringing out, *interalia*, and the following details: barriers to interpersonal communication and how they can be overcome, significance of nonverbal communication to the practice of counseling and any four types of non verbal communication.

**QUESTION THREE:**

With reference to the stage development theory and any other relevant inform demonstrate that adults are “a special counseling population”.

**QUESTION FOUR:**

Complying with ethical guidelines is one of the most important requirements of being a professional counselor.

Explain what you understand by the concept of ethical guidelines in counseling and discuss in detail any five ethical principles and their implications to the practice of counseling. You should also identify any five ideal personal qualities of a counselor.

**QUESTION FIVE:**

With appropriate illustrations, discuss any four types of verbal communication skills .

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2007 ACADEMIC YEAR SECOND SEMESTER DEFERRED FINAL  
EXAMINATIONS

AED 352

INTRODUCTION TO RESEARCH

TIME: THREE HOURS

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

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SECTION A

**Instructions:** Answer **one** question from this section.

1. What do you understand by science? Critically discuss the relationship between the scientific approach and the educational research process.
2. Cite the five common logical pitfalls and show how avoiding these pitfalls can achieve objectivity in research.

SECTION B

**Instructions:** Answer **the only** question in this section.

3. Show how conducting substantial literature review is critical to all steps of a research study.

SECTION C

**Instructions:** Answer **one** question from this section.

4. Why is the experimental research still preferred in education in spite of its limitations? Imagine that you have been asked to advise a team conducting an experimental research on mitigating cholera among adults

- in Lundazi District. Give examples of an independent variable, a dependent variable and an extraneous variable appropriate for the study.
5. Imagine you are conducting a study on malnutrition in Mazyopa. Formulate an appropriate research question and at least three research sub-questions. Develop a twelve-item questionnaire appropriate for the study. Your questionnaire should not have more than two biographical items.
  
  6. What is a research report? What are the components of an academic research report? Use a study on aquaculture education to show how personal data items such as age; marital status, educational level, residence and occupation are usually irrelevant to the findings section of research reports.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**SEMESTER TWO FINAL EXAMINATIONS 2007/8**  
**AED 422 WORKERS EDUCATION**  
**Time; THREE HOURS**

**INSTRUCTIONS : Answer only three questions in this paper.**

1. Write an essay on the merits of the socialist perception of Workers Education.
2. Using examples from Zambia show how the original notion of Workers Education is still realized through University Extension Studies.
3. Write short notes on each of the following
  - i) Social time.
  - ii) Industrial Relations /Labour act.
  - iii) International Labour organisation.
  - iv) Recognition agreement
4. Write an essay on the reasons advanced for the composition of the collective bargaining team.
5. Write an essay to discuss the vulnerability of Workers Education to the political and economic state s of a given country.

**END OF THE EXAMINATION.**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**AED 432: Human Resource Development**

**Time: Three hours (3 hrs)**

**Instructions**

- (a) Answer any five (5) questions
- (b) All questions carry equal marks

1. Briefly describe the roles of a Human Resource Development Manager
2. Identify and briefly explain the five functions of management.
3. Write brief notes on any four of the following:
  - (a) Skills or qualities of a Human Resource Development Manager
  - (b) Organisational development
  - (c) Individual development
  - (d) Education
  - (e) Training
4. Identify and briefly explain any four methods that are used in needs identification.
5. Briefly explain the major purposes of programme evaluation.
6. Write brief notes on any four of the following:
  - (a) Task analysis
  - (b) Functions of learning objectives
  - (c) Programme design
  - (d) Man analysis
  - (e) Methods of programme evaluation.
7. Historically, human resource development in Zambia can be discussed under three distinct periods. Write brief notes on each period.
8. Briefly discuss the major challenges of human resource development.

**END OF EXAMINATION**

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

**AED 462**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY**

1. The field of adult Education does not have a major focus and this lack should not be surprising. **Discuss.**
2. The goal of human liberation should become the guiding force behind the work of adult education. Discuss and give examples.
3. Adult education as a movement has filled in five areas. Briefly discuss each one of them.
4. In the field of adult education, the following have very important party to play. **Discuss.**
  - a. Instructors
  - b. Planners
  - c. Administrators
5. The government has very important role to play in adult education programs discuss.
6. Discuss the basic approach to Adult Education funding by government.
7. In adult education the learners role is very important. Explain and give examples.
8. Discuss how people perceive adult education movement in Zambia

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

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**AED 472: NON GOVERNMENTAL ORGANISATIONS**

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

**INSTRUCTION: THERE ARE THREE (3) SECTIONS IN THIS PAPER. BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY THE INSTRUCTIONS FOR EACH SECTION**

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**SECTION A**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM THIS SECTION**

1. Recommend one type of NGO you consider appropriate for the Zambian context from Fakih Mansour's Typology of NGOs. Justify your choice by showing how the type you have selected is better than the other types of NGOs?
2. Kenya is currently experiencing Post-election violence. How would Korten explain this violence? Which type of NGO would you recommend for dealing with the situation in Kenya? Give reasons for your answer.
3. Do you think that Southern NGOs can implement the strategies of Korten's 4<sup>th</sup> Generation NGOs? Give reasons for your answer.

**SECTION B**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM THIS SECTION**

4. NGOs are partners in National Development with government. Discuss – giving examples.
5. You belong to a community that has formed an NGO called Young and Old Literacy Association (YOLA). The Association requests you to formulate its constitution. Remember to reflect all the important Articles in the constitution.

6. Discuss the process of forming an NGO up to getting a certificate from the Registrar of Societies.

**SECTION C**

**INSTRUCTIONS: ANSWER TWO (2) QUESTIONS FROM THIS SECTION**

7. Either support or contest the perception that local NGOs hardly meet their vision and mission as their focus is slanted towards acquisition of funding from the donor community, whose vision is often of variance at that of local NGOs.
8. What are the differences between a statutory body and an NGO?
9. How would you justify the contention that NGOs provide appropriate ground for the development of leadership?

**END OF EXAMINATION**  
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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2007/8 ACDEMIC YEAR SECOND SEMESTER**

**FINAL EXAMINATIONS**

**CVE112: INTRODUCTION TO GOVERNANCE**

**TIME: THREE HOURS**

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

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- Question 1: What is governance? With reference to **CPIA** and **governance matters** explain how you would determine the goodness of governance of a country.
- Question 2: Governance in the **pre-colonial**, **colonial** and **post-colonial** societies differs. Do you agree?
- Question 3: Would you support the view that civic education plays a very important role in promoting good governance?
- Question 4: critically examine governance in Zambia from 24<sup>th</sup> October 1964 to the year 2008.
- Question 5: What do you understand by term **civil society**? Does civil society play any significant role in governance?
- Question 6: NGOs are becoming more and more recognized as agents of service delivery and Development. What do you think are the strengths and weaknesses of NGOs?

**END OF EXAMINATIONS**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DIRECTORATE OF DISTANCE EDUCATION**

**2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION.**

**EAP112-THE ROLE OF EDUCATION IN DEVELOPMENT.**

TIME: THREE (3) HOURS.

INSTRUCTIONS.

- a) Answer any **three (3)** questions from the given **nine(9)** questions.
- b) All questions carry equal marks,( i.e.20 marks each)
- c) You are required to **read** through **all** the questions carefully before selecting which ones to attempt.
- d) There is one(1) printed page in this examination.

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- 1) Approaches to the school leaver and unemployment problems have often been addressed with calls for diversification, ruralization, and vocationalization of the school curriculum. Explain the **three(3)** suggested solutions and critically examine the extent to which such approaches can reduce unemployment in Zambia.
  - 2) Discuss the problems of dependency in relation to educational provision in the various sectors in Zambia. Suggest some measures any African nation can take to avoid the problems of dependency. (Give some practical examples of dependency in the educational sector in Zambia)
  - 3) What is the role of education in the issues of production, poverty reduction and the fight against HIV/AIDS? Show how the **three** issues are related.
  - 4) 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,
  - 5) Discuss the manifestations, effects and limitations of globalization. What specific measures do some African countries take to counter the negative effects of globalization?
  - 6) Discuss how the concept of equality in education in Zambia has been put in practice. How does this differ from the concept of equity?
  - 7) What is decentralization? Describe any **three (3)** forms of decentralization you know of, and say how the Zambian Government has responded to the concept of decentralization.
  - 8) Identify and discuss the major weaknesses of the dependency theory.
  - 9) How do you see education contributing to national development in the 21<sup>st</sup> century?

**END OF THE EXAMINATION!**

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# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

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

**2007/2008 ACADEMIC YEAR SEMESTER II**

#### FINAL EXAMINATION

**EPS112: EDUCATIONAL PSYCHOLOGY**

**TIME: THREE (3) HOURS**

**DURATION: 3 HOURS**

**CANDIDATE' COMPUTER NO:** \_\_\_\_\_

#### **INSTRUCTIONS:**

1. This paper consists of **TWO** (2) sections, A and B.
2. Answer **all** questions in section A.
3. Write answers for section A on the question paper.
4. Answer questions in Section B Part I. Answer **any five** questions in Section B Part II
5. This examination contributes 50% to the whole course.
6. Credit will be given to the orderly presentation of your work.
7. Ensure that you write your University of Zambia student number on all answer booklets submitted.

#### **SECTION A (20 Marks)**

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

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

1. A study where repeated observations of the same group of children are made at different points in their development is known as
  - a. developmental study
  - b. longitudinal design
  - c. cross- sectional design
  - d. observational study
2. Maslow states that the existence of the higher needs depends upon the
  - a. the type of need
  - b. how hungry one is

- c. intellectual level of the individual    d. satisfaction of all lower needs.
3. Which situation best describes extinction in classical conditioning?
- a. The UCR is presented alone.    b. When the CR does not occur  
c. The CR is presented alone    d. When the UCR does not occur
4. A child knows that adding "ed" to certain words puts them in the past tense. As a result, instead "He came," the child says "He comed". This is an example of
- a. generalisation    b. overextension  
c. overregularisation    d. grammar learning
5. When do people develop a sense of mistrust or mistrust, according to Erikson ?
- a. During the identity crisis    b. At puberty  
c. During the first year    d. When they are not sure of the person.
6. What did the spreading of little Albert's fear to a rabbit and the experimenter's beard illustrate?
- a. fear    b. generalisation  
c. discrimination    d. dissensitisation
7. John is a pupil who presents his teacher with a variety of problems. One characteristic that disturbs the teacher and the class is John's habit of teasing his friends. The school psychologist suggests that the teacher and John's classmates ignore John's teasing. The intended method of behaviour change is
- a. extinction    b. punishment  
c. negative reinforcement    d. shaping
8. Which of the following chromosomal anomaly causes Turner's syndrome?
- a. XXX Pattern    b. XYY Pattern  
c. XO Pattern    d. XXY Pattern
9. The id is \_\_\_\_\_ while the ego is \_\_\_\_\_.
- a. subjective / objective    b. objective / subjective  
c. mature / immature    d. irrational / perfectionist
10. Which of the following is typical of sensorimotor stage?
- a. centration    b. transduction  
c. egocentrism    d. transaction behaviour
11. Educational psychology is important to teachers because
- a. it provides them with ready made answers to behavioural problems

- b. it helps them to understand Intelligence Quotients
  - c. it helps them appreciate the differences among learners
  - d. it helps them to determine the type of punishment.
12. Correlation means
- a. association
  - b. causation
  - c. tied together
  - d. acting in the same way.
13. According to Erikson, when do people develop a sense of shame?
- a. during the second year
  - b. when intimacy breaks down
  - c. when they stagnate
  - d. during the role confusion period
14. When little Florence was playing, she was heard mumbling: "This way, put two sticks. Again two sticks. Count ... it is four!" According to Vygotsky, little Florence just gave an example of
- a. social speech
  - b. inner speech
  - c. private speech
  - d. egocentric speech
15. Johane is a stingy Educational Psychology student. According to Sigmund Freud, Johane could have fixated at
- a. the unconscious stage
  - b. oral stage
  - c. anal stage
  - d. weaning.
16. Which of the following is an incorrect statement?
- a. negative reinforcement increases the chance of the behaviour of being repeated
  - b. negative reinforcement weakens behaviour so that it is not repeated
  - c. both positive and negative reinforcements strengthen behaviour
  - d. punishment is designed to stop behaviour.
17. In the Experimenter's Box, the rat's pressing the bar and receiving a food pellet represents
- a. operant conditioning
  - b. classical conditioning
  - c. stimulus response and unconditioned response
  - d. positive reinforcement of response.
18. Which of the following is not a proponent of association theories?
- a. Piaget
  - b. Thorndike
  - c. Skinner
  - d. Pavlov
19. An Educational Psychology student who sees herself as bright, gets an unexpected and yet fully justified 'D' in the test. She is overheard saying, "the lecturer has unfair grading practices". This is an instance of

- a. repression
- b. regression
- c. rationalisation
- d. projection.

20. Who is the proponent of learned helplessness?

- a. Martin Seligman
- b. David Ausubel
- c. Albert Bandura
- d. Lev Vygotsky

## SECTION B (30 MARKS)

### Part I

**Instructions:** Answer all questions in the provided answer booklets.

21. State any **two** stages of representations, as proposed by Bruner, through which human beings pass in acquisition of cognitive ability?

22. \_\_\_\_\_ is learning by looking at the behaviour of another person called a model.

23. Define knowledge and capability as Robert Gagne sees them.

24. What defines a concept?

25. What kind of speech is telegraph<sup>s</sup>?

26. State two methods a teacher may use to motivate his/her class.

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### Part II

**Instructions:** Write brief notes on **ANY FIVE** of the following Educational Psychology constructs:

27. a) scaffolding.

b) holophrase.

c) the id.

d) locus of control.

e) language acquisition device (LAD).

f) Zone of Proximal Development (ZPD).

g) Benjamin Lee Whorf's view on language and thought..

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**EPS 152 - SPECIAL EDUCATIONAL NEEDS**

**TIME - THREE HOURS**

**INSTRUCTIONS**

Read the following instructions carefully

- i) This exam carries 50 marks
- ii) There are three sections in this paper
- iii) Answer all the questions in sections A and B and two from C
- iv) All answers must be written in the booklets provided.

**SECTION A (11 Marks)**

**Answer all the questions in this section. Each question carries one mark.**

1. Which of the following is not a symptom of emotional disorders?
  - a) Sexual problems
  - b) Feeling constantly threatened
  - c) Inability to maintain close relationships
  - d) Keenness to start physical fights
2. \_\_\_\_\_ is a visual impairment where there is damage to a small area of the retina resulting in restricted fine central vision and difficulties in writing and reading.
  - a) Retinal detachment
  - b) Retinoblastoma
  - c) Muscular degeneration
  - d) Diabetic retinopathy
3. Three of the following are examples of externalising behaviour disorders. Which one is not?
  - a) Delinquency
  - b) Hyperactivity
  - c) Anorexia
  - d) Aggression

4. \_\_\_\_\_ is a spectrum of disabilities which affect communication, social skills and characterised with unusual sensory responses and resistance to environment change.
5. Name two ways of identifying children with multiple disabilities
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
6. The lack of coordination between the body and the mind in the gifted learners is called \_\_\_\_\_
7. According to \_\_\_\_\_ theory of attachment, fearfulness is rooted in early insecure attachments
8. The growth of giftedness or intelligence depends on the interaction between our biological inheritance and environmental support. TRUE/ FALSE
9. Some youngsters with learning disabilities display behaviour problems along with poor academic performance. TRUE/FALSE
10. Individuals affected by a sensorineural hearing loss are able to hear at different frequencies and different intensity levels. TRUE/FALSE

### **SECTION B (14 Marks)**

**Write brief notes on all the following items. Each carries 2 marks.**

1. Anxiety Disorders
2. STORCH infections
3. Voice Disorders
4. central hearing loss
5. The family as a cause of behaviour disorders
6. Consequences of HIV infection for infants
7. Gifted underachievers



### **SECTION C (25 Marks)**

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

1. Research in the field of giftedness has revealed that gifted individuals show biological characteristics not present in persons of average intelligence (Clark 1988). Give a critical analysis of these features and the significance of early learning for gifted persons.(15 marks)
2. Critically analyze the intervention measures that can be put in place for children with behaviour and emotional problems.(10 marks)
3. Analyze the developmental characteristics of students with learning disabilities and how these can lead to academic learning problems.(10 marks)
4. The hearing impaired persons have difficulty hearing in one or both ears. Discuss the types of hearing impairments. What could cause hearing impairments?(10 marks)

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**2007 ACADEMIC YEAR**

**SPECIAL EDUCATIONAL NEEDS– EPS 152**

**TIME - THREE (3) HOURS**

*INSTRUCTIONS*

- a) THE PAPER CONSISTS OF THREE SECTIONS.
  - ANSWER ALL THE QUESTIONS IN SECTION A.
  - ANSWER FIVE QUESTIONS IN SECTION B.
  - ANSWER TWO QUESTIONS IN SECTION C, QUESTION ONE IS COMPULSORY.
- b) THIS EXAMINATION CONTRIBUTES 50% TO THE TOTAL COURSE WORK
- c) CREDIT WILL BE GIVEN FOR LOGICAL AND ORDERLY PRESENTATION OF WORK.
- d) WRITE ALL ANSWERS IN THE ANSWER BOOKLETS PROVIDED.

**Section A**

1. A condition where the two eyes are improperly aligned causing two images being received by the brain is called \_\_\_\_\_
  - a) myopia
  - b) nystagmus
  - c) astigmatism
  - d) strabismus
2. Anencephaly is a condition where \_\_\_\_\_
  - a) a child has low birth weight
  - b) most of the child's brain is missing at birth
  - c) a baby is deprived of oxygen at birth
  - d) the closure of the spinal column is incomplete

3. Most definitions of mental retardation retain three components of this condition, these are
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
4. Which of the following is not a goal area in the treatment options for children with behavior and emotional problems
- Parental education and training
  - Functional family therapy
  - Social training
  - Discriminating externalizing behavior disorders from non disordered behavior
5. \_\_\_\_\_ is the vocal production of language.
6. \_\_\_\_\_ may be manifested by fidgetiness or squirming in one's seat, by not remaining seated when expected to do so.
7. A hearing impairment or deafness which is acquired after a person has learnt to speak is referred to as \_\_\_\_\_
8. \_\_\_\_\_ and \_\_\_\_\_ difficulties are associated with the rate and flow pattern of a person's speech.
9. What is Aniridia?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
10. \_\_\_\_\_ is a middle ear infection which could result in both language and hearing impairment.
11. \_\_\_\_\_ is a condition that manifests with mental impairment and others abnormal physical features in a newly born baby due to alcohol intake by a pregnant woman.
12. \_\_\_\_\_ sometimes considered a form of psychosis or a type

of pervasive developmental disability. It usually involves bizarre delusions, hallucinations, and incoherence.

13. \_\_\_\_\_ is a language problem which can result from brain injury or disease that damages the central nervous system.
14. An articulation disorder where a variation of the intended sound is produced in an unfamiliar manner is called \_\_\_\_\_.
15. Name two adaptive skill areas that are considered when defining mental retardation
- a) \_\_\_\_\_
- b) \_\_\_\_\_
16. Aggression may be turned toward objects, toward the self, or toward others. What are the two categories of aggression.
- a) \_\_\_\_\_
- b) \_\_\_\_\_

### Section B

**Write brief notes on all the following in the spaces provided**

1. Low vision
2. How high impact aerobics can cause hearing impairments
3. Benefits of early intervention for children with behavior and emotional disorders
4. Phenylketonuria (PKU)
5. The relationship between Otitis Media and language impairment

### Section C

**Answer question 1 which is compulsory and any other question in this section.**

1. Critically analyze the intervention measures that can be put in place for children with behavior and emotional problems.
2. Analyze the developmental characteristics of students with learning disabilities and how these can lead to academic learning problems.

3. The hearing impaired have difficulty hearing in one or both ears. Discuss the types of hearing impairments. What could cause hearing impairments?

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**2007/8 ACADEMIC YEAR**  
**FINAL EXAMINATIONS**

**SPECIAL EDUCATIONAL NEEDS– EPS 152**

**TIME - THREE (3) HOURS**

*INSTRUCTIONS*

- a) THE PAPER CONSISTS OF THREE SECTIONS.
  - ANSWER ALL THE QUESTIONS IN SECTION A.
  - ANSWER FIVE QUESTIONS IN SECTION B.
  - ANSWER TWO QUESTIONS IN SECTION C, QUESTION ONE IS COMPULSORY.
- b) THIS EXAMINATION CONTRIBUTES 50% TO THE TOTAL COURSE WORK
- c) CREDIT WILL BE GIVEN FOR LOGICAL AND ORDERLY PRESENTATION OF WORK.
- d) WRITE ALL ANSWERS IN THE ANSWER BOOKLETS PROVIDED.

**Section A**

**Answer all questions in this section**

**All answers must be written in the answer booklets**

1. A condition where the two eyes are improperly aligned causing two images being received by the brain is called\_\_\_\_\_
  - a) myopia
  - b) nystagmus
  - c) astigmatism
  - d) strabismus
2. Anencephaly is a condition where\_\_\_\_\_
  - a) a child has low birth weight
  - b) most of the child's brain is missing at birth
  - c) a baby is deprived of oxygen at birth
  - d) the closure of the spinal column is incomplete

3. Most definitions of mental retardation retain three components of this condition, these are
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
4. Which of the following is not a goal area in the treatment options for children with behavior and emotional problems
  - a) Parental education and training
  - b) Functional family therapy
  - c) Social training
  - d) Discriminating externalizing behavior disorders from non disordered behavior
5. \_\_\_\_\_ is the vocal production of language.
6. \_\_\_\_\_ may be manifested by fidgetiness or squirming in one's seat, by not remaining seated when expected to do so.
7. A hearing impairment or deafness which is acquired after a person has learnt to speak is referred to as \_\_\_\_\_
8. \_\_\_\_\_ and \_\_\_\_\_ difficulties are associated with the rate and flow pattern of a person's speech.
9. What is Aniridia?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. \_\_\_\_\_ is a middle ear infection which could result in both language and hearing impairment.
11. \_\_\_\_\_ is a condition that manifests with mental impairment and others abnormal physical features in a newly born baby due to alcohol intake by a pregnant woman.
12. \_\_\_\_\_ sometimes considered a form of psychosis or a type of pervasive developmental disability. It usually involves bizarre delusions, hallucinations, and incoherence.
13. \_\_\_\_\_ is a language problem which can result from brain injury or disease that damages the central nervous system.
14. An articulation disorder where a variation of the intended sound is produced in an unfamiliar manner is called \_\_\_\_\_.
15. Name two adaptive skill areas that are considered when defining mental retardation
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
16. Aggression may be turned toward objects, toward the self, or toward others. What are the two categories of aggression.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_

**Section B (15 Marks)**

**Write brief notes on all the following**

1. Low vision
2. How high impact aerobics can cause hearing impairments
3. Benefits of early intervention for children with behavior and emotional disorders
4. Phenylketonuria (PKU)
5. The relationship between Otitis Media and language impairment

**Section C (25 Marks)**

**Answer question 1 which is compulsory and any other question in this section.**

1. Critically analyze the intervention measures that can be put in place for children with behavior and emotional problems.
2. Analyze the developmental characteristics of students with learning disabilities and how these can lead to academic learning problems.
3. The hearing impaired have difficulty hearing in one or both ears. Discuss the types of hearing impairments. What could cause hearing impairments?

**THE END**



# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

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

**2007/8 ACADEMIC YEAR SEMESTER II  
FINAL EXAMINATION**

#### **EPS 212: EDUCATIONAL PSYCHOLOGY**

**DATE: TUESDAY, 19<sup>TH</sup> FEBRUARY 2008**

**VENUE: SPORTS HALL**

**TIME: 14 00 HOURS**

**DURATION: THREE (3) HOURS**

**CANDIDATE'S COMPUTER NO: \_\_\_\_\_**

#### **INSTRUCTIONS:**

1. THIS PAPER CONCIISTS OF **THREE (3) SECTIONS**, A,B AND C.
2. ANSWER **ALL** QUESTIONS IN SECTIONS A AND B AND WRITE ALL ANSWERS IN THE QUESTION PAPER.
3. ANSWER **THREE (3) QUESTIONS** IN SECTION C. **QUESTION 28 IS COMPULSORY.**
4. WRITE YOUR ANSWERS FOR COMPULSORY QUESTION 28 IN A **SEPARATE ANSWER BOOKLET.**
5. THIS EXAMINATION CONTRIBUTES 50% TO THE WHOLE COURSE.
6. CREDIT WILL BE GIVEN TO THE ORDERLY PRESENTATION OF YOUR WORK.
7. ENSURE THAT YOU WRITE YOUR COMPUTER NUMBER ON ALL ANSWER BOOKLETS SUBMITTED.

## SECTION A (20 MARKS)

**INSTRUCTIONS:** There are 20 questions in this section. Answer all of them and write your answers 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	

1. According to Freud, a young girl who says, "When I grow up I am going to marry my dad" is exhibiting
  - a. the electra complex
  - b. the oedipal complex
  - c. a slip of a tongue
  - d. immoral thinking
2. What biological term is used to describe the growing foetus between 3-8 weeks after conception?
  - a. foetal stage
  - b. germinal stage
  - c. first trimester
  - d. embryonic stage
3. According to \_\_\_\_\_, private speech is an important factor determining \_\_\_\_\_.
  - a. Piaget ; moral development
  - b. Vygotsky; cognitive development
  - c. Vygotsky; social development
  - d. Piaget; cognitive development.
4. When you consider Piaget's cycle of adaptation, what condition comes immediately before accommodation?
  - a. assimilation
  - b. equilibrium
  - c. disequilibrium
  - d. organisation
5. What does the term "holophrastic speech" refer to?
  - a. use of only important words
  - b. the use of single words to represent whole sentences
  - c. lack of proper meaning in the speech
  - d. cooing and babbling
6. What did the spreading of little Albert's fear to a rabbit and other furry objects tend to signify?
  - a. generalisation
  - b. overgeneralisation
  - c. phobia of rats
  - d. dissensitisation
7. Calculate the proportion (%) of homozygous allele offsprings which may result from homozygous tall father (TT) and a heterozygous tall mother (Tt).
  - a. 75% of the offsprings
  - b. 25% of the offsprings
  - c. 50% of the offsprings
  - d. 100% of the children
8. Which of the following psychologists believes that personality is "from the cradle to the grave"?
  - a. Erick Erickson
  - b. Sigmund Freud
  - c. behaviourists
  - d. Piaget
9. A little young girl looks out of the window, in Lusaka, and sees that it is raining. She assumes that it is raining everywhere, including in her grand mother's village in Mongu. Her thought is characterised by
  - a. animism
  - b. egocentrism
  - c. irreversibility
  - d. lack of conservation of liquids such as rains.
10. Mrs Chola is 50 years old. All her children are grown up and she now can devote

- more time to career and civic activities. According to Erickson, Mrs Chola is showing
- a. stagnation                      b. ego integrity                      c. generativity                      d. wisdom
11. If as a teacher, you wish to teach a complicated pattern of by building up each simple part, step by step, until the desired behaviour has been learned. In operant conditioning terms, you will be using
    - a. reinforcement                      b. shaping                      c. chaining                      d. learning hierarchies
  12. What is the variance for the following scores: 3,3,4,5,6,6,7,8,9,9?
    - a. the square root of 46                      b. 4.6                      c.0.46                      d.60
  13. Calculating the standard deviation of a list of scores is useful because it
    - a. clearly shows the performance of the average, above average and below average
    - b. is an effective measure of central tendency taking into account the average scatter of every score from the mean
    - c. enables to compare or correlate results in two or more ranked divisions
    - d. gives us a measure of the average deviation of every score from the mean and indicates the validity of the mean.
  14. According to Gardner, which of the eight skills related to intelligence would a farming cooperative consider if they were looking for a farm manager?
    - a. practical skills                      b. naturalist skills                      c. analytical skills                      d. bodily- kinesthetic skills
  15. The Stanford – Binet and Wechsler tests are \_\_\_\_\_ administered intelligence tests.
    - a. group                      b. individually                      c. both individually and group                      c. aptitude
  16. Bronfenbrenner refers to the temporal and sudden changes in the child's life which affect his / her development as
    - a. ecological systems model                      b. the macrosystem
    - c. the chronosystem                      d. the mesosystem
  17. \_\_\_\_\_ refers to the process of using qualitative data to make judgments and decisions.
    - a. measurement                      b. testing                      c. evaluation and testing                      d. evaluation
  18. The individual's evaluation that he or she has specific performance capabilities on a particular task is
    - a. self- efficacy                      b. intrinsic motivation
    - c. self- appraisal                      d. attribution theory
  19. \_\_\_\_\_ gives an indication of an individual's intelligence compared with other individuals of the same chronological age.
    - a. fluid intelligence                      b. chronological score
    - c. intelligence quotient score                      d. mental age score.
  20. The extent to which variations within a population are genetically determined is called
    - a. environmentality                      b. heredity                      c. heritability                      d. environment

## SECTION B (10 MARKS)

### INSTRUCTIONS:

Answer all the questions in this section. Write your answers in the spaces provided in the question paper.

21. Whenever Simcard teases his sister, Malukula beats him with a belt. Simcard experiences fear whenever he sees the belt. Name the
- i) UCR \_\_\_\_\_
  - ii) neutral stimulus \_\_\_\_\_
  - iii) CR \_\_\_\_\_
  - iv) CS \_\_\_\_\_
  - v) UCS \_\_\_\_\_
22. A birth defect caused by ingestion of alcohol by a pregnant woman which includes characteristic facial anomalies and faulty brain development is \_\_\_\_\_
23. Different versions of the gene are called \_\_\_\_\_
24. \_\_\_\_\_ is testing in which scores are compared to a set performance standard.
25. What is moral realism?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
26. A six- year-old has lost a toy and asks her father for help. The father asks her where she last saw the toy; the child says "I can't remember." He asks a series of questions- did you have it in your room? Outside? Next door? To each question, the child answers, "no." When he says "in the car?" , she says "I think so" and goes to retrieve the toy. Who, according to Lev Semenovich Vygotsky, remembered? Give reasons for your answer. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
27. Name and state the age cohort of the last two developmental stages in Freud's psychosexual theory.
- \_\_\_\_\_
- \_\_\_\_\_

## SECTION C (35 MARKS)

**INSTRUCTIONS:** There are **four (4)** questions in this section. Answer **three (3)** questions. **Question 28 is compulsory and carries 15 marks** and the rest 10 marks each. Choose **two (2)** other questions. Write answers for Question 28 in a separate answer booklet.

28. Study the following distribution of Mathematics test scores for two classes, 10A and 10F, who have been put into ability groups.

10A: 40,30,20,40,25,30,10,35,5,15,40,22,23,23,30.

10F: 30,28,15,30,29,28,17,27,19,18,30,20,23,25,24.

- a) i) What type of ability grouping is given in the above scenario?  
ii) Give **two** disadvantages of ability grouping.
- b) Compute the
- mode and median for both Grades 10A and 10F.
  - range for both Grades 10A and 10F.
  - standard deviation for both Grades 10A and 10F.

use formula: 
$$S = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

iv) coefficient of correlation for Grades 10A and 10F.

use formula: 
$$r = 1 - \frac{6(\sum d^2)}{n(n^2 - 1)}$$

c) Briefly comment on your answers in b)iii) and iv) above.

29. "All children in every culture master the complicated system of their native language, unless severe deprivation or physical problems interfere". Describe, support and criticise B.F. Skinner and Noam Chomsky's views on language development in children.

30. To which extent does social learning tends to determine gender development?

31. Write brief notes on any **three** of the following:

- crystallised intelligence
- locus of control
- learning hierarchies
- teaching of values and morals in schools
- difference between negative reinforcement and punishment.

**THE END**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2007 ACADEMIC YEAR SECOND SEMSTER EXAMINATION

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

TIME: THREE (3) HOURS

MARKS: 40% OF THE TOTAL COURSE WORK.

**INSTRUCTIONS**

There are **SIX** questions in this examination. Answer **ANY FOUR** questions. **ALL** questions carry equal marks.

1. Vision 2020 is the priority of World Health Organization to control blindness in children. How and why should blindness be controlled?
2. A number of writers have described possible difficulties that visually impaired children might experience in motor development and have suggested solutions. List five of these difficulties and discuss them in detail.
3. Trace the history of the education of children with visual impairments in Zambia highlighting the successes and failures in the process.
4. For the visually impaired children to learn better, the learning environment must be harmonized. Sound is one of the environments that must be carefully taken care of. What do you understand by 'sound environment' and how can you enhance it?
5. Concept development is one of the most challenging aspects of teaching the visually impaired children. How can you introduce the following concepts to the blind:
  - (a) The moon
  - (b) Ceiling
  - (c) Horizon
  - (d) Hatred
  - (e) Measurement
6. There are a number of general factors that need to be considered when devising an appropriate teaching style for use with any child with a visual impairment and these can be summarized under six headings. List and discuss these factors adequately.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2007/2008 SECOND SEMESTER FINAL EXAMINATIONS - FEBRUARY, 2008.**

**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. Education of children with intellectual disabilities has gone through a number of phases: isolation, institutionalization, integration and inclusion.
  - (a) With relevant examples, discuss the factors that have shaped the education of children with intellectual disabilities from the historical times to present **(12 Marks)**.
  - (b) Outline the advantages and disadvantages of labeling as proposed by Gallagher (1976) **(8 Marks)**.
2. Discuss the challenges in the transition process from school to vocational educational level. Using a hypothetical case, prepare an Individualised Transition Plan (ITP) and outline the indicators of successful transition **(10 Marks)**.
3. Critically analyse the relevance of Supported Employment Theory (SET) in vocational placement of children with intellectual disabilities. How feasible is this approach in the Zambian context? **( 10 Marks)**
4. There is no single teaching approach that can best be used in teaching children with intellectual disabilities. Discuss **(10 Marks)**.
5. In order to ensure quality education delivery in special education, there is need to have a curriculum which is responsive to the individual needs of children.
  - (a) Critically analyse the factors that you would consider in curriculum planning for children with intellectual disabilities **(5 Marks)**.
  - (b) Discuss the two types of curricula you would use in teaching children with intellectual disabilities and justify why **(5 Marks)**.

6. The role of parents in the education of children with intellectual disabilities cannot be over emphasised. Critically analyse the implications of this statement **(10 Marks)**.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2007 ACADEMIC YEAR: SECOND SEMESTER**  
**FINAL EXAMINATIONS**  
**EPS 472 : COUNSELLING IN CHILD DISABILITY – PRACTICAL**  
**Time: Three (3) hours**

**Instructions:**

- i) This examination contributes 40% to the course grade.
- ii) The question paper has four questions. Question one is compulsory.  
Answer question one and any other two.

**1. Background of the case.**

The client is a girl aged 16 years. She is mentally retarded. She usually displays hyperactive and disruptive behaviour.

**Transcript.**

**Counsellor:** Rose, your teacher sent you to me because you seem to be having some problems in class. Would you like to tell me more of this issue?

**Client:** I just can't seem to get my work done or submit it on time. I have difficulties to sit in one place for some time and finish my work. As a result time is always up before I finish my work. I also fear taking my work for marking before every one lest I am laughed at by my class mate.

**Counsellor:** Who else is affected by your getting out of the seat?

**Client:** I guess I am keeping the others from working when I go to their seats and it bothers my teacher because she stops what she is doing and tells me to sit down and get busy.

**Counsellor:** What happens when you don't finish your work?

**Client:** Well, nothing really happens, except avoid being laughed at by friends and kept in class during break period for not doing my work.

**Counsellor:** What do you mean, Rose?

**Rose:** I make up stories such as; I can't find my paper or somebody took it when I really hadn't even started the work. If I had started working, I would hide the note book and take it home to finish and submit the following day by saying I found the book.

**Counsellor:** What do you tell your mom and dad about your work for the day when they ask you?

**Client:** Well, I tell a story to them too.

**Counsellor:** How do you feel about telling untrue stories?

**Client:** I don't feel good about it, but I want mom and dad to be proud of me and I really want to do my work.

**Counsellor:** Ok Rose, you say you want to change, so let's look at the list of things you want to change and see what we can work out together.

**Client:** I think I would like that.

**Counsellor:** Let me read the list we have included in the contract form to you. If you think there is anything you cannot put up with, we will change it

until we get it the way we think will help you the most. Your teacher, mom, dad and I will all sign it to show you that we are all willing to help you change your behaviour. (Counsellor reads the contract to Rose).

**Client:** I think it's ok just the way it is.

**Counsellor:** Go and think over it. When can we meet again?

**Client:** Next Friday Sir. See you then.

**Answer the questions that follow below:**

- a) How did the counsellor establish rapport with the client? Is there anything you could have added? If yes, suggest what could have been included.
  - b) Using behaviour analysis, examine the principles of behaviour.
  - c) Outline the steps you would follow when conducting behaviour analysis for Rose.
  - d) Identify the theory used in counselling client. Which techniques did the counsellor use in helping the client?
  - e) Was the client helped? If yes, give evidence and if not justify by outlining short falls of the counsellor's approach and suggest how you would have done to help the client.
2. You have been asked to present a paper in Guidance to a group of pupils with visual impairment entitled, "Benefits of guidance services." Prepare the paper with clearly indicated themes such as meaning of guidance, types of guidance services and beneficiaries of guidance services. In addition, discuss how the beneficiaries you have identified benefit from the guidance services.
- 3 Using your experiences from the counselling practicum in the field, explain the steps you would follow when conducting a pre-test counselling and justify the importance of each step to a client who wants to know his HIV status.
4. A child with a physical disability has been referred to you for counselling. His class teacher reports that Mabvuto likes helping other class mates and the teacher a lot. One day Mabvuto failed to move faster and prevent an accident. He felt very bad and blamed his disability to be the cause of his slowness. Since then his class teacher started noticing that Mabvuto always became incongruent when he did not meet his expectations in several activities. For instance, the other day the teacher asked for a volunteer to clean the chalk board, Mabvuto quickly volunteered and rushed to the board but he could not reach the top part of the board that needed to be cleaned. He felt very bad and started crying. He said words like "I wish I was not physically disabled".

**Prepare for a counselling session with Mabvuto.**

- a) Describe attending skills that would be necessary for the counselling session. Explain the necessity of such attending skills to the client.
- b) Which counselling theory would be more appropriate to the case of Mabvuto? Justify why you have chosen the theory. Describe the nature of "man" from the perspective of the proponent of the theory you have chosen.
- c) Based on the theory you have chosen describe possible causative factors of incongruence in clients.
- d) What counselling techniques would you apply in Mabvuto's case.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION

SECOND SEMESTER EXAMINATION 2007-2008 ACADEMIC YEAR

**COURSE: ISE 132 - BASIC OF ART EDUCATION II**

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

**INSTRUCTIONS:**

**A. Answer 3 (three) questions only on the sheets provided.**

**B. Careful presentation of your work will earn you more marks.**

**C. All questions carry equal marks.**

---

1. Puppets are a good example of art activities in a classroom. How do puppets offer the child an expression of creativity?
2. Art is that quality of the way of doing things which is due to dissimilarity in modes of operation. Why do we teach Art and Design in formal schools?
3. Teaching about the making of a mural to a Grade 4 class can be done in many ways. How would you conduct a practical lesson on mural making to a Grade 4 class?
4. Lettering is a means of communication. How has lettering developed to the present day?
5. Collage has exerted a tremendous influence on contemporary art. Distinguish clearly the differences between the following; mosaic, montage, mural and ordinally collage.

END OF EXAM

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: ISE 172 COMMUNITY NUTRITION EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

1. ANSWER ANY **FOUR (4)** QUESTIONS FROM THIS PAPER. ALL QUESTIONS CARRY EQUAL MARKS (25).
  2. OBSERVE NEATNESS AND CLEAR WRITING.
- 

**Question 1**

You have been requested to speak to a group of women and men on Community Nutrition Education. Write short notes on;

- (a) The history of Community Nutrition Education
- (b) Explain the differences between Community Nutrition and Public Health Nutrition Education
- (c) State the goals of Nutrition Education Programmes

**Question 2**

- (a) Briefly define “Food Nutrition Surveillance”
- (b) Explain the objectives of Food Nutrition Surveillance
- (c) State the indicators of “Under Nutrition” used by Food Nutrition Surveillance.

**Question 3**

- (a) Briefly explain the meaning of “Community Organisation” in community nutrition programmes.
- (b) Discuss the purpose of community organisation
- (c) Briefly explain the four steps in community organisation.

**Question 4**

- (a) Briefly define community nutrition problems.
- (b) What are the sources of information about nutrition problems?
- (c) Discuss the differences between “existing” and “potential” problems in communities.

**Question 5**

- (a) Define the “Food Path” in Nutrition Education.
- (b) Explain the main “Food Blocks” to food production by the family.

(c) Briefly explain why Nutrition Education was not effective in the past.

**Question 6**

(a) Briefly explain what group feeding programmes are in Nutrition Education.

(b) Describe five (5) types of feeding programmes available in Zambia.

(c) Briefly explain three (3) purposes and five (5) problems faced by the providers of feeding programmes.

THE END----- GOOD LUCK!

**THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF DISTANCE EDUCATION**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS, 2007**

**ISE 182**

**INTRODUCTION TO SOCIALSTUDIES II**

**TIME: THREE HOURS**

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

---

**SECTION A**

1. Why did Lewanika sign a Treaty with Lochner in 1890 and what were the implications on the Lozi Kingdom of the treaty?
2. What caused labour migration in colonial Zambia?
3. Examine the consequences of the First World War on Northern Rhodesia/Zambia.
4. With specific reference to Zambia to what extent is the assertion that Nationalism in Africa was a product of the Second World War?
5. Why did the mineworkers on the Copper-belt go on strike in 1935?

**SECTION B**

6. Discuss how dependency contributes to underdevelopment.
7. What is foreign aid? Is it the best option for Zambia to develop?
8. (a) Why did population of the Africans grow slowly in the pre-colonial and colonial eras in spite of the high birth rates experienced among Africans? ( 8 marks).  
  
(b) Why did Africans of this era cherish prolific child bearing in women? (4 marks).  
  
(c) Access to health facilities by Africans was a problem in the colonial era. How? ( 4 marks).

**END OF THE EXAMINATION**

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

2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 192: UNIVERSALS IN MUSIC

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 paper has three sections:

- Section A: Definitions
  - Section B: Notation
  - Section C: Essays
- 

**QUESTIONS**

**SECTION A: DEFINITIONS** (15 marks)

1. Define the following musical terms: (5 marks)
  - a) Music
  - b) Melody
  - c) polyphony
  - d) a tonic triad
  - e) Rhythm
  
2. Define the following musical concepts: (5 marks)
  - a) duration
  - b) dynamics
  - c) timbre
  - d) pitch
  - e) texture
  
3. Write down (in staff notation) the clap pattern cycle for the following musical arts practices: (5 marks)
  - a) Imfunkutu dance music
  - b) Kachacha dance music
  - c) Ching'ande dance music
  - d) Lilombola dance music
  - e) Chitelele dance music

SECTION B: MUSICAL NOTATION (LITERACY)

(45 marks)

4. Insert the correct rests in the places indicated by an X to make the piece of music rhythmically correct.  
(5 marks)

Musical notation for question 4, showing three staves of music with 'X' marks indicating where rests should be inserted.

5. On the staff paper provided rewrite the following excerpt of music in the key of in E flat major.

(8 marks)

Musical notation for question 5, showing two staves of music with lyrics: We Co- ni Mbwe- se- sha umwa - na We co - ni ca mu-se-la. We co- ni ca - mu-se- la bem-ba we co - ni We Co - ni



6. Create accompanying parts to the following music according to Bemba musical arts practice. (12 marks)

The first exercise consists of two staves. The top staff is a treble clef with a key signature of one flat (B-flat major or D minor) and a 2/4 time signature. It contains a melody of eight notes: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), and F4 (quarter). The bottom staff is an empty treble clef with a 2/4 time signature, intended for an accompanying part.

The second exercise consists of two staves. The top staff is a treble clef with a key signature of one flat (B-flat major or D minor) and a 2/4 time signature. It contains a melody of eight notes: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), and F4 (quarter). The bottom staff is an empty treble clef with a 2/4 time signature, intended for an accompanying part.

The third exercise consists of two staves. The top staff is a treble clef with a key signature of one flat (B-flat major or D minor) and a 2/4 time signature. It contains a melody of eight notes: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), and F4 (quarter). The bottom staff is an empty treble clef with a 2/4 time signature, intended for an accompanying part.

7. Complete the following to make a three part round.

(20 marks)

Theme

2nd Voice

3rd Voice

5

5

5

SECTION C: ESSAY QUESTIONS

(40 marks)

In this section you are required to answer the questions in the form of an essay. Answer only four questions from this section. Each question is worth 10 marks.

7. Discuss the universality of Music.
8. Compare and contrast the use of elemental structures in African musical practices to those of Western musical practices.
9. Discuss all aspects of musical form in Zambian traditional musics.
10. Describe and discuss tonality as found in the traditional musics of Zambia. as compared to musics of the Western traditions.
11. Describe the texture of the traditional dance music ensembles in Zambia.

END OF EXAMINATION

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

2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 202: MUSIC EDUCATION 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 eight 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 musicer;
  - 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 apart of he 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

SECOND SEMESTER EXAMINATION 2007-2008 ACADEMIC YEAR  
COURSE: ISE 242-ART TEACHING METHODS IN PRIMARY SCHOOL II  
TIME: 3 (THREE) HOURS.

**INSTRUCTIONS:**

- A. Answer 3 (three) questions only on the sheets provided.**
  - B. Careful presentation of your work will earn you more marks.**
  - C. All questions carry equal marks.**
- 

1. When looking at art works of an individual criticism operations often overlap and yet they can be identified separately. What is involved during the analysis operation and interpretation operation of art criticism?
2. The teaching of Art and Design is not only aimed at developing the children's power of imagination and observation, but also to develop their sense of beauty, neatness and creativity. Explain .
3. An art education syllabus is an arrangement of artistic subjects for study over a period of time. According to Lancaster, John (1990) what should the art syllabus contain?
4. As a teacher one is expected to have his/her ethos to follow. What are the expected ethos of a teacher?
5. When teaching art and design one uses many approaches. What are the advantages of the group approach for the teacher and the pupils?
6. Design a lesson plan for a Grade 8 class in art and design to last for 2 (two) periods.
7. How can a teacher offer a guided practice and good monitoring in an art practical lesson?
8. Though sometimes deprecated for being superficial and theoretical, teachers' lore do have a place in the improvement of teaching. What is the traditional lore of teachers?

END OF EXAM

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2007/8 SECOND SEMESTER FINAL EXAMINATIONS**

COURSE: ISE 262 PHYSICAL EDUCATION METHODOLOGY II

TIME: THREE (3) HOURS

TOTAL MARKS: 100

**INSTRUCTIONS**

1. Answer any four (4) questions from this paper. Question number **two (2)** is compulsory.
  2. All questions carry equal marks. Marks will also be awarded for neat and clear presentation of ideas.
- 

1. A newly qualified teacher (cited in Mawer 1995:126), observes that one has 20 to 30 learners bringing their own personal problems with them to a lesson.
  - (a) Briefly, discuss the above assertion.
  - (b) Explain the most frequent occurring types of misbehaviour in a P.E lesson.
  - (c) Identify the main teacher initiated causes of misbehaviour in a P.E lesson.
2. Kizer et al (1984:91), postulates that "although knowledge of subject matter is absolutely necessary, good teaching technique will greatly enhance teacher effectiveness."
  - (a) Discuss the statement above.
  - (b) Given a class of 45 grades 8 pupils, prepare a detailed lesson plan to introduce the **inside** and **instep** kicks as important football skills.
3. With valid and practical examples, discuss in detail the problems of teaching and learning Physical Education in the Zambian schools and offer possible solutions.
4. Discuss the concept of improvisation as far as Physical Education is concerned.
5. In Zambia today, attempts are being made to have Physical Education on the list of examinable school subjects. What do you consider to be the arguments for and against examinations in the subject?
6. Discuss the concept of Special Education Needs in relation to Physical Education. What are the implications and challenges to the Zambian education system in this regard?

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

COURSE: ISE 272 HEALTH EDUCATION  
TIME: THREE (3) HOURS

**INSTRUCTIONS:**

1. ANSWER ANY FOUR (4) QUESTIONS FROM THIS PAPER. ALL QUESTIONS CARRY EQUAL MARKS (25).
  2. OBSERVE NEATNESS AND CLEAR WRITING.
- 

**Question 1**

Briefly explain the meaning of the following words according to Dignan and Carr (1992)

- (a) A programme plan
- (b) Health Education
- (c) Health Promotion
- (d) Community

**Question 2**

You have been invited to a Health Education seminar to present a paper on "Programme Planning for Health Education and Promotion". Explain the components of a programme planning process.

**Question 3**

- (a) Briefly define Primary Health Care.
- (b) Explain the principles of Primary Health Care.
- (c) Mention the eight (8) elements of Primary Health Care.

**Question 4**

Explain the meaning and importance of the Social Marketing Framework and the 'four (4) Ps' in marketing management.

**Question 5**

The implementation of Health Education/Promotion Programme occurs in a series of five (5) interrelated phases. With the aid of a diagram, briefly outline what happens at each phase.

**Question 6**

- (a) Briefly explain the relationship between evaluation and programme development.
- (b) What is the purposes and use of evaluation?
- (c) Why is accountability important in Health Education programmes?



**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**2008 ACADEMIC YEAR DISTANCE EDUCATION FINAL EXAMINATIONS**

**ISE 282**  
**CURRENT ISSUES IN SOCIAL STUDIES**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** Answer **ONE** (1) question from Section A and **TWO** (2) questions from Section B.

---

**SECTION A**

1. Explain the rise of one party participatory democracy in Zambia and how it affected the lives of the Zambian people.
2. Outline what you consider to be disadvantages of economic liberalization and privatization.

**SECTION B**

3. Discuss the benign and malignant effects of floods.
4. What problems are faced by lowest developed landlocked countries? Give examples from southern Africa.
5. Outline the socio-economic and physical factors that have encouraged the *Chitemene* system of agriculture in northern Zambia.

**END OF EXAMINATION**

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

2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 319: PRIMARY SCHOOL CURRICULUM DEVELOPMENT

TIME: THREE HOURS

TOTAL MARKS: 100

**INSTRUCTIONS:**

1. You should answer three (3) questions choosing one from each of the three sections.
  2. In each section you have to choose one question from the two available.
  3. Please clearly indicate your computer number on the front cover of your answer sheet.
  4. Also clearly write the number of the question you are answering in the left hand margin of the sheet of paper contained in the answer book.
- 

**SECTION A**

Instruction: Answer one question in this section.

1. Andrew Arevbu in Curriculum Studies (1990) points out that in its general form the subject-centred design organises the curriculum into a variable number of subjects, each of which purportedly represents a specialised and homogenous body of content.
  - a) Critique the subject-centred curriculum.
  - b) Discuss the curriculum innovations that have been introduced in lower and middle basic schools in Zambia.
  
2. Lawrence Stenhouse in An Introduction to Curriculum Research and Development (1995) states that one major contribution to the study of objectives is an attempt to produce a taxonomy of educational objectives by Bloom, Krathwohl and Masia. Notionally at least, the taxonomy is open to progressive improvement and refinement.
  - a) Compare and contrast the cognitive and affective domains of educational objectives.
  - b) Explain the role of three types of educational objectives in the Zambian basic school curriculum.

## SECTION B

Instruction: Answer one question in this section.

3. George Bishop in Curriculum Development (1997) asserts that Jean Piaget's research on children's intellectual development has had considerable impact on curriculum development.
  - a) Describe the five stages of intellectual development according to Jean Piaget.
  - b) Discuss the implications of Piaget's theory of intellectual development on the Zambian basic school curriculum.
  
4. Hugh Hawes in Curriculum and Reality in African Primary Schools (1990) says that the implementation of curricular change is a complete enterprise.
  - a) Explain the factors that influence curriculum implementation.
  - b) Discuss the stages and reasons for evaluating printed syllabuses, pupils' books and teachers' guides before taking them to scale in the new basic school curriculum.

## SECTION C

Instruction: Answer one question in this section.

5. Andrew Arevbu in Curriculum Studies (1990) asserts that curriculum design is concerned with the problem of making a choice of what should be the organisational basis or structural framework for the school curriculum.
  - a) Explain four types of curriculum designs.
  - b) Compare and Contrast Philip Phenix's and Paul Hirst's classification schemes of school knowledge.
  
6. Kemoh Saliah-Bao in Introduction to Curriculum Studies in Africa (1987) asserts that evaluation is based on principles that can provide for the evaluation of pupils by the teachers; and it can also guide the teachers in assessing classroom activities and the overall effectiveness of the basic school curriculum.
  - a) Define the terms "evaluation", "assessment" and "measurement" as used in the curriculum field.
  - c) Explain five (5) stages for carrying out evaluation procedures and discuss the use of achievement tests in curriculum evaluation.

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF IN SERVICE AND ADVISORY**  
**SERVICES**

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

**DEFERRED END OF SECOND SEMESTER EXAMINATION - MARCH 2007.**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS**

Read the instructions carefully before you start answering the questions. The paper has ONE section. The section has SIX questions but **ONLY FOUR SHOULD BE ANSWERED**

-----

**SECTION A**

**ANSWER FOUR QUESTIONS ONLY FROM THE QUESTIONS IN THIS SECTION**

1. Briefly explain the various environments that home economics operates in.  

**(25 marks)**
2. Identify and briefly discuss five gender issues that affect the teaching of home economics in Zambia.  

**(25 marks)**
3. Analyse five issues that makes a difference between home economics in Africa and the rest of Europe and North America.  

**(25 marks)**
4. What is reconceptualisation of Home economics and why is reconceptualisation necessary.  

**(25 marks)**
5. Home economics is guided by ideological perspectives known as the 'Three Systems of Action'. What constitutes the three systems of action?  

**(25 marks)**
6. Briefly discuss the historical development of Home economics in Zambia.  

**(25 marks)**

**END OF EXAM**  
**GOOD LUCK IN YOUR CAREER AS A HOME ECONOMIST!**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS- FEBRUARY, 2008**

**LSE 292: PRIMARY RELIGIOUS STUDIES TEACHING METHODS II**

**TIME: Three hours**

**MARKS: 100**

**INSTRUCTIONS**

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

.....

1. Through the recently introduced integrated and outcomes-based primary school curriculum, the Ministry of Education intends to achieve *equity* and the meeting of *individual pupils' needs*.  
Explain whether this can be achieved or not, giving reasons for your view.
2. What is Social and Development Studies (SDS)? State and explain its *five* running themes or general learning outcomes.
3. Modern education generally aims at promoting *knowledge, skills* and *Understanding*. Explain how Social, Spiritual and Moral Education (SSME) contributes to the achievement of this aim.
4. Discuss the rationale for integrated studies and curricula at primary school level, giving examples from the *Zambian* situation where possible.
5. Describe the religious characteristics of the primary school child and explain how they affect the teaching of RE at this level of school education.
6. Mention *home experiences* of the early primary school child which can form part of the RE material at this stage and show how you would make use of them in the classroom.
7. What is indoctrination (in RE ) and why is it a matter of great concern in modern education?

-End-

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
LANGUAGE AND SOCIAL SCIENCES EDUCATION  
SECOND SEMESTER DEFERRED EXAMINATIONS  
FEBRAURY/MARCH 2007  
LSE 332: ENGLISH TEACHING METHODS (1) SECONDARY  
(ALTERNATE PAPER)

TIME: THREE HOURS

MARKS: 100

**INSTRUCTIONS**

- 1. There are TWO sections in this paper: Section A and Section B. Answer BOTH sections according to the instructions.**
- 2. There are SEVEN questions in all. Answer Only THREE of them. Answer all the parts of the questions chosen.**
- 3. All the questions carry EQUAL marks.**
- 4. Do not spend more time than is necessary on any one question.**
- 5. Credit will be given for good English and orderly presentation of answers.**
- 6. Write your COMPUTER NUMBER (and NOT your names) on every Answer Booklet you submit.**
- 7. Remember to enter the NUMBER of EVERY question you will have answered in the Examiner's grid of the first Answer Booklet.**

## **SECTION A**

1. There are ten concepts in English Language Teaching (ELT) in this question. Write briefly on any SIX of them. Give appropriate examples where necessary.

- (a) Similarities and differences between teaching of comprehension and teaching of literature.
- (b) Language Functions.
- (c) Objectives and aims in lesson planning.
- (d) The theory of Communicative competence.
- (e) Function words and content words in summary teaching.
- (f) Bad reading habits.
- (g) Language theory and learning theory.
- (h) Skill-getting and skill-using in the teaching of Oral-Aural communicative competence.
- (i) Teaching a language and teaching about a language.
- (j) Marking and correcting a composition in the Upper Basic School.

## **SECTION B**

Answer any two questions from this section.

- 2. With clear examples, discuss the relationship among syllabus designing, constructing a scheme of work and lesson planning in language teaching.
- 3. It has been said that the development of Language teaching methodologies from the 1940s to the 1980s also saw the gradual inclusion of meaning in language teaching. Comment on this observation, justifying your answer.

4. Construct ONE visual situation and ONE linguistic situation exercise to teach the following structure to a Grade 10 class, and then show how you would exploit the exercises orally and in writing:

*Unless X happens, Y will not happen.*

5. EITHER

Construct a lesson plan to teach a summary lesson to a Grade 9 class based on the following objective:

*Given a short passage, PSBAT construct a sentence which would adequately state the solution to the problem presented in the passage.*

Use the following text:

**Mama Chishala has eleven children and is struggling to support them by selling fritters at our school Zanzibar Market. Just last month, her husband, Mr. Mwamuna, deserted her, leaving her with no other financial support, so she is now fully responsible for raising her family on her small earnings from the market. In addition to this problem, Mama Chishala is also expecting her twelfth child. So, she is quite depressed and unsure how she will manage with yet another child. After talking her situation over with a friend, she has been advised to have an abortion.**

**“This way, at least,” Mama Mulenga said, “you won’t have to feed, clothe and educate another child.”**

**But Mama Chishala was distressed by this advice, especially since it came from someone she considered a strong Christian believer.**



**“I thought the Catholic Church opposed abortion,” Mama Chishala said to herself. “Yet there is this good Christian woman telling me to solve my problem through abortion. I just don’t know what is right any more!”**

Adapted from *Women Seeking Justice* by Jacqueline Dorr, M.M.

OR

Show how you would proceed to teach your class an 80-minute lesson in Continuous Writing (Composition), based on the same passage, from an oral communicative activity to a writing activity.

The topic of your composition is:

***That the State Should Permit Abortion.***

6. To what extent do you agree with the suggestion that if teachers of English tried to apply the Communicative Principles of *discourse*, *analytic teaching*, and *authenticity* in a structure lesson, they would plan a structure lesson that would range from teaching form and rules of usage to practising both form and natural language use?
7. Compare the Situational Language Teaching Approach to the Cognitive Code Approach in terms of theory of language, theory of learning and some techniques used in each approach.

**E N D O F E X A M I N A T I O N**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**LANGUAGE AND SOCIAL SCIENCES EDUCATION**  
**SECOND SEMESTER FINAL EXAMINATIONS, FEBRAURY/MARC 2007**

**DEFERRED EXAMINATION**

**ALTERNATE PAPER**

**LSE 372: AFRICAN LANGUAGES TEACHING METHODS 1**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS: Answer TWO questions from each section. All the questions carry equal marks.**

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**SECTION A**

1. Discuss the difficulties involved in implementing orthographic reforms in Zambian languages. What have been the major hindrances and how can they be overcome? **(25 marks)**
  
2. Compare and contrast the cognitive Code Approach with the Situational Language Teaching Approach in terms of :
  - a) the underlying theory of language
  - b) the underlying theory of learning
  - c) the role of the teacher
  - d) the role of the pupil
  - e) the materials used**(25 Marks)**
  
3. Briefly explain what you understand by **five (5)** of the following terms as used in the teaching of intensive reading and literature.
  - a) literal comprehension
  - b) inferential comprehension
  - c) evaluative comprehension
  - d) thematic approach
  - e) single text approach
  - f) context question
  - g) essay question**(25 Marks)**
  
4. Explain the stages you would go through as a language planner, to do a Corpus Language Planning on the Lenje language if it was to be used for education. **(25 Marks)**

## SECTION B

5. The lesson plan below is for an eighty-minute composition lesson for a grade ten class. Study it very carefully and from what you know about the procedure for teaching such a lesson, write a commentary on it pointing out what you think is good or bad. Also, suggest, if and where necessary, changes you would make to improve it. Give reasons for your suggestions.

Step 1.

Teacher explains that they have not done composition work for some time and now he wants the pupils to write very good compositions about a trip they made in the past. Any trip will do.

Step 2.

He tells the pupils to make sure that they write in paragraphs. He asks the pupils to explain what a paragraph is. The answers he gets give the impression that pupils think a paragraph is a collection of sentences about the same topic. The teacher is satisfied with this. Therefore, he tells the pupils to start writing and to make sure they proofread their compositions at the end.

Step 3.

Pupils work individually on their writing task. The teacher paces up and down the rolls of desks to see that they are writing.

Step 4.

At the end of the lesson, the teacher collects the exercise books for marking and dismisses the pupils after thanking them for their participation in the lesson. **(25 Marks)**

6. One of the principles of the Grammar translation method is that grammar is taught deductively. Write a detailed lesson plan for a forty-minute structure lesson in which you intend to teach about verbs deductively in a Zambian language you know. **(25 Marks)**
7. Given the objective: *PSBAT explain the importance of proverbs in various social situations.*  
Use the idea of **themes** as an organising principle to write a lesson plan showing how you would teach a grade 9 class to appreciate the importance of proverbs in social life. **(25 Marks)**
8. Design a detailed lesson plan in which you teach the present continuous tense inductively. Assume that you had taught in a previous lesson, the past continuous tense. **(25 Marks)**

END OF EXAM

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS- FEBRUARY 2008

LSE 382 : FRENCH TEACHING METHODS

CONSIGNES : REPONDEZ AUX TROIS QUESTIONS

DUREE : TROIS HEURES

- {1} Preparez un plan de lecon pour enseigner les prepositions a` la, au, et a` l`.
- {2} La nouveate, dans L` Approche Communicative apparait dans le prolongement d`une tradition et vient repondre a` une demande. Elle n`a pas le caractere revolutionnaire que certains veulent lui preter.  
Qu`entendez-vous par l`Approche Communicative ? Expliquez. {historique, Activites proposees, role du maitre et des apprenats etc....}
- {3} Decrivez la demarche que vous allez suivre pour enseigner la redaction en Grade 12. Utilisez le sujet suivant " Votre ami, veut visiter votre pays {la Zambie}. Il vous demande de lui dire ce qu`ilya comme endroits touristiques . Repondez a` sa lettre.
- {4} Vos eleves prononcent [u] au lieu de [y]. Proposez la demarche pedagogique que vous allez employer pour corriger cette erreur phonetique.
- {5} Qu`entendez-vous par les jeux de role ? Expliquez et donnez un exemple pour elucider votre reponse.
- {6} Quel est le role du chef d`un department dans un lycee {High school } ?

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**

**SECOND SEMESTER DEFFERED EXAMINATIONS – MARCH 2007**

**LSE 392 RELIGIOUS EDUCATION TEACHING METHODS**

**INSTRUCTIONS: Answer question one (1), one question from Section A and two questions from Section B – Question 1 is compulsory.**

- 1 (a) List and explain in detail the major categories in the Cognitive Domain of Bloom's Taxonomy of educational objectives.  
(b) For each of the categories in (a) above, state the learning outcomes.

**SECTION A: THEORY**

2. Give the history of Religious Education (RE) in Zambia and show how this history has affected (or not affected) the current High School RE in Zambia.
3. Giving specific examples from both syllabuses 2044 and 2046, show how the current High School RE syllabuses are educational.

**SECTION B: PRACTICE**

4. With regard to lesson preparation in RE, discuss the importance of planning, teaching methods and the conclusion, giving examples.
5. Evaluate the importance of teaching methods and teaching aids in RE.
6. What does counselling mean? Differentiate between directive and non directive counselling. Give appropriate examples.

**End of Examination**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

MSE 932: MATHEMATICS EDUCATION IV

TIME: THREE (3) HOURS

INSTRUCTIONS: There are six questions in this paper. Attempt any FOUR (4) questions. Each question carries 25 marks. Marks for parts of questions are shown in brackets [ ].

MARKS POSSIBLE: 100

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1. (a) Define the term *motivation* as it relates to learning mathematics. [04]
- (b) Ausubel (1968) identified three components of the Achievement Motivation Theory, namely: *task oriented*, *ego enhancing*, and *affiliative*.
- (i) Explain what is involved in each of the three components. [06]
- (ii) Discuss how the three components may work for or against success in the teaching and learning of mathematics. [15]
- 
2. (a) What is meant by the term *mathematical investigations*? [03]
- (b) Outline **three** phrases which are indicative of an investigative approach to the teaching and learning of mathematics. Justify your reasoning. [12]
- (c) Many researchers in mathematics education have argued that learners cannot use in real life the mathematics they learn in school because their mathematical knowledge is tied to the classroom situation.
- Discuss the extent to which mathematical investigations can or cannot help in correcting what is asserted in the statement above. [10]
-

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3. (a) Consider the following extract from an interaction during a mathematics lesson:

Teacher: What is the difference between 47 and 23?

Child: One of the numbers is bigger than the other.

Teacher: No. Try again.

Child: One number is twice the other.

Teacher: No. Try again.

Child: One number contains a 4 and a 7 but the other number doesn't.

- (i) What would you say about the teacher's and the child's thinking in this episode? [04]
- (ii) What problem associated with the language of mathematics does this episode illustrate? Justify your answer. [03]
- (iii) Describe **three** other problems which pupils encounter in trying to cope with the language of mathematics. How would you go about helping them to overcome these? [09]
- (b) Explain with reasons **three** ways in which the use of a Zambian language for mathematics instruction in the early grades might affect children's learning in mathematics. [09]

- 
4. (a) State and explain (i) **two** reasons from the point of view of the teacher undergoing appraisal and (ii) **two** reasons from the point of view of the appraiser (i.e. school manager), why it is believed that gauging the effectiveness of teachers through *Teacher Appraisal* is 'better' than doing so through the use of *Annual Confidential Forms*. [12]
- (b) Compare and contrast the use of *lesson observations* and *interviews with teachers* with respect to effectiveness as methods of collecting data for appraisal purposes. [13]
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5. (a) "One of the most complex, controversial issues in mathematics education today is the use of hand-held calculators in schools. The complexity of this issue appears to stem from confusion among educators, parents and calculator manufacturers over the calculator's role and purpose in the mathematics curriculum"

State briefly, in your own words, what the statement above is saying; and explain what you would tell each of the three groups of people mentioned in the statement why you believe that calculator use in school mathematics is a good thing. [12]

- (b) Given below is a calculator activity downloaded from the Internet:

*Salima and Neema are looking at the following puzzle:*

$$27 \square 5 \square 63 = 19$$

*Salima says, "I wonder what goes in the  $\square$ ?"*

*Salima tries  $27 + 5 + 63 =$  using the calculator.  
That gives 95.*

*Then Neema tries  $27 \times 5 + 63 =$  on the calculator.*

*Try the following using your calculator.*

$$24 \square 16 \square 7 = 3897$$

$$13 \square 25 \square 23 = 7475$$

$$56 \square 64 \square 75 = 195$$

$$23 \square 8 \square 18 = 202$$

$$12 \square 20 \square 10 = 2400$$

$$45 \square 30 \square 17 = 58$$

Now do the following with reference to the puzzle above:

- (i) Answer the question: Was Neema's calculation correct? [01]  
(ii) Provide a solution to the first problem:  $24 \square 16 \square 7 = 3897$  [02]  
(ii) Based on the activity above, explain what each of the following expressions means in the context of teaching mathematics:  
I. *Sensible* use of a calculator;  
II. *Efficient* use of a calculator; and  
III. *Fluent* use of a calculator. [06]

- (c) Describe **two** ways in which ICT can aid the teaching/learning of mathematics. [04]



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6. (a) Explain what is meant by *ethnomathematics*. [05]
- (b) Describe an activity in traditional Zambia that you would link to ethnomathematics; and explain how the mathematics in the activity can be used in teaching school mathematics. [12]
- (d) Explain **two** advantages and **two** disadvantages of integrating ethnomathematics into the teaching of school mathematics. [08]
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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

SECOND SEMESTER DEFERRED EXAMINATION –  
MARCH, 2007

### MSE 952

**TIME: THREE (3) HOURS**

#### **INFORMATION:**

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

#### **INSTRUCTIONS:**

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

1. (a) Discuss how models used in Physics teaching are being classified. [5]  
(b) Define the term 'geometrical models' and explain the importance of their use in Physics teaching. [5]  
(c) Identify some topic in O-level Physics and fully describe how 'physical models' can be used most efficiently in teaching the topic. [10]
2. (a) Describe OR logic gate and its truth table. [5]  
(b) Explain action of transistor as electronic switch. [10]  
(c) Draw a circuit diagram to show how a thermistor and transistor could be used to switch on a small bulb when temperature of bath rises to a certain level. [5]
3. (a) Discuss the importance of graphical method in Physics. [5]  
(b) Explain how you would arrange teaching Physics in grade 10 in order your pupils during their course of learning Physics at secondary level will be able to avoid the most common errors in plotting graphs. [10]

4. (a) 'Mathematics is language of Physics.' Comment this expression. [4]

(b) A rectangular block measures 2.6 cm by 8.3 cm by 7.4 cm. Calculate its volume giving your answer to an appropriate number of significant figures. [2]

(c) Fig. 1 shows a graph illustrating the change in the state of an ideal gas in the  $V$ - $T$  coordinates.

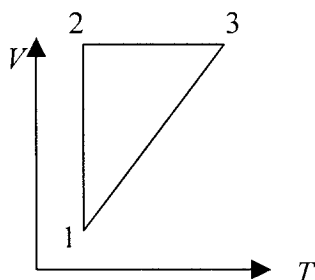


Fig.1

Represent the same process in the  $p$  -  $V$  and  $p$  -  $T$  coordinates. [6]

(d) Fig.2 shows a graph illustrating the change in the state of an ideal gas in the  $p$  -  $V$  coordinates.

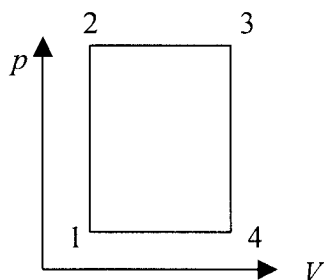


Fig.2

Represent the same process in the  $p$  -  $T$  and  $V$  -  $T$  coordinates. [6]

5. (a) Discuss how heat engines are being classified. [4]

(b) Describe *shortly* the principle of operation of four-stroke petrol engine. [8]

(c) Explain why diesel engine is more efficient than four-stroke petrol engine. [8]

6. (a) Explain importance of ecological education in teaching Physics. [8]

(b) Describe how would you arrange ecological education while teaching topic 'Heat engines'. [12]

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**SCHOOL OF EDUCATION**  
**FEB 2007/8 SECOND SEMESTER EXAMINATION**  
**RS 102: INTRODUCTION TO RELIGIOUS STUDIES**  
**DURATION : 3 HOURS**

**Instructions:**

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

1. a) Explain the relationship between reincarnation and the law of karma.  
b) Give an account of the teachings of the Upanishad.
2. How does Confucian conceptualization of the nature of human beings differ from that of Christianity?
3. With reference to Buddhist Scriptures, give a detailed account of the differences between Mahayana and Hinayana Buddhism.
4. What led to the development of Sunni and Shiite Islam?
5. Discuss the teachings of Buddhism based on Siddharta Gautama's enlightenment.
6. Write notes on the following;
  - a) Four goals of Hindu life
  - b) Pillars of Islam
  - c) Li and Jen

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**SECOND SEMESTER EXAM 2007/2008**

**RS 335 : INTRODUCTION TO WORLD SCRIPTURES**

Instruction: : answer three (3) Questions only.

Time : Three (3) hours

**Question one**

- a) Discuss the differences between scientific and confessional approaches to the study of scriptures.
- b) What did Husserl mean by epoche and eidetic intuition?
- c) How can the phenomenological method be used to interpret scripture?

**Question two**

- a) With illustrations discuss four doctrines found in the Quran.
- b) State and Explain three uses of scripture in Islam.

**Question three**

- a) Outline and Explain the Pentateuch Traditions.
- b) Briefly discuss the hypothesis that attempts to solve the contradictions and inconsistencies found in the Pentateuch

**Question Four**

- a) Discuss the similarities and differences portrayed in the synoptic Gospels
- b) Clearly, explain the formation of the New Testament canon.

**Question five**

- a) Discuss the reasons advanced by Western Scholars for disqualifying African Religion from the ranks world religions.
- b) What are the four approaches used in the interpretation of sacred texts

**Question six**

With reference to the Buddhist Scriptures, discuss the differences between Mahayana and Hinayana Buddhism.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**  
**EDUCATION**  
**2008/9 ACADEMIC YEAR SECOND SEMESTER**

**RS 955: CHRISTIANITY IN ZAMBIA**

**TIME: THREE HOURS**

**Instructions:**

- **ANSWER THREE (3) QUESTIONS**
- All questions carry equal marks
- Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.

1. Give an account of David Livingstone's life and explain his contribution to the coming of Christianity to Central Africa.
2. Describe the Christianisation of either Central Province or Western Province, and show the effects of missionary work among the local population.
3. The aim of some missionary work has been to develop churches which are 'self-sustaining, self-propagating and self-supporting'. Trace the progress towards this goal in any one church employing the above philosophy in Zambia, bringing out the extent of progress and achievement by 1964.
4. Compare and contrast the conversion strategies employed by the White Fathers and the Dutch Reformed Church in the Christianisation of Zambia.
5. Write brief notes on the following:
  - a) Mgr Killian Flynn
  - b) Bishop Joseph Dupont
  - c) Rev Collin Morris
6. What would you identify as the contribution of early Christian missionaries to the development of Zambia?
6. Trace the stages by which unity was achieved in the United Church of Zambia (UCZ).

**End of the Examination**