

# **UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

### **POST GRADUATE MID YEAR EXAMS 2014-2015.**

1. AED 5145 –Training of Trainers
2. EAP 5225 –Economics of Education
3. EAP 5235 –Development and use of human resources in Education.
4. APL 5911 –Current issues in language teaching
5. EPS 6511 –Phonetic, phonological and articulation disorders
6. LTC 5511 –Literacy foundation theories and principles
7. LTC 5541 –Literacy Multilingual contexts
8. EPS 6531 –Autism spectrum disorders.

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**MID YEAR EXAMINATION FOR THE ACADEMIC YEAR 2014/2015**

**COURSE :AED5145:TRAINING OF TRAINERS.**

**DATE :WEDNESDAY,25<sup>TH</sup> FEBRUARY,2015.**

**TIME :14.00-17.00 (3HOURS)**

**VENUE :3B:SCHOOL OF EDUCATION BUILDING.**

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

.....

### *Questions*

1. Explain in detail the role objectives play in any learning activity.
2. Write comprehensively on how you would go about selecting instructional materials for use in a training activity.
3. Contest or justify the pronouncement that Western Schooling serves as an agent of cultural inversion.
4. Undertaking an assessment of training needs is an essential prelude in the designing and implementing of a successful training programme. Hypothesize and elaborate demerits which would crystallize from a programme which obviates the necessity of conducting an assessment of training needs.
5. How would you respond to the assertion that both education and training spiral from the felt needs of would be beneficiaries of the intended programme? Justify your answer.
6. Noe et al (2003:18) are said to have issued a caveat to the effect that "... it is necessary to plan before doing but be flexible in execution." From the foregoing, decipher and expound the qualities of a facilitator being referred to.

**GOOD LUCK AND END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### FINAL EXAMINATION

#### EAP 5225: ECONOMICS OF EDUCATION

DATE: 5<sup>TH</sup> MARCH, 2015

TIME ALLOWED: 3 HOURS

VENUE: 3B

#### INSTRUCTIONS:

- I. Answer any **Three** questions exhaustively from the options given
- II. Marks will be awarded based on synthesis, clear illustrations and using appropriate language and Logic
- III. All questions and parts carry equal marks.

1. a) Education in Zambia and World over is closely linked to Economic Growth. However to critically understand the specific contribution, we employ among other methods/techniques the following: Growth Accounting; Return on Human Capital and Cross National Comparison. Critically discuss the three techniques in the given context?

**[16 Marks]**

- b) Modern Economies are dependent on specialization and division of labor, which necessitates exchange of goods and services. Explain this in detail by especially applying it to the Zambia context?

**[16 Marks]**

2. a) Account for the level and determinants of teachers' salaries from both Zambian and International contexts?

**[16 Marks]**

- b) Briefly comment on the following: Education, Inequality and Poverty; Education and Migration; Education and Fertility; Education and Rural Development & Education and Brain Drain. (More marks will be awarded for using Zambian illustrations)

**[16 Marks]**

3. a) The HQ, PEOs and DEBs in Zambia put emphasis on Educational Planning. What is the rationale for Educational Planning and which approaches can be employed in this undertaking?

**[16 Marks]**

b) Theories' are vital in Education Economics; elaborate the significance of theory in scientific inquiry (You may refer to positive and normative statements)

**[16 Marks]**

4. a) In detail, highlight what constitutes Educational Finance. What appropriate arrangements do you think can be employed to make educational financing sustainable in Zambia?

**[16 Marks]**

b) Scarcity is a fundamental problem faced by all economies (land, labor, capital & entrepreneurial). Discuss this in relation to Economics of Education?

**[16 Marks]**

5. a) Explain in clear and concise terms to a fourth year student reading 'Economics of Education' what they ought to understand by the term 'Economic Value of Education' in which the society and individuals have hugely invested in?

**[16 Marks]**

b) Contextualize the concept of a free market? (Explanation should be on the basis of allocation of resources determined by production, sales and purchase decisions made by firms and household. Possible link it also to Education Economics).

**[16 Marks]**

6. a) President Edgar Chagwa Lungu has just appointed you as Permanent Secretary for the Ministry of Education and has asked you to be prudent in allocation of resources in higher education. How can you apply the production function in higher education? (Examine the input versus output functions)

**[16 Marks]**

b) Why is the study of Economics so linked to the problems of development? Give examples related to Education Economics.

**[16 Marks]**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**  
**MID-YEAR EXAMINATIONS 2014/2015 ACADEMIC YEAR**

**EAP 5235: DEVELOPMENT AND USE OF HUMAN RESOURCES IN EDUCATION**

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

**INSTRUCTIONS:**

- i) ANSWER any **THREE** questions, indicating in the left hand margin the question you are answering.
- ii) Each question carries 20 marks.
- iii) Write legibly and do not cut words at the end of each line.
- iv) Credit will be given for practical examples given in each answer.
- v) There are two printed pages in this examination.

1. Define the term human resource planning. Discuss the significance of human resource planning in the development of human resources in Zambia.
2. Explain the concept of employee commitment and suggest how it might actually be created. Give examples that have contributed to your own strength of commitment in any work situation.
3. Select one of the following and write a comprehensive essay:
  - a) The similarities and differences between Personnel Management and Human Resource Management.
  - b) The Learning Organisation.
  - c) Theories of Learning.
4. Discuss the importance of mentoring in an Educational Organisation of your choice. What areas would you include in designing a mentoring programme?

5. Explain the factors that are likely to influence the nature and contents of an employment relations policy, and give practical examples from an organisation of your choice. What is meant by the legal and behavioural perspectives of employee relations?
6. Examine critically the education and training needs for specific professions in Zambia.
7. Critically evaluate different methods of performance management and discuss fully the potential problem areas.
8. Give your own views of how you see the future of Human Resource Management and nature of successful organisations in the 21st Century.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**LANGUAGE AND SOCIAL SCIENCES EDUCATION**  
**MID YEAR POSTGRADUATE EXAMINATIONS**  
**(FEBRUARY/MARCH)**  
**APL 5911: CURRENT ISSUES IN LANGUAGE TEACHING**

**TIME: 3 HOURS**

**INSTRUCTIONS**

**This paper consists of two sections. You must attempt all the questions in Section A and any other two questions from Section B.**

**SECTION A: ANSWER ALL THE QUESTIONS IN THIS SECTION.**

1. With the aid of illustrations write briefly about the differences between the following pairs of terms used in applied linguistics:
  - a. Inductive and deductive grammar teaching
  - b. Criterion referenced and norm referenced language assessment
  - c. Vernacular and standard language
  - d. Corpus and status language planning
  - e. Primary literacy programme and Primary Reading programme
  - f. Validity and reliability in language testing

**SECTION B: ANSWER ONLY TWO QUESTIONS FROM THIS SECTION.**

2. Critically evaluate the role of educational policy, research and evaluation in language curriculum and syllabus design in Zambia.
3. Discuss the relationships that exist between second language teaching methodologies and syllabus design.
4. What were the main points of Chomsky's criticism of the Behaviourist theory of language acquisition as proposed by Skinner?
5. Discuss any three of Pica's classroom questions by relating them to the Zambian context. How relevant are these questions to the way English as a second language is taught in Zambia?

6. In what ways can language policy influence the achievement of initial literacy among learners? Consider the case of Zambia.
7. Bilingual education can be very beneficial to learners if it is properly implemented. Which one of the three models of bilingual education would you expect to be more beneficial to the Zambian children in primary schools?



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

**EPS 6511: PHONETICS, PHONOLOGICAL, AND ARTICULATION DISORDERS**

Time: 3 Hours

**Instructions**

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

**Question 1**

Read the case of Sally Jones and answer the questions that follow.

Client: Sally Jones

Age: 8 years 8 months

Referral from: Parent

Parent concerns: 'Sally communicates in sentences and engages in conversational dialogue but is difficult to understand 100% of the time'

- A)** Think of additional information you need to gather from the parents. List five (5) questions you would ask them before evaluating Sally.
- B)** What are the speech norms that are expected for Sally at her age? (Think about speech sounds, intelligibility, grammar, etc).
- C)** How would you evaluate Sally? Think about all the parts of an assessment. What would you assess formally or informally and in what order? (Think about speech and language development/norms, impact on communication, child's ability to produce sounds in some contexts but not all, hearing, oral mech).

**Question 2**

Following an evaluation, you conclude that your five (5) year old client has a moderate phonological processing disorder characterized by deletion of final consonants, syllable reduction, stopping of fricatives and affricates, and cluster simplification.

**A)** Write one (1) long term goal and four (4) short term goals (one for each error) in the order you would address them. List one elicitation technique and activity for each STG written.

**B)** How would you describe phonological processing disorders to the parents?

**C)** List two (2) suggestions you would give the parents of activities or strategies they can use at home to work on as carryover of the child's speech goals.

**Question 3**

**A)** List and describe the three (3) core deficits of Childhood Apraxia of Speech

**B)** List and describe the four (4) types of Articulation Disorders

**C)** List and describe the three (3) types of Phonological Processes and give at least two (2) examples for each one

**D)** List and describe the four (4) steps in the treatment continuum

**Question 4**

Following an evaluation, you conclude that your nine (9) year old client has a mild articulation disorder characterized by t/k, p/f, s/sh, and w/r

**A)** Write one (1) long term goal and four (4) short term goals (one for each sound) in the order you would address the sounds. List one elicitation technique for each target sound and activity for each STG written.

**B)** How would you describe articulation disorders to the parents?

**C)** List two (2) suggestions you would give the parents of activities or strategies they can use at home to work on carryover of the child's speech goals.

**Question 5**

Following an evaluation, you conclude that your client has moderate childhood apraxia of speech characterized by: decreased intelligibility in longer utterances, difficulty with prosody (pitch, rate, and volume), syllable reductions, misarticulation of consonant clusters.

**A)** Write one (1) long term goal and four (4) short term goals (one for each deficit) in the order you would address them. List one elicitation technique and activity for each STG written.

**B)** How would you describe apraxia childhood of speech to the parents?

**C)** List two (2) suggestions you would give the parents of activities or strategies they can use at home to work on carryover of the child's speech goals.

**Question 6**

Copy the charts below in your Examination Booklet and fill in the consonant and vowel charts using IPA symbols. In addition, complete the word analysis chart.

**CONSONANTS**

MANNER	VOICING	PLACE						
		Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Stop	Voiceless							
	Voiced							
Fricative	Voiceless							
	Voiced							
Affricate	Voiceless							
	Voiced							
Nasal	Voiced							
Liquid	Voiced							
Glide	Voiced							

**VOWELS**

	Front	Central	Back
High			
Mid			
Low			

## WORD ANALYSIS

Fill in the chart below:

Word	# of graphemes	# of morphemes	*Transcription	Syllable Structure (CV)	Syllable shape (open or closed)
I					
And					
Pigs					
Phone					
School					
Chicken					
Zambia					
Student					
Therapy					
Nyanja					

\*The transcription column will not be counted in the total points

THE END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**  
**MASTERS OF EDUCATION IN LITERACY AND LEARNING**  
**MID YEAR EXAMINATION, FEB/MARCH, 2015**  
**LITERACY FOUNDATION, THEORIES AND PRINCIPLES**

**COURSE CODE: LTC 5511**

MARKS: 100%

INSTRUCTION

TIME: THREE HOURS

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

**SECTION A**

**Question 1:**

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

- a. Basic Literacy and Post-literacy
- b. Monolingual and bilingual literacy models
- c. Vygotskian theory of scaffolding in literacy
- d. Surface literacy and deep literacy
- e. Primary domains of emergent literacy
- f. The literacy hour under the Primary Reading Programme (PRP)
- g. Reading culture

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

## Question 2

Literacy can be said to be both multidimensional and multifaceted. While it can liberate society, it can also be used as a tool for oppression (Elspeth Stuckey). Discuss this assertion with examples drawn from the Zambian real-life situations.

## Question 3

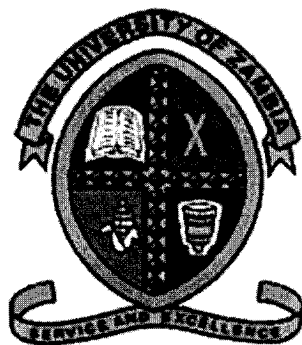
Explain how the **Zone of Proximal Development (ZPD) (Vygotsky, 1978)** supports the idea of giving remedial literacy lessons to pupils who face challenges in breaking through to literacy at their suitable grade levels.

## Question 4

*“A person who can read his or her environment but cannot read a word should not be deemed ignorant and illiterate. An illiterate person is he /she who, even with more than enough schooling cannot read his/her environment, identify the wealth it has and protect that wealth, multiply it and enhance his/her own quality of life.”* Explain this statement with examples.

## Question 5

With at least one example in each, explain how games and songs as part of **emergent literacy** can help to develop **initial literacy skills** in children in their early grades at primary school.



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
LANGUAGE AND SOCIAL SCIENCES EDUCATION  
2014 ACADEMIC YEAR MID YEAR POSTGRADUATE  
EXAMINATIONS (FEBRUARY/MARCH 2015)**

**LTC 5541: LITERACY IN MULTILINGUAL CONTEXTS**

**TIME: 3 HOURS**

**INSTRUCTIONS:**

**THIS PAPER CONSISTS OF TWO SECTIONS. YOU MUST ATTEMPT ALL THE QUESTIONS IN SECTION A AND ANY OTHER TWO QUESTIONS FROM SECTION B.**

**SECTION A:**

**ANSWER ALL THE QUESTIONS IN THIS SECTION (20 MARKS)**

1. With the aid of relevant examples, explain the differences between each of the following pairs of concepts.
  - a. Open and closed syllabic structures
  - b. Transparent and opaque orthography
  - c. Principles and parameters in generative grammar
  - d. Corpus and status language planning
  - e. Language shift and language maintenance

## **SECTION B:**

### **ANSWER ANY TWO (2) QUESTIONS FROM THIS SECTION**

2. Give a clear account of the developmental stages a child goes through in acquiring the phonology of the ambient language up to the emergence of the first words. **(15 Marks)**
3. Discuss which literacy skills and knowledge transfers from Zambian languages to English when a child uses the former as languages of initial literacy. **(15 Marks)**
4. In recent literature, it is argued that there are five main components of literacy a child needs to know to acquire literacy. Briefly mention these five components and discuss their roles in the acquisition of initial literacy. **(15 Marks)**
5. “The introduction of local languages as media of instruction in primary schools will be, in more than a sense, as good as an academic malady without a cure”. Based on evidence from literature on the role of familiar languages in literacy and learning, illustrate the validity or lack of validity of this statement. **(15 Marks)**

**END OF EXAMINATION**



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

**EPS 6531: AUTISM SPECTRUM DISORDERS**

**Time: 3 Hours**

**Instructions**

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

**ANSWER ALL of the following questions:**

1. What is Autism Spectrum Disorder? Describe major areas of difficulty and give examples of what skills can be affected.
2. Describe 3 pivotal skills for speech-language development. Provide an example activity to promote each of these skills.
3. Why are visual supports helpful for individuals with Autism Spectrum Disorder? Provide 2 examples of visual supports that might be used with children attending primary school (kindergarten – 5<sup>th</sup> grade).
4. Read the brief case and answer the questions that follow.

Tommy is five years old. He prefers to play alone and does not play with his older brother or younger sister. His mom reports he rarely makes eye contact and that he is very sensitive to loud noises. Tommy has not received any previous therapy services. Tommy displays early reading skills and his family reports he is able to read but does not appear to comprehend what he is reading. Tommy is calmest when he is allowed to play alone in his home. His family reported he often spins repetitively and play skills include lining up blocks over and over. Tommy tantrums if he is told to clean up his toys. His family comes for a speech evaluation and reports the following concerns: Tommy becomes very upset during transitions (i.e., cries and tantrums when it is time to go to bed at night, tantrums when it is time to go to school). His family reports his speech

production is predominately immediate echolalia and they would like him to be able to request, greet family and friends, play with his siblings, ask and answer simple questions, and decrease his tantrums.

- 1) What signs/symptoms of ASD does Tommy exhibit?
  - 2) What aspects of social communication could you first target?
  - 3) Does Tommy exhibit any emotional regulation difficulties and if so, give an example?
  - 4) Provide an example of a transactional support the SLP could assist with.
5. Monitoring of developmental milestones can offer early signs of developmental delays and also early signs of ASD. Provide examples of 5 “red flags” that might be observed in early development leading to a need for further evaluation.

END OF EXAMINATION