



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

**EDU 1010 – EDUCATION AND DEVELOPMENT IN ZAMBIA**  
**TEST 2**  
**MARKING KEY**

**2<sup>ND</sup> TERM - 2014/2015 ACADEMIC YEAR (REGULAR – STREAM ONE) – 10  
HRS TO 12 HRS ON SATURDAY**

**DURATION: 50 MINUTES**

**INSTRUCTIONS**

1. There are four (4) sections in this test: A, B, C and D.
2. Answer all the questions in the spaces provided.
3. There are six (6) printed pages in this test.
4. Total Mark are 10% of the Course Grade.
5. Indicate **ALL** your particulars without fail

**DATE: 30<sup>TH</sup> MAY, 2015**

**NAME:..... COMPUTER**  
**NO:.....**

**NAME OF TUTOR: .....**  
**TIME: .....**

**STREAM COORDINATOR: .....**

CELL: .....

**SECTION A: MULTIPLE CHOICE QUESTIONS (20 MARKS)**

**CIRCLE THE CORRECT ANSWER**

- ☐ In a meaningful education system, children must be taught from an early age how to nurture and harness \_\_\_\_\_:
- ☐ **Soft skills**
  - ☐ Good command for a mother tongue
  - ☐ Good communication skills
  - ☐ Expert skills
- ☐ Workers in a particular organisation increase their earning potential by developing and refining their \_\_\_\_\_.
- ☐ strength
  - ☐ intelligence
  - ☐ **capabilities**
  - ☐ thinking capacity
- ☐ A country's economy becomes more productive as the proportion of \_\_\_\_\_ workers increases.
- ☐ **educated**
  - ☐ university
  - ☐ intelligent
  - ☐ supporting
- ☐ Education is described as an agent of \_\_\_\_\_ in society.
- ☐ wealth
  - ☐ schooling
  - ☐ politics
  - ☐ **change**
- ☐ At Independence, in 1964, the new Zambian Government faced a critical shortage of \_\_\_\_\_.
- ☐ Literate men and women
  - ☐ **Skilled human resource**
  - ☐ Leaders to form cabinet
  - ☐ Food to feed the whole nation
- ☐ What was the primary provision of the 1966 Education Act to the Zambian Government?
- ☐ **Complete control of educational affairs**
  - ☐ Building one secondary school in each district
  - ☐ Implementing the Zambianisation policy in schools and colleges

- ☐ Building the University of Zambia
  
- ☐ Education for development should be about \_\_\_\_\_
  - ☐ college and university levels
  - ☐ **meeting the needs of the people**
  - ☐ international standards
  - ☐ a ruralised school curriculum
  
- ☐ From the following, which one may not be regarded as an educational policy response to the plight of the underprivileged?
  - ☐ Follow the equity principle in the distribution of the limited educational resources.
  - ☐ **Promote a dual education system.**
  - ☐ Provide a valid interesting and relevant curriculum
  - ☐ Increase access to education of good quality for all children.
  
- ☐ The fifth National Development Plan ran from:
  - ☐ 2005 to 2011
  - ☐ **2005 to 2010**
  - ☐ 2010 to 2014
  - ☐ 2010 to 2015
  
- ☐ The theory that arose as a result of earlier theories of development which held that all societies progress through similar stages of development is
  - ☐ Dependency theory.
  - ☐ **Modernisation theory.**
  - ☐ Human Capital Theory.
  - ☐ Sustainable Human Development theory
  
- ☐ When was the Focus on Learning document formulated?
  - ☐ 1977
  - ☐ 2011
  - ☐ **1992**
  - ☐ 2005
  
- ☐ Which of the following is the best way of gender balancing in education?
  - ☐ Lowering cut-off points for female candidates in schools
  - ☐ Enrolling more girls and women in learning institutions
  - ☐ **Encouraging boys and girls, women and men to study any subject according to one's ability**
  - ☐ Sponsoring more women and girls for further studies.
  
- ☐ Three of the following are purposes of curriculum diversification except one. Which one is an exception?
  - ☐ To provide a wide set of future career options than those offered in a more

- uniform academic curriculum
  - ☐ To re-orient students' attitudes towards a rural society as they leave school.
  - ☐ **to transmit skills and attitudes useful in employment**
  - ☐ To promote education for self reliance.
- ☐ In the 1970s, one argument put forward for the curriculum reform in Zambia was that the then curriculum
  - ☐ had concentrated much on the individual, rather than an individual being committed to developing the country.
  - ☐ was tailored towards producing high skilled engineers and agriculturists who were required to meet post independence needs.
  - ☐ was not well balanced with practical and religious aspects of education.
  - ☐ had focussed much on the Colonial socialist mode of production.
- ☐ Which one of the following is not true about the Girl Child?
  - ☐ Almost 50% of them are not in school
  - ☐ Have a higher drop-out rate
  - ☐ **Have a higher completion rate**
  - ☐ Under perform in all public examinations
- ☐ In the 1970s, one argument put forward for the curriculum reform in Zambia was that the then curriculum
  - ☐ had concentrated much on the individual, rather than an individual being committed to developing the country.
  - ☐ was tailored towards producing high skilled engineers and agriculturists who were required to meet post independence needs.
  - ☐ **was not well balanced with practical and religious aspects of education.**
  - ☐ had focussed much on the Colonial socialist mode of production.
- ☐ BESSIP was run from:
  - ☐ 1964 to 1977
  - ☐ 1980 to 1990
  - ☐ **1999 to 2002**
  - ☐ 1991 to 2006
- ☐ In education, accountability refers to:
  - ☐ **the need to ensure the best possible use of available resources**
  - ☐ being accountable for your actions
  - ☐ ensuring that one is responsible over a country
  - ☐ presiding over a District Education Office.
- ☐ Ministry of Education, Science, Vocational Training and Early Education collects data on population through
  - ☐ District Education Board Secretary
  - ☐ Department of Population Studies
  - ☐ Provincial Education Office
  - ☐ **Directorate of planning**

- ☐ Under ZATEC, student teachers relied very much on supervision from
  - ☐ Head teachers
  - ☐ **Mentors**
  - ☐ Standards Officers
  - ☐ Donors

### **SECTION B: FILLING IN THE BLANKS (20 MARKS)**

- ☐ The major challenge for education in Zambia is mostly to do with lack of **funding**. (1 mark)
- ☐ The **Educating our Future** is an education policy document that was formulated in 1996. (1 mark)
- ☐ Participants to the 1990 Jomtein conference agreed to reduce illiteracy by the end of **2000**. (1 mark)
- ☐ Literacy instruction traditionally refers to the teaching of basic literacy skills, reading, writing, **listening** and **speaking**. (2 marks)
- ☐ Information literacy is the **ability** to access use **information**, analyse, contextualise and **communicate** results. (3 marks)
- ☐ The Directorate of **Open** and **Distance** Education in Zambia is also charged with the responsibility of developing adult literacy. (3 marks)
- ☐ The three broad aspects of human development provided by education are knowledge, skill and **positive change of attitudes or values**. (1 mark)
- ☐ Mention any 2 ways in which the Government in Zambia managed to foster development by using education as a tool. (3 marks)
  - ☐ **National unity:**
  - ☐ **Gender and equity**
  - ☐ **Information Communication Technology (ICT)**
- ☐ Equity in education of women reduce the possibilities of **trafficking** and **exploitation** of women. (2 Marks)
- ☐ State the four (4) models of curriculum diversification (4 Marks)

- ☐ **Diversification of the whole curriculum**
- ☐ **Parallel vocational system**
- ☐ **Diversification of the components of the Core curriculum**
- ☐ **Diversification through the use of non-formal system**

### **SECTION C**

**INDICATE TRUE OR FALSE (10 MARKS)**

- ☐ A country has to provide an extensive network of Colleges or Universities in order to benefit from education. **(False)**
- ☐ Equity in education increases national income economic productivity and Gross Domestic Product. **(True)**
- ☐ Equity encompasses educational programmes, policies and strategies that may be considered fair but not equal. **(True)**
- ☐ Countries with greater portion of their population attending and graduating from schools see faster economic growth than countries less educated workers. **(True)**
- ☐ Education is an investment in human capital similar to investment in better equipment. **(True)**
- ☐ SIDA refers to gender equity as a major factor that allows for sustainable development. **(False)**
- ☐ Functional literacy is related to an occupation in which learners are engaged. **(True)**
- ☐ Analphabetism is ability to use literacy skills. **(False)**
- ☐ Ruralisation is synonymous to living and learning in a school in town. **(False)**
- ☐ Education development plans in Zambia are expressed in the Education policy documents. **(True)**

### **SECTION D: WHAT DO THE FOLLOWING ACRONYMS STAND FOR? (5 MARKS)**

- ☐ BESSIP **Basic Education Sub-Sector Investment Programme**
- ☐ FAWEZA **Forum for African Women Educationists in Zambia**

- ☐ NGO                      **Non-Governmental Organisation**
- ☐ GCE                      **General Certificate of Education**
- ☐ NORAD    **Norwegian Agency for Development**

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**TOTAL: 50 MARKS**  
***THE END – GOOD LUCK!***

### CONVERSION TABLE

<b>MARKS</b>	<b>SCORE</b>	<b>GRADE</b>
<b>48-50</b>	<b>10.0</b>	<b>A+</b>
<b>46-47</b>	<b>09.5</b>	<b>A+</b>
<b>44-45</b>	<b>09.0</b>	<b>A+</b>
<b>42-43</b>	<b>08.5</b>	<b>A</b>
<b>38-41</b>	<b>08.0</b>	<b>A</b>
<b>36-37</b>	<b>07.5</b>	<b>B+</b>
<b>33-35</b>	<b>07.0</b>	<b>B+</b>
<b>31-32</b>	<b>06.5</b>	<b>B</b>
<b>28-30</b>	<b>06.0</b>	<b>B</b>
<b>26-27</b>	<b>05.5</b>	<b>C+</b>
<b>23-25</b>	<b>05.0</b>	<b>C+</b>
<b>21-22</b>	<b>04.5</b>	<b>C</b>
<b>19-20</b>	<b>04.0</b>	<b>C</b>
<b>16-18</b>	<b>03.5</b>	<b>D+</b>
<b>14-15</b>	<b>03.0</b>	<b>D+</b>
<b>12-13</b>	<b>02.5</b>	<b>D</b>
<b>10-11</b>	<b>02.0</b>	<b>D</b>
<b>7-9</b>	<b>01.5</b>	<b>D</b>
<b>4-6</b>	<b>01.0</b>	<b>D</b>
<b>1-3</b>	<b>00.5</b>	<b>D</b>
<b>0</b>	<b>0</b>	<b>D</b>