

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PA201: NATIONAL GOVERNMENT AND ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Explain the concept of Indirect Administration and justify its application by the colonialist in Zambia.
2. Provide the factors behind the expansion of the civil service shortly after the dawn of self-rule in Zambia and give an account of the reform measures put in place by the UNIP Government.
3. If you were to submit a proposal to the Constitutional Review Commission in support of the idea of separation of powers, what would you say?
4. Defend the assertion that bureaucracy during the 2nd Republic in Zambia was inefficient and ineffective.
5. Write readable notes on: sovereignty, legitimacy, power and authority as used in modern governance.
6. Provide a comprehensive account of bureaucracy and argue out its merits and weaknesses in today's administration.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PA321: PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS

1. The extent of decentralization may be measured by the use of various ratios. First discuss the reliability of such ratios as a means of measuring decentralization. Second, use figures to illustrate the argument that the *Modified Expenditure Decentralization Ratio* (MEDR) is a more reliable measure compared to the *Expenditure Decentralization Ratio*.
2. Critically assess the argument that the *Prefectorial* model for managing local authorities is the most effective strategy for ensuring an overall local government system that is capable of delivering services efficiently and effectively.
3. *Devolution*, as opposed to *deconcentration*, is widely believed to be the form of decentralization that has the potential to promote good governance. Critically assess this perception.
4. Write brief notes on the following:
 - The *issue* committee system
 - The *integrated* personnel system
 - The *free-rider* problem
 - *Intrinsic value* as a benefit associated with participation
 - The *Modified Expenditure Decentralization Ratio*
5. Local authorities, especially in most developing countries, fail to attract qualified and experienced manpower hence compromising their ability to efficiently and effectively deliver services. Using Flippo's 9-box scenario, for illustration, discuss in detail the importance of designing a suitable reward system in Local authorities.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PA421: PUBLIC POLICY ANALYSIS AND MONITORING

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO.

1. The Zambian Government intends to introduce a policy on compulsory school uniform for pupils from grade one to grade twelve. Write a detailed account of the process such a formulation would have to go through. Indicate at the end of your exposition which type of analysis-integrated, prospective or retrospective-you will have used.
2. Explain the concept of Relevant information in Public Policy and conceive the type of such information required for a policy on prevention of examination leakages in secondary schools.
3. Several years ago, the Zambian Government launched a policy on the prevention of illegal cross-border trade in essential food supplies such as mealie-meal and cooking oil. The policy failed to achieve the intended results. Using the cost-benefit analysis, visualize what could have gone wrong with the policy ending in failure.
4. The government intends to establish a new Ministry of Students' Affairs in order to improve dialogue between the government and students in higher institutions of learning. As an expert in public policy analysis, what criteria would you recommend to ensure rational decision making processes in the new ministry?
5. Relevant information search in public policy can be conducted by using certain approaches. Identify these approaches and discuss their stronger and weak points.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER
DEFERRED FINAL EXAMINATION

PA 441: PROJECT MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

Question 1:

Within the context of organizational structures, discuss the four reasons which have led to increased demand for project management.

Question 2:

With illustrations, briefly discuss **three** of the following:

- a. The matrix structure
- b. The balanced matrix structure
- c. The functional matrix structure
- d. The project matrix structure

Question 3:

The Project Support Office (PSO) is very critical in project management.

- a. Briefly discuss the six purposes of the PSO
- b. Give four reasons why an organization involved in projects should implement a PSO

Question 4:

At the commencement of project implementation, five project parameters form a system that must remain in equilibrium for the project to be in balance. Discuss, with illustrations, the relationships between these project parameters and how they provide constraints to project management.

Question 5:

The Joint Project Planning session (JPP) facilitates the development of the project plan.

- a. Outline the complete project planning agenda of the JPP session
- b. Briefly outline and discuss the seven deliverables from the JPP
- c. Discuss the relationship between the POS and the Conditions of Satisfaction

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
POLITICAL AND ADMINISTRATIVE STUDIES

2005 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

PA955: STRATEGIC MANAGEMENT

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER SECTION A AND TWO (2)
QUESTIONS FROM SECTION B.**

SECTION A (30 MARKS)

Read the **BLOCKBUSTER VIDEO case study** very carefully, and then proceed to answer the questions on this section.

Have you heard about Blockbuster Video, a Multinational Enterprise (MNE) that has taken a global approach to markets?

Organisations operate in a turbulent global environment. This situation calls upon managers to think afresh about their strategic plans and practices. The rapid changes can quickly make yesterday and today's winning strategies redundant. Thus, we see companies wrestling with changing customer values and orientations; increased global competition; economic stagnation and a host of other economic, political and social problems. Key trends/events and forces are also changing the landscape and challenging strategists. This change has made Blockbuster Video take up expansion strategies at local and international level.

Blockbuster Video, by far the biggest video rental chain in the United States with about 4000 U.S. stores, announced in 1995 that it would open 1000 stores in the Asia-Pacific region by the year 2000. Most of Blockbuster's domestic growth occurred between 1987 and 1992; during that time the number of its stores increased from 238 to 2989. This increase was partially the result of growth in the video rental market as more people rented tapes for home entertainment on their newly acquired VCRs. Much of it came at the expense of thousands of mom-and-pop-type stores that stocked a small supply of tapes along with their other merchandise.

Blockbuster's primary growth strategy has been to attract customers by offering a large selection of tapes. It rents these videos in very large stores that can accommodate 7000-13,000 tapes representing 5000-8500 different titles. By expanding rapidly, Blockbuster has been able to gain economies of scale to

offset the more than \$100 million it spends per year on advertising. It buys vast numbers of tapes, which gives it buying clout with the film studios that sell tapes.

To finance its growth in the United States, Blockbuster has relied on acquisitions in exchange for Blockbuster stock, has franchised about half of its stores rather than obtaining ownership, and has raised equity capital for company-owned stores. Philips Electronics of the Netherlands became one of Blockbuster's largest equity sources when it invested \$149 million in two stages for a 7.9 percent ownership in the company. Although this amount falls far short of giving Philips a controlling interest, Philips still owns enough shares to have a say in some of Blockbuster's practices; for example, the stores have been used to test-market Philips's compact disc interactive (CDI) technology.

Despite its impressive growth, by 1992 Blockbuster had acquired only a 13-percent share of the \$11 billion U.S. home video market. Although there was room to grow in the United States, the company announced plans to focus on expanding abroad during the 1990s.

The shift in market emphasis from domestic to foreign resulted for three reasons: the maturing of the U.S. market for sales of VCRs, the threat of competition from pay-per-view movies, and the growth in retail sales of videotapes for home use – the sell-through market – as opposed to rentals. Blockbuster was slow to enter the sell-through market; hence retailers such as Kmart got a head start on gaining market share. Further, because film distributors typically sell rental tapes for about \$65 and sell-through tapes for about \$14, many more retailers can afford to compete against Blockbuster for tape sales than for tape rentals.

Initially, Blockbuster's major foreign expansion was to the world's higher-income, industrial areas – Canada, Europe, and Japan. This was a logical move, since the number of VCRs owned by consumers, a number that varies widely among countries, limits the market for video rentals. Among countries with high incomes, the percentage of TV-owning households having VCRs varies substantially (for example, 47.5 percent for Italy versus 74.5 percent for the United Kingdom). The new emphasis on the Asia-Pacific area is the result of rapid economic growth in the area, which has led to more VCR ownership. For example, the number of VCRs in China grew from 1.2 million in 1990 to 14.8 million in 1994. Within lower-income countries, most households with VCRs use them to record television shows rather than to view rented videotapes. Two other factors limit the market in lower-income countries: the low cost of movie tickets, which makes videotapes a higher-cost rather than a lower-cost alternative, and competition from stores that rent cheap and unauthorized videotapes, which are sometimes copied directly from television-movie channels in the United States.

In 1991, Blockbuster bought a chain of twenty-five Major Video stores in Canada for conversion into Blockbuster stores. This move brought the company additional economies of scale because much of the Canadian population lives within reception range of TV broadcasts from the United States and hence within range of Blockbuster's advertising. Blockbuster also set up franchise operations in Chile, Mexico, Australia, Spain, Venezuela, and Ireland. The move into Ireland was largely in response to a move into the U.S. market by Xtra-vision, Ireland's

largest video chain. By 1990, Xtra-vision had fifty U.S. stores under the Videosmith and Video Library names.

In 1991, Blockbuster decided to enter Japan. It decided on a 50/50 joint venture in order to gain know-how about the market from a knowledgeable Japanese partner, Fujita Shoten. (Fujita Shoten's chairman had established an earlier 50/50 joint venture with McDonald's, which now has about 800 restaurants in Japan. Fujita Shoten also has a stake in Toys 'R Us Japan). Blockbuster planned to expand through franchising its outlets and expected to have a thousand Japanese stores by the year 2000. In deciding to move into Japan, company executives saw the following conditions that afforded opportunities for Blockbuster:

- There were no major video rental chains in Japan. The largest rental chain, the Culture Convenience Club, had only small-scale outlets.
- There were only 1800 movie theaters in Japan, fewer than one tenth the number in the United States. Japanese film studios that limited distribution of foreign films to about 100 theaters controlled them. Despite distribution problems, however, U.S. films had 60 percent of the Japanese film market.
- Existing video stores catered mainly Japanese males under 25 years of age by renting tapes of pornographic and violent films. Blockbuster would target an older and more family-oriented market and would rent no adult videos.

Blockbuster's management reasoned that there was a big, unfulfilled demand for U.S. videos and that it could introduce these more rapidly into the Japanese market than Japanese competitors could (at the time, the wait for U.S. releases was about a year).

When Blockbuster entered Japan, it planned to earn 12-15 percent of its income from game rentals, as it does in the United States. However, it was unable to meet this goal. Japanese law requires permission from the author of copyrighted material before anyone can sell or rent the material. Of the two giants in the video game industry, Sega Enterprises gave its permission but Nintendo refused.

Because space is so limited and expensive in Japan, Blockbuster had to reduce the size of its stores. However, redesigning the stores' interiors allowed them to carry about 8000 titles and 10,000 tapes. Aside from its ban on adult videos, Blockbuster allows each country's managers to decide which tapes to buy for their stores. All tape purchases are made locally through distributors representing film studios. This arrangement is necessary because the local distributors can perform certain tasks more easily, such as arranging for subtitles or dubbing, dealing with local censorship issues, converting films to the tape format (for example, VHS, Beta, or Secam) preferred in that country, and acquiring local films to meet local demand. On this last point, Hollywood productions dominate markets worldwide; however, where there is a strong local film industry, such as in the United Kingdom and France, there is market demand for more tapes made from local films.

Blockbuster also used its foreign experience to help it grow in the United States. For example, in 1992, the company acquired a 50-percent interest in the Virgin

Retail Group, whose stores sell recorded music. This U.K. company owns mega stores in the United Kingdom, France, Germany, Italy, Australia, the Netherlands, and Australia. The operations continued to be managed by Virgin, and there were plans for major expansion into the U.S. market. The first store, in Los Angeles, was modeled after Virgin's mega stores, which offer 200 listening booths, a stage for live performances, and specialty rooms so classical music lovers needn't mix with heavy metal fans.

QUESTIONS

- (1) In which industry is Blockbuster Video? On the basis of the case study, specify the company's strategic style and bring out the key elements of Blockbuster strategy.
- (2) Why do you think Blockbuster has used various operating forms i.e. company-owned operations, joint ventures, and franchises for different foreign markets it has entered?
- (3) Using a theoretical framework that you are familiar with clearly identify the opportunities and threats that are there in the environment in which Blockbuster operate.
- (4) It is said that growth has international implications. With reference to the case study, discuss the circumstances under which a corporation may select licensing as a strategic option for it to use in entering a foreign market. What are the major drawbacks of licensing?
- (5) Countervailing forces influence the conditions in which companies operate in their options for operating internationally. A company's quest for maximum profits is inhibited by different conditions in foreign countries. What factors other than those presented in the case might inhibit Blockbuster's expansion into the global market?
- (6) Give a definition of the following concepts and show how they relate to each other:
 - Franchising
 - Merger
 - Acquisition
 - Licensing
 - Joint venture

SECTION B (20 MARKS)

- (1) Write a readable essay on Charles Lindblom's incrementalism as an alternative to the strategic planning model. In so doing, show why it is suitable for public organizations.

- (2) Discuss the concept of corporate parenting. In your opinion, is it a useful tool as an appropriate corporate strategy?

- (3) All restructured ministries in Zambia have strategic plans in place. Politicians and other stakeholders, however, allege that these ministries are not delivering despite having the strategic plans in place. Bring out the perceived reasons why these government institutions are not delivering.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

2005: ACADEMIC YEAR FIRST SEMESTER

DEFERRED FINAL EXAMINATIONS

PH101: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (Answer only one question from each of the three Sections).

SECTION 1: POLITICAL PHILOSOPHY

1. (a) Describe the key elements of the political philosophy of Thomas Hobbes.
(b) List and explain the criticisms that have been made against Hobbes' philosophy.
2. Critically discuss the key components of the political philosophy of Karl Marx , including the criticisms against him (your essay should clearly outline Marx's dialectic, the economic theory and the prediction for the coming of communism).
3. (a) Outline the key features of John Stuart Mill's political philosophy.
(b) State the criticisms that are tabled against Mill's theory.
(c) Do you think these criticisms against Mill's theory are justified? Explain your answer.

SECTION 2: ETHICS

4. (a) Define hedonism and give the arguments for and against it.
(b) Define cynicism and give the arguments for and against it.
(c) Discuss whether you think Stoicists are right that our actions are predetermined. Does this mean that we are not free and that we should not be punished or rewarded for our actions? Explain your answer.
5. (a) Explain the key components of John Stuart Mill's utilitarian ethics.
(b) Explain the utilitarian hedonism of Jeremy Bentham.
(c) List and explain the general criticisms against utilitarianism.

SECTION 3: PHILOSOPHY OF RELIGION

6. At least six arguments have been proposed in an attempt to explain why there is evil despite the fact that God is said to be all-powerful, all-good and all-knowing:
- (a) List and elaborate each of these six arguments.
 - (b) Give the criticisms that have been made against each of these arguments.
7. (a) What is the difference between the following two questions:
(i) Are miracles possible? (ii) Do miracles occur?
- (b) What criticisms have been made against the claim that miracles do actually occur? Explain your answer.
- (c) In your view, do miracles occur? Whatever position you take, defend your answer by counteracting the arguments that can be given against your position.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2005 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PH221: HISTORY OF PHILOSOPHY

TIME: THREE HOURS

ANSWER: Answer 9 of the following 12 questions. You must answer the questions 1, 2, 3, 4, 5, and 6. From the remaining 6 questions, you can choose 3.

Question 1:

- a. Pre-Socratic Philosophy is _____.
- b. The term 'Natural Philosophy' means _____.
- c. Protagoras' ethical theory was relativistic because _____.
- d. Plato's most important teacher was _____, and his most important pupil was _____.
- e. The literal meaning of the word 'metaphysics' is _____.
- f. Three philosophical schools of Hellenism were _____, _____, and _____.
- g. Four of the most important philosophers of the Middle Ages were _____, _____, _____, and _____.
- h. A *Universal* is _____.
- i. Francis Bacon was important for _____.
- j. Niccoló Machiavelli was influential for _____.
- k. The Greek philosopher Antisthenes once said, "I see a horse, but I do not see horseness." This statement refers to the philosophy of _____.

Question 2: According to Machiavelli, why

- a. should ~~the~~ ruler deceive others? _____.
- b. should there be a "double standard" for rulers and people? _____.
- c. is religion only valued if it is politically useful? _____.
- d. does the ruler not need to *be* virtuous but only *seem* to be virtuous? _____.

Question 3: State three *categories* that are involved in each of the following statements.

- a. A giant star in the Tarantula Galaxy emits x-rays _____.
- b. In 1936 the Olympic games were held in Berlin _____.
- c. Young penguins love ice _____.
- d. Harvard is the oldest university in the USA _____.

Question 4: The four causes of a *bridge* may be: State them and explain your answer briefly.

- a. _____.
- b. _____.
- c. _____.
- d. _____.

Question 5: Consider the following statements from philosophers and decide in each case whether they express extreme realism, moderate realism, conceptualism, or nominalism.

- a. "Species and genera are prior to their individual members: the individuals are derived from them 'like a river from the source or a tree from its roots' (Ratramnus)" _____.
- b. "Genera and species are formed in thoughts through the understanding of the mind. They do not exist independent" _____.
- c. "The word 'man' refers to each individual who is a man and it signifies the fact that he has in him a certain universal nature - that he is a rational, mortal animal. Properly the word 'man' means 'man', this universal essence" _____.
- d. "Universals are neither things nor concepts, but merely words we speak or write".
_____.

Question 6: Explain (a) the idols of the tribe, (b) the idols of the cave, (c) the idols of the market place, and (d) the idols of the theatre, and give one own example for each (in not more than half a page using an extra sheet of paper).

Question 7: Compare Augustine's and Plato's views about the origin of the universe (in not more than half a page using an extra sheet of paper).

Question 8: What is (theological) voluntarism? Explain by referring to W. Ockham's version of it (in not more than half a page using an extra sheet of paper).

Question 9: Describe Socrates' dialectical method (in not more than half a page using an extra sheet of paper).

Question 10: The Pythagoreans found out that musical intervals between the notes can be expressed in numerical terms. Given a string of a certain length:

- a. the sound we get if we shorten the string by half is _____.
- b. the sound we get if we double the length is _____.
- c. the sound we get if we add half of its original length is _____.
- d. the sound we get if we add one third of its original length is _____.

Question 11: Consider the following description of the virtue "Friendliness" by Aristotle:

Friendliness (Greek: philia) is a virtue that refers to social intercourse. The virtue of friendliness means that someone is good company. If there is a social gathering (e.g. a party) the friendly man will keep people in a good mood by telling jokes at the right moment and he will tell a few amusing stories, but without annoying or hurting anyone. He will never belittle absentees. But he won't be friendly and accommodating to everyone and always. In case of vulgar matters, he will not take part, and he will not be prepared to do or say something that might be to someone's disadvantage.

Since this is a virtue, according to Aristotle, it is a *mean* between extremes. Find suitable terms for the *two extremes* and describe the extremes in not more than half a page using an extra sheet of paper.

Question 12: How did Augustine try to overcome the scepticism of the "New Academy"? (Explain in not more than half a page using an extra sheet of paper).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2005 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PH305: ETHICS

TIME: THREE HOURS

**ANSWER: Answer 7 of the following 10 questions. You must answer the questions 1, 2, and 3.
From the remaining 7 questions, you can choose 4.**

1. Short answers (answer *correct* or *incorrect* to the questions a – d)

- a. According to consequentialist ethical theories, the rightness or wrongness of an action depends partly upon the consequences _____.
If not correct, the correct statement is _____.
- b. All utilitarians declare that the intrinsic good is pleasure or happiness _____.
If not correct, the correct statement is _____.
- c. According to utilitarians, an action is right if it maximizes the good and if it inhibits the good, it is wrong _____.
If not correct, the correct statement is _____.
- d. Ethical hedonism holds the view that pleasure is the goal of life _____.
If not correct, the correct statement is _____.
- e. An ethical principle in ancient Greece was "*Do good to your friends and evil to your enemies*". Is this principle acceptable for utilitarians? _____.
Why? _____.
- f. According to the philosopher E. Westermarck, in ancient Greece, homosexual intercourse was very common and not considered as morally wrong. In Africa, however, most people regard homosexuality as wrong. Thus, homosexuality was not wrong in ancient Greece but is wrong in Africa.
Is this good reasoning? Yes/No: Why? _____.
- g. 'In Dahomey the body of a person who had committed suicide is not allowed to be buried, but thrown out into the fields to be devoured by wild beasts.' Is this statement descriptive or evaluative? Give also a brief reason. _____.

2. Complete the following sentences

- a. The philosopher J. Griffin holds that accomplishment, autonomy, freedom, understanding, enjoyment, and deep personal relationships are intrinsically valuable. His value theory is therefore a _____ theory.
- b. Kant meant by 'maxim' _____.
- c. The difference between a *maxim* and a *universal law* is _____.
- e. If we apply the Formula of the Universal Law, the three steps of testing whether an action is morally permissible, according to the Categorical Imperative are:
 First step: _____
 Second step: _____
 Third step: _____

3. Consider his report about an anthropologist and some Bushmen villagers: *A Tswana villager, A, was contracted to drive B's two cows to the market, a week's walk distant. Many misadventures befell A and one cow died the night before getting to market. He butchered the carcass and sold the meat for a higher price than the remaining cow fetched. All the money was paid to B, who, however, felt aggrieved by the death of his cow and took A before the village headman's court. He was fined an amount equal to half the proceeds of the butchered meat. In discussing the case with the headman an anthropologist from the USA said that A should not have been fined because B had benefited from A's initiative in turning a carcass into marketable cuts. The headman challenged him, 'If I tear your old shirt while beating your back in an assault would you be content if I gave you a new shirt?' To these villagers cattle were not simply commodities to be converted into money. The cows were B's darlings, of his prideful breeding, and one of them had been belittled in the market.*

What kind of ethical relativism is expressed in this short episode? Explain your answer briefly.

4. Consider this problem: John tries to solve this problem from the viewpoint of utilitarianism: He can do only action *X* or action *Y* which will affect persons *A*, *B*, *C*, *D*, and *D* as shown in the table (numbers symbolize the intrinsic good).

	A	B	C	D	Total
X	+5	+1	-1	+3	8
Y	+7	+2	-5	-2	2

John does action *X*. Why was his action

(a) impartial? _____

and why was his decision

(b) universalistic? _____

5. Consider this Case:

Max Jones has been sentenced to prison for armed robbery, and admits guilt for the deed. 'But,' he reasons, 'I'll never rob anyone again. I have learned my lesson on that score. I have a job waiting for me. I'm not insane, or a danger to society. I would be happier out of jail than in. My wife depends on me for support, and she and the children would be far happier if I were able to be the family breadwinner again. As to the influence on others, almost no one would ever know about it; you can keep the matter out of the newspapers, and no one except you will even know that the crime was committed. Therefore, you should release me.'

Jones' reasoning was utilitarian. Decide

- What *value theory* Jones was holding _____
- Was Jones' reasoning *act-* or *rule-*utilitarian, and why? _____

- Critiques of utilitarianism will say that Jones' reasoning was faulty because he did not mention other important factors that are relevant for the rightness and wrongness of actions besides happiness. State and briefly explain *one* of them. _____

6. Consider this Case:

'I don't think that's fair,' John Owens said angrily. 'I recently had an AIDS test which, unfortunately, was positive. But I'm still quite healthy and I even play regularly football. But they told me if any applicant tests positive for the AIDS virus, then they won't give him or her a job as teacher. But I need this job badly.' *'Our policy is very just,' Anne Stipps said. 'No school can be expected to accept people who have an existing disease. Otherwise this would interfere with the teaching process at school because of too many sick leaves of the teachers and it is absolutely essential for the children get regular classes.'*

- To what principle of justice does John Owens refer when he claims that he is being treated unjustly (explain your answer briefly)? _____

- To what principle of justice does Anne Stipps refer when she claims that he is *not* being treated unjustly (explain your answer briefly)? _____

7. Consider this Case:

There was a woman who had very bad cancer, and there was no cure known to medicine that would save her. Her doctor, Dr. Jefferson, treated her as well as he could, but he knew that she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of a painkiller like ether morphine would have hastened her death. For this reason, Dr. Jefferson was reluctant to give her ether morphine. She was often delirious but in her calm periods she would ask Dr. Jefferson to give her a substance that would kill her. She said she couldn't stand the pain and she was going to die in a few months anyway. Feeling pity for her, the doctor decided to grant her request and injected her a lethal substance.

In order to decide whether the physician's action was right, according to utilitarianism, we must find out whether he did what *maximized the intrinsic good*. As a step into this direction, find the following: (Answer on an extra sheet of paper.)

- a. Two alternatives open to the agent.
- b. Two affected parties.
- c. Two positive consequences on the intrinsic good (happiness) of an affected party.
- d. Two negative consequences on the intrinsic good (happiness) of an affected party.

8. Consider this (adapted) Kantian example: (Answer on an extra sheet of paper.)

"A man needs to borrow money, but he knows that no one will lend it to him unless he promises to repay. But he knows that he will be unable to repay. Therefore he decides to promise that he will repay the money, knowing that he won't be able to do this."

According to Kant, the man's maxim is "Whenever you need a loan, promise to repay it, even though you know you cannot do so." (a) Universalise this maxim and (b) test whether the man can will that it becomes a universal law and (c) decide whether it is morally permissible to act like this man, if he had the maxim suggested by Kant.

9. Consider this problem of Kantian ethics: Suppose that a man, after reflection, decides that the right action for him is to join the Army. Assume that he has two motive-components for his decision (*in spite of* fear, love of comfort, etc., that repel him from joining the Army and are therefore motives *against* it): These two motives are his belief that joining the Army is the morally right action and his dislike of being regarded as a coward by his friends. Assume further that although the man has *two* motive-components for joining the Army, he would have decided to join the Army even if he had *not* disliked being considered a cowardly by his friends. Has the man's action moral worth, according to Kant's view? Explain your answer. (Answer on an extra sheet of paper.)

10. Consider this problem: If you were in Rawls's Original Position behind the Veil of Ignorance, which of these rules would you agree to accept as binding moral rules? Explain your answer. Draw also a table to justify your answer. (Answer on an extra sheet of paper using not more than half a page.)

- a. One must never discriminate against applicants for a job because of their gender.
- b. One should discriminate against applicants for a job because of their gender.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PH935: PHILOSOPHY OF GOOD GOVERNANCE

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (The question in section one is compulsory. Answer one question from section two and one section from section three).

SECTION ONE

1. (a) Suppose you are a UN observer tasked to observe the good governance situation of a certain country, availing of the various theories, philosophers and practical examples discussed in this course, list and explain **five** specific features you will look at to decide whether there is good governance in that country or not.
- (b) List and explain **five** problems faced by the original Greek understanding of pure democracy.

SECTION TWO

2. (a) Outline **five** features of the political philosophy of **Plato** which in your view apply to the Zambian situation. (State each feature and explain by giving specific Zambian examples as to how it applies to the Zambian situation).
- (b) Outline **five** features of the political philosophy of **John Locke** which in your view apply to the Zambian situation.
3. (a) Outline **five** weaknesses of **Karl Marx's** economic theory, giving reasons how each of these weaknesses can be of negative value to the Zambia economic scenario.
- (b) Outline **five** strengths of the economic theory of **Robert Nozick**, giving reasons of how each strength can be of use to the Zambian scenario.

SECTION THREE

4. (a) Outline the key features of the political-religious theory of **St. Augustine**.
(b) Outline the key features of the political-religious theory of **St. Thomas Aquinas**.
(c) In your view, do you think that a 'purely secular state' is possible? Give reasons for your answer.
5. (a) List and explain **five** arguments put forward in favour of affirmative action for women empowerment.
(b) List and explain **five** arguments put forward against affirmative action for women empowerment.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PH985: PHILOSOPHY OF RELIGION

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (You must answer the question in Section A and any other two questions from Section B.)

SECTION A

- 1) Various arguments have been put forward to try and establish the existence of God by the use of human reason. Among these are the following:

(i) Cosmological, (ii) Design/Teleological, and (iii) Moral arguments.

Choose any one of these arguments and answer the following questions:

- a) Explain and discuss the argument you have chosen identifying its strengths.
- b) Explain and discuss counter arguments to the argument you have mentioned in (a) above.
- c) Give your own personal critique of the argument you have chosen as to whether you find it convincing or not.
- d) Discuss critically whether the three arguments mentioned above taken collectively can conclusively prove the existence of God.
- e) Discuss whether or not scientific evolutionary theory has in fact destroyed the value of these arguments.

SECTION B

- 2) In view of the Christian belief in a good and all-powerful God, it is very difficult to give a rational explanation for the existence of moral evil. However, numerous attempts have been made to try and show how moral evil and a good all-powerful God can be compatible.

- a) Explain and discuss the argument known as the free will defense argument identifying its strengths.
- b) Explain and discuss three counter-arguments to the free will defense argument.
- c) Explain the different ways in which Augustine and Irenaeus understood the misuse of free will by Adam and Eve in the creation myth in the Book of Genesis.
- d) Explain and discuss two attempts other than the free will defense argument to explain the problem of moral evil.
- e) Discuss some positive and negative aspects of the two attempts you have mentioned in (d) above.

- 3) Although personally more convincing than rational philosophical arguments, religious experiences can be very misleading in view of their more subjective nature.
- a) What characteristic features would you look for in an experience which claims to be a special or mystical religious experience? .
 - b) Explain what is meant by common/ordinary religious experience and give an example.
 - c) State and discuss three of the experiences that can be falsely claimed to be religious.
 - d) Discuss the more objective criteria that can be used to evaluate the authenticity of a claimed religious experience.
 - e) Discuss what is meant by saying that a genuine religious experience will never be free from psychological and cultural conditioning factors in the problem of interpretation.
- 4) Miracle crusades are common and popular in Zambia and they make claims to bring about healing miracles.
- a) Give and explain the philosophical definition of a miracle.
 - b) Discuss the arguments put forward to reject the occurrence of any real miracles.
 - c) In the 'violation concept' of a miracle, discuss what is meant by 'the natural law' and in what sense or senses this is somehow believed to be interfered with.
 - d) Discuss the objective criteria that should be used to assess the authenticity of what is claimed to be a miracle.
 - e) Can miracles be used as an argument for the existence of God? Explain your answer.
- 5) Extreme fideists and extreme rationalists are radically opposed to one another.
- a) Explain what is meant by a strong/extreme 'fideist' and a strong/extreme 'rationalist'.
 - b) Explain Pascal's understanding of 'the sense of the heart' and why he is considered to be a 'weak' fideist rather than a 'strong' one.
 - c) Human will power is essentially related to the rational intellect. Explain the sense, then, in which William James is not considered to be a rationalist although he focuses on 'the will to believe'.
 - d) Explain the relationship that you think exists between faith and reason with reference to belief.
 - e) Hartshorne uses the concept of 'dipolarity' to try and show how God can be both unchanging and changing at the same time. Explain what he means by this concept.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PL 421: POLITICS OF INTERNATIONAL PEACE AND SECURITY

TIME: THREE (3)HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically assess the extent to which the United Nations continue to carry the mandate of serving in maintaining peace for which it was formed rather than serving the agenda of the most powerful nations of the world.
2. Assume that you are the Special Advisor to the African Union (AU) on intra-state conflicts on the continent. Outline the nature and character of intra-state conflict and discuss possible areas of intervention that you would advise the AU to pay attention to.
3. "The principle of cooperation between the United Nations (UN), regional and sub-regional organisations is a positive development in terms of peacekeeping and peace building in Africa." Discuss
4. The successful Disarmament, Demobilization and Reintegration (DDR) of ex-combatants are crucial to achieving lasting peace in the aftermath of a civil war. Identify the key issues and challenges of DDR paying particular attention to the reasons why reintegration has received comparatively less attention from the international community in terms of analysis and the necessary resources.
5. One of the post cold war challenges to international peace and security is terrorism. Analyse the likely impact of the war on terrorism in the context of the United States of America-Africa relations after the 9/11 terrorist attacks in the United States.
6. The HIV/AIDS pandemic has emerged as one of the deadliest sources of global insecurity. Examine the applicability of the concept of national security in addressing the HIV/AIDS pandemic in Zambia.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PL 451: SOCIALIST POLITICAL THEORY I

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

1. Discuss the ideological foundations of the notion of “Socialism with Chinese Characteristics”.
2. Analyse the factors that may account for the former Soviet Union’s decision to undertake political and economic reforms.
3. Critically analyse St. Simon’s views on the nature and role of religion in society.
4. Karl Marx and Frederick Engels were critical of so-called utopian socialism. Analyse the extent to which their theory of social, economic, and political change is scientific.
5. Analyse the contributions of Lenin to socialist political theory.
6. Discuss Mao Zedong’s ideas on social classes and class struggle and how they relate to orthodox Marxism.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PL 931: POLITICS OF SOUTHERN AFRICA I

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss the evolution of capitalism in South Africa and in so doing also critically examine the corresponding developments in the relationship between the various fractions of capital on one hand and the various categories of the working class on the other.
2. "In order for reconciliation to be achieved it also has to take on other more practical dimensions through real improvement in the people's lives...the disappearance of an historical era like apartheid does not mean the disappearance of the problems that came with it. This reflected a feeling in black political circles that the white community had not reciprocated the gesture of good will extended to them by former president Mandela"

Discuss the extent to which the above statement reflects an accurate summation of the immediate post-apartheid South Africa.

3. Outline and critically analyse the factors that played a decisive role in the post-colonial Mozambican Government's transformation from Marxism to liberal democracy and market economy.
4. Critically analyse the historical roots of the current land crises in Zimbabwe.
5. Assess the extent to which it can be argued that the socio-economic and political developments that occurred in post colonial Zambia and Angola respectively reflected the way these two countries were colonised and the manner in which colonialism in each of these countries was challenged and overcome.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 FIRST SEMESTER EXAMINATIONS

PS 331: COGNITIVE DEVELOPMENT AND CULTURE I

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO SECTIONS. ANSWER TWO QUESTION IN SECTION ONE AND TWO IN SECTION TWO

SECTION ONE (LONG ESSAYS): ANSWER TWO QUESTIONS

1. Edet A. Efiang carried out a study on the learning styles of pupils and teachers in Nigerian private and public schools. In both cases, he used the Embedded Figures Test (EFT). It was found out that children in private schools were more field independent than their peers in public schools.
 - (a) Distinguish between field dependence and field independence.
 - (b) With an example, describe the Embedded Figures Test (EFT)
 - (c) Point out the characteristics of learners with the two learning styles
 - (d) What could have led to private school children being more field independent than their peers in public schools?
 - (e) What could teachers in public schools do to help children in their schools become more field independent?
2. Discuss the role of the social context in language development. Your discussion should include:
 - (a) motherese
 - (b) the development of turn-taking and
 - (c) sharing the same focus of attention

Using examples of 3 communities you have learned about, show that the use of motherese is not a universal phenomenon. What implication does this observation have for theories of language development?
3. With the use of relevant examples, explain how ^{ethics}~~ethics~~, emics, ethnocentrism and stereotypes are related.

4. Explain what is meant by the Carpentered World Hypothesis and design an experiment to test it among Zambian adults. The following sections of your proposal should stand out clearly:
- (a) Aim/Purpose
 - (b) W. H. R. River's work in the area of visual/optical illusions
 - (c) Hypothesis
 - (d) Sample (Provide a rationale for choice of participants)
 - (e) Materials to be used (Where necessary, drawings should be provided)
 - (f) Procedure

SECTION TWO (SHORT ANSWERS): ANSWER TWO QUESTIONS

1. Write down:
- (a) Five ways in which teachers can accommodate students whose dominant learning style is visual
 - (b) Five ways in which teachers can accommodate students whose dominant learning style is kinaesthetic.
2. Explain how the child comes to acquire the phonology of his/her language.
3. How does Noam Chomsky account for language acquisition? Write down 3 challenges to Chomsky's account of language acquisition.
4. Referring to Hudson's work in the area of pictorial depth perception among Bantu "tribesmen", Matsumoto cites the following example:
- In another picture, an orator who we (i.e. Americans) would see as waving his hands dramatically with a factory in the background was seen as warming his hands over the tiny chimneys of the factory.*
- (i) Describe 4 conventions artists use to show depth in pictures. (Use an illustration in each case). Explain why the Bantu in Hudson's work described the picture as they did and why the Americans would describe it as Matsumoto says.
 - (ii) Cite one example from existing literature which suggests that Africans are unable to perceive depth in pictures and two others that suggest otherwise.

END OF EXAMINATION

BEST WISHES

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2005 ACADEMIC YEAR, FIRST SEMESTER DEFERRED
EXAMINATIONS**

PS 311 – SOCIAL PSYCHOLOGY

TIME: THREE HOURS

**INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO
SECTIONS. ANSWER SIX QUESTIONS IN
SECTION ONE, AND ONE IN SECTION TWO**

SECTION I: SHORT ESSAYS. ANSWER SIX QUESTIONS

1. Explain Zajonc's Drive Theory of social facilitation and its implications.
2. With the help of clear examples, explain how attitudes are formed through operant conditioning and social comparison.
3. Describe Milgram's experiment on obedience, clearly explain what his interest was, and the results of this experiment.
4. Describe the process of cognitive dissonance and explain how it affects attitudes.
5. What is compliance? Explain the basic principles on which techniques for gaining compliance rest, according to Robert Cialdini.
6. Identify and clearly explain two factors that provide people with the ability to resist persuasive messages.
7. Briefly discuss three ethical issues in psychological research.
8. What is prejudice? Clearly explain how prejudice originates according to the Social Categorisation perspective.
9. Do minorities ever succeed in changing the position of the majority? Discuss citing research findings.

SECTION II: LONG ESSAYS. ANSWER ONE QUESTION

1. (a) What are attitudes and what function(s) do they serve?
(b) Identify and discuss the factors that moderate the link between attitudes and behaviour.
2. (a) What are the implications of defining prejudice as a special attitude?
(b) Apart from Social Categorisation, what are the causes of prejudice according to social psychologists? Cite examples from your own experience and literature to support your answers.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS341: PSYCHOLOGICAL TESTING

TIME: THREE HOURS

INSTRUCTIONS: THIS PAPER CONSISTS OF THREE SECTIONS. CHOOSE 5 QUESTIONS IN SECTION A, 2 QUESTIONS IN SECTION B, AND ANSWER ALL QUESTIONS IN SECTION C

SECTION A: Choose 5 questions out of 8. Each question carries 2 marks

1. Describe the Bloom's taxonomy and state its importance in constructing achievement tests
2. List the 6 ethical principles of psychologists involved in testing
3. Briefly describe the procedures involved in test evaluation
4. Briefly describe the characteristics of the four major levels of measurement
5. Distinguish between criterion referenced test and norm referenced test
6. List the advantages of objective test items over subjective test items
7. What properties are desirable for item difficulty indices and item discrimination indices
8. Illustrate what is meant by floor effect and ceiling effect

SECTION B: Long Essays. Choose 2 questions out of 4. Each question carries 10 marks

1. What is a valid test? Define the four major types of validity and give your own examples of situations in which each type is crucial?
2. More sophisticated purposes for testing became more evident during 19th century. Give account of the development of testing during this era and mention at least four influential persons.
3. Psychologists are guided by ethical principles and standards. Psychologists also need to be aware of ISSUES surrounding their particular practice. Mention at least four major issues in the area of testing and elaborate on each.
4. In the 21st century the use of computers in testing is becoming more prevalent. Explain some of the disadvantages and advantages of using computer assisted test interpretation or diagnosis.

SECTION C. Answer all questions. This section has 10 marks.

1. Use the following distribution of scores to answer the questions that follow:

Examinee (i)	Scores Xi
1	5
2	3
3	1
4	2
5	5
6	7
7	3
8	6
9	5
10	4
11	0
12	1
13	2
14	5
15	6
16	3
17	1
18	4
19	2
20	6

- (i) Calculate the frequency distribution and the relative frequency distribution of the data in the above table.
 - (ii) What are the mean, median, and mode of the distribution?
 - (iii) Draw a frequency polygon for the above distribution AND
 - a. Indicate whether the distribution is symmetrical, negatively or positively skewed.
 - b. What interpretation would you give about the nature of the test?
- 2 For data in table a) and b) which items would make the best general purpose test and explain why?

a)	Item	pi	di
	1	30%	0.4
	2	23%	-0.2
	3	47%	0.8
	4	40%	0

B)	Item	pi	di
	1	10%	0.45
	2	40%	0.91
	3	50%	0.63
	4	70%	0.68
	5	80%	-0.22

END OF THE EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR, FIRST SEMESTER DEFFERED EXAMINATIONS
PS 341: PSYCHOLOGICAL TESTS

TIME: THREE HOURS

INSTRUCTIONS: This examination consists of three Sections. Choose 5 questions in Section A, 2 questions in Section B and all questions in Section C

SECTION A: Choose 5 questions out of 8. Each question carries 2 marks.

1. What is a psychological test?
2. Outline the basic steps in developing Norms.
3. Explain when content validation is appropriate.
4. Describe the process of assessing item discrimination.
5. Distinguish between achievement tests and aptitude tests.
6. List the carry over effects of the test-retest reliability estimate.
7. Define discrete variable and continuous variable. Give an example of each.
8. What properties should be considered when evaluating a test?

SECTION B: Long Essays. Choose 2 questions out of 4. Each question carries 10 marks

1. Discuss classical test theory (true score theory) and its significance to psychological testing.
2. In test administration advance preparation of examiners is the most important single requirement for good testing. Explain what this involves and provide two other crucial factors that can help reduce error during testing.
3. Discuss the uses of psychological tests. Are psychological tests relevant in the Zambian context? Provide examples.
4. Discuss the social and ethical considerations in testing.

SECTION C. Answer all questions. This section has 10 marks.

1. The following data shows the percentage score of the examinees in Mathematics and English.

	Examinees							
	1	2	3	4	5	6	7	8
Maths score (%)	0	0	10	10	20	20	40	50
English language score (%)	40	50	40	20	10	30	20	10

- (i) Draw a scatter plot to show the relationship between performance in Mathematics and English.
- (ii) What interpretation would you give about the relationship?
- 2 For each of the items in the following tables,
- (i) calculate ***pi*** and ***di*** (*an asterisk marks the correct answer*)
- (Assume that equal numbers of examinees are in the upper and lower group)

where $P_{i=\frac{N_C}{N_t}}$ and $di = \frac{N_U - N_L}{N}$

- (ii) Discuss the value of each item for a general purpose test.

Item 1		
	Lower Group	Upper Group
a	40	35
*b	35	55
c	37	28
d	38	32

Item 2		
	Lower Group	Upper Group
a	0	0
b	8	8
c	99	114
*d	43	28

Item 3		
	Lower Group	Upper Group
*a	55	85
b	47	31
c	42	30
d	6	4

Item 4		
	Lower Group	Upper Group
a	30	30
b	30	30
*c	60	60
d	30	30

END OF THE EXAM

COMPUTER NO. _____

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PS 451: PSYCHOLOGY OF THE WORK ENVIRONMENT

TIME: THREE HOURS

**INSTRUCTIONS: THERE ARE TWO PARTS TO THIS EXAMINATION
AND YOU ARE REQUIRED TO ANSWER BOTH PART I
AND PART II. READ THE INSTRUCTIONS
CAREFULLY BEFORE ATTEMPTING EACH PART.**

PART ONE – MULTIPLE CHOICE

There are fifty questions in this part and you are to answer all questions by circling the correct answer or by filling in the blank or by providing the required word, phrase or name as the case may be. Each question carries ½ % point for a total of 25%. You are advised to spend no more than 65 minutes on this part. This part must be answered on the question paper hence write your computer number in the space provided on the top right corner of this page.

1. Early contributors to the development of Industrial and Organizational Psychology include all except which one of the following:
 - a. Hugo Munsterberg
 - b. Walter Dill Scott
 - c. Hawk
 - d. Frederick Taylor

- 2 & 3 The two researchers most associated with time and motion studies are

----- while those

associated with the Hawthorne studies are -----

4. A manager who argues that "workers have potential for development, have capacity for responsibility and will contribute to organizational goals if management makes it possible" . . . is more inclined towards.

- a. Contingency theory management
- b. Theory X management
- c. Bureaucratic management theory
- d. Theory Y management
- e. Human Relations Management theory

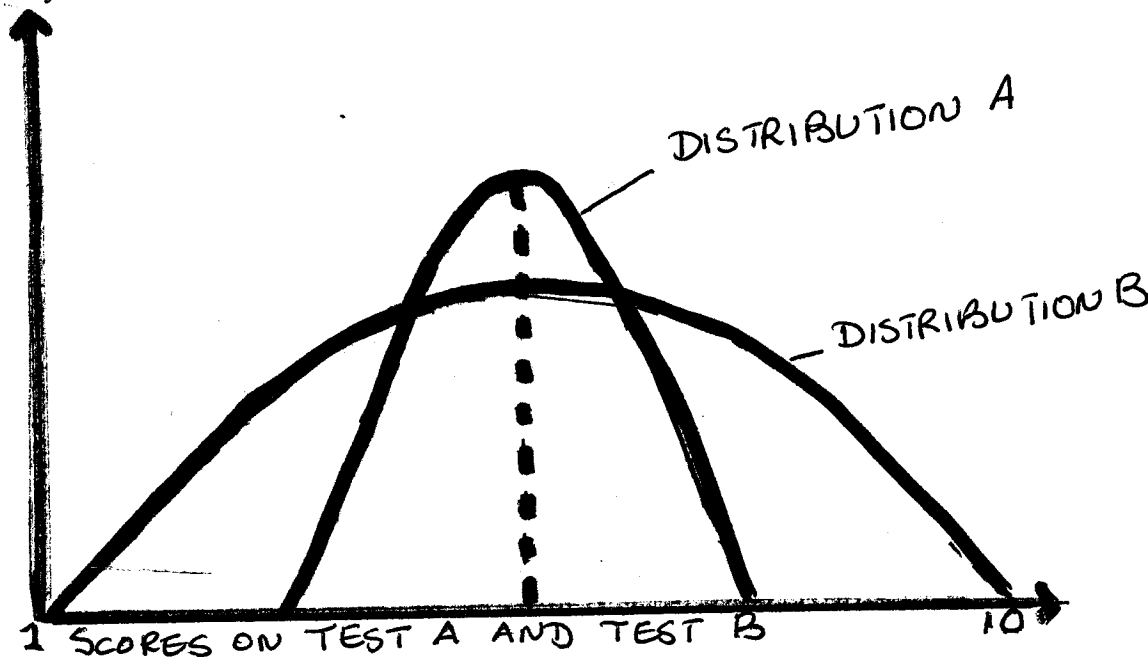
5 & 6 List any four principles of bureaucratic management

7 & 8 Select two from the phrases given so as to best complete the statement below:

field studies; laboratory experiments; sample surveys; field experiments

----- are very high on realism but very low on explaining causation while ----- are very low on realism but very high on explaining causation.

9 & 10



In the graph shown, the two distributions A and B have the same

----- But have different -----

11. Which is the correct order in a scientific study of a phenomenon or event?

- a. observation, explanation, description, prediction
- b. observation, prediction, description, explanation
- c. observation, description, explanation, prediction
- d. observation, description, prediction, explanation
- e. observation, explanation, prediction, description

12. Which one does not belong?

- a. Hawthorne studies
- b. World War I
- c. Time and motion studies
- d. Voyages of discovery

13. Select from the following words or phrases

mean, skew, correlation, standard deviation, median, regression

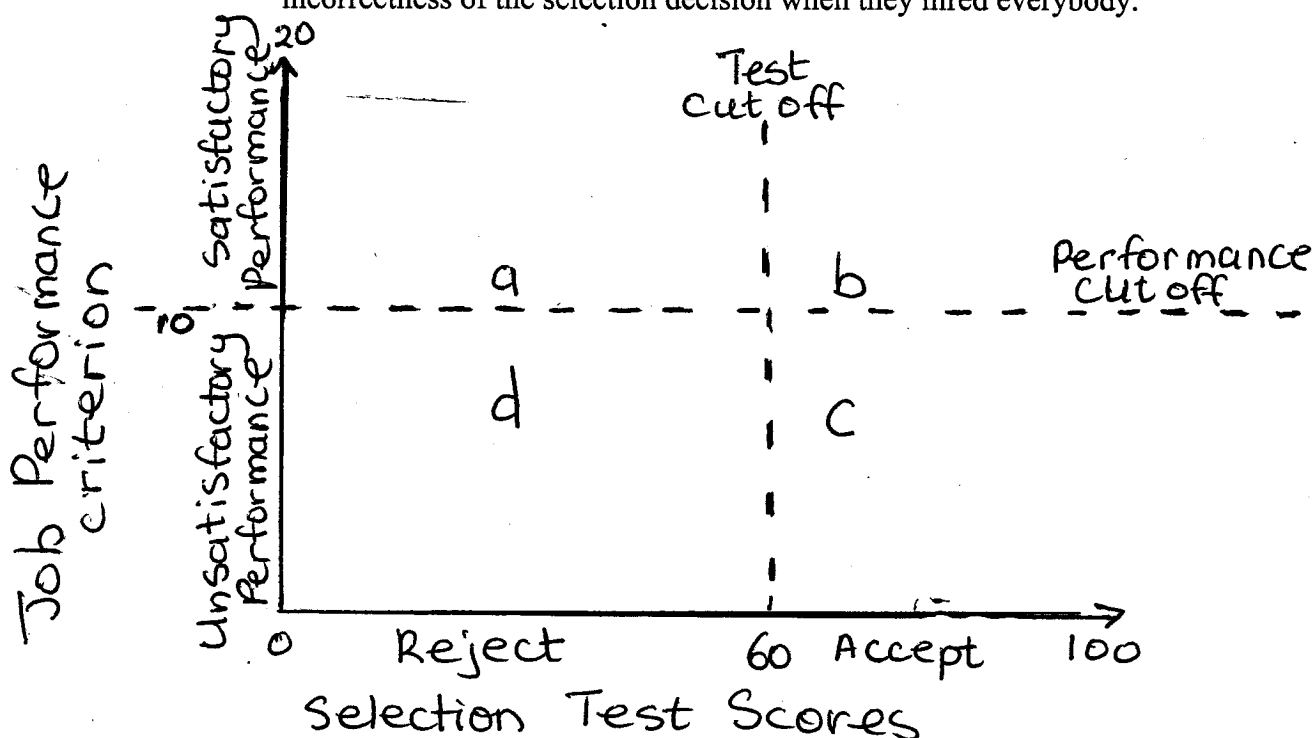
----- measures association

----- measures central tendency while

----- measures variability

14 & 15

After administering a selection test, the Company hired everybody who took the test and observed their job performance. The results of the selection test and job performance are given in the chart below. Name the four quadrants a, b, c, d by indicating the correctness or incorrectness of the selection decision when they hired everybody.



16 & 17 In any given work situation the approach is to ensure that the human being is suited to the task and that the task is suited to the human being. Write the “fitting people to jobs” or “fitting jobs to people” on the line next to the approach.

Selection approach -----

Engineering Psychology approach -----

Job design/redesign approach -----

18 – 20 List any four instruments or devices that are used as predictors in selection for employment

i. -----

ii. -----

iii. -----

iv. -----

21 –23 Select and write phrases from the list provided so as to correctly complete the statements below:

Job analysis; Training evaluation; Job description; Performance evaluation; Job evaluation; Time and motion study; Organizational analysis, Manpower inventory; Job specification

----- is important in understanding mission of a company.

----- is important in knowing what qualifications are needed on the job.

----- is important in knowing personal emoluments on a job.

----- is important in knowing the job output of the employee.

----- is important in understanding if a course is worthwhile.

24. The Position Analysis Questionnaire is an instrument used to collect what type of information?

25. The part of conceptual criteria which overlaps with actual criteria reflects
- a. criterion deficiency
 - b. criterion contamination
 - c. validity of the actual criterion
 - d. unreliability of the criterion
 - e. both a and b above
26. A poorly designed recruitment programme is likely to result in all except which one of the following?
- a. Recruit people many of who reject job offers
 - b. Reduce company costs
 - c. Slow the process of selection
 - d. Increase the turnover
 - e. Raise training costs
27. A manpower inventory is a
- a. questionnaire administered by the human resources department to all newly hired people
 - b. record of employees in an organization showing their skills, experience, performance and demographic data
 - c. list of workers who need training
 - d. number of employees considered non promotable
 - e. list of employees below the rank of manager
- 28 & 29 The five stages of manpower planning are:
- i. _____
 - ii. _____
 - iii. _____
 - iv. _____
 - v. _____
30. A good recruitment programme facilitates all of the following staffing activities except which one?
- a. placement
 - b. separation
 - c. training
 - d. orientation
 - e. selection

31. Bamba Mugwile took three alternate forms of a job knowledge test and obtained scores of 86, 83 and 84 all out of 100. Which of the following statements may not be correct?
- a. The test is definitely reliable
 - b. The test is definitely valid
 - c. The upper limit of the test's validity will not exceed the square root of the test's reliability
 - d. Both b and c
32. According to Hawk (1967), companies can ensure that high quality workers are hired by recruiting
- a. The same number of people as the positions available
 - b. A little more people than the positions available
 - c. Much more people than the positions available
 - d. A relatively small number of applicants to speed up the hiring process
33. For which of the following positions would the use of hard criteria be likely to be inappropriate?
- a. Sales personnel
 - b. Public relations officers
 - c. Bricklayers
 - d. Production personnel
 - e. Mini bus crews
- 34 & 35 The tripartite partners to industrial relations are:
- i. -----
 - ii. -----
 - iii. -----
36. Which statement is not true according to the Industrial and Labour Relations Act (CAP 269)?
- a. A minimum group of 25 workers can form a trade union
 - b. A minimum group of 50 workers can form a trade union
 - c. A Collective Agreement must be registered with the Labour Commissioner

37. Information collected during job analysis is used for all except which one of the following?

- a. Preparation of recruitment adverts
- b. Setting organizational goals
- c. Development of training programmes
- d. Setting compensation rates
- e. Setting performance standards

38. Negative reinforcement is:

- a. being punished, e.g. not being paid for being absent
- b. being rewarded, e.g. pay bonus for working hard
- c. being allowed to avoid undesirable consequences
- d. missing a desired consequence
- e. receiving a negative pay – where deductions are greater than actual pay

39. A Recognition Agreement includes all except which one of the following?

- a. Declaration stating that the employer shall deal with the particular trade union as the representative of the workers
- b. Statement on how to amend or terminate the agreement
- c. Statement giving details of conditions of service for workers
- d. Statement and rules relating to grievance handling

40. The Labour Commissioner can refuse to register a Collective Agreement if

41 & 42. Arrange the following stages in chronological order they should occur when there are labour management problems at a company

hold strike ballot; go on strike; declare collective dispute; cooling off period

- i. -----
- ii. -----
- iii. -----
- iv. -----

43. Once a Collective Agreement has been signed by the parties and registered by the Labour Commissioner, then
- a. it is legally binding on the employer only
 - b. it is legally binding on the trade union only
 - c. it is legally binding on both the employer and the trade union
 - d. either party can change it as long as that party informs the Labour Commissioner
44. Human anthropometry is an important consideration in the design of:
- a. work spaces
 - b. auditory warning systems
 - c. tactual displays
 - d. both c and d
45. Control – task compatibility refers to the view that
- a. hands are more suitable where precision is required
 - b. control action should imitate the movement it produces
 - c. human operator receives input from displays and control knobs
 - d. control information must be presented loudly in a noisy environment
46. Give any three examples of man-machine stems:
- i. -----
 - ii. -----
 - iii. -----
47. Which job evaluation method uses the concept of key job?
- a. Ranking method
 - b. Job classification method
 - c. Factor comparison method
 - d. Point method
 - e. Both b and c
48. Name any one Zambian labour law, which is important when setting up a compensation system.
-
- 49 & 50. The words wages and salary refer to compensation. The difference is that a wage is -----
- while a salary is -----

PART II – ESSAYS

Answer any two questions from this part. You are to write well thought out and concise essays, citing literature and examples where possible to support your answers. Each question carries 12.5%. You are advised to spend no more than 45 minutes on each question.

1. A senior manager at a manufacturing company made the following statement

As a result of adverse economic conditions in our country, there are so many unemployed school leavers, college and university graduates such that it is unimportant to engage in costly and time consuming human resource planning since the company can easily hire and replace employees when necessary.

Critically analyse this statement.

2. What issues and techniques would you consider in setting up a compensation system and how would you monitor the system once set up? Ensure you quote an example or examples from the Zambia Revenue Authority to support your discussion.
3. A manufacturing company formed six years ago has approached you, through the Human Resources Manager, to advise on some problems. The company has 120 employees, most of whom are in the production department. In the last 3 years the company has experienced low levels of employee performance, high levels of voluntary and involuntary turnover and several accidents.

Your task is to write an essay advising the manager on how he can tackle the problems being faced by the company. You are to point out which staffing activities and what approaches he should use to address the problem.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 461- RESEARCH METHODS IN PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY 5 QUESTIONS FROM SECTION 1, AND ALL QUESTIONS FROM SECTION 2 AND 3. CREDIT WILL BE GIVEN FOR CLEAR, ~~WELL~~ ORGANISED ANSWERS SUPPORTED WITH EXAMPLES.

SECTION 1

ANSWER ANY 5 SHORT ANSWERS (10 MARKS EACH)

1. What do you understand by a hypothesis? Describe the different types of hypothesis in a scientific research.
2. Discuss the various sources of research ideas using appropriate example.
3. Discuss survey as a measure for collecting data
4. What are the characteristics of a good research problem?
5. Explain nominal and ratio scales of measurement bringing out the difference between the two.
6. What do you understand by normal distribution? What are the characteristics of a normal curve?
7. What is a within- subjects design? Bring out the disadvantages of this design.

SECTION 2

LONG ESSAY (20 MARKS)

1. An NGO is interested in finding out the effect of nutritional supplement on the cognitive ability of 3-5 year old children. They need your help to design their research. Suggest 2 experimental and 2 non-experimental designs to them, bringing out the advantages and disadvantages of each. Which will your choice of design? Why?

SECTION 3- ANSWER BOTH QUESTIONS (15 MARKS EACH)

1. UNZA students were given a mathematical aptitude test at the beginning of the semester and the end of the semester. They want to determine if there is a significant difference in the scores obtained on the two tests. Use Spearman's rho to determine the correlation (one-tailed). The maximum score for the test is 20. Interpret your correlation coefficient.

Participant	Score beginning of semester	Score end of semester
1	13	16
2	17	15
3	11	17
4	13	14
5	18	17
6	11	14
7	14	12
8	12	8
9	16	9
10	17	6
11	19	10
12	14	17
13	12	19
14	17	15
15	16	12

2. The following are the test scores obtained by grade 9 students in an English test. The teacher wants to find out if there is a sex difference between the scores. Use the appropriate t test to determine this. Maximum score in this test was 30.

Participant	Sex	Score
1	M	17
2	M	20
3	M	22
4	F	14
5	F	12
6	M	6
7	F	7
8	M	14
9	F	29
10	F	14
11	M	12
12	M	21
13	F	20
14	F	10
15	M	15

END OF EXAMINATION

FORMULA

Related t test

$$t = \frac{\bar{d}}{\sqrt{\frac{\sum d^2 - (\sum d)^2 / n}{n(n-1)}}$$

Spearman's rho test

$$r_s = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

Starting Statistics

Table 20

FOR USE AFTER RELATED OR UNRELATED t TEST

df	p = 10%	p = 5%	p = 1%	df	p = 10%	p = 5%	p = 1%
1	6.314	12.706	63.657	16	1.746	2.120	2.921
2	2.920	4.303	9.925	17	1.740	2.110	2.898
3	2.353	3.182	5.841	18	1.734	2.101	2.878
4	2.132	2.776	4.604	19	1.729	2.093	2.861
5	2.015	2.571	4.032	20	1.725	2.086	2.845
6	1.943	2.447	3.707	21	1.721	2.080	2.831
7	1.895	2.365	3.499	22	1.717	2.074	2.819
8	1.860	2.306	3.355	23	1.714	2.069	2.807
9	1.833	2.262	3.250	24	1.711	2.064	2.797
10	1.812	2.228	3.169	25	1.708	2.060	2.787
11	1.796	2.201	3.106	26	1.706	2.056	2.779
12	1.782	2.179	3.055	27	1.703	2.052	2.771
13	1.771	2.160	3.012	28	1.701	2.048	2.763
14	1.761	2.145	2.977	29	1.699	2.045	2.756
15	1.753	2.131	2.947	30	1.697	2.042	2.750

Source: Adapted from R. A. Fisher, *Statistical Methods for Research Workers* (Oliver and Boyd, 1938).

Statistical Tests – Formulae and Examples

Table 21
TABLE OF SIGNIFICANCE FOR CORRELATION
CO-EFFICIENTS (SPEARMAN'S RHO)

N	CRITICAL VALUE		N	CRITICAL VALUE	
	one-tailed	two-tailed		one-tailed	two-tailed
5	0.90	1.00	18	0.40	0.47
6	0.83	0.89	19	0.39	0.46
7	0.71	0.79	20	0.38	0.45
8	0.64	0.74	21	0.37	0.44
9	0.60	0.70	22	0.36	0.43
10	0.56	0.65	23	0.35	0.42
11	0.54	0.62	24	0.34	0.41
12	0.50	0.59	25	0.34	0.40
13	0.48	0.56	26	0.33	0.39
14	0.46	0.54	27	0.32	0.38
15	0.44	0.52	28	0.32	0.38
16	0.43	0.50	29	0.31	0.37
17	0.41	0.49	30	0.31	0.36

Source: J. H. Zar, 'Significance testing of the Spearman Rank Correlation Co-efficient', *Journal of the American Statistical Association*, 1972, vol. 67.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS.

PS 471: THEORIES OF COUNSELLING

TIME: THREE HOURS

This paper has three sections. Please answer section A in a Separate Answer Booklet, then answer sections B and C together.

SECTION A (For this section, use a separate answer booklet)

INSTRUCTIONS: Write brief notes on all of the following:

1. Values and experience in influencing counselling
 2. Probono services in ethical code
 3. Fidelity Vs veracity
 4. Characteristics of virtuous professionals
 5. Confidentiality
 6. Privacy
 7. Privileged communication
 8. Mandatory ethics Vs Aspirational ethics
 9. Nonmaleficence
 10. Beneficence Vs Justice.
-

SECTION B

INSTRUCTIONS:

Answer ALL questions in this section by filling in the blanks (-----). Use the official answer booklets supplied. Do not repeat whole sentences, but write the number and the corresponding answer only (e.g. 1. Freud)

1. Maintaining the analytic framework is -----

2. The counselling approach that uses systematic desensitization is more successful in treating -----
3. To what kind of clientele would cognitive-behavioral approach particularly be suitable? -----
4. The id cannot tolerate tension or pain, and it functions to discharge tension (Obtain pleasure) immediately and return to a -----
5. When the ego fails to effectively control the id impulses, the superego demands or environmental pressures, an individual then -----

6. According to Erikson, a *crisis* is equivalent to a turning point in life, when we have the potential to ----- or -----
7. The Freudian ages 6-12 (latency stage) corresponds to the Eriksonian psychosocial task known as -----Vs -----
8. When the therapist helps the client work through resistance, this process -----
9. During counselling, when the counsellor's own issues come out and interfere with the counselling process this is known as -----
10. From the existential perspective, there are some life conditions such as physical stature, terminal illness and death over which an individual has no control but to accept. This is known as -----

INSTRUCTIONS: Answer and write **any Three Essays** out of the following Five questions.

1. Compare and contrast the Existential approaches to counselling with the psychoanalytic Approach on the other hand.
2. Discuss the Eclectic Counselling (integrative counselling), also indicate strengths and weaknesses of this approach especially in multi-cultural settings like Zambia.
3. Compare and contrast the Person-Centered approach with the Cognitive-Behavioral approach to Counselling.
4. How does the Ericksonian (1963) psychosocial stages of personality development differ from Sigmund Freud's psychosexual explanations?
5. Among other things, the techniques of the psychoanalytic therapy are aimed at increasing awareness, fostering insight into the client's behavior and understanding the meaning of symptoms. Outline and succinctly discuss some Counselling techniques based on the Freudian psychoanalytic theory/therapy.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
FIRST SEMESTER EXAMINATION 2005
S111: INTRODUCTION TO SOCIOLOGY

SECTION A: MULTIPLE CHOICE (20 MARKS)

1. Sociology attempts to analyse the nature of social transformation in order to:-
 - (a) Understand the modern world
 - (b) Predict what the future will hold
 - (c) Comprehend the process that created our society
 - (d) Understand our behaviour as human beings
 - (e) All the above

2. Sociology today can be regarded as a science mainly because it:
 - (a) Uses common sense knowledge
 - (b) Has adopted exactly the same methods as the natural sciences
 - (c) Makes use of a systematic approach in studying social phenomena
 - (d) Rejects logic in favour of meanings
 - (e) Uses questionnaires in all its research

3. Which of the following statements regarding the concept 'Norm' is true? correct option.
 - (a) Norms are based on the prejudice of individuals
 - (b) Norms is another term for culture
 - (c) Norms are rules that, among other things, indicate moral or appropriate behaviour in a particular situation.
 - (d) Norms are rules that, among other things, indicate immoral or appropriate behaviour in a particular situation.
 - (a) iii
 - (b) i
 - (c) iii and iv
 - (d) ii and iv

4. Three of the most important recent theoretical perspectives, 'functionalism,' the conflict approach and interactionism have direct connections with:-
- (a) Herbert Spencer, Emile Durkheim and Karl Marx respectively
 - (b) Emile Durkheim, Karl Marx, and Max Weber respectively
 - (c) Auguste Comte, Karl Marx, and Emile Durkheim respectively
 - (d) Auguste Comte, Karl Marx, and Max Weber respectively
 - (e) Emile Durkheim, Karl Marx, and Herbert Spencer respectively
5. The development of Sociological thinking was influenced by:
- (a) Lack of proper explanation between natural science and social sciences
 - (b) The fighting between King Louis and Napoleon in France
 - (c) Napoleon's fighting associated with rural urban migration
 - (d) The French and Industrial Revolutions of the 18th and 19th Centuries
 - (e) A critical analysis of the 2nd World War and the possibility of a 3rd World War and its repercussions.
6. Which social scientist is associated with social statistics as a way of understanding order and stability in society?
- (a) Sigmund Freud
 - (b) Emile Durkheim
 - (c) Auguste Comte
 - (d) Herbert Spencer
7. Which of the following concept means that sociology should employ the methods of physical sciences to study social phenomena?
- (a) Rationality
 - (b) Subjectivism
 - (c) Positivism
 - (d) Experimentation
8. One of the following statements is correct about the scientific method
- (a) Procedures are systematic
 - (b) You do not accept findings if they conflict with previous findings
 - (c) Once you reach a conclusion, you cannot revise it.
 - (d) Short cut to knowledge is accepted

9.believed that sociologists should be value free in their work and the personal convictions should never creep into their sociological work
- (a) Karl Marx
 - (b) Max Weber
 - (c) Emile Durkheim
 - (d) Auguste Comte
10. Ethnocentrism:
- (a) is practised by illiterate people
 - (b) can be both beneficial and harmful:
 - (c) Necessarily evil
 - (d) Absolutely necessary for survival
11. Goals and expectations are related in that:
- (a) They are both elements of social Organisation
 - (b) They are both elements of culture
 - (c) They are elements of sub-culture but not culture
 - (d) They are elements of culture but not subculture
12. Human beings differ from all other animals in that humans alone
- (a) possess biological drives
 - (b) Can communicate through symbols
 - (c) Migrate from place to place
 - (d) Organise societies
13. The smallest unit of a culture is called:
- (a) Artifacts
 - (b) Cultural complex
 - (c) Cultural trait
 - (d) Cultural unit
14.is a concept that holds that the meaning and value of any cultural trait must be judged in relation to it's cultural context if it is to be truly understood
15.refers to the actual practices of the members of society

16. The ability to respect oneself depends on:

- (a) The way we behave
- (b) How others rate us
- (c) How we interpret the way others rate us
- (d) The degree to which we can forget how others downgrade us

17. Name the three principles on which Cooley's looking self theory is based:

- (a)
- (b)
- (c)

18. Having a sense of identity and self esteem are ingredients of the:

- (a) Generalised other
- (b) Self concept
- (c) Significant others
- (d) Id

19. Anticipatory and continuing socialisation are related in that:

- (a) Both are agencies of socialisation functioning primary in childhood
- (b) Both function primarily in later life
- (c) Both lead to changes in the personality
- (d) Both are mechanisms of resocialisation

20.is the process by which the individual develops a personality structure and culture in transmitted from one generalized to the next.

21. are norms generally regarded as useful but not essential for society.

22. The Robert Merton's adaptation that rejects both the goal and the means in the study of deviance is

- (a) Retreatism
- (e) Innovation
- (f) Rebellion
- (g) Ritualism

23. The following is false about the similarities between the emotional contagion and convergence theories of collective behaviour

- (a) Actors in both theories are driven by emotions
- (b) In both theories actor's status does not count
- (c) In both theories actor's behaviour portrays an effort aimed at solving a pending problem
- (d) In both cases, there are no proper guidelines on the course of action
- (e) All the above

24. The following is not a characteristic of collective behaviour

- (a) Spontaneous action
- (b) Unpredictable action
- (c) Disorderly action
- (e) Disciplined actions

25. The core determining factor of deviance in the labelling theory is

- (a) The label itself
- (b) The act itself
- (c) Both a and b
- (e) None of the above

In each of the following research situations indicate the software to use:

26. Literature review

- (a) MS - Word
- (b) SPSS
- (c) Internet Explorer
- (d) MS - Excel

27. Sampling

- (a) MS - Powerpoint
- (b) MS - Excel
- (c) 0MS - Word
- (c) Google

28. Data processing and analysis

- (a) MS - Word
- (b) SPSS
- (C) Yahoo
- (D) Google

29. Presentation of findings
- MS – Power point
 - Strata
 - SPSS
 - Yahoo
30. _____ is when the non material elements of culture attempt to keep pace with the changes in the material culture
31. A _____ is a tentative idea or statement about how to solve a problem or about the nature of reality.
32. A counter culture
- Slightly modifies the dominant culture
 - Challenges and rejects the dominant culture
 - Is another word for a sub-culture
 - Encourages the adoption of a dominant culture
33. The following sociologist is associated with the cultural transmission theory
- S. Freud
 - G.H. Mead
 - C.H. Cooley
 - John Locke
 - None of the above*
34. The biological interpretation of deviance is best described and understood by
- Societal reaction theory
 - Cultural transmission approach
 - Circular reaction theory
 - Socialisation theories
 - None of the above
35. Accepting parental values and authority is characteristic of the
- id
 - I
 - Ego
 - Super ego
36. The Tongas of Zambia are known to be polygamous and practice widow inheritance. Is it therefore legal under customary law for a Tonga man in Mazabuka to marry his widow sister
- Yes
 - No

37. Suicide has long been studied as a problem of concern to sociologists. One of the following sociologists was the first to go out looking for scientific evidence to support his theories:
- (a) Emile Durkheim
 - (b) Henri de saint-Simon
 - (c) Edmund Burke
 - (d) August Comte
38. Mechanical solidarity is a sociological concept historically closely associated with one of the following:
- (a) Emile Durkheim
 - (b) August Comte
 - (c) Max Weber
 - (d) Karl Marx
 - (e) Hebert Spencer
39. August Comte and Emile Durkheim were contemporary sociologists who are still important in sociology and to sociologists:
- (a) True
 - (b) False
40. Correlations are stated in terms of coefficients. How would you best describe a coefficient of +1 or -1
- (a) Perfect correlation
 - (b) Strong correlation and relationship between variables
 - (c) Totally imperfect correlation and relationship
 - (d) Relationship not strong enough to consider

SECTION B: WRITE SHORT NOTES ON any 10(ten) OF THE FOLLOWING (30 MARKS)

1. Sociological imagination
2. Social structure
3. Mechanic solidarity
4. Ideal type
5. Cultural change
6. Total institution
7. Mead's I
8. Resocialisation

- 0 Microprocessor
- 1 Logic unit
- 11. Hard disk
- 12 Light scanner
- 13 Control unit
- 14 Myth
- 15 Significant Test
- 16 Dialectical process
- 17 Functionalism and functionalist sociologist

SECTION C: ANSWER TWO (2) QUESTIONS, QUESTION ONE (1) IS COMPULSORY (50 MARKS).

1. Identify and discuss at least five major lessons that we learn from the stories of isolated children.
2. To what extent can the conflict and functionalist perspective be applied to try and understand the current social problems Zambia is facing.
3. Give a critical assessment of the assertion that "deviant behaviour is behaviour that people so label." Give practical examples to support your position world wide.
4. Discuss the essential aim of scientific inquiry in relation to the norms of science.

END OF EXAM AND GOOD LUCK

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

S311: URBAN SOCIOLOGY

TIME: THREE HOURS

**INSTRUCTIONS: THIS PAPER IS DIVIDED IN THREE (3) SECTIONS. PLEASE
ENSURE THAT YOU ANSWER ALL SECTIONS**

SECTION A: MULTIPLE CHOICE (20 marks)

1. The following is **FALSE** about the origin of the concept of Urbanism
 - (a) It is associated with the works of Leonard Reissman
 - (b) It is associated with the classical works of Louis Wirth
 - (c) It is associated with the early works of Georg Simmel
 - (d) b and c above
 - (e) All the above

2. The following is **FALSE** about Georg Simmel
 - (a) He is the pioneer of the Metropolitan Personality of the City
 - (b) He is the pioneer of the belief that urban dwellers are characterized by coldness, unfriendliness, aversion, strangeness and repulsion
 - (c) He is the firm believer that the growth of cities has direct impact both on social interactions and personal attitudes of the urbanites
 - (d) All the above
 - (e) None of the above

3. The following is **FALSE** about the sociological perspective of Urbanism
 - (a) It is characterized by high level competition for land
 - (b) It is characterized by new opportunities for social mobility
 - (c) It is characterized by closer physical contacts with superficial social contacts
 - (d) All the above
 - (e) None of the above

4. The following is **FALSE** about the desirability for land for residential purposes in the City
 - (a) It is determined by the social factors
 - (b) It is determined by the economic factors
 - (c) It is determined by political factors
 - (d) a and b above
 - (e) All the above

5. The following is **TRUE** about the desirability for land for residential purposes in the City
 - (a) It is not based on accessibility to work places
 - (b) It is not determined by environmental issues
 - (c) It is It is determined by common social-economic-political background and interests
 - (d) b and c above
 - (e) All the above

6. The following is **FALSE** about the Central Place Theory
 - (a) It influenced the emergence of the Industrial Location Theory
 - (b) It determined the notion that the market range is applicable to both the rich and the poor in society
 - (c) It established the conception that every commodity has the same market range at each Central Place
 - (d) a and b above
 - (e) None of the above

7. The following is **TRUE** about August Losch's Model of Central Places
 - (a) He believed that settlements of the same size should have the same functions
 - (b) He believed that larger places should have all functions of the Smaller Central Places
 - (c) He believed that the prestige of the City or Settlement is independent of the number of functions
 - (d) a and c above
 - (e) None of the above

8. The following contemporary Urban Sociologist or Human Geographer pioneered the works on the economic space of the City
 - (a) Walter Christaller
 - (b) Robert Riddell
 - (c) August Losch
 - (d) All the above
 - (e) None of the above

9. The following settlements are associated with the Central Place Theory
 - (a) The City Poor
 - (b) The City Rich
 - (c) The Market Range
 - (d) a and b above
 - (e) None of the above

10. The following is **TRUE** about the relationship between the Industrial Location Theory and Central Place Theory:

- (a). Both theories do not take into account the same strategic factors for industrial location
- (b) Both theories do not take into consideration strategic factors for industrial relocation
- (c) A and B above
- (d) Both theories emphasize only the inter- and Intra- industrial conglomeration
- (e). None of the above

11. The following is **TRUE** about the Information City

- (a) The ^{re} has not been the rationalization of labour and production
- (b) Information is not seen as the most important factor in production
- (c) There has been a marked shift from broadcasting at a mass audience to narrow casting aimed at specific audiences
- (d) There has not been a development of world information technology
- (e) None of the above

12. The following is **TRUE** about the Temple City

- (a) The city was not associated with the early civilizations
- (b) The city was not characterized by theocratic institutions
- (c) The city was established on the primitive stone age
- (d) a and c above
- (e) None of the above

13. The following is **TRUE** about the Ancient City

- (a) Political and religious governance issues were not exercised by the Clergy and Kings
- (b) The Political and Religious Institutions were not based on family and kinship groups
- (c) The city was not characterized by Urban Religion Conglomeration
- (d) A and c above
- (e) None of the above

14. The following is **FALSE** about the Ancient City

- (a) The city was a theocracy
- (b) Religion became a dominant force carrying a lot of awesome and supernatural sanctions
- (c) The Clergy became a rich and powerful class
- (d) b and c above
- (e) All the above

15. The following is **TRUE** about both the Temple and Medieval Cities

- (a) The cities were not manifested with increased population growth
- (b) The cities were not manifested with increased mortality rate
- (c) The cities were not manifested with congestion and regular outbreaks of plaques
- (d) The cities were not manifested with poor health and sanitation
- (e) None of the above

16. The following is **TRUE** about the Baroque City

- (a) It was characterized by establishment of Merchants Communes and Guilds
- (b) It was characterized by Aristocracy
- (c) It was characterized by the founding of many cities by the Kings and Feudal Lords
- (d) b and c above
- (e) All the above

17. The following is **TRUE** about the Medieval City

- (a) The serfs won their freedoms, liberties and rights
- (b) The serfs won their recognition and status of being citizens of cities
- (c) The city was characterized by emergence of large cities involved in foreign trade
- (d) The city was characterized by monopolies in retail trade and craft industry
- (e) All the above

18. The following is **FALSE** about the Baroque City

- (a) It was characterized by Mercantilist Institutions
- (b) It laid the necessary conditions for the emergence of the Ancient City
- (c) It laid the foundation for the emergency of Mercantilist Capitalism
- (d) It paved the way for the emergence of the Industrial City
- (e) c and d above

19. The following is **FALSE** about the Pre-Industrial City

- (a) It was characterized by limited division of labour
- (b) It was characterized by codes of ethics for occupation and specialization by product
- (c) It was characterized by less geographical and social mobility including class conflicts
- (d) It was characterized by organizational membership based on Ascription
- (e) None of the above

20. The following Scholar has made extensive field comparative studies of the Pre-Industrial Cities

- (a) R.N. Morris
- (b) John Sirjamaki
- (c) Fustel de Coulanges
- (d) G. Sjoberg
- (e) All the above

SECTION B: (20 marks)

Write concise and elaborate notes on any ten (10) of the following:

1. Bandawe Banda
2. Biological Ecology
3. Urbanism
4. Functions of Culture of Poverty
5. August Loschian Landscape
6. Ideal Market Range and Real Market Ranges
7. Temple Cities
8. Baroque Cities
9. The four settlements of the Central Place Theory
10. The Index Classifiers
11. Urban sociology and Physical Sciences
12. Strategic Location Factors

SECTION C: (60 marks)

Answer three (3) questions: Question 1 is Compulsory

1. Establish the relevance and applicability of the Walter Christaller's Model of hierarchy of settlements to the Zambian situation. Give practical illustrations in the urban setting to support your arguments **(30 marks)**.
2. Compare and contrast the Ecologists' and Theorists' approaches to the study of the City. Give practical examples to support your arguments worldwide **(15 marks)**.
3. Determine the relevance and applicability of T.G. McGee's Theory of Urban Studies to the Zambian experience. Give concrete examples to support your position **(15 marks)**.
4. Give a critical evaluation of the argument by Karl Marx (1818-1883) that both Western Capitalism and Colonial Capitalism gave birth to greater Cities. Give practical examples worldwide to back up your position **(15 marks)**.

5. Taking either **Kitwe** or **Ndola** or **Lusaka** as a case study, determine the relevance and applicability of Ernest W. Burgess's Ideal Model of the City to the Zambian situation **(15 marks)**.
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

S915: DISASTER MANAGEMENT

TIME: THREE HOURS

INSTRUCTIONS: 1. Question 01 in section A is **compulsory**.

2. Answer **any other three** questions, from Sections B, C, and D choosing **at least one** question from each of the sections.

Section A. (Compulsory)

1. Quarantelli (1981) and Tony Moore et al (1997) approach the issues of reaction by both the victims of and responders to disaster distress differently. Critically discuss.

SECTION B

Either

2. Critically discuss the ramifications or implications of the Sunday Times article dated 03 April 2005 on mankind entitled "Lake Victoria faces an uncertain future." Further show how Zambia has attempted to resolve similar problems.

or

3. Managing disaster situations requires the Leader or Manager to go beyond the normal call of duty" (Likert R. 1961). Discuss this assertion and show how the seeming difficulties associated with them are resolved.

SECTION C

Either

- 4 Disaster management as a subject of study attempts to analyse vulnerabilities of communities and how to mitigate the effects of calamities. However in order to do so **adequate planning** is required. Discuss.

or

- 5 Disaster cycle is said to be schematic and intended to provide the analyst with specific tools to appreciate the various scenarios and how to resolve the situations. Critically discuss any two key areas of your choice.

SECTION D

Either

- 6/ 5. Draughts continue to be a source of concern in the Southern African region. Discuss what lessons have been learnt and what ought to be done to avert its impact.

or

- 7/ 6. Unraveling epidemics is a very cumbersome exercise. Discuss the implication of this statement and show how man has attempted to mitigate the dilemma.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

S925: INTRODUCTION TO CRIMINOLOGY

TIME: THREE HOURS

INSTRUCTIONS: Answer questions **ONE** and any other **two** questions. All questions carry the same marks.

1. The crime rate in Zambia is very high, especially in urban areas. To what extent are the current crime prevention strategies effective in reducing crime? Make sure you mention the different types of crime that each strategy can prevent or help to reduce. Make recommendations.
2. Statistics on crime are said to ^{be} inaccurate. To what extent can you attribute this to methodological failure and measurement failure? Give examples.
3. Criminal behavior can be understood from three perspectives. One can use the classical perspective which emphasizes on utilitarianism, the Lombrosian approach which looks at physical characteristics, and also the Sociological approach which looks at the social environment. Critically discuss the three perspectives/approaches.
4. Theories of punishment are based on the principle that human beings are fundamentally moral. Discuss the different theories of punishment and show the extent to which morality is upheld. Which one is more appropriate in the Zambian society? Justify your stand.
5. Write the salient features on the following:
 - (a) Capital punishment
 - (b) Differential Association theory
 - (c) Prison decongestion strategies
 - (d) Crimes in urban and Rural areas
 - (e) Nature of Criminology

END OF EXAM

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**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

S 961: RURAL SOCIOLOGY

TIME: **THREE HOURS**

INSTRUCTIONS: **Answer four questions only. All questions carry equal marks (12½ marks).**

1. Give a brief account of the birth of rural sociology as a scientific study in universities.
 2. What are the main characteristics of rural sociology?
 3. What is the justification of rural to urban movement in developing countries?
 4. The peasantry is a well recognised society in the world. What do you know about it?
 5. Modernisation is taking place in rural Zambia. Discuss.
 6. What is meant by rural development in Zambia?
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END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

S995: SOCIAL IMPACT ASSESSMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS FROM THE FOLLOWING:

QUESTIONS:

1. A multi-national company intends to set up a project in one of the communities in Zambia and has already submitted its application to the Zambian Government for approval. However, before the government can make a decision, you have been approached for your advice on this issue. The company, in its proposal, has not included social impact assessment since it is not a legal requirement in Zambia. What grounds can you use to convince the government and the proponent of the project that social impact assessment is required before the project can be approved and implemented?
2. Social impact assessment is not as straightforward as it appears because there are a number of problems associated with the social setting under which it is usually carried out. Identify and discuss some of the problems one should be aware of in implementing social impact assessment.
3. Currently, there are approximately twenty-six (26) variables for social impact assessment grouped under five categories.
 - (a) Identify the five major categories.
 - (b) Discuss the major variables (indicators) of one of the groups you have identified above.
4. Below are some of the principles which should guide any social impact assessment:
 - (a) Uncertainty principle
 - (b) Intragenerational Equity principle
 - (c) Intergenerational Equity principle
 - (d) The Pollutant Pays principle
 - (e) The Subsidiarity principle

What is your understanding of each of the above principles?

5. Identify and briefly discuss the main steps involved in Social impact assessment.
6. For any social impact assessment to be successful, there are certain ingredients that have to be put in place. Identify and discuss the major ingredients for a successful social impact assessment.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SS 241: RESEARCH METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A AND ANY TWO QUESTIONS FROM SECTION B

SECTION A

ANSWER ALL QUESTIONS. THIS SECTION CARRIES 60% OF THE TOTAL MARKS.

(All answers in this section must be very brief. Only a few sentences or one-paragraph answers will be accepted in this section)

1. Briefly respond to the following questions:
 - a) What is a work schedule in a research project?
 - b) Give two important uses of the work plan
2. Indicate what the flaws are with the following questions in a questionnaire:
 - a) Do you accept the unimaginative way the university administration is handling student affairs
 - b) Are you cognisant of the dysfunctional aspects of the registration exercise at the beginning of each semester?
 - c) Do you favour the abolition of free education and the reduction student allowances at CBU?
 - d) Do you oppose the administration's handling of student affairs because they are unfair?
 - e) Are you not of the view that the administration should change its attitude towards the workers welfare?
 - f) Are you HIV positive?
 - g) Do you participate in sports because you are a fit?
 - h) You don't think the government is fighting inflation strongly, don't you?
 - i) Do you watch cinemas and play video games in your spare time?
 - j) Do you think diminishing returns in agriculture account for the exponential decline in Zambia's gross national product?
 - k) Are you in support of the gross abuse of human rights by the current regime?
3. Discuss the terms below making sure you also give the formulas where required in each case:
 - a) Sampling fraction
 - b) Sampling interval
 - c) Blank foreign element

- d) Incomplete frame
- e) Internal validity
- f) External validity
- g) The Hawthorne effect

4. Given below are data on UNZA students, you are required to do the following:

- a) Select a sample of a sample of 100, the criteria for stratification being sex and social class.
- b) Indicate the type stratification method you have used.

Social class	Sex	
	Male	Female
Low	400	200
Middle	300	500
Upper	500	100

5. Indicate what sort of questions are being referred to here:

- a) A question used when respondents are asked to make a judgement in terms of sets of ordered categories, reflecting the intensity of judgement involved.
- b) A question with predetermined options to choose from.
- c) A question asked depending on the response to the preceding question
- d) A method of organizing a large of questions that have the same response categories.
- e) A question that applies only to a segment of the respondents.
- f) A question without predetermined categories to choose from.

6. With some diagrammatic representation where appropriate, bring out the major distinguishing characteristics of the following research designs:

- a) Experimental design
- b) Quasi - experimental design

7. Indicate the type of sampling designs represented by the situations below:

- a) A researcher selects students in his class for a study on gossiping after which he writes a report.
- b) A researcher selects every tenth household after having selected the first household randomly from the first interval of serially numbered households.
- c) A researcher selects ten hostels randomly and then interviews all the students from these hostels.
- d) A researcher selects 100 students using a table of random numbers and then gives self – administered questionnaires to the students.
- e) A researcher subdivides the student population into female and male categories and then selects equal numbers of males and female students randomly in a population where the ratio of males to females is four to one.
- f) A researcher selects every tenth household after having selected the first household randomly from serially numbered households.

8. In a research on drug abuse among students at NORTEC, a researcher selects 100 students randomly from a population of 1,500. After collecting and analyzing the data, he concludes, without controlling for all other potential rival explanations, that the socioeconomic status of a student is the main factor responsible for the increase in drug abuse.

Answer the following questions:

- a) Does the study have external validity or not? Why?
 - b) Does it have internal validity or not? Why?
 - c) Match the statements below with the major threats to validity.
 - i. A social scientist selects his friends in studying the phenomenon of drug abuse among students.
 - ii. A researcher studying students' attitudes towards Zambia's declaration as a Christian nation finds a highly positive attitude among them coinciding with Papal visit to Zambia.
 - iii. A researcher investigating workers' attitudes towards politics finds that most of them have become more conservative after a panel study, which he started five years ago.
 - iv. A researcher investigating attitudes towards the equality of men and women concludes, even after most of the men in his sample have dropped out from the sample, that men have a less favourable attitude towards women.
9. For the statements below, indicate whether they represent qualitative or quantitative research techniques:
- a) A researcher uses focus group discussion in attempting to understand the patterns of social relationships among kaponyas at KMB Bus Stop. He then writes a report in which he quotes them extensively in their own words.
 - b) Another researcher studies the ngw'ang'wazi using a questionnaire to collect his data. After this, he feeds the data into a computer and prints out a frequency distribution of their socio-economic and demographic characteristics.
 - c) Of the methods above, which one are you expected to use in your SS241 and SS242 projects?
10. Give the advantages and disadvantages of:
- a) Self – administered questionnaires
 - b) Interviews
 - c) Secondary data
11. Demonstrate your understanding of research design by answering the questions below:
- a) Describe three components of research design.
 - b) Explain the distinction between cross sectional and longitudinal studies.
 - c) Explain the distinction between complete participant and participant – as – observer
 - d) Briefly do the following:
 - i. Explain what a case study is.
 - ii. Give one strength and one weakness of the case study approach.

SECTION B

ANSWER ANY TWO QUESTIONS. THIS SECTION CARRIES 40% OF THE TOTAL MARKS.

1. Use pertinent examples to discuss the following:
 - (a) The major functions of research.
 - (b) The common abuses of research.
 - (c) Some of the ways to deal with the abuses of research.
2. Answer the questions below, with examples where possible.
 - a) Explain what a questionnaire is and what purpose it serves in the research process.
 - b) Explain in the correct sequence the stages in questionnaire construction. For each stage explain in a few sentences only the major highlights involved.
3. Describe the sampling designs below and, for each, explain the circumstances under which you would use it:
 - a) Purposive sampling
 - b) Simple random sampling
 - c) Stratified disproportionate sampling
 - d) Systematic sampling
 - e) Cluster multistage sampling

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

SW 211: INTRODUCTION TO SOCIAL POLICY ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS:

Answer only **Two** questions from section I *(15 marks)*

Answer all questions from Section II *(10 marks)*

Answer all questions from Section III *(15 marks)*

Answer all questions from Section IV *(10 marks)*

SECTION I

Answer only Two questions only. *(15 marks)*

1. Compare the social welfare institution with other institutions which you know in Zambia.
2. Analyse the two views of human welfare in comparison with Social Work.
3. Discuss the arguments for provision of social welfare by state.
4. Gilbert and Specht argue that all human societies organise themselves into enduring patterns or institutions. Discuss the functions of such institutions using practical examples.

SECTION II

Answer all questions from Section II *(10 marks)*

1. Discuss Gilbert and Spechts analytical perspectives on social policy, using examples from Zambia's social welfare programmes.

SECTION III

Answer all questions from Section III *(15 marks)*

Provide short notes on the following using examples:-

- (a) Social welfare
- (b) Social administration
- (c) Public policy
- (d) Norms

SECTION IV

Answer all questions from Section IV (10 marks)

Write **true** or **false** to each of the following statements:-

1. It is generally believed that recreational activities enable people to socialise and thus encourage social harmony.
2. The National Pension Scheme in Zambia is one in which focus is on those individuals who are unable to earn an adequate living due to physical and natural disabilities such as old age, orphanage, invalid, etc.
3. The primary value which influences health service in Zambia is humanitarianism.
4. The police are instrument of social control representing established values.
5. The social policy in the penal system of the police is reformative (or rehabilitative).
6. In order to improve housing in the urban areas, one of the urban housing policies is to encourage people to make permanent houses out of burnt bricks or cement blocks.
7. Diagnostic differentiation involves individuals professional judgement and individual allocations are based on technical diagnostic criteria of need.
8. Mutual aid is always represented as public and sometimes as involuntary.
9. Those who are against welfare argue that it violates people's freedom.
10. Titmuss referred to a social division of welfare including three main types of welfare, namely: social welfare, fiscal welfare, and occupational welfare.

- **END OF EXAMINATION** -

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

SW 231: INTRODUCTION TO SOCIAL WORK METHODS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

- 1) Describe the "Transtheoretic Model of Change". Please identify each of the 'Stages of Change'. Explain how this model might be useful to you as a Counselor/Social Worker in your clinical practice.
 - 2) Describe "Harm Reduction" as an approach and /or philosophy to addressing complex human issues. How could you apply Harm Reduction specifically in your clinical work with individuals, families, groups and / or communities in Zambia?
 - 3) During the lecture on Basic Counseling, a number "Active Listening Skills" were identified and then practiced. What were the five skills discussed? What is the clinical importance of each skill (for both the "client" and "counselor")?
 - 4) Currently Zambia has very few "specialist" services to offer its citizens (e.g. Child Protection, Alcohol and Drug treatment, Mental Health, Domestic Violence, etc). Which clinical issue is of most interest to you? Why? What could you do as a Social Worker to improve Zambia's 'System of Care' related to this issue / concern?
 - 5) (A) What was the most significant thing you learned about yourself during this course? Why / How is this important to you as a Social Worker?

(B) We discussed "burnout" close to the end of the course as something every Social Worker must be aware of in their work with: individuals, families, groups, organizations and communities. What do you intend to do specifically to guard against "burning out" as a professional Social Worker? (i.e. Your "Self Care" plan).
 - 6) The concept of "Resiliency" was introduced during this course. What is resiliency? Describe and provide examples of "risks" and "stressors" which may impact on an individual's ability to cope. What were the "protective factors" identified in this model and approach?
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END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

SW321: SOCIAL RESEARCH METHODS

TIME: THREE HOURS

INSTRUCTIONS: Read the instructions carefully before attempting to answer any question from any section.

- All candidates should answer section A (40 marks)
- Answer one question only in section B (30 marks)
- Answer two questions only in section C (30 marks)

SECTION A COMPULSORY (40 MARKS)

1. Experimental research involves the usage of three major pairs of components during its implementation. What are they? What are its strengths and weaknesses? (12 marks)
2. Come up with a research problem and identify variables in it. Show the independent and dependent variables. Outline how you would proceed with the development of a questionnaire for a research study. (20 marks)
3. Define unobtrusive research and demonstrate how it can be used to investigate social phenomena. (8marks)

SECTION B 30 MARKS

4. Give brief explanations on three of the following research types.
 - Basic Research
 - Theoretical Research
 - Evaluation Research
 - Applied Research
 - Special Project Research (30 marks)
5. Briefly define the following concepts.
 - Rationalism
 - Empiricism

Highlight the weaknesses associated with each. (30 marks)

SECTION C 30 MARKS

6. Would you kindly give a rationale for the use of maps, diagrammes and transects in participatory action research. (15 marks)
7. Give reasons for including any of the three aspects mentioned below in a proposal.
 - Introduction
 - Background
 - Purpose and Objectives
 - Significance
 - Schedule of activities (15 marks)
8. What factors necessitate the use of a sample in place of the whole population when carrying out a study? (15 marks)

END OF EXAMINATION

4/10 PM 6/07/05

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION

TIME: THREE HOURS.

INSTRUCTIONS: Answer Question ONE and any other THREE Questions.

1. "One of the criticisms leveled against social casework is that it employs "talk" Therapy as the main therapeutic mechanism regardless of the nature of the problem." RATIONALISE this view by citing relevant examples. In your view, what should be done to deal with this shortcoming?
2. DISCUSS the role of defensive mechanisms in assisting the client to gain satisfaction and avoid frustrations.
3. Select any Social policy in Zambia. Using this policy as an example, discuss the role of political institutions in achieving social change.
4. RATIONALISE the view that for power-coercive strategies to work effectively they must be combined with normative re-educative approaches. Give examples to support your justification.
5. The psychoanalytic theory underlies the knowledge base of social casework. Can you identify areas in which the theory clashes with social values of the Zambian people?

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SW411: SOCIAL PLANNING

TIME: THREE HOURS

INSTRUCTIONS: Read the instructions carefully before attempting to answer any Question.

- All candidates should answer section A (40 marks)
- Answer one question only in section B (30 marks)
- Answer two questions only in section C (30 marks)

SECTION A

1. Service planning is a process of making implementation explicit. Discuss (12.5 marks)
2. The development of a global economy has implications for national welfare policies and plans. Discuss this statement using Zambia as a country of reference. (15 marks)
3. Define social planning. How does social planning complement economic and physical planning? Explain. (12.5 marks)

SECTION B

4. One rationale for any form of social planning is that decisions arrived at and the choices made will serve the common good or the ends of the whole public. It is argued that girls in Zambia have been generally been marginalized. Policies have been proposed and put in place to address the problem. Furthermore programmes such as PAGE (Programme for the Advancement of Girls Education) have been instituted as a direct translation of policies and plans. Using Edward Banfields' conception of public interest, identify the approach which would suit what has been highlighted above. What role could the planners play? (30 marks)
5. Davidoff and Reiner give three reasons for planning. What are they? Using one of the three, justify the importance of social planning to Zambia. (30 marks)

SECTION C

6. Mention three dominant values in Zambia. Highlight their importance to Social planning. (15 marks)
7. What is a goal? Show its importance. (15 marks)
8. Differentiate planning from other management functions using Davidoffs' conception. (15 marks).

END OF EXAMINATION

SECTION C

6. Mention three dominant values in Zambia. Highlight their importance to Social planning. (15 marks)
7. What is a goal? Show its importance. (15 marks)
8. Differentiate planning from other management functions using Davidoffs' conception. (15 marks).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
DEFERRED EXAMINATION, 2005
SOCIAL PLANNING SW411

INSTRUCTIONS TO CANDIDATES

Read the instructions carefully before attempting to answer any question.

- All candidates should answer section A (40 marks)
- Answer one question only in section B (30 marks)
- Answer two questions only in section C (30 marks)

SECTION A

1. What role is there for a social planner Zambia? (12.5 marks)
2. Social planning does not take place in a vacuum. Identify and discuss environmental factors that have a bearing on social planning. (12.5 marks)
3. Give brief explanation on the following concepts of planning.
 - a) Crisis Intervention
 - b) Regulatory control
 - c) Entrepreneurial planning. Illustrate how these models of planning can be used. (15 marks)

SECTION B

4. In the complex modern age we live in nothing should be left to chance or evolution. As a matter of fact. It is in the public interest that Governments must plan all their activities. Discuss this assertion using Edward Banfield's conceptualisation of the public interest. (30 marks)
5. Highlight the importance of values in social planning with concrete examples of some values and situations currently prevailing in Zambia. (30 marks)

SECTION C

6. Techno-methodological and social political processes are planning paradigms to whose extremities a social planner should guard against gravitating.
 - a). Outline the features of each paradigm. 15 marks
 - b). Define the strengths and weaknesses of each paradigm. (15 marks)

7. Provide succinct answers to the following.
 - a). What distinguishes planning from other management functions? (15 marks)
 - b). Define social planning and explain its relationship with physical planning? (15 marks)
8. Briefly outline Diana Conyers five steps of the planning process and account for the three implications of this conception of planning. (15 marks)

END

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SW421: EVALUATION RESEARCH

TIME: THREE HOURS

INSTRUCTIONS: All candidates should answer two questions only from section A
Section B is Compulsory
Answer one question only from section C

SECTION A

1. You have been contracted to carry out an evaluation study of a project concerned with the empowerment of the youth. The project is funded by a multilateral organization. To be successful in your study, you have to be conscious of among other things, problems associated with evaluation research. Discuss problems which could affect the process of conducting evaluation research (7.5 marks)
2. a). Would you kindly give reasons why self evaluation is considered to be a useful management tool?
b). Highlight the two important uses for the evaluability assessment and formative research. (7.5 marks)
3. Within the programming cycle, the aspect of problem definition is critical. Kindly highlight its importance by way of discussion. (7.5 marks)

SECTION B

4. The nature of information as data required or sought will determine the type of evaluation conducted on a programme. Discuss (15 marks)

SECTION C

5. Show that monitoring is an essential tool in executing a formative research. (10 marks)
6. How did you develop your evaluation study during the time of fieldwork? Highlight the phases till the final part of the exercise. (10 marks).

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

SW 475: COMMUNITY CHANGE AND DEVELOPMENT

TIME: THREE HOURS.

INSTRUCTIONS: Answer Question ONE and any other FOUR Questions.

1. Formulate a question related to the material presented in the SW 475 course. Answer it. You will be graded on both the question you have presented and the answer.

NOTE: Your question must have the presentation of theory and its application to a situation in the Zambian context.

2. Discuss the role of conflict theories in explaining social change at community level in Zambia.
3. Rationalize the view that community activists who use the conflict and contest methods are prepared to take on non-aggressive roles which further the objectives they are pursuing.
4. "Community Development is not only brought about through planned change strategies but is actually geared towards it." Discuss this statement giving examples from your SW 363 fieldwork experience.
5. Compare the problem solving strategy with Social Action methods at community level. Cite relevant examples in your discussion.
6. Do you agree with the assertion that innovations as agents of social change can be functional and dysfunctional to community welfare? Give examples to support your answer.

END OF EXAMINATION