

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FIRST SEMESTER EXAMINATIONS

2012-2013 ACADEMIC YEAR

1. D 211 - Introduction to drama
2. D 411 - Research methods in drama
3. DE 111 - Introduction to demography
4. DE 311 - Population competition
5. DE 321 - Methods of demographic data collection and evaluation
6. DE 411 - Indirect techniques of demographic analysis
7. DE 901 - Population change and development
8. DE 911 - Demographic aspects of human resource planning
9. DE 915 - Reproductive health
10. DE 935 - Health demography
11. DS 101 - Introduction to development studies
12. DS 201 - Theories of social and political change in developing countries
13. DS 301 - Agricultural and rural development in developing countries
14. DS 401 - Technology and development
15. DS 411 - Research methods in social sciences
16. DS 421 - Dimensions of poverty reduction
17. DS 911 - Women and development
18. DS 915 - Civil society and development
19. DS 925 - Project appraisal and implementation in developing countries
20. DS 935 - Industrial policy and development in developing countries examinations
21. DS 955 - The global environment and sustainable development
22. DS 965 - Economic policy, growth and development
23. DS 975 - Economic globalization
24. E 121 - Introduction to prose fiction and writing skills in literature
25. E 221 - English literature from Elizabethan period to the 18th century
26. E 231 - Classical and romantic criticism
27. E 351 - African fiction up to the 1960's
28. E 415 - Theoretical phonology and morphology
29. E 461 - Early modernist literature from 1900 to 1930
30. E 461 - Early modernist literature
31. E 925 - Gender issues in literature
32. E 951 - Approaches and research methods in African oral literature

33. E 981 - Romantic literature
34. EC 115 – Introduction to microeconomic theory
35. EC 215 – Intermediate Microeconomic theory
36. EC 221 – Mathematics for economics
37. EC 225 – Intermediate Macroeconomic theory
38. EC 315 – Public finance
39. EC 341 – Econometrics 1
40. EC 345 – Advanced microeconomic theory
41. EC 345 – International trade theory and practice
42. EC 431 – Labour economics
43. EC 445 – Environmental economics
44. EC 925 – Industrial organization
45. EC 955 – Health economics
46. ELL 111 – Communication and study skills
47. ELL 115 – Academic writing
48. ELL 215 – Introduction to language and linguistics
49. ELL 311 – English semantics
50. ELL 421 – Research methods in linguistics
51. ELL 911 – Psycholinguistics
52. ELL 935 – English discourse analysis
53. ELL 941 – Sociolinguistics 1
54. FR 111 - French language 1
55. FR 131 - Introduction to French 1
56. FR 211 - French language and phonetics II
57. FR 311 - Intermediate French language
58. FR 321 - Intermediate studies in African literature in French
59. FR 331 - Translation from French to English
60. FR 411 - Advanced studies in African literature in French
61. FR 421 - Advanced studies in African literature in French
62. FR 431 - Advanced translation from French to English
63. GS 101 - Introduction to gender studies 1
64. GS 211 - Theories of gender equality 1
65. H 111 - Introduction to the study of history
66. H 231 - History of modern Africa
67. H 232 - History of modern Africa from 1900 to present
68. H 241 - Economic history of western Europe 1450 to 19th century
69. H 321 - Nineteenth century Europe
70. H 335 - History of modern India: 1859 to 1947
71. H 411 - Land and labour in pre colonial central Africa to 1890
72. H 421 - African archeology

73. H 491 - Historical research and methodology 1
74. H 911 - Pre-colonial history of Zambia
75. H 925 - Portuguese Africa: Angola and Mozambique to the present
76. H 931 - History of Southern Africa to the 1880s
77. H 945 - Themes in West African history: 1800 to present
78. H 961 - Archeological principles and techniques
79. LAL 211 - The structure of Bantu languages
80. LAL 221 - Introduction to literacy studies
81. LAL 311 - The phonology and morphology of selected Zambian languages
82. LAL 431 - Research methods in literature in Zambian languages
83. LAL 915 - Translation
84. LAL 471 - African languages teaching methods
85. MM 571 - Economic and management
86. MC 101 - History mass communication
87. MC 125 - Introduction to media ethics
88. MC 201 - Introduction to mass media reporting
89. MC 215 - Introduction to radio production
90. MC 221 - Theories of mass communication
91. MC 235 - Feature writing
92. MC 351 - Communication for development
93. MC 361 - Radio and television production 1
94. MC 401 - Editorial writing
95. MC 411 - Media management 1
96. MC 901 - Principles of advertising
97. MC 911 - Principles of public relation 2009
98. MC 911 - Principles of public relation 2010
99. MC 921 - Principle of photography
100. MC 941 - Broadcast narration
101. PA 121 - Introduction to public administration
102. PA 201 - National government and administration
103. PA 311 - Organization design and management
104. PA 321 - Principles of local government administration
105. PA 341 - Human resource management
106. PA 411 - Theories of development administration
107. PA 421 - Principles of public policy analysis
108. PA 441 - Project management
109. PA 951 - Public financial administration
110. PA 955 - Strategic management
111. PH 101 - Introduction to philosophy
112. PH 415 - Theory of knowledge

- 113. PH 935 - Philosophy of good governance
- 114. PH 951 - Philosophy of religion
- 115. PL 115 - Introduction to political science
- 116. PL 251 - Comparative politics
- 117. PL 331 - International politics
- 118. PL 421 - Politics of international peace and security
- 119. PL 422 - International conflict management and resolution
- 120. PL 451 - Socialist political theory 1
- 121. PL 422 - Politics of southern africa1
- 122. PSY 101 – Introduction to psychology
- 123. PSY 241 – Child development
- 124. PSY 331 – Cognitive development and culture
- 125. PSY 341 – Psychological testing
- 126. PSY 451 – Psychological testing
- 127. PSY 461 – Research methods in psychology
- 128. PSY 471 – counseling theories
- 129. PSY 951 – Abnormal psychology
- 130. PSY 991 – Forensic and legal psychology
- 131. S 211 - Classical sociological theory
- 132. S 421 - Social research methods
- 133. S 901 - Industrial sociology
- 134. S 911 - Refugees in a contemporary world
- 135. S 915 - Disaster preparedness and management
- 136. S 925 - Criminology
- 137. S 931 - Social change and development
- 138. S 951 - Sociology of organization in theory
- 139. S 961 - Rural sociology
- 140. S 975 - Medical sociology
- 141. S 985 - Development projects and programs in developing countries
- 142. S 995 - Social impact assessment
- 143. SS 241 - Research methods in the social sciences
- 144. SW 111 - Introduction to social work
- 145. SW 211 - Introduction to social policy analysis
- 146. SW 231 - Introduction to interpersonal social work practice methods
- 147. SW 311 - Social policy analysis
- 148. SW 321 - Social research methods
- 149. SW 331 - Analysis of social work intervention
- 150. SW 411 - Social planning
- 151. SW 421 - Evaluative research
- 152. SW 475 - Community change and development



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER EXAMINATIONS – 2012/13

D311: TRADITIONAL AFRICAN DRAMA

INSTRUCTIONS:

Answer three questions. Question 1 from section A and any **two** from Section B

TIME: 3 hours

SECTION A: **COMPULSORY (40 marks)**

1. Discuss the religious and secular roots of Traditional African Drama in relation to its functions in your society.

SECTION B: Answer two questions from this section. Each question carries (30 marks)

2. What are the differences and similarities between Gule wa M'kulu and Makishi?
3. Traditional African folktales are a form of narrative drama. Explain this statement by giving an example of Julius Chongo's *Poceza Mmadzulo*.
4. Dance has been described as the vertical expression of horizontal intentions. Demonstrate the validity of this view by looking at the three elements of dance, namely, force, space and time.
5. Examine overlaps that exist between ceremony and festival as forms of Traditional African Drama.

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 111: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS FROM SECTION B.

SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION.

1. Given the following scenarios, explain what is likely to happen by selecting the correct answer out of the **bolded**, underlined, and *italicised* portions.
 - a) Mortality and fertility decline thus increasing/decreasing a woman's opportunities outside resulting in lower/higher probability for herself and thus improving/not improving her social status.
 - b) Fertility declines while mortality improves resulting in a younger/older population and prevalence of conservative/progressive ideas more receptive/resistant to change thus resulting in greater/less adaptability to technological innovations.
 - c) The economy develops rapidly resulting in greater/reduced access to health facilities resulting in higher/lower mortality.
 - d) Rapid rate of population reduces/increases economic growth thus increasing/reducing investable surpluses required for further investment in development of the country
 - e) A population size grows/declines beyond/below its optimum, it exhausts increases the available resources, thus exceeding/falling below its carrying capacity.
 - f) High fertility and low mortality leads to an older/younger population thus increasing/decreasing the dependency burden resulting consumption exceeding/falling below savings thus resulting in decreased/increased investment and therefore slow/rapid economic growth.
2. Given the population below, compute the following:
 - a) The overall sex ratio
 - b) The dependency ratio

- c) The percentage of the population below 15 years.
- d) The percentage of the population 15 years and above.
- e) On the basis of the information in c) and d) is this population:
 - i. Young
 - ii. Intermediate
 - iii. Old

Age Group	Male	Female
0-1	198,388	201,122
1-4	396,775	402,243
5-9	553,193	564,638
10-14	511,845	516,401
15-19	454,345	485,050
20-24	329,925	380,836
25-29	248,186	284,597
30-34	210,486	218,863
35-39	146,636	150,014
40-44	126,510	139,051
45-49	104,291	109,868
50-54	92,170	99,813
55-59	74,276	66,513
60-64	59,054	56,498
65-69	40,674	33,224
70+	31,313	25,196
Total	3,578,067	3,733,927

3. Demonstrate your understanding of the components of population change by briefly discussing the following:
 - a) The doubling time of a population whose population growth rate is country is 3.5%.
 - b) The process of population change using a balancing equation.
 - c) The difference between the rate of population growth and the rate of natural increase?
4. Explain the following basic measures and give an example of each:
 - a) Crude rate
 - b) Specific rate
 - c) Ratio
 - d) Constant
 - e) Count
 - f) Proportion and percentage

5. Briefly explain the following concepts:
- a) Optimum population
 - b) Carrying capacity of the population
 - c) Segmentation
 - d) Internal demographics
 - e) External demographics
6. Demonstrate your knowledge of population matters by answering the questions below:
- a) Who pioneered the numerical analysis of births and deaths using data from the Bills of Mortality?
 - b) Who constructed the first life table and in which year?
 - c) Who wrote the book "An Essay on Population"? In which year was this?
 - d) Who argued that each economic system has its own laws of population?
 - e) When was the first World Population Conference held?
 - f) Where was first World Population Conference held?
 - g) Who between John Graunt and Edmund Halley first came up with the idea of a life table?
 - h) Who was the demographer who pioneered the demographic evaluation of data?
 - i) Who is generally considered to be the father of demography?
 - j) Which non-western scholar is also considered by some to be the father of demography?
 - k) Which country can be given credit to have been the first to institutionalize demography as a scientific discipline in its universities?

SECTION B

ANSWER ANY TWO QUESTIONS

1. Marx and Engels believed that each economic system – capitalism and socialism – has its own laws of population. Briefly explain how these laws operated in:
- a) The capitalist system
 - b) The socialist system

2. Discuss the major contributions of Thomas Malthus in the development of demography.
 3. Explain, with relevant examples, how demography can be useful in the following situations:
 - a) Health planning
 - b) Political campaigns
 - c) Marketing
 - d) Educational planning
 4. Discuss with, relevant examples, the factors that influence levels of fertility.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY FIRST SEMESTER EXAMINATIONS

March 2013

**DE 321: METHODS OF DEMOGRAPHIC DATA COLLECTION AND
EVALUATION**

INSTRUCTIONS:

**SECTION A IS COMPULSORY. ANSWER ANY TWO QUESTIONS FROM
SECTION B.**

TIME: THREE (3) HOURS

SECTION A

- I. Examine table I below and objectively answer the questions that are posed.

Table I: Distribution of the male Zambian population by age, 2010.

Age	Quinary
0 - 4	1,121,467
5 - 9	954,332
10 - 14	878,572
15 - 19	748,616
20 - 24	553,267
25 - 29	557,200
30 - 34	425,228
35 - 39	357,097
40 - 44	250,415
45 - 49	189,047
50 - 54	190,374
55 - 59	96,718
60 - 64	78,301

- i. What is a smooth distribution?
- ii. Why are algebra and calculus important in demographic analysis?
- iii. There are a few issues that demographers need to keep in mind before graduating any age data. What are these?
- iv. Using your knowledge of algebra, step by step, develop the equations for graduating age data using the Carrier – Farrag method
- v. Explain problems with the data in table 1 above
- vi. Graduate the data using Carrier – Farrag Method of smoothing.

2. Study table 2 below and answer the questions that follow

Table 2: Preference for terminal digits by Myers' index method for Zambia 2010

Terminal digit a,	Population with terminal digit a	
	Starting at age 10+a	Starting at age 20+a
0	1,340,833	873,260
1	816,239	514,926
2	798,941	673,213
3	832,758	513,739
4	832,700	513,423
5	963,708	632,083
6	847,790	531,624
7	711,474	432,081
8	886,438	552,641
9	637,141	367,007

- i. Use Zambia's 2010 Census Age Data in table 2 above to compute the Myers' blended Index.
- ii. What are the most preferred terminal digits? What are the least preferred terminal digits?
- iii. What conclusions would you make in terms of quality of age reporting
- iv. The 2000 Census had a Myer's blended Index was 7.3. Comment by comparing the 2000 and 2010 Myers indices
- v. What are some of the possible explanations for the observations in (iii)?

SECTION B

3. Table 3 below presents the age-sex distribution data for Zambia based on the 2010 Census of Population and Housing. Critically study the table and answer the following questions.

Table 3: Population Distribution by Sex and Age Zambia 2010

Zambia-2010	Male	Female	Total
Total	6,454,647	6,638,019	13,092,666
0 - 4	1,121,467	1,131,280	2,252,747
5 - 9	954,332	961,955	1,916,287
10 - 14	878,572	895,562	1,774,134
15 - 19	748,616	782,499	1,531,115
20 - 24	553,267	641,375	1,194,642
25 - 29	497,774	559,303	1,057,077
30 - 34	425,228	415,081	840,309
35 - 39	357,097	325,824	682,921
40 - 44	250,415	222,823	473,238
45 - 49	189,047	187,117	376,164
50 - 54	138,764	146,100	284,864
55 - 59	96,718	97,444	194,162
60 - 64	78,301	90,262	168,563
65 - 69	56,814	66,117	122,931
70 - 74	43,945	49,403	93,348
75 - 79	31,929	31,134	63,063
80 - 84	16,569	17,029	33,598
85+	15,792	17,711	33,503

- i) Why is age data evaluation important
 - ii) What is age-ratio analysis
 - iii) What is the ideal demographic pattern of sex ratio with age
 - iv) What is the rationale of the UN-Joint Score
 - v) Compute the UN-Joint score and comment on the results
 - vi) In 2000 the UN-Joint Score was 28.7. Comment in comparison with that of 2010
 - vii) What are some of the factors behind poor quality of age data in Africa
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4. There were 5000 persons on January 1 2012 in Chief Magodi's area in Lundazi District. During the year, 13 people die and 24 births were recorded. Thirty-three people moved in and 16 people move out of the area. It is assumed that the said events are evenly distributed throughout the year and that each person can only experience one event. It is further assumed that the all events occur at the middle of every month and that each month has 30 days.
- Calculate the total person-years lived by this population from January 1 2012 to December 31 2012.
 - Calculate the demographic rates from this information
 - Calculate the average population and discuss it in relation to the total person-years in (i)
-

5. Study the table 5 below about census undertakings for Mainland China

Time of Census	Population for Mainland China (Million)
July 1, 1953	582.60
July 1, 1964	694.58
July 1, 1982	1008.18
July 1, 1990	1133.70
Nov. 1, 2000	1265.83

Based on the information in table 5, calculate the following:

- Amount of Increase
 - Percentage of Development
 - Percentage of Increase
 - Average Annual Percentage of Development
 - Average Annual Percentage of Increase
 - How long will the population of Mainland China take to double if it were growing exponentially from the year 2000? **Hint:** Growth rate between 1990 and 2000 applies to the doubling time period.
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THE END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY FIRST SEMESTER EXAMINATIONS

FEBRUARY/MARCH-2013

DE 411: INDIRECT METHODS OF DEMOGRAPHIC ESTIMATION

INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A AND ALL THE QUESTIONS FROM SECTION B.

TIME: THREE (3) HOURS

SECTION A

- Q1.** (a) Discuss the Brass P/F Ratio Method of estimating fertility in Zambia. [10]
(b) What are the limitations of this method when applied to Zambian population data? [5]
(c) What factors affect the fertility estimates derived from this method? [5]

OR

- Q2.** (a) Discuss the method of indirectly estimating infant and child mortality using child survivorship data in Zambia. [10]
(b) What are the limitations of this method when applied to Zambian population data? [5]
(c) What factors affect the mortality estimates derived from this method? [5]

SECTION B

- Q3.** (a) Discuss the application of demographic models in mortality, fertility and migration analysis. [10]
 (b) What are the limitations of these models? [5]
 (c) What are the guidelines in selecting the mortality pattern for Zambia when using the Princeton Regional Model Life tables? [5]
 (d) Briefly comment on the statement "In countries like Zambia with generalised HIV/AIDS epidemic, the Princeton Region Model Life tables are still suitable in deriving mortality estimates." [5]
- Q4.** (a) Write short notes on "Why fertility changes" according to Charles Hirschman (1994). [10]
 (b) Write short notes on "The Hypothesis of the mobility transition" by Wilbur Zelinsky (1971) [10]
- Q5.** (a) What is a stationary population? How different is it from a stable population? What are some of the applications of the stable population models? [10]
 (b) Given the data in the table below calculate a stable age distribution for Zambia [25] (Assume: $a_0=0.3$; $a_1=1.6$; L_{80+} = male=0.028, female=0.029; $NRR=2.3737$; T or $u=28$ years; average age (y) age 0-1=0.3; age 1-4=2.6; age 80+=85)

Age	Male l_x	Female l_x	n
< 1	100000	100000	1
1 - 4	90682	91936	4
5-9	77543	80023	5
10-14	73717	77113	5
15-19	70953	75153	5
20-24	66689	70542	5
25-29	60673	64495	5
30-34	53544	58549	5
35-39	46301	53794	5
40-44	38974	49167	5
45-49	31924	44552	5
50-54	26192	39017	5
55-59	21052	34545	5
60-64	16967	30149	5
65-69	12744	25466	5
70-74	9098	19610	5
75-79	4956	10843	5
80+	2289	5053	

Source: Computed from 2006 Zambia LCMS

-END OF EXAMINATION-
GOOD LUCK!

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POPULATION STUDIES (DPS)
2012 ACADEMIC YEAR
FINAL EXAMINATION
DE 901: POPULATION CHANGE AND DEVELOPEMENT

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT QUESTION FOUR AND ANY OTHER TWO

1. Using an educated mind, expound the severity of food insecurity and how it can be addressed in Sub-Saharan Africa.
2. Write some notes on "Reproductive Health in relation to Maternal Health" in Africa.
3. Prescribe strategies that would harness "Home Ownership" in Zambia.
4. Society allocates roles and responsibilities to women and men in both private and public life. Explain how such allocation affects women's fertility intention and decisions.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY SECOND SEMESTER EXAMINATIONS

February 2013

DE 911: INTRODUCTION TO DEMOGRAPHIC ANALYSIS

INSTRUCTIONS:

SECTION A IS COMPULSORY. ANSWER ANY ONE QUESTION FROM SECTION B AND C. IN TOTAL, ANSWER FOUR QUESTIONS.

TIME: THREE (3) HOURS

Section A

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- I. Define the following terms and explain how they are defined in Zambia where applicable
- I. Blue collar workers.
 - II. White collar workers
 - III. Primary industries
 - IV. Secondary industries
 - V. Tertiary industries
 - VI. Human resources
 - VII. Informal sector employment and informal employment
 - VIII. Formal sector employment
-

TABLE I: WORKING LIFE TABLE FOR DOGGYLAND

x	w_x	l_x	lw_x	L_x	Lw_x	T_x	Tw_x	e_x	ew_x	er_x	Q_x	A_x	Q^s_x	Q^d_x	Q^r_x
10	17.8	87484	15572	436093	156752	5029377	3923171	57.5	44.8	12.6	7.9	313.1	7.9	7.9	0
15	54.2	86953	47129	432475	292046	4593284	3766420	52.8	43.3	9.5	12.7	200.5	12.7	12.7	0
20	81	86037	69690	426993	375106	4160809	3474373	48.4	40.4	8.0	17.4	81.5	17.4	17.4	0
25	94.8	84760	80352	419593	403381	3733817	3099267	44.1	36.6	7.5	20.7	14.7	20.7	20.7	0
30	97.5	83077	81000	410878	401215	3314224	2695886	39.9	32.5	7.4	25.1	0.3	25.1	25.1	0
35	97.8	81274	79486	400470	391265	2903347	2294671	35.7	28.2	7.5	32.9	0	37.4	32.9	4.6
40	97.6	78914	77020	387238	376614	2502877	1903406	31.7	24.1	7.6	42.1	0	58	41.9	16.3
45	96.9	75981	73626	370780	354765	2115639	1526791	27.8	20.1	7.7	57.4	0	80.5	56.8	23.8
50	94.4	72331	68280	349298	326199	1744859	1172026	24.1	16.2	7.9	80.9	0	131.7	78.7	53
55	92.3	67388	62199	320910	283243	1395562	845827	20.7	12.6	8.2	109.6	0	338.2	96.3	241.9
60	83.8	60976	51098	284538	187453	1074652	562585	17.6	9.2	8.4	154.8	0	416.4	132.8	283.6
65+	45.2	52839	23883	790114	375132	790114	375132	15.0	7.1	7.9	1000.0	0	-	-	-

2. Critically study **table I** above and find the following:

1. Life expectancy at birth

- II. Expected Gross Years of Working Life
- III. Working life expectancy at age 10
- IV. Loss of working life through mortality at birth
- V. Loss of working life through mortality at age 10
- VI. Crude rate of entry per 1000 labor force
- VII. Crude rate of death per 1000 labor force
- VIII. Crude rate of retirement per 1000 labor force
- IX. Replacement rate per 1000 labor force
- X. Labor force replacement ratio

Section B

- 3. Mention and define any nine key indicators of the Labor market which are critical for any labour statistics analysis as developed by the I.L.O
- 4. Reliable data are a prequisite to analysis of labor force data. Which data collection method or combination of methods provides the best labor force data for Zambia? Devise a method that would alone collect the most comprehensive and up-to-date data on the labor force in Zambia.

Section C

- 5. Outline and discuss eight major uses of Labour statistics in general and explain how labour statistics are used in Zambia. Give specific examples.
- 6. Discuss in general the difference between a developed country like Japan and a developing country like Zambia in terms of industry, occupation and employment status classification of the workers in the context of economic development.

7. Study the **table 2** below and calculate the requested indicators:

Table 2: Labor force data by region

Region	Labour force	Total employed	Number employed who worked 40HRS or more per week	Number employed who worked less than 40 hrs per week	Number employed who worked less than 40HOURS per week and were willing to work more hours.
TOTAL	2765989	867492	497090	370402	289250
RURAL	*	*	*	*	*
URBAN	1279489	408814	247090	161724	130490

- I. Define the types of measures of underemployment in general and the measures used in Zambia.
- II. Calculate the two types of underemployment rates for the country Z and for rural and urban areas.
- III. Calculate the unemployment rates for country Z and for rural and urban areas.

THE END



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

UNIVERSITY FIRST SEMESTER EXAMINATIONS

FEBRUARY/MARCH-2013

DE 935: HEALTH DEMOGRAPHY

**INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A AND
ALL THE QUESTIONS FROM SECTION B.**

TIME: THREE (3) HOURS

SECTION A

- Q1.** (a) What is the relevance of studying health demography in Zambia?
(b) What are the sources of data for health studies? And what are the problems inherent with these data sources?
(c) Write short notes on the Epidemiological Transition Theory (ETT).

OR

- Q2.** (a) What is the relevance of studying health demography in Zambia?
(b) What are the four models of defining health? How do they define health?
(c) Write short notes on observational studies and experimental studies.

- Q4.** (a) In a study to establish the association between hypertension (exposure) and heart disease (outcome), in a sample of District A residents aged 45 years and above; the table below is an output of a cross tabulation.

Exposed	Male Diseased			Female Diseased		
	Yes	No	Total	Yes	No	Total
Yes	20	24	44	131	84	215
No	36	73	109	48	59	107
Total	56	97	153	179	143	322

- Compute the risk of heart disease for the hypertensive (exposed) by sex
- Compute the risk of heart disease for the non-hypertensive (non-exposed) by sex
- Calculate the relative risk by sex
- Calculate the attributable risk by sex
- What is your conclusion based on the above calculations?

- (b) The summary table below is for Nelson Mandela/HSRC study of HIV/AIDS; interpret the results. What is your conclusion?

HIV prevalence among persons aged 15-24 years by race, South Africa 2002

Race	HIV Positive (%)	95% Confidence Interval
Total	9.3	7.3-11.2
African	10.2	7.9-12.5
White	3.2	0-7.5
Coloured	6.4	4.5-8.4
Indian	0.3	0.2-0.3

Source: Human Resources Research Council.2002. Nelson Mandela/HSRC Study of HIV/AIDS

- Q5.** The following equations are for multivariate regression models used in health studies:

- $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon$
- $\ln(odds) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon$
- $h(t) = h_0(t)e^{\beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon}$

- Identify each of the equations above and define the key terms
- Explain, by giving examples, how you interpret the result when the independent variable is continuous and when it is categorical.
- What is censoring? And how does it occur?
- What is the Multistate method?

-END OF EXAMINATION-
GOOD LUCK!

SECTION B

- Q3. (a)** Given the information on Maternal Mortality Ratios (MMR) and Total Fertility Rates (TFR) from the 2010 Zambia Census of Population and Housing in the table below; calculate the Life time Risk of Maternal Death (LRMD) for Zambia and each province; compare across provinces and comment.

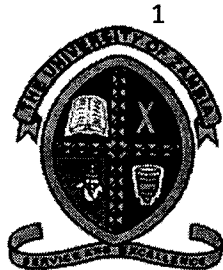
Province	Maternal Mortality Ratio (MMR) per 100,000	Total Fertility Rate (TFR)
Zambia	483	5.9
Central	500	6.3
Copperbelt	474	5.0
Eastern	442	6.6
Luapula	573	7.3
Lusaka	357	4.6
Muchinga	330	7.0
Northern	475	7.1
North Western	423	6.8
Southern	343	6.1
Western	786	6.0

Source: Central Statistical office. 2012. Zambia 2010 Census of Population and Housing-National Analytical Report, Volume 11, Central Statistical Office: Lusaka

- (b)** In a study in the United Kingdom, the number of medical doctors who had died, and their causes of death, were obtained between 1951 and 1961. The death rates by smoking status for different causes of death are shown in the table below.

Cause of death	Deaths per 1,000 persons per year			
	Total population	Non-smokers	All cigarette smokers	Cigarette smokers of ≥ 25 a day
All causes	14.05	12.06	16.32	19.67
Lung Cancer	0.65	0.07	1.20	2.23
Coronary heart disease	3.99	3.31	4.57	4.97

- (i) Calculate the risks of death in the non-smokers and those smoking 25 or more cigarettes a day?
- (ii) Calculate the risk of death from lung cancer in non-smokers, and the risk of death from lung cancer in those smoking 25 or more cigarettes a day?
- (iii) Calculate the relative risk of dying from lung cancer for smokers compared to non-smokers
- (iv) Calculate the relative risk of dying from lung cancer for heavy smokers compared to non-smokers
- (v) Calculate the relative risk of dying from coronary heart disease for smokers compared to non-smokers
- ~~(vi) Calculate the relative risk of dying from coronary heart disease for smokers compared to non-smokers~~
- (vii) Calculate the attributable risk (exposed) and attributable risk (population) for smoking and lung cancer
- (viii) Calculate the attributable risk (exposed) and attributable risk (population) for smoking and coronary heart disease.
- (ix) What is your conclusion based on the above calculations?



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012 FIRST SEMESTER EXAMINATIONS

DS 101: INTRODUCTION TO DEVELOPMENT STUDIES

DURATION: THREE HOURS

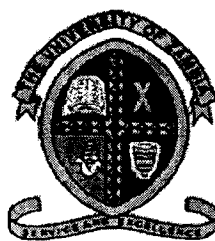
Instructions:

- 1) **There is no compulsory questions**
 - 2) **Answer ANY three questions**
-

1. A combined team of the Zambia Police Service and a unit of the dreaded mobile paramilitary officers from the infamous Kanfinsa Police Training School had a tough time to maintain order at Kitwe's Chisokone market. A group of thuggish looking PF and MMD cadres were clashing over the apparent unfulfilled campaign promises. The MMD cadres were shouting that former President Rupiah Banda's government had improved people's lives in Zambia. After all, Zambia became a middle-come country under the MMD. The MMD cadres protested that the PF cadres were an ignorant bunch who did not know how to measure improvements in people's lives. Throwing broken pieces of glass and stones, the PF cadres countered that no improvements in the living conditions of Zambians had occurred under the MMD government but only figures. Now there would be more money in people's pockets under the PF government, boasted the PF cadres. Based on what you have learnt in DS 101, what would be your comment on the clash between the MMD and PF cadres?
2. After a United Nations Development Programme (UNDP)-sponsored trip to meet her Majesty Queen Elizabeth's government representatives in London, Bendikito Chuuka, a Ruiner Monk, was mesmerized with the beauty of England. No street children, orderly streets, no open sewer pipes, no power outages. No *kaponyas*. Upon his return to Zambia, he excitedly told his friend, Shoprite Ndiyo Banda, about what he had seen in England. Bendikito stressed that he hated to see the misery around him – the poverty, disease, hunger, name them. As a DS 101 student, what was Bendikito trying to describe and how does this contrast with the beauty of England?

3. Rebased Kwacha Chipompo, a fisherman of Namununga village in Luapula Province, was a very disappointed man. His nutritional status was not okay as the fish stocks in Luapula river had decreased. This had made it difficult to catch enough fish for consumption and sale, what more with the government ban on fishing. But he had more immediate worries. There was no medicine at the local health centre – not even panadol. No teachers at the nearby school. His son who completed Grade Twelve in 2009 is still unemployed. What was the meaning of all this in a country where the production of goods and services was increasing, according to the area Member of parliament? Where are those items? Based on what you have learnt in DS 101, what would you tell Rebased Kwacha Chipompo?
4. The billionaire philanthropist and once the richest man in the world, Bill Gates, could not believe it as his motorcade drove past Arcades and Manda Hill to the Hotel Intercontinental where he was temporarily lodged for the night before flying to the plush Zambezi Sun Hotel in Livingstone the next day. Bill Gates was convinced that Zambia was now among the rapidly developing countries in the world. All these shopping malls, he mused to himself as he sat down to watch a documentary on Chinese investment and Zambia's copper riches on CNN. As a DS 101 student, to what extent do you agree with Bill Gates' views about Zambia?
5. Mulenga Mpumpumpu felt angry as he cursed his boss. The boss, Mr. Mbwache 'Top Oil' Makwacha, fat, with a bulging tummy and bald-headed with gold rimmed glasses, was biting into a big chunk of steak as he issued quick instructions to Mulenga to work harder, boastfully telling him that he and his like needed to change their attitudes and values in order for Zambian society to advance. Mulenga, wiping hot and smelly sweat off his dark brow, was silently longing for the day when he and his like would create a workers' paradise in Zambia. Based on what you have learnt in DS 101, how realistic are Mr. Mbwache Makwacha and Mulenga Mpumpumpu's views?

ENJOY YOUR HOLIDAY!



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES

2012- 2013 FIRST SEMESTER UNIVERSITY EXAMINATIONS

DS 201: THEORIES OF SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES

Instructions

1. This examination paper has THREE sections.
2. Section ONE has ten SHORT ANSWER QUESTIONS answer all of them.
3. Sections TWO and THREE have three essay questions each ,
4. answer only ONE QUESTION from section two, and only ONE QUESTION from section three.
5. The duration of the examination is THREE HOURS. Do not spend more than one hour on any of the three sections.

Section One: Answer ALL questions in this section

1. Write Brief notes on each of the following short answer questions
 - i. List the Marxian Social Formations and indicate which social formation is identical/closer to present day Zambia
 - ii. List at least three major historical events that led to the underdevelopment of Africa.
 - iii. Define the Marxian concepts of Class and Class struggle
 - iv. Define the Weberian Concept of Class and briefly state how this concept differs from that of Karl Marx and Frederick Engels
 - v. Give at least two reasons why the concept of Class and Class struggle is so central to the Marxist theory of social development
 - vi. Define Dialectical Materialism and List the most essential laws of Dialectics
 - vii. Define Historical Materialism and list its most essential laws
 - viii. Define nationalism and give at least two reasons why Africans in Zambia fought for their independence from Britain
 - ix. Define Neo colonialism and give at least two examples of Neo colonial activities in Zambia
 - x. Give at least three indicators of the crisis of the post colonial state in Africa

Section Two: Answer only ONE question from this section

Write an Essay on any one of the following three questions

2. Account for pitfalls in the national building process in Africa and present and discuss components of Successful National building
3. Use any theory of your choice to explain the nature and character of the post colonial state in developing countries
4. Define Imperialism according to either liberal or Marxist perspectives and present and discuss, according to your preferred perspective, its negative or positive effects on colonial and post colonial African societies

Section three

Write an Essay on any one of the following three questions

5. Give reasons for the rise of the structuralist approach to development in Latin America and use either the liberal or radical perspective to oppose or support the major development prescriptions that the structuralists made to developing nations
6. Use examples from present day Zambia to support or reject the notion that Zambia is benefiting from economic globalization
7. Use either Liberal or radical theories of development to account for Africa's persistent economic problems

END OF EXAMINATION

(CHECK YOUR WORK FOR ORDERLY PRESENTATION)



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
DS 301: AGRICULTURE AND RURAL DEVELOPMENT IN DEVELOPING
COUNTRIES
FINAL EXAMINATION**

**DURATION: 3 HOURS
15th March, 2013.**

Instructions:

- ❖ The first question in section A is COMPULSORY.
- ❖ You are further required to answer any other THREE questions from section B.
- ❖ Plan your answers before writing them down.
- ❖ Write in clear handwriting.
- ❖ Presentation will attract rewards.

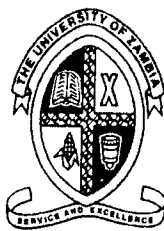
SECTION A: Compulsory (40 Marks).

1. Write short and concise notes on ANY FIVE of the following issues. These notes should not exceed half a page. Each concept carries 8 marks.
 - I. Using the agriculture and textile industry, explain backward and forward linkages.
 - II. Buffer stocks
 - III. Marketing policy
 - IV. In what ways can agriculture have a pro-poor role?
 - V. Differentiate agriculture development from rural development
 - VI. Development as capability
 - VII. Credit policy instruments

SECTION B: Pick and attempt any THREE questions (20 Marks each). Each answer should not exceed TWO faces of a page.

2. Discuss why small-scale farming appears an appropriate strategy for agriculture and rural development?
3. Discuss aspects of project preparation and analysis. How relevant are these in citing agriculture and rural development?
4. Explain how low income elasticity of demand and low price elasticity of demand lead to low and fluctuating incomes for small-scale farmers in the agricultural sector?
5. How would you characterise the significance of globalisation in agriculture and rural development?
6. Employing any three policy prescriptions and the analytical lens of Zambia, examine the impact of SAPs on agriculture and rural development.
7. Discuss the role of the marketing, and price policies in agriculture and rural development.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF DEVELOPMENT STUDIES

END OF FIRST SEMESTER EXAMINATIONS – 26TH FEBRUARY 2013

DS 401: RESEARCH METHODS IN SOCIAL SCIENCES

TIME: 3 HOURS

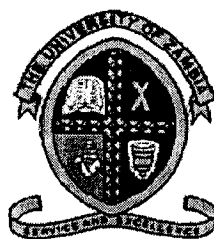
INSTRUCTIONS:

There are **FIVE** questions in this paper. Answer questions **ONE** and any other **TWO** of your choice.

1. Preparing a research proposal is an important phase as you prepare to undertake social science research. While highlighting their significance, present, step-by-step, the main components that you must include in a good research proposal.
2. Critically discuss the 8 key things that you need to consider when deciding on a good researchable topic in social science research.
3. Discuss any 5 primary data sources discussed in this course making sure to highlight the most ideal circumstances when you can use them.
4. Critically present the main differences between qualitative and quantitative research. In what circumstances do you think each of the two research approaches is best suited for application?
5. Literature review is one of the most important activities that researchers undertake in the research process. Discuss its significance to the research process while highlighting the shortcomings one must avoid in preparing a good literature review?

END OF EXAMINATION

GOOD LUCK



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES

FIRST SEMESTER EXAMINATIONS

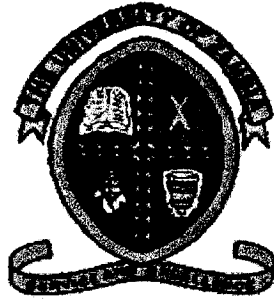
DS 411: TECHNOLOGY AND DEVELOPMENT

INSTRUCTIONS: Answer questions one (compulsory) and any other two questions from the following:

1. Pick any Technological instrument, gadget, item or system, you have researched on or discussed in class, show the historical evolution of the item/gadget or system and discuss the advantages/benefits and challenges to society and project its future.
2. What are the main indicators of scientific and technological development in the less developed countries. Explain and discuss.
3. Less developed countries do not have to re-invent the wheel. The world has developed technologies which they can adopt, adapt, innovate and use in the production process. Discuss the pros and cons of technology transfer from developed to less developed countries today.
4. Appropriate technology can be good for less developed countries. However some scholars have argued that is a waste of time to embark on appropriate technology. Critically discuss.
5. Technological innovations are key to the process of technological development, use and economic development. Show how and why technological innovations are important especially to less developed countries.
6. Technological dependency by the less developed countries on the developed countries is real. Illustrate using examples of this reality.

End of Exam

Code: SP9-20313



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT STUDIES

Department of Development Studies

DS 911: Women and Development

First Semester Exam

Instructions.

- 1. Answer a total of Four (4) questions**
- 2. Question 1 is compulsory, please ensure that you answer the question**
- 3. Choose any other 3 questions in Section B**

SECTION A : COMPULSORY QUESTION

1. Critically analyse the various arguments that have been advanced by the Socialist, Liberal and Radical feminists. How relevant are these arguments in addressing gender equality in Zambia. Give examples

SECTION B: Optional Questions- Choose any three (3):

2. Write short notes on the following:
 1. The Gender Division of Labour
 2. Gender Discrimination
 3. Culture and its' impact on gender relations
 4. Patriarchy

3. During a planning meeting in the Department of Energy, you realise as the Chief Planner that in order for you to design a project for rural electrification you have to conduct a gender analysis. The other members of the team feel it is not necessary. On second thoughts, the Technical Services Director requests that you provide a justification for the gender analysis and to provide the tools that you would use to conduct the analysis. Write a concept paper to the Technical Services Director providing a case for gender analysis and articulate the tools that you will use in the process.
4. During a collaborative meeting of both local and international donors, it was decided that gender mainstreaming will be the strategy used to achieve gender equality in Zambia. Identify the steps that you will take as the Ministry of Gender and Child Development to ensure that gender is mainstreamed in the various projects that you will undertake.
5. Discuss the main arguments of the Women in development Approach (WID), The Women and Development Approach (WAD), The Gender and Development Approach and the Women and Environment approach (WED)
6. Caroline Moser, a Gender and Development scholar widely researched on gender issues She articulated different approaches to gender planning. She identifies several approaches in Gender Planning. Identify these approaches and illustrate their applicability in Zambia.

END OF EXAM



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 FIRST SEMESTER EXAMINATIONS

DS 915 : CIVIL SOCIETY AND DEVELOPMENT- PARALLEL STUDENTS ONLY

Instructions:

- Answer any **Three** questions
 - All questions carry **equal** marks
 - Duration: **3 hours**
-

1. Civil society plays an important role in supporting good governance. Mention and discuss all the six elements in the recipe for democracy. What challenges does civil society encounter in its effort to promote good governance?
2. What are social movements? To what extent do Social Movements play a role in democratising development?
3. Is NGOs' Comparative Advantage in Poverty Alleviation Rhetoric or Reality? Discuss. Discuss some of the challenges NGOs face in scaling-up their operations.
4. The state and civil society collaboration in Zambia is marred with a lot of controversy. Present and discuss some of the reasons why it has been difficult for the state and civil society in Zambia to collaborate. What measures would you put in place to improve their relations?
5. In Africa, it widely believed that the state has not been able to provide an enabling environment for civil society. Mention some of the methods the state uses in trying to stop civil society activism.
6. What is Accountability? Show the difference between functional and horizontal accountability. What are the mechanisms that civil society use in trying to improve accountability?

END OF EXAMINATION



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
DEFERRED EXAMINATIONS

First Semester Deferred Examinations – 3 April 2013

COURSE NAME AND CODE: **DS 915 - CIVIL SOCIETY AND DEVELOPMENT**

DURATION: **THREE HOURS**

INSTRUCTIONS:

Question One (1) in Section 'A' is compulsory, and carries 40 points.

Section 'B' has Four (4) Questions. You are required to attempt ANY Two (2) Questions. Each Question in Section B is worth 30 points

All answers should be in short essay type unless otherwise specified

SECTION A:	40 points
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1. Briefly discuss the ways in which statutory regulation and self-regulation could affect accountability amongst civil society. In your view, which of the two regulatory mechanisms do you think could better enhance *functional accountability* by civil society? Justify your answer.

SECTION B: <u>Attempt ANY TWO (2) Questions in this section</u>	Each Question is 30 points
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2. Civil Society plays an important role in supporting good governance. Mention and discuss all the six (6) elements in the 'recipe' for democracy. What challenges does civil society encounter in its efforts to promote good governance in Zambia?
3. Write concise notes on ALL the following:
 - (a) Five (5) out of Diamond's 9 functions of civil society
 - (b) Strategic accountability and Functional accountability
 - (c) Outline all the six (6) elements about Civil Society that, as postulated by Alison van Rooy, could pose problems in turning them into policy-directions
4. Write brief notes on ALL the following:
 - (a) Social Capital;
 - (b) Judith Tendlers' Articles of Faith
 - (c) Anstein's Ladder of Participation
5. In what ways can Civil Society and the State (Government) relations in Zambia be said to have improved in the past decade? Discuss at least one (1) way each in which Government in Zambia has attempted to incorporate Civil Society in:
 - (a) the Policy-making processes, and
 - (b) Decision -making structures.



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT STUDIES

UNIVERSITY EXAMINATIONS

2012/2013 First Semester Examinations – February 2013

COURSE NAME AND CODE: **DS 915 - CIVIL SOCIETY AND DEVELOPMENT**

DURATION: **THREE HOURS**

INSTRUCTIONS:

*Question One (1) in **Section 'A'** is compulsory, and carries 40 points.*

***Section 'B'** has Four (4) Questions. You are required to attempt ANY Two (2) Questions. Each Question in Section B is worth 30 points*

All answers should be in short essay type unless otherwise specified

SECTION A:

40 points

1. Civil Society organisations have recently come under attack from critics. Questions have been raised about the basic legitimacy and the extent to which the civil society organisations in many developing countries including Zambia are answerable and responsive to their purported missions and objectives. Outline and briefly elaborate on at least four (4) main factors or developments that tend to give some credence to the critics' perception about some CSOs' lack of accountability. Suggest some of the ways that CSOs could enhance checks and balances within their organisations in order to improve on negative perceptions by the critics. Observe some of the accountability mechanisms in operation and give any practical examples you may find relevant.

Attempt **ANY TWO (2)** Questions in this section. Each Question is worth 30 Points

2. What are 'Social Movements?' In what ways can Social Movements be considered as 'Democratizing development?' Recognizing the essential conditions for the operation of Social Movements, discuss whether or not Social Movements can succeed in the Zambian environment today, citing any actual examples you may consider pertinent.
3. Write brief notes on ALL the following:
 - (a) Antonio Gramsci's postulation of the **two (2)** Functional Roles of Civil Society;
 - (b) Korten's Generational Roles of NGOs
 - (c) Goutlet's sources of participation
4. One of the ideological bases for civil society is empowerment. However, it is argued that true empowerment is supposed to come from within or among affected people themselves. Discuss some of the factors that would justify civil society intervention in poor peoples' lives and also show the relationship between empowerment and participation.
5. Write concise notes on ALL the following:
 - (a) Northern and Southern NGOs' Relations and Cooperation
 - (b) State – Civil Society Relations in Zambia
 - (c) The three (3) Roles of Civil Society in Governance as advanced by DFID.



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES**

**DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING
COUNTRIES.**

**FINAL EXAMINATIONS
21st March 2013.**

INSTRUCTIONS.

- 1. This paper comprises of two sections. Section A comprises of one (1) compulsory question. You are required to answer any two questions of the three from Section B.**
- 2. Marks will be given for concise, logical and coherent presentation using good standard English. Credit will be given for adequate coverage of the subject matter.**
- 3. You have Three Hours in which to write this paper.**

SECTION A

1. The Republic of Tumufule a Lower Middle Income Country has an ambitious industrialization programme. However, it faces a binding constraint of industrial finances despite posting an average GDP growth rate of 6.5% for the past five years. Mr. Pompwe Lilendele, the Minister of Finance and Industrial Development requires you to recommend an appropriate model of industrial financing. What would be your recommendation? (40 Marks)

SECTION B

2. Kim (1998), "Technology Policies and Strategies for Developing Countries: Lessons from the Korean Experience" outlined a number of strategies attributed to South Korea's industrialization success story. To what extent do you agree with the postulations in this Journal as they relate to industrial policies Countries in the Global South? (30 marks).
3. The Structural Adjustment Programme (SAP) has been implemented in Zambia as a macro economic management policy, leaving some mixed reactions, some of them delirious on the economy. Using practical examples, critically discuss its impact on Zambia's industrialization process. [30 marks].
4. "All developed countries are industrialized countries," Critically discuss. [30 marks].

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES

THE UNIVERSITY OF ZAMBIA FIRST SEMESTER FINAL EXAMINATIONS 2013

DS 945: THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

TIME: THREE HOURS

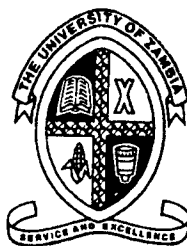
INSTRUCTIONS

- Answer any three questions
- Use acceptable standard of English

=====

1. What is Global warming? Critically discuss the environmental threats of this phenomenon.
2. Compare and contrast Neoclassical economic and Marxist approaches to environmental analysis. How far do you agree with the principal assumptions of these approaches and why?
3. International investment through Transnational Corporations' (TNCs) has been criticised on many fronts. Critically discuss some of the major concerns vis-a-vis the environment in developing countries.
4. Critically discuss how militarisation is a threat to the environment. How does 'military conversion' offer prospects for a sustainable environment?
5. What is 'sustainable development'? Critically discuss its core principles.

END OF EXAMINATION



**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES**

SECOND SEMESTER EXAMINATION 2012

DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

INSTRUCTIONS:

- **Question ONE is compulsory**
 - **Choose and answer any other TWO questions from questions (2) to (5)**
 - **The examination will take THREE (3) HOURS.**
-

1. Write **short notes** on the following:
 - a) Desertification
 - b) Common Property Regimes
 - c) Why National Parks Have Failed To Protect Animals
 - d) The **two myths** surrounding the relationships between human beings and nature.
2. Critically analyse the **Malthusian theory** in relation to population growth. To what extent is it relevant to explaining the environmental problems that developing countries grapple with?
3. Outline and explain the causes, effects and solutions to **any three** of the environmental problems facing the developing countries.
4. “Contemporary third world resource degradation problems are frequently attributed to the **dependence on the commons** by millions of people for the bulk of their sustenance.” Give an analysis of the practicability of Hardin’s tragedy of the commons theory. Why has it been seen as a challenge for many developing countries?
5. The implementation of **CBNRM** has been met with mixed feelings by the locals in developing countries. What are some of the reasons advanced for these mixed feelings and why do they still prove to be a challenge to the development of local communities?

END OF EXAMINATION!!



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES

**Economic Policy, Growth and Development
First Semester Examination**

Course Code: DS 965

Instructions to Candidates

- This paper has three Sections. You are required to attempt all questions in Section 1, 3 Questions in Section 2 and only 1 Question in Section 3
- This Examination carries 50% of the total course mark
- Section 1 carries a total of 18 marks, section 2, 12 marks and Section 3, 20 Marks
- Question in each section carry same marks.

Section 1: Short Concise Answers

1. What do you understand by economic policy and what role does it play in the management of a country's affairs? (3 marks).
2. Economic growth is measure using four key dimensions. Mention these variables and describe what each one represents (3 marks).
3. In economic policy, what does full employment mean (3 marks)?
4. There a number of indicators by which nation's economic health and well-being is measures for each of the performance areas below show how it is measured:
 - i. Inflation(0.5 marks)
 - ii. Fiscal performance(0.5 marks)
 - iii. Domestic Revenues(0.5 marks)

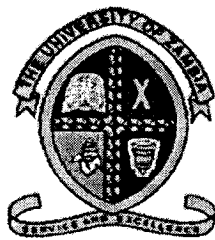
- iv. Foreign Grants (**0.5 marks**)
 - v. Domestic Debt (**0.5 marks**)
 - vi. Balance of Payments(**0.5 marks**)
5. What is deflation and how does it differ from inflation?(**3 marks**)
6. Between 2003 and 2008 the Economy of Zambia grew by an average of 5.7% in real GDP. What you understand by real GDP and how does it differ from Nominal GDP?(**3 marks**)

Section 2: Short Essay –Type Answers

7. With reference to Zambia’s history with economic policy, discuss how the application of a stable competitiveness exchange rate policy stimulates industrial development (**4 marks**).
8. By giving practical example, show how the contemporary economic policies seek to address supply and demand side factors to achieve internal balance (**4 marks**).
9. Critically analyse the situation of youth unemployment in Zambia and discuss measures that the Government should undertake to increase productive employment in the agricultural sector (**4 marks**).
10. Informal sector employment in Zambia is very high due to cyclical unemployment. By referring to Zambia’s economic performance between 1991 and 2003, illustrate your understanding the feature of cyclical unemployment (**4 marks**).

Section 3: Long Essay Type Answer

11. What is the key macro-economic objective of Government under the Sixth National Development Plan framework? What specific measures are being undertaken by Government towards creating decent and productive employment?



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES

DS975 ECONOMIC GLOBALISATION AND DEVELOPING COUNTRIES
EXAMINATIONS FIRST SEMESTER 2012-2013 ACADEMIC YEAR

INSTRUCTIONS

ANSWER THREE QUESTIONS. QUESTION ONE(1) IS COMPULSORY AND CHOOSE TWO OTHERS.

TIME : THREE(3) HOURS

QUESTIONS

1. The concept of McDonaldisation was coined by a sociologist called George Ritzer. In his analysis of McDonaldisation concept Ritzer was looking at the role of American cultural influence in the global village. **Discuss** culture and globalization.
2. The development of china in the past forty (40) years is attributed to the leadership of china, especially Mr. Deng, who carefully analyzed and assessed the values that made the western world develop. **Describe** the seven western values that China has adopted in order to attract global foreign direct investments which have resulted into its current economic success.
3. International Debt is currently a major topic in the global economy with specific reference to Greece, Spain and Ireland in 2012. **Explain** international debt in the global and Zambian context
4. In the past twenty (20) years the global commodities market has seen the increase of base metal prices like copper increase from us dollars 2500 to us dollars 8,000 per tonne. **Evaluate** the significance of the London metal exchange in the global base metals market.
5. The development of the Infrastructure of an economy is seen as the achilles' heel of any economy, this has necessitated governments globally to embark on infrastructure development programmes. **Comment** on the significance of infrastructure.
6. The global economy has a high appetite for development capital. Discuss the significance of capital markets in the growth of the global economy



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER EXAMINATIONS
2012/2013 ACADEMIC YEAR

E121: INTRODUCTION TO PROSE FICTION AND WRITING SKILLS IN LITERATURE

DURATION: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

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1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. Please write your computer number on every answer booklet used.
 3. Answer the compulsory question from Section A that carries 40 marks, and any other three from Section B which carry 20 marks each.
 4. A copy of the English dictionary and primary texts are allowed in the examination room.
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SECTION A (40 Marks)

This section is compulsory.

1. Write brief notes on any five (5) of the following literary concepts. Each carries eight (8) marks.
 - a) Allegory
 - b) Character
 - c) Climax
 - d) Didactic literature
 - e) Feminist criticism
 - f) Fiction vs non-fiction
 - g) Psychoanalytic approach
 - h) Structure
 - i) Verisimilitude

SECTION B (60 Marks)

Answer any three questions in this section.

2. Explore the theme of ambivalence in symbolism and imagery with particular reference to: Water, Fire, and Earth.
3. You have read *The Beautiful Ones Are Not yet Born*. Discuss the suitability of the title.
4. Discuss the importance of the change of point of view in Andreya Masiye's *Before Dawn*. What merits and demerits are in this kind of narration?
5. How do you think Mark Twain has used style for the success of his short story 'Luck'?
6. Analyse the story below using a critical approach of your choice.

An Asian tribal chief once said to a servant who was greedy for power: 'I know that you covet my territory. Well, then, I shall give you all the land you can encompass walking on foot, from sunrise to sunset. You will leave tomorrow morning very early, at dawn. But take care: If you return even one minute after sunset you shall receive nothing from me.'

The servant departed, as it was agreed, at the first ray of dawn. He went far. How much land was potentially almost his own! Noon came; he should have been already returning to reach back on time, before the sun would set. But the meadows, the luxuriant woods, fields ripe for harvest continued to lure him and he kept on running ahead, always ahead. But now he had to get on his way back, it was already six o'clock! The sun seemed to move faster at its setting, and many kilometres still separated him from home. The servant wished he were a new Joshua to hold back the sun in its course, but this great heavenly star appeared to be in a hurry, to descend into the darkness. The poor runner was breathless, he exerted himself more and more, firmly intent upon arriving in time in the presence of his master. He made an extreme, great effort to cover the final kilometre. He felt sure he would make it – and he did. But...upon arriving at the feet of his master he fell headlong before him, dead. The supreme effort had cost him his life.

The chieftain comment: 'Here he is. He wanted to have almost all my land; now two metres by one will be enough for him. Bury him.'

END OF EXAM



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 - h) Structure
 - i) Verisimilitude

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Answer any three questions in this section.

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER EXAMINATIONS
2012/2013 ACADEMIC YEAR

E231: CLASSICAL AND ROMANTIC CRITICISM

DURATION: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. Please write your computer number on every answer booklet used.
 3. Answer the compulsory question from Section A that carries 40 marks, and any other two from Section B which carry 30 marks each.
 4. A copy of the English dictionary and primary texts are allowed in the examination room.
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SECTION A (40 Marks)

This section is compulsory.

1. Contents pertaining to Greek mythology show all generations how life should be lived. How true is this statement when you read *Oedipus the King* by Sophocles.

SECTION B (60 Marks)

Answer any two questions from this section. Each question carries 30 marks.

2. Discuss five principles of the sublime as espoused by Longinus.
3. Contents of oracles universally show us that whatever we do as humans shall eventually materialize. Is this statement true in *Oedipus the King* by Sophocles?
4. With reference to any text studied on the course, demonstrate how structural critics approach a text.
5. Read the following poem and answer the question that follows.

A Slumber Did My Spirit Seal by William Wordsworth

A slumber did my spirit seal;
I had no human fears:
She seemed a thing that could not feel
The touch of earthly years.

No motion has she now, no force;
She neither hears nor sees;
Rolled round in earth's diurnal course,
With rocks, stones, and tree.

- a. Explain the nature of Romanticism
- b. Relate the elements of Romanticism to the poem above.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEARS FIRST SEMESTER
FINAL EXAMINATION

EC 115: Introduction to Microeconomic Theory
TIME: Two (2) Hours
INSTRUCTIONS: Answer ALL Questions
All diagrams must be clearly and comprehensively labeled

QUESTION ONE

- A. A firm in a perfectly competitive market, in the short run, faces a price of \$20 per unit of its output. It is producing 200 units per week and employing 40 workers. The last unit of output takes 32 percent of one worker's week to produce. The wage rate is \$50 per week and fixed costs (per week) are \$1,000.
- i. Calculate MC, AC, and profit at the present level of output.
 - ii. Is the firm maximizing its profit?
 - iii. Suppose that the price falls to \$16 and fixed costs rise to \$1,500. Should the firm close down?
- B. Illustrate why in equilibrium, a consumer will choose a basket of goods at which the marginal rate of substitution (MRS) equals the price ratio of the goods in question.

QUESTION TWO

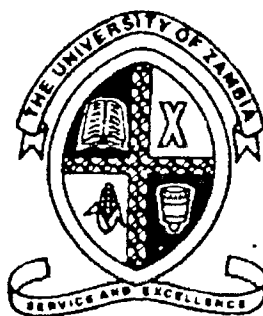
- A. Suppose that the price elasticity of demand for snow shovels is .1.2. What would have to happen to the price of a snow shovel for the quantity demanded to fall from 2,000 to 1,800? Use the midpoint formula in your calculations.
- B. The demand for tobacco is price inelastic. Suppose there is a drought that destroys a large portion of the tobacco crop.
- i. What will happen in the market for tobacco?
 - ii. Will the equilibrium price and quantity change? If so, how?
 - iii. What will happen to the total revenue earned by tobacco farmers?

QUESTION THREE

Write briefly notes on each of the following concepts:

- i. The law of Equi-marginal Utility
- ii. Fallacy of composition
- iii. Positive economics
- iv. Economies of scale
- v. Dead-weight loss

END OF FINAL EXAMINATION



The University of Zambia
School of Humanities and Social Sciences
Department of Literature and Languages

FIRST SEMESTER EXAMINATION
2012- ACADEMIC YEAR

E 981: ROMANTIC LITERATURE
TIME: THREE HOURS

INSTRUCTIONS:

Answer **THREE** questions making sure that you answer **the compulsory** question from section A and **two** from section B.

Dictionaries and prescribed texts are allowed in the examination hall.

All questions carry same marks.

SECTION A (COMPULSORY)

1. Discuss distinctive elements of Romantic poetry such as the concept of the poem and the poet, poetic spontaneity and freedom, and romantic nature poetry.

SECTION B (Answer any **two** questions from this section)

2. In Blake's poem "The Lamb", what religious symbolism would you perceive with regard to the general "*weltanschauung*"(world-view) of the period?
3. It has been suggested that change and or moderation are central concerns in Wordsworth's poetry. Do you agree? In your answer refer to at least two of Wordsworth's poems.
4. Shelley has been described as a creature of contradictions. With reference to "Ode to the West Wind" and "England in 1819", demonstrate the portraiture of any two such contradictions in the author's personality in each of the two poems.
5. "The Ode to the Nightingale" by John Keats is full of paradoxical self contradictory ideas. Discuss.

END OF EXAM



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2012/13 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

E925 – GENDER ISSUES IN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS

1. **Ensure that you read through the instructions before you attempt to answer any question.**
2. **Literary texts dealt with in the course and dictionaries are allowed into the examination room.**
3. **Write your computer number on every answer booklet.**

SECTION A (40 marks): The question in this section is COMPULSORY.

1. 'Leadership is the art of getting someone else to do something you want done because he wants to do it.' (Dwight D Eisenhower) Discuss this statement in relation to the leadership style of Okonkwo and Lysistrata. To what extent do you think gender influences their leadership styles?

SECTION B (60 marks)

Answer any TWO questions from this section. Each question carries 30 marks.

2. In Okot p'Bitek's *Song of Lawino*, are Lawino's attacks on Clementine, a fellow woman, justified?
3. Can Ellison be taken to be unfair in her treatment of female characters in her novel *An Admirable Woman*?
4. Explain the concepts of dominant and muted discourse in reference to Dodderidge's *The New Gulliver*.
5. Gideon Phiri's *Ticklish Sensation* can be said to be gender-biased. The portrayal of women is generally negative. They are seen as sexual objects solely to gratify male sexual overtures. Do you agree or disagree? Elaborate.

END OF EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

EC 125: INTRODUCTION TO MACROECONOMIC THEORY
TIME: TWO HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY ONE QUESTION FROM SECTION B

SECTION A: Answer all questions in this section

Question 1

Write brief notes on the differences between:

- a) The Government Spending Multiplier AND the Tax Multiplier
- b) Unemployment Rate AND Labour Force Participation Rate
- c) Marginal Propensity to Consume AND Marginal Propensity to Import

Question 2

Consumption in a certain economy is:

$$C = 150 + 0.75Y_d$$

- a) Find the equilibrium level of income if planned investment is 50, government expenditure is 200 and taxes are 20% of total income. We also know that this is an open economy: exports are 50 and imports are 20% of total income.
- b) Find the values of the tax rate and of government expenditure that guarantee that the government can balance the budget and at the same time achieve the level of income corresponding to full employment (1450). (*HINT: Note that for a balanced budget government expenditure will equal taxes*).
- c) Check that, in the previous situation (2.b), savings by households exactly equal investment plus the trade balance. (*HINT: Note that the trade balance is exports less imports*).

SECTION B: Answer only one question in this section

Question 3

- a) Suppose banks wish to hold cash reserves R equal to some fraction C_b of deposits D , and that the private sector desires to hold cash in circulation C equal to a fraction C_p of deposits D , derive an expression of the money multiplier in terms of C_b and C_p . Further ascertain what the impact of a high/large C_b would be on the multiplier and therefore banks' credit creation process.
- b) Theresa has just received two million Kwacha from her friend who lives in China. She deposits the whole amount in Barclays Bank (plc). Given that the required reserve ratio is five percent.
- Calculate the money multiplier
 - Suppose Barclays Bank's business motive is to maximise profit, would it allow money to languish in its coffers? Now, clearly state your underlying assumptions as you further determine how much money supply would grow following Theresa's deposit of two million Kwacha.

Question 4

- a) Sam and John are first year students aspiring to pursue an economics degree. They heard on the news last night that Zambia's unemployment rate had come down following the governments' policy of employment creation through economic diversification. Interestingly, Sam tells his friend John that when he becomes president one day he will see to it that there will be full employment in the country. John reacts to his friend's sentiment by asking what full employment means.
- Pretend you are Sam, what would you say to enlighten your colleague?
 - Having read about the trade-off between unemployment and inflation in the short-run, John also tries to explain to his friend that there is no need to rejoice that the unemployment rate has come down in Zambia. Why do you think John would say that? use appropriate graphical illustrations and clear assumptions to aid your exposition
- b) Distinguish monetary policy from fiscal policy.

Question 5

- Critically discuss at least three types of unemployment
- Where does the government get its money from to meet its expenditure needs?
- What is meant by a government budget deficit?
- In the theory of public debt management, reference is made to debt financing. Critically establish why debt financing may be problematic in the long-term.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 221: MATHEMATICS FOR ECONOMICS I
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS, CLEARLY SHOWING ALL THE WORK AND USING WELL LABELLED DIAGRAM WHERE NECESSARY.

QUESTION ONE

- a. An Agriculture Extension Officer surveys 30 farming villages. He discovers that 16 have cattle, 16 have goats and 15 have pigs. 6 have both cattle and goats, 7 have both cattle and pigs and 10 have both goats and pigs and 4 villages had all the three animals. Illustrate this information in a well labelled Venn diagram.
- b. A firm starts producing a new product. It sells 420 units in January and then sells increase by 10% each month. What will total demand be in the last 6 months of the year?

QUESTION TWO

Use Cramer's rule to solve the following system of equations.

$$x + 3y + 2z = 14$$

$$-x + 2y + z = 7$$

$$3x + 4z = 11$$

QUESTION THREE

Given the following matrix of input-output coefficients and vector of final demands

$$A = \begin{bmatrix} 0 & .25 & 0 \\ .1 & 0 & .4 \\ .3 & .15 & 0 \end{bmatrix}, \quad d = \begin{bmatrix} 500 \\ 1000 \\ 750 \end{bmatrix}$$

- a. Explain the meaning of the element 0 in the first row third column of the input output matrix A .

- b. Obtain the gross output vector it will be necessary to produce in order to meet the final demand vector.
- c. If the production of one unit of the first good requires 2 hours of labour time, one unit of the second good requires 5 hours of labour time, and one unit of the third good requires 1 unit of labour time, how many hours of labour time are needed to meet the vector of final demands?

QUESTION FOUR

- a. Find the derivative of the following functions

- i. $y = \ln(2x + 3)$

- ii. $y = 5(x^6 + 2x^3)$

- b. Find the following integrals

- i. $\int \frac{2x+3}{x^2+3x} dx$

- ii. $\int \frac{x^2+5x+8}{x+5} dx$

QUESTION FIVE

John's Utility Function is given by $U(x, y) = 2x + y$ where x is the quantity of commodity X and y is the quantity of commodity Y consumed. The prices of the two commodities are K3 and K1 respectively and John can only spend up to K30. Because he buys these goods from town, he also faces a transportation constraint, i.e., the total units of both goods must not exceed 16.

- a. What amount of X and Y will maximise John's utility?
- b. Suppose there is now a *rationing* in force so that John cannot buy more than a dozen units of Y. How much of X and Y will he now buy?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 225: INTERMEDIATE MACROECONOMIC THEORY
INSTRUCTIONS: ANSWER ALL QUESTIONS
TIME: TWO (2) HOURS

Question one

With help of the IS-LM framework, discuss the problem of crowding out when there is an expansionary fiscal policy. (10 pts)

Question two

With help of diagrams, present the original Phillip's curve and the modern Phillip's curve. What are the prospects of the Phillip's curve in the short run and long run? (10 pts)

Question three

- A) Briefly outline the 3 lags encountered under Inside Lag. (6pts)
- B) Give a brief outline of the Liquidity Trap. (6pts)
- C) Outline the concept of Natural Rate of Unemployment. (6pts)
- D) Briefly discuss Modigliani's contribution to consumption theory. (6pts)
- E) Outline the significance and challenges of structural adjustment in macroeconomic policy management. (6pts)

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC 315: PUBLIC FINANCE

INSTRUCTIONS:

Answer **ANY THREE** questions

Time: **TWO HOURS**

QUESTION ONE

- (a). What do you understand by the term “market failure”?
- (b). Explain and illustrate the kinds of situations in which market failures can arise.
- (c). Discuss with examples the kinds of policy responses a government can make to address the problems created by market failures.

QUESTION TWO

- (a). With the help of suitable diagrams and mathematical models, explain the necessary and sufficient conditions for achieving overall efficiency in an economy from a static and dynamic perspective.
- (b). What does the Theory of the Second Best advise us to do if any of the Paretian conditions for the attainment of efficiency are not met by the market? Explain why this theory is damaging to marginal cost pricing.

QUESTION THREE

- (a). Demonstrate the inefficiency of commodity taxes in comparison to a revenue-equivalent lump-sum tax.
- (b). Discuss the limitations of the Ramsey rule in the context of Zambia.
- (c). Make a distinction between statutory and economic incidence of a tax.

QUESTION FOUR

- (a). Natural resources are a large part of the wealth of many developing countries and the way in which their potential contribution to government revenues is managed can have a powerful impact –for good or ill—on their prosperity and economic development. However, challenges to designing a good tax regime are formidable, in terms of the technicalities of dealing with the distinctive features of resource activities and in coping with the interplay between the interests of the government and powerful multinational companies.

Discuss some of the most significant challenges in designing a tax regime in natural resource sectors especially in developing countries.

- (b). Use a simple general equilibrium illustration how a tax imposed on Mobile phones could have effects on the entire economy.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC325: MONEY AND BANKING
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

Question One

The Bank of Zambia sells KR 100 million of bonds. The general public buys KR10million with cash. Lusaka City Council buys KR 15million using a cheque drawn on Kabulonga Bank which also buys its own bonds for KR 20 million. The rest is bought by other commercial banks and large business houses.

Using T account show the movements at:

- a) Bank of Zambia, and
- b) Kabulonga Bank (10 pts)

Question Two

Present the tools of monetary policy with their advantages and disadvantages (10 pts)

Question Three

Give brief outline and significance of the 7 basic principles for central banks (10 pts)

Question Four

- a) Outline the strategies employed by insurance companies to mitigate risks arising from adverse selection and moral hazard (4 pts).
- b) Outline the strategies used by commercial banks in asset management (4pts)
- c) What are the prospects of introducing junk bond in Zambia? (4 pts)
- d) Outline the criteria for choosing operating (instrument) targets (4 pts)
- e) Outline the 3 drivers of financial innovation ,with 1-2 examples per factor (4 pts)

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION**

EC 341: INTERMEDIATE MACROECONOMIC THEORY
INSTRUCTIONS: ANSWER **ALL** QUESTIONS
TIME: TWO (2) HOURS

QUESTION ONE

The following are data for a hypothetical economy, where Y= quit rate per 100 employees and X = unemployment rate

Year	Y	X
1990	1.3	6.2
1991	1.2	7.8
1992	1.4	5.8
1993	1.4	5.7
1994	1.5	5.0
1995	1.9	4.0
1996	2.6	3.2
1997	2.3	3.6
1998	2.5	3.3
1999	2.7	3.3
2000	2.1	5.6
2001	1.8	6.8
2002	2.2	5.6

- Calculate and interpret regression of Y on X.
- Construct a **95%** confidence interval for *the slope coefficient*
- Test the hypothesis that the slope coefficient is Zero against the alternative that it not at **5%** significance level
- Construct a **90%** confidence interval for $\sigma^2 = \text{var}(u)$.
- What is likely to be wrong with the assumptions of the classical normal linear model in this case? Discuss.
- Obtain and interpret the R^2 and adjusted R^2

QUESTION TWO

The Gaussian, standard, or classical linear regression model (CLRM), which is the cornerstone of most econometric theory, makes 10 assumptions. Briefly, state and clearly explain the IMPORTANCE or the significance of each of the ten assumptions.

QUESTION THREE

Using the two variable regression model explain the rationale behind the maximum likelihood estimation method. Assume that in the two-variable model $Y_i = \beta_1 + \beta_2 X_i + u_i$ the Y_i are normally and independently distributed with mean $= \beta_1 + \beta_2 X_i$ and variance $= \sigma^2$. Use the maximum likelihood estimation method to obtain β_1 , β_2 and σ^2 . The variance $= \sigma^2$ obtained is said to be a biased estimator of the population variance. Determine and comment on the direction of the biasedness.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 345: ADVANCED MICROECONOMICS – EC345

INSTRUCTIONS: ANSWER ALL QUESTIONS

TIME: TWO (2) HOURS

QUESTION ONE

A Zambian farmer in the new district of Rufunsa who grows tobacco and maize believes there is a 50% chance that his area will be attacked by notorious army worms which might affect the harvest. The V-N-M utility function from the crops is a function of how much he actually earns (W) from the sale of any of the two crops, and is given as:

$$U(W) = \ln W$$

- a) If he has to choose to plant only one crop with the following income prospects; explain in detail which of the two crops he will plant.

Crop	W_A	W_{NA}
Tobacco	K 10,000	K28,000
Maize	K15,000	K19,000

Where W_A and W_{NA} represent the farmer's income in the states of "army worms and no army worms respectively.

- b) Suppose the farmer can plant half his field with each crop. Would he choose to do so? Explain your result.
c) Is he a risk averse, neutral or A risk lover, explain
d) Would tobacco insurance — which is available to farmers who grow only tobacco and which costs K4, 000 and pays off K8, 000 in the event of a Army worms — cause this farmer to change what he plants?

QUESTION TWO

- a) State weather true or false and explain. The following utility functions are homothetic functions;

i. $U(X, Y) = (X - X_0)^\alpha (Y - Y_0)^\beta$

and

ii. $U(X, Y) = \alpha \frac{(X-X_0)^\delta}{\delta} + \beta \frac{(Y-Y_0)^\delta}{\delta}$

Where it is assumed that an individual obtains utility only from amounts of x and y that exceed minimal subsistence levels given by X_0 , Y_0 .

- b) Mulenga, a Masters of Economics student, consumes only coffee (C) and bread rolls (R). He buys these items at the University Common Room tuck shop and always uses two bread rolls for each cup of coffee. Mulenga spends exactly half of his meagre Meal Allowance (B) on rolls and coffee and the other half on other things. The price of coffee and rolls are P_c and P_R respectively
- Derive Mulenga's Walrasian demand function for rolls and coffee.
 - Derive the indirect utility function for Mulenga and state the properties of this function.
 - Derive Mulenga's compensated demand function for rolls and coffee.
 - Derive the expenditure function for Mulenga and state the properties of this function.

QUESTION THREE

- a) Given that the production of Copper by a profit maximizing Zambian firm is given by the Cobb-Douglas Production function $q = K^\alpha L^\beta$. Assuming constant returns to scale and that the prices of labour, capital and the product are given as w , r , and p , define and derive the following.
- Short run total cost function STC
 - Short run average cost function SAC
 - Short run marginal cost function SMC
 - Profit function

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FINAL EXAMINATIONS

EC411: INTERNATIONAL TRADE THEORY AND PRACTICE
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONE QUESTION IN SECTION B
TIME: TWO (2) HOURS

SECTION A

QUESTION ONE

- a) i) Define the concepts of absolute advantage and comparative advantage. Do gains from trade rely on absolute advantage? Briefly explain. (5 marks)
ii) Given all underlying assumptions, state the Stolper-Samuelson theorem (5marks).
- b) Assume that Zambia (Z) and Malawi (M) produce two goods, Copper (C) and Tea (T). Without trade the $Wage_Z = 12$, $MPL_{CZ} = 2$, $P_{TZ} = 4$ in Zambia, and in Malawi $P_{CM} = 3$, $Wage_{TM} = 6$, and $MPL_{TM} = 1$. Use this information to answer the following questions.
- i) Determine the marginal product of labor for tea (2.5 marks).
ii) What is the autarky equilibrium price ratio in ~~the~~ Zambia and Malawi? (2.5 marks).
iii) Suppose that the world relative free-trade price ratio is $P_{TW} = P_C = 1$. Which good will each country export? Briefly explain. (10 marks).

QUESTION TWO

Based on the Heckscher- Ohlin (H-O) Model, suppose that there are 2 countries, India and Japan. India is assumed to be labour abundant while Japan is capital abundant. Further, the countries produce are 2 goods, Cloth and Cars. *respectively*

- i) Based on underlying assumptions state the H-O theorem. (5 marks).
ii) Distinguish between a labour abundant nation (India) and a capital abundant nation (Japan). (5marks).
iii) Given the information above, and your understanding of the H-O model, suppose the two countries open up to trade. With the aid of a clearly labelled graph, illustrate how each country specialises in trade and the gains from trade. (10 marks).

SECTION B

QUESTION ONE

Write brief notes on the following. Clearly, highlight practical examples in current global trade:

- a) Economic Integration (5 marks)
b) Rules of Origin (5 marks)
c) Preferential Trade Area (5 marks)

- d) Free Trade Area (5 marks)
- e) Customs Union (5 marks)
- f) Monetary Union (5 marks)

QUESTION TWO

- a) Assuming the USA has comparative advantage in production of Wheat and the UK has comparative advantage in production of cloth. Using graphical illustrations and assuming increasing costs in production, show how each country gains from liberalized trade. (15 marks).
- b) Suppose the UK is a small country and it imposes an import tariff on cloth imports from the US. Graphically show the implications of the tariff using general equilibrium analysis. (15 marks).

QUESTION THREE

The table below shows bushels of wheat and yards of cloth that the U.S and the U.K can produce with one hour of labour time under 4 different hypothetical situations.

	Case A		Case B		Case C		Case D	
	U.S	U.K	U.S	U.K	U.S	U.K	U.S	U.K
Wheat(bushels/hr)	4	1	4	1	4	1	4	2
Cloth (yard/hr)	1	2	3	2	2	2	2	1

- a) Indicate in each case whether or not trade is possible. Explain briefly the basis for trade in cases where trade can take place. (8 marks)
- b) State and graphically illustrate the Rybczynski theorem. (10 marks)
- c) The following information was obtained from the manufacturing and agricultural sectors based on the specific factors model.

Manufacturing (M): Sales revenue = $P_M \times Q_M = 150$; Payments to labour = $W \times L_M = 100$; Payments to capital = $R_K \times K = 50$
 Agriculture: Sales revenue = $P_A \times Q_A = 150$; Payments to labour = $W \times L_A = 50$; Payments to land = $R_T \times T = 100$.

Where P_M = Price in manufacturing sector

P_A = Price in Agricultural sector

R_K = Rental rate on capital

R_T = Rental rate on land

K = Capital

L = Labour

W = wage rate

Holding the price of manufacturing constant, suppose the increase in the price of agriculture is 10% and the increase in the wage is 5%. Determine the impact of the increase in the price of agriculture on the rental on land and the rental on capital (12 marks).

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 445: ENVIRONMENTAL ECONOMICS
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTIONS A AND B AND ONE QUESTION IN SECTION C

SECTION A

QUESTION ONE

Briefly define and explain the following:

- (a) Environmental costs
- (b) Indirect use values of the environment
- (c) Non-use values of the environment
- (d) Marginal Abatement Cost
- (e) Coase Theorem

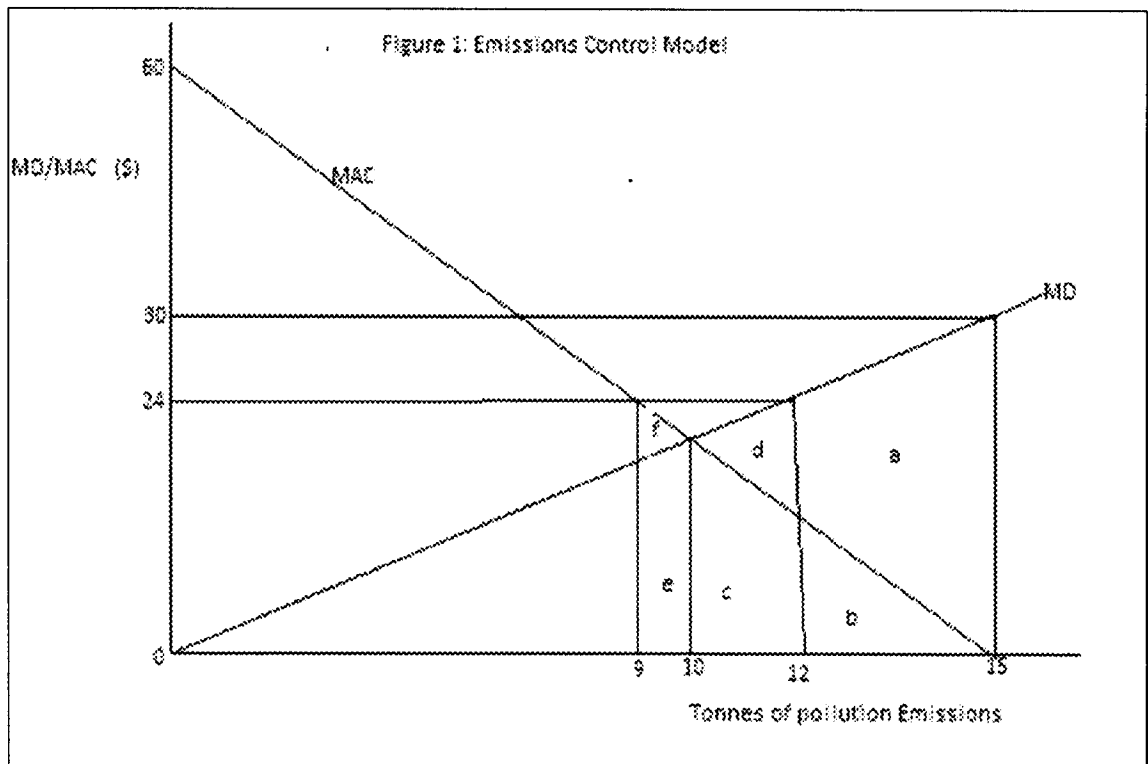
QUESTION TWO

Although it is usually difficult to measure benefits arising from improved environmental quality, there exist both direct and indirect approaches of estimating such benefits. Using relevant examples, discuss the following methods of estimating benefits:

- (a) Hedonic Pricing Method.
- (b) Contingent Valuation Method; and
- (c) Travel cost Method.

QUESTION THREE

Figure 1 below shows the standard emission-control model with linear Marginal Damage (MD) and Marginal Abatement (MAC) functions. In the figure, it is assumed that if emissions of the pollutant are not controlled, 15 tonnes will be emitted with the corresponding marginal damage at \$30. It is also assumed that there are two alternative programmes, *program 1* and *program 2*, aimed at lowering the emissions from the current levels to 12 tonnes and 9 tonnes respectively. Note that the area segments (a, b, c, d, e and f) have been included in the figure for your illustrative convenience only. Study the figure carefully and answer the questions that follow.



- (a) For each of the two programs, find:
- Total benefits
 - Total abatement costs
 - Net benefits
 - Dead-weight loss
- (b) Based on the net benefit method, which of the two programs is better? Why?
- (c) What would be the net benefit if an optimal pollution reduction program were found?
Briefly comment on your answer.

SECTION B

QUESTION FOUR

Government can implement a number of policies to solve pollution problems. These include:

- Pollution Taxes
- Property Rights
- Moral suasion
- Pollution standards

- v. Pollution reduction subsidies
 - vi. Marketable pollution permits
 - vii. Liability laws
- (a) Using a logical evaluation criteria, compare and contrast the use of pollution standards and liability laws as policy options for reducing pollution in Zambia.
- (b) Which of the seven (7) policy options listed above would be the most ideal policy option for Zambia? Give reasons for your answer.

SECTION C

QUESTION FIVE

- (a) Define an Environmental Impact Assessment.
- (b) In each of the following areas (a to j), name and briefly describe (where necessary) one specific project which requires an Environmental Impact Assessment before it can be implemented in Zambia:
- a. Urban Development;
 - b. Transportation;
 - c. Dams, Rivers and Water Resources;
 - d. Mining: Including Quarrying and Open Cast Extraction;
 - e. Forestry Related Activities;
 - f. Agriculture;
 - g. Processing and Manufacturing Industry;
 - h. Electrical Infrastructure;
 - i. Waste Disposal; and
 - j. Nature Conservation Areas

QUESTION SIX

- (a) What is the general mandate of the Zambia Environmental Management Agency (ZEMA)?
- (b) Specify at least ten (10) functions of ZEMA

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 925: INDUSTRIAL ORGANISATION
TIME: TWO HOURS
INSTRUCTIONS: ANSWER QUESTION ONE AND TWO OTHER QUESTIONS

QUESTION ONE

Briefly answer the following questions;

- a) Will an increase in demand for a monopolist product result in a higher price always? Explain.
- b) Teichmann Zambia, one of the largest suppliers of agricultural equipment in Zambia, has hired you to advise them on the pricing policy. One of the things the company would want to know is how a 5% increase in Tractor prices would reduce their total sales. What would you need to know to help this company with this problem?
- c) A monopolist faces a demand with constant elasticity of demand of -2.0. It has a constant marginal cost of K100, 000.00 per unit and maximizes its profit. If marginal cost increase by 25 percent, should price charged increase by 25 percent as well? **Show your working**
- d) The Zambia Competition Commission has hired you to show that Research and Development is higher under perfectly competitive market compared to a monopolistic market structure when the new technology results in minimal cost reductions. Explain with the aid of a diagram(s).
- e) Prof. Ndulo, a firm believer in the Neo-classical theory of the firm has completed delivering a lecture on a critique of full cost pricing theory. The main point of his lecture was that the Average Cost Pricing theory does not add anything new to the neo-classical theory of the firm. As a student of Industrial Organisation show mathematically that Prof. Ndulo's argument can be supported.

QUESTION TWO

- a) Assume that Lafarge, the largest supplier of cement in Zambia, has the following cost functions at each of its two plants:

$$\text{Ndola: } C_N(Q_N) = 10Q_N^2$$

$$\text{Chilanga: } C_C(Q_C) = 20Q_C^2$$

And Lafarge faces the following demand function for its product in Zambia:

$$P = 700 - 5Q, \text{ where } Q \text{ is total output.}$$

- i) Draw on one diagram the marginal revenue curve, average revenue curve and the two marginal cost curves for the two plants. Indicate on the graph the profit maximizing level of output at each plant, total output, and price.
 - ii) Calculate the values of Q_N , Q_C and Q and the price that maximize profit as well as the total profit for Lafarge.
 - iii) Suppose labour cost increase at the Ndola plant and not at the Chilanga plant. How should Lafarge adjust the following: output at the Ndola plant? Chilanga plant? Total output and Price?
- b) Suppose Lafarge is now producing 800 tonnes of cement and they are charging a price of \$40 per tone
- i. If the elasticity of demand is -2, find the marginal cost of the last unit produced?
 - ii. What is the percentage mark up of price over marginal cost?
 - iii. Suppose the firms average cost is \$15 for the last unit and the fixed costs are \$2000.00. Calculate the profits level for Lafarge.

QUESTION THREE

You are playing the following game:

Team You	Team Crazy	
	A	B
	C	D
	9,18	15,20
	8,20	16,16

- a) What is your best response if Team Crazy plays A? If it plays B?
- b) If Team Crazy isn't really crazy, what will the outcome of this game be?

Instead of the game above, Team You and Team Crazy are Cournot Duopolists facing an inverse demand of $P = 14 - Q_{\text{total}}$, where $Q_{\text{total}} = q_{\text{you}} + q_{\text{crazy}}$. Each of you has constant marginal cost of 2.

- c) For a given level of output, q_{crazy} , what is your best response curve? What is Team Crazy's best response curve?
- d) What is your best response to $q_{\text{crazy}} = 4$? Explain why this is a Nash Equilibrium.

- e) Suppose you found out that Team Crazy is going to set $q_{\text{crazy}} = 6$. What is your best response? Calculate your profits at this point. How does it compare if you were to produce $q_{\text{you}} = 4$?
- f) Calculate Team Crazy's profit if it played $q_{\text{crazy}} = 6$ (assuming you play your best response). Compare this with their profits in part d. Do they seem so crazy now?
- g) Fill in the following game profits for each team based on the quantities you and Team Crazy produce (e.g. for the cell $q_{\text{you}} = 4$, $q_{\text{crazy}} = 4$, fill in the Cournot profits):

Team You	Team Crazy	
	$q = 6$	$q = 4$
	$q = 3$	
	$q = 4$	

- h) Will team crazy ever play $q_{\text{crazy}} = 6$? Is this consistent with your answer in part f? Explain.
- i) In the competitive strategy game, costs are random. Explain why, if you observe $q_{\text{crazy}} > 4$, they might not be crazy.

QUESTION FOUR

The inverse demand function for an industry is $p = 20 - q$. There are constant returns to scale in this industry with unit costs of \$8.

- Solve for industry output under perfect competition.
- Solve for monopoly output.
- Solve for Cournot duopoly output.
- Solve for Stackelberg duopoly output.
- Solve for the Bertrand duopoly output.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 935: AGRICULTURAL ECONOMICS
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER **ALL QUESTIONS**, CLEARLY SHOWING ALL THE WORK AND USING WELL LABELLED DIAGRAMMS WHERE NECESSARY.

QUESTION ONE

- a. Explain the concept of asset fixity in Agriculture.
- b. What lessons can be drawn from asset fixity?

QUESTION TWO

- a. Explain with graphs where necessary Lancaster's Model of Consumer demand.
- b. Show how a producer can benefit by giving false information about his/her product
- c. What is the remedy to such problems?

QUESTION THREE

Give one specific type of price intervention in agriculture. Discuss its possible impacts on agriculture production and food consumption.

QUESTION FOUR

Explain, using a single input production function how an improvement in the production technology would affect the demand for labour.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEARS FIRST SEMESTER
FINAL EXAMINATION

EC 955: Health Economics

TIME: Two (2) Hours

INSTRUCTIONS: Answer Three Questions. Questions **ONE** and **TWO** are compulsory

QUESTION ONE

- a) Health Services can either be offered at a health facility or in the communities through outreach programmes. At present a child health unit conducts immunization visits in Kafue District every month to vaccinate 4000 children against measles. This Unit has employed one doctor, one nurse and one laboratory technician to work on this programme on permanent basis and this is the only work they do. To conduct the immunizations, the child health unit has to travel a total distance of 700 km. It is intended to increase immunization coverage by going to a newly formed Chilanga District which is expected to increase the number of children vaccinated against measles by 1000. To do this, additional travel of 300 km will be needed, recruitment of one more nurse on part time basis who will only spend 50% of the time on this programme and will be able to fit in the same vehicle the others use to go for immunization visits. The cost implications are additional fuel and vaccines. Given that the salary of a doctor is \$3000 per month, the salary of a nurse is \$700 per month, the salary of a laboratory technician is \$600 per month, the cost of vaccines are at \$0.10 per vaccine of one child and fuel is at \$0.05 per km. The cost of the vehicle is \$35,000.
- i. Calculate the Total Costs of the current and proposed outreach visits and what are the cost implications for expanding the outreach programme?.
 - ii. Calculate the Average costs per vaccination at the current and at the proposed outreach visits.
 - iii. Calculate the Marginal Costs per additional vaccination, how does it compare with the average cost per vaccination of the proposed visits?
- b) The Ministry of Health has realized that the number of cases being seen for cancer do not reflect the actual cases on the ground. Early prevention of cancer can save a lot of lives as it is treatable. Suppose that the Ministry has decided to build a health facility and although unrealistically, we make the assumption in order to simplify our calculations. The cost of building the capital is \$5000 dollars and it's all incurred in the first year. The cost of equipment is \$2000 and it's all incurred in the second year. We assume that all the workers are working on voluntary basis as they are medical students whose upkeep is paid by the Ministry of Education. The expected benefits of this project are \$1000 in year two, \$2000 in year three, \$ 3000 in year four and \$4000 in year five. No benefits are expected to be accrued in year one. Given the discount rate of 5% on capital items (health facility and equipment), use Cost Benefit Analysis to;
- i) calculate the Nett Present Value of the project
 - ii) Using your answer in one, is it worth to carry out the project? Explain your answer.

- iii) Name the measurement/evaluation of consequences for the four types of Economic Evaluation.
- c) We consider, the costs and benefits of Indoor Residual Spraying for Malaria for 1000 adults working for Konkola Copper Mine PLC, a private company on the Copperbelt when per person;
- The cost of Indoor Residual Spraying is \$50
 - The cost of malaria illness for the company including lost time is \$250
 - Indoor Residual Spraying reduces the probability of getting malaria from 0.75 to 0.25.
- i. Calculate the Cost Benefit Analysis of Indoor Residual Spraying.
- ii. Does it favour IRS?
- iii. In health care, there are three approaches to monetary valuation of health outcomes, name the three approaches and briefly describe them.

QUESTION TWO

- a) Distinguish between health and healthcare.
- b) How different is healthcare from other goods?
- c) Vaccination against communicable diseases is said to have some positive externalities. Use a well labeled diagram to illustrate how taxes/subsidies can correct for the externality.

QUESTION THREE

- a) Name at least five issues that you need to consider when choosing a criterion for a health financing system.
- b) Countries have different financing systems depending on different reasons. Give at least five reasons that countries put into consideration when choosing an appropriate financing system.
- c) The purpose of a health care financing system is to make funding available to the health sector. Name three interrelated functions of the health systems.

QUESTION FOUR

- a) The Ministry of Health in Zambia undertook some health sector reforms in the early 1990s. These reforms were aimed at revitalizing a moribund health care system. But what are health reforms.
- b) Explain the health sector reform agenda.
- c) Part of the healthcare financing reforms involved the introduction of a drug fund. Briefly discuss this drug fund.

END OF FINAL EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

SEMESTER ONE EXAMINATIONS - 2012/2013 ACADEMIC YEAR

ELL 111: COMMUNICATION AND STUDY SKILLS

DURATION: THREE HOURS

INSTRUCTIONS:

There are three sections in this examination paper.

1. **Section A** combines both essay and note taking/making questions; **Section B** is on reading while **Section C** is on grammar. Please, read each question carefully before you begin to write.
 2. **All sections are compulsory.**
 3. **Weighting:** The examination accounts for **50 %** of the course's total marks.
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SECTION A: ESSAY/NOTE MAKING

Read the following passage and answer the questions that follow:

- 1 The Internet has been touted as the ultimate tool for bringing people together into shared communities of interest. And it's true: if you're searching for other teddy bear collectors in Toledo or mud wrestlers in Minsk, you'll find them on the Web. For people who are housebound because of disabilities or illness, the Web can also be a godsend. Still, we have to remember that spending hours in front of a screen, typing into cyberspace, is a poor substitute for the full spectrum of experience offered by face-to-face time with another person. You might well meet someone in a chat room who interests you romantically, but would you agree to marry before meeting a few times in person? You need to be in a person's presence for a while in order to pick up all the verbal and nonverbal cues.
 - 2 The atmosphere created by physical and mental presence is as important as surface attraction, if not more so. For example, what sort of environment do the two of you create? How spontaneous are you? How strong is your need for conversation? What about your openness, supportiveness and companionship? If you don't meet each other's emotional needs, you may be heading for failure. These things can only be determined by face-to-face contact. Only then can you tell if you're really "connecting." Despite being medically healthy, dies a few short months or even weeks after the death of the other spouse? Food and shelter aren't enough. We need each other, and we need love.
1.
 - a) State the title of the passage. (1 mark)
 - b) List any **six** signalling devices in the passage and state the function of each in the sentence. (3 Marks)
 - c) In note form, reduce sentences 1- 4 of paragraph 1 to abbreviated style. (4 Marks)
 - d) Give **four** reasons why it is important to take down notes. (2 marks)

2. a) List the **four** main features of a good paragraph in an essay and provide a relevant example for each feature from the passage. (8 marks)
- b) Identify and define the type of logical order that has been used to develop paragraphs in this passage. (4 marks)
- c) Identify and comment on the type of essay the passage is. (3 marks)

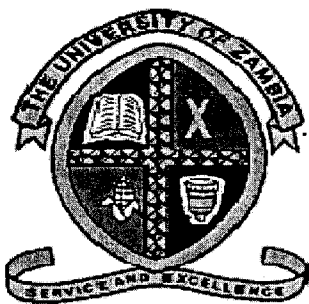
SECTION B: READING

3. Reading in depth is an aid to success, especially, for students at a university. In not more than two pages, discuss the validity of this claim. (10 marks)

SECTION C: STRUCTURE

4. List any **five** grammatical functions of a noun phrase, illustrating each with a sentence and underlining the noun phrase. (5 marks)
5. Identify the clause elements and state the clause patterns in the following clauses. (10 marks)
- i) The boys were sleeping.
 - ii) The Vice Chancellor gave the lectures a deadline.
 - ii) A number of people witnessed the fight.
 - iii) An intruder might have placed the ladder there.
 - iv) The lecturers considered him a genius.
 - v) I was given this watch at my graduation.
 - vi) Many people were at the scene.
 - vii) Mina is lovely.
 - viii) Mina is getting angry.
 - ix) He got himself into trouble.
 - x) You will get a surprise

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES**

ELL211 – ENGLISH PHONETICS AND PHONOLOGY

FIRST SEMESTER FINAL EXAMINATION

2012/2013 ACADEMIC YEAR

5th MARCH, 2013

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN THIS PAPER

READ EACH QUESTION CAREFULLY BEFORE ANSWERING

MARKS WILL BE AWARDED FOR CLARITY AND GENERAL PRESENTATION

DURATION FOR THE EXAMINATION IS THREE (3) HOURS

Do not reproduce any of the examples used in the lecture notes otherwise you will be penalized

1. With concrete examples, demonstrate the argument that allophones are by-products of the interplay between phonemic elements, summarized as a phonological environment.
(10 Marks)

2. With concrete examples, discuss the theory and structure of the syllable in English.
(20 Marks)

3. Transcribe the following sentences; take care to give the correct weak forms for words printed in **bold** type.
 - a) Leave **the** rest **of the** food **for** lunch
 - b) Aren't **there** **some** letters **for her** **to** open?
 - c) She **had** bread **and** butter **for** breakfast
 - d) I think I will **be** late **for** work
 - e) We **can** wait **for the** bus
 - f) How **do the** lights work?
 (18 Marks)

4. Give a full phonemic description of the following speech sounds as taught in phonetics:
 - (a) [k]
 - (b) [a:]
 - (c) [j]
 - (d) [3:]
 - (e) [u]
 (10 Marks)

5. Provide example words with the following syllable configuration. Words should be transcribed and a tree diagram should be then given for each of the word.
 - (a) CCCVC
 - (b) CVCCV
 (10 Marks)

6. Interpret the following phonological rules: and,

(a) $A \rightarrow B/__ C$

(b) $A \rightarrow B/C_$

(c) $A \rightarrow O/__ \#$

(d) $A \rightarrow B/C_D$

give a real linguistic situation where rule (a) and (b) apply.

(12 Marks)

7. What are the phonetic variables affecting stress?

How is each variable realised

(a) in stressed syllables?

(b) in unstressed syllables?

Give examples using phonetic transcription, for each case.

(10 Marks)

8. Intonation in English has four (4) important linguistic functions. Give an example in context for each of these.

(10 Marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012-13 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATION**

ELL 311 SEMANTICS

Time: Three (3) hours

**Instructions: 1. Answer question ONE and THREE other questions
2. Each answer carries equal weight
3. Appropriate EXAMPLES will receive credit**

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1. "Semantics is the study of the 'toolkit' for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings". Taking this quotation as a guide, what is it that we know?
 2. Why do we 'refer' in a language, and how do we do this in English?
 3. Compare the componential and structural approaches to the description of sense relations.
 4. Why was prototype theory developed as an approach to the description of meanings in language, and what are its main features?
 5. What differences are there between 'tense' and 'aspect', and how are they realised in English?
 6. What is modality, and what types of modality are there?

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

ELL 421: RESEARCH METHODS IN LINGUISTICS

TIME: THREE HOURS

INSTRUCTIONS: Answer **THREE (3)** questions in all as follows:
(i) the compulsory question in **Section A** and;
(ii) **any TWO (2)** questions from **Section B**.

SECTION A: Compulsory Question (20 marks)

1. Read the abstract given below **carefully** and answer the questions which follow.

This survey investigates attitudes towards varieties of English held by Korean professionals and Korean university students preparing to join the work force. Previous research suggests that tertiary level English language learners in Korea are highly motivated to learn American English (AmE) for instrumental reasons.

An earlier study revealed that employment prospects and education play a significant role in determining which language variety is preferable. The implication is that Korean students about to enter the work force believe that AmE is more prestigious than other varieties of English. This investigation extends the initial study by comparing the university students' attitudes with the attitudes of people already in full-time employment. It is hypothesized that, since the economic status of those in the work force is likely to be different from that of university students, differences in attitude might exist.

The results indicate that there are differences in attitude between the two groups, although only a few of these differences are statistically significant. The data suggest that: (i) professionals are more integratively motivated than tertiary-level learners, and that tertiary level learners are more instrumentally motivated than professionals, (ii) differences in attitude are influenced by gender, and (iii) differences in language learning preferences exist between the two groups.

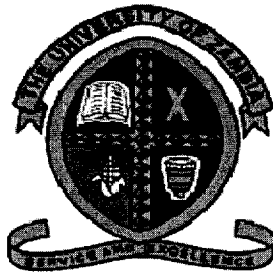
- (A) Suggest a title for the study on which the abstract is based. **(5 Marks)**
- (B) Drawing relevant examples **from the abstract**, illustrate the following research variables:
 - (i) Independent
 - (ii) Dependent
 - (iii) Moderator (any one)
 - (iv) Control (any one)
 - (v) Intervening**(15 Marks)**

Total: 20 Marks

SECTION B: Answer any two (2) questions from this section (each question carries 15 Marks)

2. Triangulation in research refers to the combination of two or more theories, data sources, methods, or investigators in the study of a given phenomenon. With reference to a research topic of your choice, illustrate the applicability of any **two** of the four dimensions of the concept of triangulation. **(15 Marks)**
3. Show how you would apply each of the **three** components of research: Control, Manipulation and Comparison to a research topic of your choice. **(15 Marks)**
4. With relevant examples, distinguish between descriptive and analytical research in linguistics. **(15Marks)**

End of Examination



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
SEMESTER I EXAMINATIONS 2012/2013 ACADEMIC YEAR**

ELL 911 - PSYCHOLINGUISTICS I

DURATION: THREE HOURS

INSTRUCTIONS

1. Answer **FIVE (5)** questions in all.
2. **QUESTION ONE** is compulsory.

TOTAL MARKS: 100

1. Explain how Psycholinguistics interacts with other fields of Linguistics. [20]

2. Read the excerpt below and answer the questions that follow:

In 1970 a child called Genie was admitted to a children's hospital in Los Angeles. She was thirteen years old and had spent most of her life tied to a chair in a small closed room. Genie had spent her whole life in a state of physical, sensory, social and emotional deprivation... Genie was unable to use language when she was first brought into care. However, within a short period of time, she began to respond to the speech of others, to try to imitate sounds and to communicate. Her syntax remained very simple...tests demonstrated that she had no left-hemisphere language facility...same tests appeared to indicate the quite remarkable fact that Genie was using the right hemisphere of her brain for language functions. (George Yule, 1996)

With reference to Genie's case, explain

a) the chronological stages in language development

b) language localization

c) language lateralization

d) Lenneberg's critical period hypothesis. [20]

3. "Perfect bilingualism is extremely rare, because it is rare for individuals to be in a position to use each language in full range of situations." Discuss. [20]

4. "The term 'language acquisition' is normally used without qualification for the process which results in the knowledge of one's native language (or native languages). It is conceivable that the acquisition of a foreign language...proceeds in quite a different way." In the light of the above statement, differentiate language acquisition from language learning. [20]

5. With reference to the 'Joseph Conrad phenomenon', give reasons why adults seem to have problems in reaching native-like proficiency in using second language. [20]

6. "It is not possible to learn a language after the critical period." Comment on the validity of this statement. [20]

END OF THE EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012-2013 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATION**

**ELL 921 THE ORIGINS AND DEVELOPMENT OF THE
ENGLISH LANGUAGE**

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

-
1. What external circumstances affected the development of English in the Old English period, and how was it affected?
 2. How was English affected by the changing status of French in the Middle English period?
 3. Why was there so much regional dialectal variation, even in the written language, in the Middle English period?
 4. How did English in 1500 A.D. differ from English in 1100 A.D.?
 5. What was the effect on the language and on people's attitudes to their language, of the introduction of printing in the late fifteenth century?

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011-2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION**

ELL 922 WORLD ENGLISHES

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

4. Candidates are allowed to bring into the examination a copy of an English Dictionary.

5. Your Instructions for Stylistic Analysis (1 page) and Guidelines for Stylistic Analysis(5 pages) are resupplied with this question paper.

1. Following your Instructions for Stylistic Analysis and the Guidelines, describe and analyse the following text:

Bungling gang set fire to banknotes

A GANG of criminals ran into the arms of police as their safe house filled with smoke after they set fire to a bath full of banknotes.

Liverpool Crown Court was told the gang also tried to stuff some of the £20,000 stolen from a security guard down the lavatory and in drain pipes as armed officers converged outside.

Police raided the property after Anthony Forster, a G4S courier, was stabbed in the arm as he tried to deliver a box of cash to the Lloyds TSB branch in Kirkby, Merseyside, last June.

Michael O'Grady ambushed the courier before fleeing in a taxi he had stolen two days earlier.

Graham Pickavance, prosecuting, said the security firm G4S was delivering cash to a bank on June 27.

"The van arrived there about 9.50am," he said. "Steven Peacock was driving the vehicle and Anthony Forster was responsible for delivering the money. As he took the money in the container from the rear of the van and made his way to the bank, two males attacked him.

"One male grabbed the box and as he struggled he saw blood running down his right arm. He let go of the box and saw two males run down an alleyway."

The stolen taxi then entered Croxteth country park, where the raiders broke into the cash box by ramming it against a tree.

The car was found abandoned soon after. In the afternoon, O'Grady was among suspects seen entering his girlfriend's home

in Walton, Liverpool, regarded as a safe house.

By 2pm armed police had surrounded the house, forcing the suspects to burn the cash in an attempt to destroy the evidence.

By 3.30pm thick smoke had forced the gang, including O'Grady and William Hunter, 21, of Norris Green, Liverpool, out of the property.

O'Grady, of West Derby, Liverpool, was convicted of being involved in the robbery, two counts of burglary and three counts of taking a vehicle. He was detained for nine years with sentences to run concurrently.

Hunter was jailed for 32 months for handling stolen goods.

Judge Thomas Teague, QC, said the robbery was "an organised example of gang crime".

2. What are the reasons for the development of a standard dialect of English since 1600, and what effects did this development have on other dialects in Britain?
3. What was the place of 'correctness' in people's attitudes to English in the eighteenth century?
4. In what circumstances did English-based pidgins and creoles develop, and how do they differ from standard English?
5. How can World Englishes be usefully classified, and what are the typical features of each classification?
6. Describe a second- language English known to you, and identify the factors that have influenced its development.
7. How can we best describe the 'style' of a text?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

ELL 941: SOCIOLINGUISTICS 1

TIME: THREE HOURS

INSTRUCTIONS: Answer **THREE (3)** questions in all as follows:
(i) the compulsory question in **Section A** and;
(ii) **any TWO (2)** questions from **Section B**.

SECTION A: Compulsory Question (20 marks)

1. It has been argued that since independence there has been a shift in the philosophical orientation of language-in-education policy formulation and implementation in Zambia from the principle of *languages in competition* to that of *languages in complementation*. Discuss the validity of this statement with specific reference to some of the major developments which have necessitated this shift.

SECTION B: Answer any two (2) questions from this section (each question carries 15 marks)

2. “Attitudes to languages are multifaceted and ever changing.” Comment on this statement, showing clearly the social functions of language attitudes.
3. Discuss clearly the major factors that may lead to language shift in a community.
4. Discuss the relevance of the concept of language rights in view of the growing movement towards globalisation.
5. “In today’s world, language contact is the norm rather than the exception”. Comment.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011-2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

ELL 945 PRAGMATICS

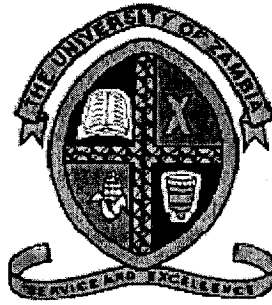
TIME: THREE(3) HOURS

INSTRUCTIONS: Answer FOUR (4) questions

Relevant EXAMPLES will receive credit

1. By what criteria do we distinguish pragmatic meaning from semantic meaning?
2. With reference to their function and effects, comment on the words in italics in each of the following utterances:
 - a) *I* am pleased to see *you*.
 - b) Phiri met Chola *yesterday*.
 - c) When Phiri met Chola she was standing right *there*.
3. What is Grice's theory of implicature based on? Discuss and exemplify the differences between generalized and particularized implicature.
4. How do the following quotations illustrate what speech act theory is about?
 - a) Lubasi was spending 2 million kwacha a month on medicines.
 - b) The Meteorological Office predicts that next week the weather in Central Province will be even colder than it is now.
 - c) I sentence you to ten years with hard labour.
 - d) I hereby declare this magnificent new Sports Stadium open.
5. Describe the main features of *one* politeness theory.
6. Why is relevance theory essentially cognitive?

End of Examination



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER EXAMINATIONS 2012/2013

**E951/LAL 321: APPROACHES AND RESEARCH METHODS IN
AFRICAN ORAL LITERATURE**

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer **Question 1** in Section A and **one each** from Sections B and C, respectively.
 - b) Translate into English all examples and answers given in any African language of your choice.
-

SECTION A

Question 1 (Compulsory) 40 marks

Read the attached story and

- a) Analyse the story by applying Denise Paulme and Harold Scheub's theories in the study of folktales.
- b) Identify three types of characters represented in the story.
- c) Supply a proverb in any language of your choice other than English that appropriately completes the story in the dots/space.

SECTION B (Answer 1 question in this section) 20 marks

Question 2

There are many ways in which the word proverb has been defined. Choose one definition of "proverb" and show how each of the linguistic patterns of proverbs enhances efficient use of the genre.

Question 3

"Proverbs are the palm wine with which words are spoken", is a familiar statement attributed to Chinua Achebe. Discuss the statement in the light of the various functions proverbs perform in any society of your choice.

Question 4

With examples describe how proverbs are used in your community.

SECTION C

(Answer 1 question in this section) 20 marks

Question 5

Discuss the view that culture can be seen as being either *ideal* or *real*. Illustrate your arguments with examples from any society of your choice.

Question 6

What do you understand by the term *culture*? Discuss any two approaches to the study of *culture*.

Question 7

Demonstrate the relationship between language and culture. How does oral literature enhance culture?

END OF EXAM

Story

Once upon a time, there lived a young man of marriageable age. Relatives encouraged him to marry especially his sisters-in-law, grand parents and uncles. He was a little worried because he was in need of a wife. He wanted someone to love, to cook for him and to be proud of like any other person in the village.

He went through a forest and across a valley and found a girl of his liking and suite to marry. He went back to his village and informed his uncle about the girl. The uncle looked at him and shook his head negatively. 'No nephew, you should not marry from across the forest and through to that village. It is taboo.' The young man Yambelwa said, 'What taboo is there in loving a girl. That is all nonsense, I shall marry the one I love and Kalemene will be my wife.' The uncle insisted that Yambelwa should stop his idea and he should marry from among his own people and society and not from beyond the forest. Many people told Yambelwa against his intentions but could not take heed. Yambelwa went beyond the forest and married Kalemene. He came back married to his lover. At his advent his uncle said, 'bring her back to her parents, she is a danger and detrimental to him and peoples' life.' Yambelwa refused despite several warnings and advices.

One day Kalemene asked her husband to take her to visit her parents. Yambelwa agreed. Before they started off, Kalemene told Yambelwa to make food and water before they would enter the forest because, 'it is not allowed to make food or water in the sacred forest and valley.' The husband replied, 'do you think am so insane that I can make food and water before my in-laws, no lets go.'

They emerged into the forest and in the middle of the forest, Yambelwa felt badly pressed and wanted to release himself. Kalememo said, 'no dear it is taboo.' But Yambelwa went ahead and released himself. Kalememo was now very perturbed. No sooner did they walk far, there was some little wind and soon a song was heard behind them:

Luwe luwetanga luwe – It is miracle serious

Luwe tanga – It is shameful or disgrace

Ananyene musikanda kanda luwekanda – He has defecated in a sacred place

Musikanda samunyakatongo – In the sacred place of the in-laws

Luwetanga – It is shameful

Luwe – Shame

Luwetanga luwe – It is shameful shame

Luwetanga – It is shameful

They looked back and saw the food, water and leaves used to cleanse the bottoms. 'I told you' Kalememo retorted, 'that it is forbidden to make food or water in this forest. Now look it is a disgrace.'

Yambelwa dug a very deep hole and threw the food, water and leaves into it. They embarked on their journey and they walked a longer distance this time, Yambelwa had done the job and no more song. Amidst his thought and meditations the song was heard:

Luwe luwetanga luwe – It is miracle serious

Luwe tanga – It is shameful or disgrace

Ananyene musikanda kanda luwekanda – He has defecated in a sacred place

Musikanda samunyakatongo – In the sacred place of the in-laws

Luwetanga – Shameful

Luwe- Shame

Luwetanga luwe – It is shameful shame

Luwetanga – It is shameful.

This time Yambelwa collected the firewood and made a big fire and threw the food, water and leaves into it to burn. It burned to ashes and they started off for wife's home.

The song was heard again and again and severally Yambelwa either threw food, water and into the fast flowing river, or burning, even sniffing the ashes. But the song came until people at the wife's village heard it.

When they approached home, the song stopped. They were given a mat to sit on. Yambelwa thought things were then okay. The wife was taken to a private place and asked to comment on what had happened and she explained.

Yambelwa was wearing a kind of skirt and beside him the food, water and leaves expanded inside the pleats and there was a stench and the song was sung loudly:

Luwe luwetanga luwe – It is miracle serious

Luwe tanga – It is shameful or disgrace

Ananyene musikanda kanda luwekanda – He has defecated in a sacred place

Musikanda samunyakatongo – In the sacred place of the in-laws

Luwetanga – It is shameful

Luwe – Shame

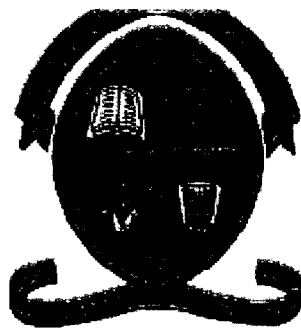
Luwetanga luwe – It is shameful shame

Luwetanga – It is shameful

People remarked very badly about their son-in-law. They chased him even by unleashing their dogs to make him run faster. Yambelwa came home tired,

dejected, sorry and disappointed. The uncle said, 'you will never marry again
and continued,
And here ends the story.

END OF STORY



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – FEBRUARY/MARCH 2013

E/LAL415 - THEORETICAL PHONOLOGY AND MORPHOLOGY

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer any eight (8) questions in all...

WEIGHTING : The examination counts for 50% of the course's total marks.
All questions carry equal marks.

1. Phonology begins where phonetics leaves off. Discuss.
(10 marks)
2. In not more than 1 (one), write an essay on syllable structure.
3. Describe the segments symbolized in IPA, in traditional phonology, by [i], [p], [m], [Σ], [ã]

Examples:

[0] = vowel, back, high-mid, oral

[õ] = vowel, back, high-mid, nasalized

[g] = consonant, stop, velar, voiced (or simply: stop, velar, voiced)

[m] = nasal, bilabial, voiced (or simply: nasal, bilabial)

(10 marks)

4. (a) Define and exemplify each of the following phonetic features:
 - (i) vocalic
 - (ii) anterior
 - (iii) coronal
 - (iv) high
 - (v) delayed release

(b) Fill in the following matrix:

	i	e	a	o	u	p	b	t	D	k	g	β	f	v	s	z	tʃ	dʒ	m	n	ŋ	N	h	l	j	w
voc																										
cons																										
cont																										
strid																										
nas																										
ant																										
back																										
cor																										
high																										
low																										
del																										
voice																										

Key:

voc = vocalic

cons = consonantal

cont = continuant

nas = nasal

ant = anterior

cor = coronal

del = delayed release

voice = voiced

(10 marks)

5. When a language A borrows a word from another language B, it is subject to a phonetic/phonological phenomenon often referred to as 'nativization' or 'naturalization'. What are the various phonological rules that may be involved? Discuss and exemplify.
6. (a) In not more than two pages, write an essay on Autosegmental Phonology.

(b) Name and explain any one phonological theory other than Autosegmental Phonology.
7. In an essay explain the differences and similarities between inflection and derivation.
(10 marks)
8. With examples, write, in not more than 1 (one) page, an essay on affixation.
(10 marks)

- 9.. Just as in phonology a distinction is made between linear phonology and nonlinear phonology, in morphology a distinction is made between concatenative morphology and nonconcatenative morphology. Explain and exemplify.
(10 marks)
10. Divide the following words into roots, derivational morphemes and inflectional morphemes. Lay your answer out in four columns as follows:

Derivational morphemes	Roots	Derivational morphemes	Inflectional morphemes

- (a) other (b) baker (c) sicker (d) further
 (e) deferred (f) ferrying (g) degeneracy h) memorial
 (i) junior (j) becalmed (k) massively (l) unexpected
 (m) precondemned (n) withdrawal (o) cocktail
 (10 marks)

11. Write brief notes on each of the following:

- (a) root
 (b) infix
 (c) derivation and inflection
 (d) syllabic nasal
 (e) affricate
 (10 marks)



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2012/2013 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 111 : FRENCH LANGUAGE 1

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries are NOT allowed.

Answer all questions from THE FOUR SECTIONS on the answer sheet provided.

Be neat and tidy and number your answers in the same manner as the question.

SECTION A : LA GRAMMAIRE

1. Copiez et soulignez votre réponse

1. Passe-moitasse qui est sur le plateau.
2. La baleine est.....mammifère.
3. Mes voisins ont.....chats énormes.
4. Il faudrait s'arrêter dansstation de service.
5. C'est.....voisine que je préfère beaucoup.
6. Un carré est.....figure géométrique particulière.
7. Voiciproduit qui ne ressemble à aucun autre.
8.boulangier du quartier fait du pain au levain.

9. Il a enfin rencontréfemme de sa vie.
10. Venez prendre.....verre avec moi.
11. C'est....champion du monde.
12. Vous aimez.....café ?
13. C'estexcellent film d'action.
14.professeur est en retard aujourd'hui.
15. Il avoiture allemande.

11. Donnez un exemple d'un nom :

- a) abstrait
- b) comptable
- c) concret
- d) incomptable
- e) propre
- f) nom composé

111. Donnez le pluriel des noms suivants :

- a) un journal
- b) le chacal
- c) un cheveu
- d) un bras
- e) un hibou
- f) le nez
- g) un la table
- h) le pneu
- i) une bouteille

1V. Mettez au négatif

1. David bat parfois son frère aux échecs.
2. Sylvie a encore des difficultés en orthographe.
3. Luc a déjà terminé sa promenade.
4. Pierre aime les carottes et les épinards.

5. Luc a un vélo et des patins à roulettes.
6. Je vois quelque chose dans le jardin.
7. Je suis sûr qu'il y a quelqu'un dans le jardin.
8. Les hirondelles reviendront souvent.
9. Mon fils sait lire et écrire.
10. Il y a encore de la gelée sur l'herbe.
11. Les auditeurs ont tout compris.
12. Les membres de l'assemblée sont déjà là.
13. J'entends encore le clocher du village.
14. Tout le monde reconnaît votre bonne foi.
15. Nadine et sa sœur seront invitées à cette fête.

SECTION B : LA COMPREHENSION DES ÉCRITS

Lisez les documents et puis répondez aux questions.

Document n° 1

Le festival du jeu commence demain à St Ouen en Seine-St Denis. Certaines journées sont réservées aux centres de loisirs ou aux classes, mais tout le monde est convié les dimanches 25 avril et 2 mai, de 13h30 à 17h30. Jeux d'adresse, de stratégie, de hasard : vous pourrez tester plus de 300 jeux de société adaptés à tous les goûts et tous les âges...

Cette 14e édition étant placée sous le signe des contes et des légendes, vous devriez croiser des sorciers, des fantômes et même des loups-garous...

France-Info, Tendances Junior, 21 avril 2004

Ecrivez la réponse en mots.

1. Ce document est :
 - a) Une publicité.
 - b) Une information.
 - c) Un reportage.
2. A quelle activité est consacré le festival de Saint Ouen ?
3. Combien de temps dure-t-il au total ?
 - a) Deux jours.
 - b) Dix jours.
 - c) On ne sait pas exactement.
4. Le 2 mai :
 - a) Quelles sont les heures d'ouverture du festival ?

b) Quel est le public autorisé ?

a) le public des établissements scolaires b) les adultes et les professionnels c) tous les publics

5. Ce festival a lieu pour la première fois :

a) Vrai b) Faux c) On ne sait pas

Document n°2

Kapela et Thandi : un couple de bébés rhinocéros noirs nés en captivité s'apprêtent à être libérés dans le parc d'Addo en Afrique du Sud. Depuis 10 mois, ils sont élevés au biberon, leur mère les ayant abandonnés. Leur naissance est déjà miraculeuse. Mais l'aventure qui les attend l'est plus encore : car ils vont être relâchés dans le parc.

Le rhinocéros noir est sur liste rouge. En 30 ans la population a fondu de 96%. Il en reste 3 100 en Afrique.

Kapela et Thandi, les deux bébés, vont donc être libérés avec une mission : faire des bébés. Et ce n'est pas pour demain. La femelle rhino n'est mûre qu'à 4 ans, la gestation dure de 15 à 16 mois et l'unique petit reste auprès de sa mère pendant deux ans. Une partie de cette opération de réadaptation à la vie sauvage a été financée par l'IFAW, le Fonds International pour la Protection des Animaux.

France Info, Planète Environnement, 13/03/2004

QUESTIONS

Ecrivez la réponse en mots.

1. A quel domaine appartient ce document ?

a) Economie et droit.
b) Nature et environnement.
c) Sciences physiques

2. Dans quel pays l'événement raconté se passe-t-il ?

3. Kapela et Thandi sont :

a) très jeunes b) bientôt adultes. c) on ne sait pas.

4. Leur mère ne les a pas élevés parce que :

a) Elle est partie. b) Elle a été tuée. c) Elle est malade.

5. Combien reste-t-il de rhinocéros de cette espèce en Afrique ?



SECTION C : LANGUAGE DRILLS

1. Complétez par : si, non ou pas

1. Est – ce que vous travaillez avec votre fils, monsieur ?
.....avec mon fils mais avec mon cousin.
2. Vous irez à KITWE en Avril ?
.....je vais aller à LIVINGSTONE.
3. Vous êtes ici pour vous reposer ?
.....pour me reposer mais pour faire des recherches.
4. Tu n'es pas malade Simon ?
....., je ne me sens pas bien, je dois avoir de la malaria.

11. Complétez par : c'est bon ou c'est bien

- a. Se laver avec de l'eau chaude :.....
- b. Manger du pain avec de la confiture :.....
- c. Etudier à l' UNZA.....
- d. Se marier et avoir des enfants :.....

111. Complétez les phrases avec : beaucoup ou très si nécessaire

- 1) En Zambie, il fait..... chaud en octobre.
- 2) Victor HUGO, est un auteur.....connu en France, il a écrit de livres.
- 3) Sylvie a mal à la tête et elle tousse.....
- 4) Comme mon frère afaim, il va manger..... de nourriture.

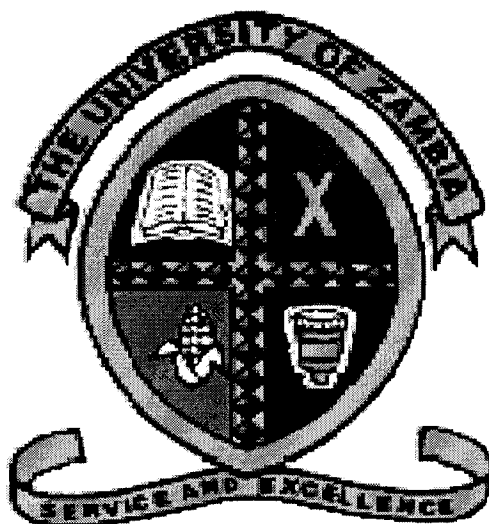
SECTION D : LA COMPOSITION

Ecrire sur le sujet suivant :

« Vous avez invité votre ami congolais au mariage de votre frère. Comme il ne connaît pas exactement là où vous habitez, donnez –lui toutes les informations nécessaires pour l'aider à arriver facilement chez vous. N'oubliez pas de lui parler aussi des préparatifs en cours pour cette fête en famille. »

.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

2012/2013 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

FR 131: INTRODUCTION TO FRENCH LANGUAGE ONE

DURATION: THREE HOURS

INSTRUCTIONS:

- DICTIONARIES AND BOOKS ARE ALLOWED
- ANSWER ALL QUESTIONS ON THE ANSWER SHEET PROVIDED.
- THIS PAPER COMPRISES THREE PAGES

COMPOSITION A: COMPOSITION

Tu viens de recevoir une bonne ou mauvaise nouvelle. Tu écris une lettre à ton/ta meilleur(e) ami(e) francophone pour lui raconter ce qui s'est passé et pour lui dire tous tes sentiments. (Entre 150 et 200).

SECTION B : COMPREHENSION

1. Résumez le texte « Les dangers de la jalousie » et donnez un titre éventuel à votre résumé. (Texte extrait du livre *Nomades, Contes d'Afrique*, page 59)
2. Que pensez-vous de la jalousie dans la vie courante et à votre avis ?

SECTION B : LANGUAGE DRILLS

I) Complétez ces phrases avec: chez, de ou à

1. Vous êtesquel pays André?
2. Le voisin doit être maintenant.....la maison, mais le matin il était.....l'hôpital.
3. Vous trouverez Jean.....son ami.

II) Pour chaque phrase, posez la question:

Qui est-ce? Ou Qu'est-ce que c'est?

1. c'est la voiture de pierre.
2. Ce sont les enfants de Simon.
3. C'est Cécile qui arrive.
4. Ce sont les bâtiments de l'université.

III) Ecrivez en toutes lettres

- 1) 1.797
- 2) 5.400
- 3) 3.080
- 4) 78.272

IV) Complétez par: nombre ou numéro

1. Quel est votre.....de téléphone?
2. Il y a un grand.....d'étudiants à UNZA.
3. Son passe port porte le.....3859.
4. Le.....d'enfants par famille est plus élevé en Afrique.

V) Complétez les phrases par: bon, mal, bien, mouvais

1. Ne mangez pas beaucoup de pili-pili (chili), c'est.....pour l'estomac.
2. Son fils n'a pastravaillé, il n'a pas eu de.....résultats.
3. Goodson n'est pas fort en musique, il chante toujours.....

VI) Donnez des adverbes à partir des adjectifs suivants

- | | |
|--------|-------------|
| 1. Sec | 3.suffisant |
| 2. Gai | 4.énorme |

SECTION C: GRAMMAIRE

I) Complétez les phrases suivantes par un article si nécessaire

- a. j'ai vulions à CHILANGA.
- b. Le père de Martin est.....pharmacien.
- c. Son ami aime manger.....viande.
- d. Mon enfant boit seulement.....lait.

II) A• Mettez les phrases suivantes au masculin.

- a. Les filles paresseuses se lèvent toujours tard.
- b. Françoise est gentille et très travailleuse.

B• Accordez convenablement les adjectifs ()

- a. Patrick n'aime pas de (vieux) souliers.
- b. Jean pierre et madeleine sont (intelligent)
- c. Vous êtes (allemand) mademoiselle ?
- d. Vous êtes (prêt) messieurs ?

III) A• Complétez par un adjectif démonstratif convenable

- a)..... acteur est intéressant.
- b).....deux filles étudient à UNZA

B• complétez par : Tout, Toute, Tous ou Toutes

- a).....le travail est bienfait et.....vos idées sont intéressantes.
- b) Ils étaient La journée libres car ils ont terminé les examens.

IV)

a) Donnez le féminin des noms suivants :

- | | |
|---------------|-------------|
| - Un Chinois | - Un paysan |
| - Un père | - Un bœuf |
| - Un prince | - Un cousin |
| - Un prophète | - Un héros |

b) Donnez le masculin des noms suivants :

- | | |
|------------------|----------------|
| - La reine | - la maîtresse |
| - La chatte | - la poule |
| - la servante | - la chienne |
| - La belle- mère | - la chèvre |

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2012/2013 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 : FRENCH LANGUAGE 11

PAPER 11

TIME : THREE HOURS

DICTIONARIES ARE ALLOWED

Answer all questions from BOTH SECTIONS in the answer booklet provided. Be neat and tidy.

.....

SECTION A : LA TRADUCTION

Question 1 : Traduisez les 10 phrases ci-dessous du Français en Anglais.

1. Donnez-moi ce revolver.
2. Elle a essayé une demi-douzaine de chapeaux.
3. Je peux témoigner de son honnêteté.
4. Parlez plus fort, je ne vous entends pas.
5. Les médias ont gonflé l'affaire.
6. Son chapeau s'est envolé par la fenêtre.
7. L'accident a été causé par la négligence.
8. L'avion est sur le point de décoller.
9. Ils l'ont réduite au silence.
10. C'est le livre dont le parlais.

Question 2 : Traduisez le texte ci-dessous du Français en Anglais.

Réussite ou échec ?

Tom Sponson, à cinquante-trois ans était un homme qui avait parfaitement réussi. Il avait épousé une femme charmante et s'était fait construire une belle maison dans les environs de Londres ; sa maison n'était ni moderne ni exagérément traditionnelle au point d'être terne. Il avait bon goût. Son fils, Bob, âgé de dix-neuf ans, réussissait bien à Oxford. Sa fille, April, âgée de seize ans et qui fréquentait une bonne école ne montrait aucun désir de se maquiller, de porter des minijupes ou de flirter. Elle se considérait trop jeune pour ces amusements sans importance. Cela ne l'empêchait pas d'être gaie, d'aimer les gens et d'apprécier pleinement la vie. Tout de même, depuis quelque temps, Tom avait conscience de travailler pour un petit salaire. Sa femme, Louise, lui faisait un baiser rapide et sec le soir quand il rentrait. Et de toute évidence, la vie de sa femme était entièrement occupée par ses enfants, ses vêtements, son régime pour rester mince, l'entretien et la décoration de la maison, ses bonnes œuvres, son bride, son tennis, ses amis et ses soirées.

SECTION B : LA COMPOSITION

Imaginez que vous avez une amie qui est devenue enceinte. Elle n'est pas mariée et elle est étudiante en deuxième année à cette université.

Elle ne sait pas si elle doit garder la grossesse ou avorter. Ecrivez votre dialogue entre vous et elle. Vous allez lui donner vos conseils et des raisons.

(Votre dialogue doit être en 200 mots).

.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2012/2013 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 : FRENCH LANGUAGE 11

PAPER 11

TIME : THREE HOURS

DICTIONARIES ARE ALLOWED

Answer all questions from BOTH SECTIONS in the answer booklet provided. Be neat and tidy.

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SECTION B : LA COMPOSITION

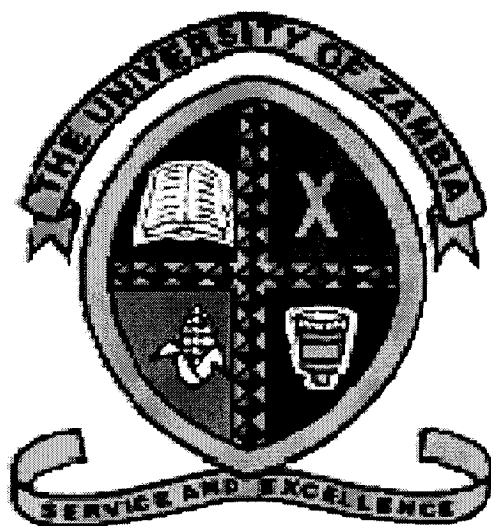
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(Votre dialogue doit être en 200 mots).

.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

2012/2013 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

FR 221: INTRODUCTION TO AFRICAN LITERATURE IN FRENCH

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES AND BOOKS ARE ALLOWED
-ANSWER ALL QUESTIONS ON THE ANSWER SHEET PROVIDED.
-THIS PAPER COMPRISES TWO PAGES

SECTION A : LE ROMAN

1. i. Qu'est-ce que vous comprenez par le titre du roman *L'enfant noir* de Camara Laye ?
ii. Où est l'importance du roman par rapport à la négritude ?
2. i. Qu'est-ce que c'est :
 - La cérémonie de Koudèn Diara
 - La cérémonie de la circoncisionii. Quelle est l'importance de ces deux cérémonies ?
3. Commentez sur les deux serpents que l'enfant côtoie dans le roman *L'enfant noir*.
Qu'est-ce que ces deux serpents représentent?

SECTION B : LA POESIE

1. Analysez le poème « prière d'un petit enfant nègre » de Guy Tyrolien. Parlez du thème et identifiez les figures de style utilisées.
 2. Quels sont les deux thèmes principaux qui ressortent du poème préfaçant le poème *L'enfant noir* de Camara Laye. Identifiez également les figures de style que présente ce texte.
-

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2012/2013 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 311 : INTERMEDIATE FRENCH LANGUAGE

PAPER 11

TIME : THREE HOURS

DICTIONARIES ARE NOT ALLOWED

Answer all questions from THREE SECTIONS in the answer booklet provided. Be neat and tidy.

.....

SECTION A: LE PRECIS

Lisez le texte suivant et puis rapportez le message de Monsieur Nestor à Mme Paquin en 80 mots.

Bonjour Madame Paquin, ici Monsieur Nestor de la SOREXCO, la société d'entretien de votre immeuble. Je voulais vous demander si vous serez chez vous vendredi prochain 15 mars, entre 10h00 et 13h00 ou si vous pouvez laisser vos clefs au gardien. Vous savez que nous avons constaté une importante fuite d'eau dans le plafond du hall d'entrée de l'immeuble, et comme ce hall se trouve juste au dessous de votre appartement, nous devons vérifier si cette fuite ne provient pas de votre salle de bain. Pouvez-vous nous contacter dès votre retour au 01 47 63 24 39 ? Merci d'avance et bonne journée.

SECTION B : LA COMPRÉHENSION DES ÉCRITS

Une information utile

Pour aider un des vos collègues, vous lisez une information publicitaire du Groupement français des sociétés informatiques.

INFORMATION PUBLICITAIRE INFORMATION PUBLICITAIRE INFORMATION PUBLICITAIRE

Conseils aux nouveaux informaticiens

Nous recherchons des personnes qui veulent progresser et travailler en équipe.....Il n'y a pas de formation idéale, mais il faut au minimum avoir un diplôme Bac+2.

Nous ne recherchons pas de CV* parfaits mais nous voulons y retrouver la personnalité du candidat. Après une première sélection des CV, nous contactons le candidat au téléphone pour connaître ses motivations. Un CV clair et lisible est important mais pas autant qu'un entretien téléphonique.

Nous visitons aussi beaucoup les réseaux sociaux d'Internet. Pour un jeune informaticien, c'est la possibilité de développer ses premiers contacts professionnels et intéresser de futurs employeurs. Mais un conseil ; après l'inscription sur des sites internet professionnels, le candidat doit garder sa page active pour prouver ses capacités informatiques.

*curriculum vitæ

Groupement français des sociétés informatiques.

Répondez aux questions pour préparer votre recherche d'emploi.

1. Vrai ou Faux ? Recopiez la phrase ou la partie du texte qui justifie votre réponse.

A. Les entreprises d'informatique recherchent des candidats au caractère indépendant. [...]

Justification :

B. Le niveau du diplôme est une des conditions de recrutement. [.....]

Justification :

2. Pour les auteurs de ce document, quel est l'objectif de l'entretien téléphonique ?

3. Pour votre recrutement dans le secteur informatique.....
 - a) votre CV est le plus important.
 - b) l'entretien téléphonique est le plus important.
 - c) le CV et l'entretien téléphonique sont aussi importants.
4. Pour connaître les candidats, quelle autre technique utilisent les sociétés informatiques ?
5. Le candidat inscrit sur les sites internet professionnels doit montrer...
 - a) qu'il a des relations professionnelles.
 - b) qu'il a de vraies aptitudes techniques.
 - c) qu'il fait de la recherche informatique.

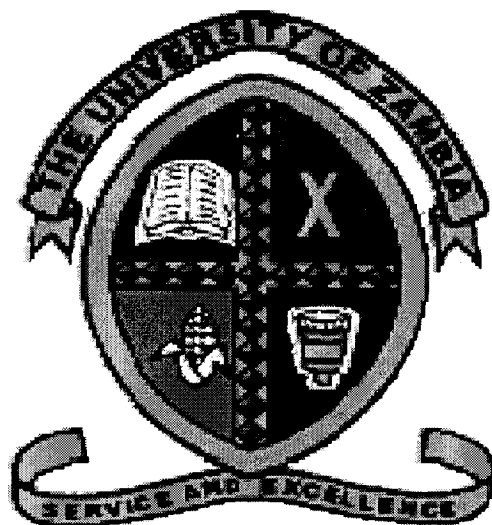
SECTION C : LA COMPOSITION

Ecrivez votre récit sur le sujet suivant en 200 mots.

La saison des pluies est à la fois bonne et mauvaise. Justifiez cette remarque.

.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

2012/2013 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

FR 331: TRANSLATION FROM FRENCH TO ENGLISH

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE ALLOWED

**-ANSWER ALL QUESTIONS IN SECTION A AND SECTION B
ON THE ANSWER SHEET PROVIDED.**

-THIS PAPER COMPRISES THREE PAGES

SECTION A

TRANSLATE THE FOLLOWING SENTENCES FROM FRENCH INTO ENGLISH:

1. Je préfère le thé au café.
2. Ma voiture est plus petite que la tienne.
3. C'est la meilleure de la classe.
4. C'est plus facile que je ne le pensais.
5. C'est l'homme le plus âgé de la ville.
6. Elle travaillait plus qu'il ne le fallait.
7. Il n'est pas mieux que son frère.
8. Les toutes dernières nouvelles.
9. Son dernier livre a été publié en 1990.
10. La France est deux fois plus grande que la Grande-Bretagne.
11. Je fais de mon mieux.
12. Il est plus connu que son frère..
13. J'entends une voiture, je pense que c'est le médecin.
14. J'ai fait des lectures concernant la famille de la reine.
15. Les sacs des enfants sont dans l'entrée.
16. J'ai passé la nuit chez les Ashley.
17. J'aime vraiment beaucoup la maison de Nigel.
18. Ses résultats sont d'autant plus remarquables que personne ne l'a aidé.
19. Plus il avançait, plus la neige était épaisse.
20. Ils nous ont donné la moins confortable de leurs chambres.

(Source: Delphine Chartier, 2005)

SECTION B

LE GARÇON ET L'ETRANGE ANIMAL

Les gens étaient nombreux à dire à ce garçon ce qu'il fallait faire. Il y avait sa mère et son père, son grand-père et son frère aîné. Et il y avait aussi cette tante qui n'arrêtait pas de dire : « Fais-ci, fais-ça. » Tous les jours, sa tante lui criait après et faisait tellement de bruit qu'elle effrayait les oiseaux. Le garçon n'aimait pas sa tante. Parfois il envisageait d'aller voir un homme et de lui acheter quelque chose mettre dans sa nourriture pour la faire taire, mais bien sûr, il ne le fit jamais. Malgré tous les cris de sa tante et les d ordres qu'elle lui donnait, le garçon lui obéissait toujours, comme son père lui disait qu'il devait le faire.

« Elle n'a rien d'autre à faire qu'à crier après toi, Ça lui plait. »

« Quand je serai grand, je viendrai lui crier dans les oreilles », disait le garçon. Cela faisait du bien de penser à ça.

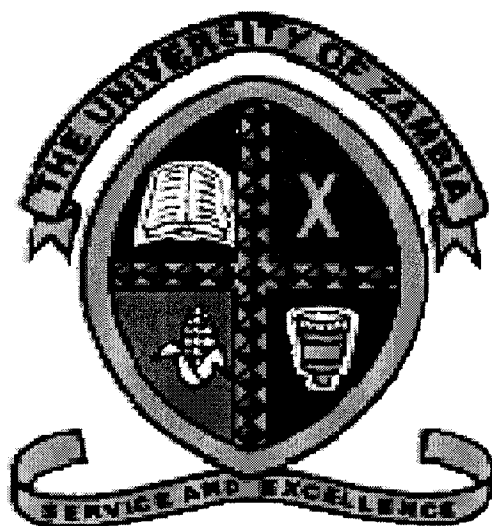
Il y avait un endroit que sa tante connaissait et où poussaient beaucoup de fruits. C'était un endroit qui était assez éloigné et le garçon n'aimait pas y aller. Près de cet endroit, il y avait des grottes et le garçon avait entendu dire qu'un étrange animal vivait dans ces grottes. L'un de ses amis avait vu cet étrange animal et il avait prévenu les gens de ne pas s'approcher de cet endroit.

Mais la tante insista pour envoyer le garçon cueillir des fruits là-bas, aussi y alla-t-il, une boule au creux de l'estomac noué par la peur. Il trouva les arbres et commença à cueillir les fruits mais au bout d'un moment, il entendit quelque chose qui faisait du bruit dans le buisson à côté de lui. Il s'arrêta de cueillir les fruits et alla se mettre près de l'arbre au cas où cet étrange animal arriverait.

Et l'étrange animal sortit bel et bien du buisson. Il était exactement comme son ami l'avait décrit et le garçon eut très peur. Rapidement, il sortit le tambour qu'il avait apporté avec lui et se mit à jouer. L'étrange animal s'arrêta, regarda le garçon l'air surpris et commença à danser.

Source : Delphine Chartier 2005.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

2012/2013 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

FR 411: ADVANCED FRENCH LANGUAGE

PAPER: ONE

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE ALLOWED

**-ANSWER ALL QUESTIONS ON THE ANSWER SHEET
PROVIDED.**

-THIS PAPER COMPRISES FOUR PAGES

SECTION A: PRECIS

Transcrivez les extraits suivants du style diffus ou ambigu au style concis, Précis et clair :

1. Les femmes n'ont pas de limites dans leurs sentiments ; parfois moins que les hommes !
2. J'ai vu hier Kalaba qui m'a raconté que son fils Mwewa qui avait raté son examen de douzième, s'est décidé à faire une école professionnelle dont le niveau ne serait pas trop difficile et qu'il doit s'y inscrire dès qu'il le pourra.
3. Pierre a prêté ce livre à Paul et il l'a tellement intéressé qu'il a voulu le lire plusieurs fois.
4. En techniques de composition mineure, définissez la contraction de textes et donnez-en l'objectif.
5. Qu'est-ce qu'un Métadiscours ? Illustrez-en le cas en contractant le texte suivant à l'échelle de 10 et en représentant la formule

Le scandale ultime ?

Et si le Pape avait démissionné pour échapper à un nouveau scandale interne à l'Eglise ? Par lassitude, pour ne pas avoir à gérer une affaire qui risque d'agiter les milieux catholiques du monde entier ? C'est en tout cas la thèse de "La Repubblica". Selon un article publié en Une du quotidien italien, la décision de Benoît XVI pourrait avoir été renforcée par sa vive contrariété après avoir pris connaissance des résultats de l'enquête ultrasecrète menée au sein de la Curie par une commission de trois cardinaux à la retraite.

Le dossier "le plus scabreux"

Selon le journal, l'un d'eux aurait évoqué le 9 octobre devant lui le dossier "le plus scabreux", à savoir "un réseau transversal uni par l'orientation sexuelle" et, "pour la première fois, le mot homosexualité était prononcé" dans l'appartement pontifical. D'après Repubblica, le rapport indiquerait que certains prélats auraient subi "l'influence extérieure" de laïcs auxquels ils seraient liés par des liens de "nature mondaine". En clair : un chantage exercé après des parties fines homosexuelles auxquelles auraient participé des hommes d'église...

Dans un article aux accents volontiers sensationnalistes, intitulé "Sexe et carrière, les chantages au Vatican derrière la renonciation de Benoît XVI", Repubblica établit un lien direct entre le rapport des cardinaux Julián Herranz, Jozef Tomko et Salvatore De Giorgi et la décision du pape de renoncer.

SECTION B : TRADUCTION

Instructions : Traduisez le texte ci-dessous du Français vers l'Anglais.

MIRIAM MAKEBA

Miriam Makeba est partie comme tout autre artiste rêve de le faire, elle a chanté jusqu'à son dernier souffle et s'est éteinte après avoir entendu les acclamations du public alors qu'elle combattait pour une dernière fois l'injustice.

La grande dame de la chanson africaine, Mama Africa, a disparu le 9 novembre 2008. Les surnoms les plus imposants jalonnent la vie et le parcours de cette artiste. Mère à 17 ans, elle a exercé toute sorte de petits métiers réservés aux Noirs sous le régime de l'Apartheid : nounou, laveuse de taxi... Mais grâce à sa voix extraordinaire et sa forte personnalité, elle s'impose vite au sein des « Manhattan-Brothers », groupe avec lequel elle part en 1959 aux Etats-Unis. Elle y rencontre Harry Belafonte, avec qui elle lie une amitié très forte. Parmi toutes les distinctions qu'elle obtiendra, elle recevra un Grammy Award en 1966 pour son disque réalisé en commun avec le chanteur : « An evening with Harry Belafonte et Miriam Makeba ». C'est la première chanteuse africaine à obtenir cette distinction et l'artiste devient ambassadrice de la chanson africaine dans le monde. Aux Etats-Unis, elle réalise que sa ségrégation raciale n'est pas limitée à son propre pays, l'Afrique du Sud, et lutte alors contre le sort réservé aux Noirs en général. Elle se rapproche des Black Panthers ; et après avoir divorcé du trompettiste Hugh Masekela, épouse son leader : Stokely Carmichael. Alors qu'elle est interdite de séjour en Afrique du Sud, ils s'installent tous les deux en Guinée-Conakry.

Après trente années d'exil, Miriam Makéba rentre dans son pays en 1991, à l'invitation de Nelson Mandela libéré. « Pata Pata », « Click Song », Malaika » ou « la Lutta continua »..., tant de titres évocateurs si célèbres pour cette grande dame qui a combattu sa vie durant le racisme et l'inégalité, sans jamais cesser d'exhorter les Africains à s'unir, comme elle l'avait déjà fait en 1969 lors du premier festival panafricain d'Alger, dont elle fut vedette. Elle prônait déjà une Afrique unie et chanta en arabe : Ifriquia al-Oumm », « la mère Afrique »

SECTION C : EXPLICATION DE TEXTE

Instructions : Lisez attentivement le texte ci-dessous. Ensuite répondez aux questions posées.

FAUT-IL LIMITER l'accumulation DE CAPITAL ?

Faut-il limiter l'accumulation de capital ? Selon Oxfam, l'explosion du nombre de riches (en milliards de dollars) ces vingt dernières années expliquerait les difficultés à résoudre la crise mondiale et à éradiquer la pauvreté extrême.

Prendre aux riches pour donner aux pauvres ? L'idée n'est pas nouvelle mais elle reste, selon Oxfam, d'une brûlante actualité. Dans une note de presse publiée le 18 janvier intitulée

Comment la richesse et les revenus extrêmes nous portent préjudice à tous, la confédération d'ONG analyse le coût économique et social de l'inégalité dans le monde.

Alors qu'une frange de plus en plus réduite de la population concentre toujours plus de richesses, les vertus d'une meilleure redistribution seraient, assure le document, de réduire la pauvreté, d'alimenter la demande, de stimuler l'activité et, au final, d'éviter, des explosions sociales un peu partout sur la planète...

Les chiffres cités à l'appui de cette argumentation sont frappants. En 2012, le revenu des 100 personnes les plus riches du monde s'élevait à 240 milliard de dollars, assez pour éradiquer quatre fois la pauvreté extrême, affirme Oxfam. Coupables de favoriser spoliation et corruption, les paradis fiscaux abriteraient quant à eux 32 billions de dollars, soit un quart de la richesse mondiale. Leur fermeture pourrait générer un supplément de recettes fiscales de 189 milliards de dollars...

Croissance en berne

Publié au moment du Forum économique mondial de Davos, qui s'est tenu du 23 au 27 janvier, le document se nourrit de références institutionnelles (FMI, Banque Mondiale) et intellectuelles (les économistes Paul Krugman et Joseph Stiglitz). La démonstration d'Oxfam a pour but de prouver que la réduction de l'écart entre riches et pauvres est la solution à la croissance mondiale, en berne.

L'ONG appelle même à la fin de l'accumulation excessive de capital d'ici à 2025, la redistribution des richesses devant passer le nivellement des fortunes excédant les 10 milliards de dollars. Car « les revenus du pourcent le plus riche ont connu une augmentation de 60% en vingt ans », s'alarment les auteurs de l'étude qui y voient un phénomène annonciateur des troubles sociaux.

Pays qui serait le plus concerné par ces menaces : l'Afrique du Sud, devenue la nation la plus inégalitaire au monde où « moins de 10 % de la population se partage près de 60% du revenu national » explique Oxfam. Et de conclure, alarmiste : « si rien n'est fait, un million de personnes supplémentaires seront poussées vers la pauvreté d'ici 2020 ».

(Jeuneafrique.com)

Question 1

D'après ce texte, comment peut-on expliquer les difficultés que le monde connaît aujourd'hui à résoudre la crise mondiale ? Donnez des exemples bien concrets.

Question 2

A votre avis, pourquoi l'auteur a-t-il écrit cet article ? Justifiez votre réponse en vous appuyant sur des exemples bien précis.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF NATURAL SCIENCES**

2012 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

GEO 951: CLIMATOLOGY

TIME: **Three hours**

INSTRUCTIONS: Answer any **FOUR** questions.

All questions carry equal marks. Candidates are advised to make use of illustrations and examples wherever appropriate.

1. Write short explanatory notes on ALL of the following:
 - a) Pyranometer and Porometer
 - b) The Penman equation and its components
 - c) Ozone destruction by nitrogen oxide
 - d) Drivers of climate change
 - e) Modification of air masses
 2. Discuss the effects of various plumes on dispersal of air pollutants in the course of a day in an area characterized by one industrial stack.
 3. Account for the dispersal of 100 units of solar radiation entering the earth's atmosphere and explain why the Earth-Atmosphere system is in radiative equilibrium while sub-systems are not.
 4. With the use of diagrams, describe the forces causing atmospheric motion and how they influence the general circulation system on the earth's surface.
 5. Discuss the merits and demerits of increased UV radiation reaching the earth's surface in the context of the ozone dilemma.
 6. Using specific example related to Zambia, compare and contrast the concepts of 'coping' and 'adapation' in the study of climate variability and change.
-

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GENDER STUDIES

FIRST SEMESTER 2012 ACADEMIC YEAR FINAL EXAMINATIONS
COURSE: GS 101 (Introduction to Gender Studies 1)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE FIVE (5) QUESTIONS IN THIS PAPER. ANSWER THREE (3) QUESTIONS.
YOU MUST ANSWER QUESTION 1 WHICH IS COMPULSORY AND THEN CHOOSE
ANY TWO (2) FROM QUESTION 2 TO QUESTION 5.

1. What has been the situation of women and men in the spheres of education, health, formal employment, decision making, and human rights in Zambia? What strategies are being implemented at international, regional, and local levels to improve the status of women and girls in the above mentioned spheres?
2. In theory it is possible for a person to be socially neutral. In practice however, most of a person's activities have some social impact. Discuss this statement in relation to your knowledge of *social power*.
3. Below are some lyrics of one of the local songs. Read them carefully and answer the questions that follow:

SONG:

*There is no other one that can take your throne. To me, you are my number one baby
As far as I am concerned, you are my number one baby, never doubt it
It pains me in my heart when I do wrong; don't take gossip seriously, baby
Whatever they say, pay no attention to them; Keep the love, keep the love my baby*

- a. Explain in detail, the gender issue(s) depicted in the song
 - b. Using the gender issues in the song as examples, show the role of music as a socialization force in perpetuating gender stereotypes.
4. Martin Luther King defined "Power" as "the ability to achieve a purpose". In your own opinion, how has the government of Zambia used its political power with regards to its purpose of achieving gender equality in decision making positions?
 5. As students of Gender Studies, we should learn to critically look at issues relating to the opportunities and roles of women and men in an objective manner. Discuss.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GENDER STUDIES

FIRST SEMESTER, 2012 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE: GS 211 (*Theories of Gender Equality I*)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE SIX (6) QUESTIONS IN THIS PAPER. **ANSWER THREE (3):**

QUESTION ONE (1), COMPULSORY AND CHOOSE TWO (2) FROM Q2 TO Q6.

1. Use the Gender Role Theory, to explain the nature of gender role attitudes and identities held by three (3) groups of women: the first group involved in reproductive work only; the second group involved in productive work only; and the third group involved in both productive and reproductive work.

2. A respondent in Renne's (1993: 347) study on "*Gender Ideology and Fertility Strategies in an Ekiti Yoruba Village in Nigeria*" reported that "**in some homes, women are husbands and husbands, (are) wives**". Based on this statement Renne (1993) argues that the fact that there are "*women who are husbands*" does not mean that male authority in a home has vanished, but only shows that there are some women who have been able to work the system of male dominance to their own advantage.

Based on Renne's study findings and your own theoretical knowledge and understanding of the subject matter, explain the practical strategies that women use to ensure their own decisions in various spheres of life prevail over their husbands' decisions in private life and men's decisions in public life.

3. The Gender and Development (GAD) Theory is arguably one of the best known development models of achieving gender equality at present. Give an account of the changes, including models that came earlier on, in building up the Gender and Development Theory.
4. Discuss the superficial and root causes of gender differences observed in the labour market, such as participation patterns and wages, as explained by the Sociologists and Feminists respectively. Suggest two measures to achieve gender equality in the labour market.
5. Explain how "*Women Only Projects*" can help or harm women's social and economic development. Suggest ways either to improve on "*Women Only Projects*" or an alternative approach that can enable women attain equal status with the men.
6. Briefly describe the two types of the Women's Movement, and explain in detail the key elements that account for both success and failure of the Women's Movement.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GENDER STUDIES

FIRST SEMESTER, EXAMINATIONS FOR 2012 ACADEMIC YEAR.

Course: GS 385 (Gender and Kinship in Zambia)

Time: Three (3) Hours

Instructions: There are five (5) questions in this paper. **Answer three (3):**
Question one (1) compulsory and choose **two** from Q2 to Q 5

1. Write short explanatory notes on the gender issues that arise from each of the items below:
 - a. Functions of kinship systems
 - b. Levirate Marriage
 - c. Matrilineal descent group formation
 - d. Brother and sister relationship among the Bemba
 - e. Polygyny among the Chewa
2. Discuss the status of women and men in a Bemba marriage from the stage of contracting to its dissolution. What has been the influence of Western education on Bemba marriage customs?
3. Explain the changes that have occurred in the purpose and administration of the marriage payment to legitimize a marriage in the Lozi kinship system from the 1950s to date.
4. Explain how world religions have changed the social status of women and men among the Bemba in matters of rites of passage and inheritance?
5. Fox (2003) outlines four basic principles of life which societal members use to define the rights and obligations of women and men. How do the Chewa and Ngoni use these four principles in their kinship systems?

End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS

COURSE CODE GS 421 (GENDER ISSUES IN EDUCATION AND CURRICULUM DEVELOPMENT)

TIME: THREE HOURS

INSTRUCTIONS

- i) There are five(5) questions
- ii) Attempt question 1 and any other two (2) questions
- iii) All answers must be written in the answer booklet provided.

1. Education plays a pivotal role in the emancipation of girls and women in any given society. As a Gender specialist, what areas of interest would you recommend to convince the Curriculum Specialists to consider as they develop a School Curriculum?
2. Culture is a multi-layer construct that compromises the assertiveness of girls and women, critically discuss how culture has acts both as barrier and facilitator to the education of girls and boys in society.
3. Adler C. (1999) stated that an increase in the number of educated women would increase their participation in leadership. Explain in detail the benefits of education to women and society in general.
4. Compare and contrast how Indigenous education and western education have influenced women and men's participation in social, economical and Religious Spheres.
5. Rorth, B. (2001) stated that girls and women persistently face more household demands and family responsibilities even when working outside the home. Explain the challenges working women face and what can be done to avert the situation.

THE END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

GENDER STUDIES DEPARTMENT

GS 491: END OF FIRST SEMESTER: 2012 ACADEMIC YEAR FINAL EXAMS

Date: 14th March 2013

Time: Three hours

Instructions: There are five questions in this paper. Answer ONLY THREE questions. Question one (1) is compulsory. All questions carry equal marks.

1. What do you understand by the following concepts?
 - a. HIV and AIDS (6 marks)
 - b. Gender mainstreaming (6 marks)
 - c. Gender concerns in health sector (6 marks)
 - d. Health (6 marks)
 - e. Mortality and morbidity (marks)
2. The World Health Organisation (WHO) described *health* in **1948**, in the preamble to its constitution, as **'A state of complete physical, mental, and social wellbeing and not merely the absence of disease or infirmity.'**

This is with an understanding that determinants of health are firmly rooted in the prevailing political, social and economical realities.

Discuss how political, social and economical realities play an important role in determining the health status of populations in a country (35 marks).

3. HIV and AIDS is recognised as the most serious public health, social, economic challenges faced in Zambia.
 - a. Explain how gender norms increase vulnerability to HIV infection? (18 marks)
 - b. Explain how we can reduce women's vulnerability to STIs, including HIV and AIDS. (17 marks)
4. What issues are associated with mainstreaming gender into the health sector?(35 marks)
5. What is gender analysis? Explain how to promote gender mainstreaming in the health sector. (35 marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY

UNIVERSITY OF ZAMBIA SEMESTER EXAMINATIONS MARCH 2013

H111: INTRODUCTION TO THE STUDY OF HISTORY

FULL TIME/PARALLEL STUDENTS

WEDNESDAY 6 MARCH 2013

SPORTS HALL 14:00 – 17:00HRS

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. THIS PAPER HAS TWO SECTIONS: SECTION A AND SECTION B
2. ANSWER ALL QUESTIONS IN SECTION A IN THE SPACES PROVIDED ON THE QUESTION PAPER.
3. WRITE THE ANSWERS FOR SECTION B IN THE ANSWER BOOKLETS GIVEN TO YOU BY THE EXAMINER.
4. AT THE END OF THE EXAMINATION TIE SECTION A TOGETHER WITH SECTION B AND HAND THEM IN FOR MARKING

CANDIDATE'S COMPUTER NUMBER:.....

SECTION A: 20 MARKS [one for each answer]

ANSWER ALL THE QUESTIONS IN THIS SECTION. WRITE YOUR ANSWERS IN THE SPACES PROVIDED AT THE END OF EACH QUESTION

1. Phiri Fonseca, 'Growing GMO Maize in Zambia', *Journal of Exotic Plants*, 6, 4 (2013), 17.
 - (i) In the citation above, what does 17 stand for?
 - (ii) In the citation above, what does 4 stand for?.....
 - (iii) Write the author's first name in the citation above.....
 - (iv) Name the only mistake in the citation above.....

.....
2. Mujoza Tembo (PhD). In this statement what do the initials *PhD* stand for?

.....

3. Sombo Kawanu, *The importance of Mukanda Ceremony in Chavuma*, Lusumpuko Printers, 2012, pp 12.
 - (i) What type of a reference is this one?.....
 - (ii) Identify the **three** mistakes in this reference:
 - (a).....
 - (b).....
 - (c).....
4. The sources of History that we meet in the field as we carry out oral research are called
5. Where can you locate the *Encyclopedia of Social Sciences* in the University of Zambia Library?
.....
6. In one sentence define the term *History from below*.....
.....
7. Akapelwa Chiputa, *Cattle Keeping in the Barotse Plains*, Jinga Foloko (ed.) Zambia's Cattle Industry: A Historical Perspective (Lusaka: National Book Publishers, 2013) p.99 – 110.
 - (a) Name the **three** mistakes in this citation
 - (i)
 - (ii)
 - (iii)
 - (b) Write the chapter title in the citation.....
 - (c) Give the chapter author's surname.....
 - (d) What is the title of the book?.....
 - (e) What type of a book is this?.....
8. What is the difference between *History* and *Historiography*?.....
.....
.....
.....

SECTION B: 30 MARKS [10 for each question]

INSTRUCTIONS:

1. ANSWER ANY **THREE (3)** QUESTIONS
 2. WRITE THE ANSWERS FOR THIS SECTION IN THE ANSWER BOOKLETS GIVEN TO YOU BY THE EXAMINER
-

1. Discuss the differences between **primary sources** of History and **oral history**.
2. What do you understand by the terms **Conservative**, **Liberal** and **Marxist** History? Illustrate the major differences in the three groups' writing of history.
3. Discuss the importance of **Historiography** in the writing of History.
4. What is **ethnocentrism**? What are the advantages and disadvantages of being ethnocentric in writing History?
5. Being *Africanist* is very different from being *Afrocentric*. Discuss this statement with specific examples.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY FIRST SEMESTER EXAMINATIONS-MARCH 2013

H231: HISTORY OF MODERN AFRICA, 1750-1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. Portugal became a pioneering European nation in the Voyages of Discovery. Discuss.
2. Critically examine the vitality of the socio-economic systems of the indigenous societies in Africa prior to European intrusion.
3. Towns and cities flourished in ancient Africa long before the Europeans set foot on the African continent. Discuss the establishment and characteristics of towns and cities in ancient Africa.
4. Natural disasters, man-made disasters and pestilences have ravaged African societies from time immemorial. Discuss.
5. Why were the benefits of the Mineral Revolution shared unevenly between the Whites and Blacks in South Africa?
6. Examine the occupation and eventual colonization of the Cape settlement by the United Dutch East India Company.
7. (a) What major motives prompted the European nations to colonize territories in Africa in the 19th Century?

(b) What was the significance of the Berlin Colonial Conference of 1884-1885?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS – 2013
H241

ECONOMIC HISTORY OF WESTERN EUROPE: 1450 – 19TH CENTURY
TIME: THREE HOURS

1. Make a critical analysis of the view that it was the collapse of the Roman Empire that paved the way for the birth of Feudalism in Europe. To what extent did the revival of urban life contribute to the collapse of this Mode of Production?
2. Is it true to argue that the Hanseatic League played a cardinal role in ensuring that traders in the northern trade area of the Long Distance Trade were successful? How did the trade impact on the continents that took part in it?
3. Why was Prince Henry also known as 'The Navigator'? Explain why Portugal played a pioneering role in the European explorations.
4. "The Triangular Trade greatly enriched Britain and France, as well as some other nations of Western Europe. But it made West Africa much poorer." (Davidson, 1977) Do you agree with this statement?
5. What prompted Adam Smith to describe Mercantilism as 'lacking in economic common sense'? Were his suggested alternatives to Mercantilism appreciated by all businessmen and statesmen of that time?
6. Was Britain's transition from open field farming to enclosures necessary? How valid is the argument that the British economy recorded huge leaps forward as a result of the enclosure system of agriculture?
7. "It was the Meiji reforms that made it possible for Japan to undergo the transition from an economically backward nation to an economic giant." How valid is this statement?
8. How do Liberals and Marxists interpret Imperialism? Did European nations reap any benefits from the colonization process?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY
UNIVERSITY FIRST SEMESTER EXAMINATION

H335 HISTORY OF MODERN INDIA from 1857 to 1947

Time Allocated: Three Hours

INSTRUCTIONS: Answer any three questions

=====

1. Examine the main causes behind the Sepoy mutiny in India. What major changes were put forward by the British rulers after the mutiny?
2. What were the reasons behind the formation of Indian National Congress and Muslim League in India? Examine their roles in the partition and independence of India.
3. Who were classified as princely states during the British rule? Highlight their status under the British India Company and under the British Crown.
4. Is it tenable to argue that it was necessary for the British colonizers to capture the India's neighbouring countries?
5. What were the main activities prompted by the nationalist leaders in India from 1915 to 1939 under the leadership of Mahatma Gandhi?
6. How seriously was India affected by the World War One? Why did Indians participate in a war which did not belong to them?
7. Would it be correct to argue that the Quit India Movement was ultimately futile in practice? Assess the movement historically.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MARCH 2013

H 411

LAND AND LABOUR IN CENTRAL AFRICA 1750-1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Briefly identify and write what you know on any **three** of the items below:

(a) Iron	(b) The Mang'anja
(c) Traditional land Tenure	(d) The Lenje
(e) Territorial Cults	(f) Slave labour
(f) The Eastern Lunda	(h) The Makolo system
(i) The Chikunda	(j) Bees wax
2. Critically examine pre-colonial land tenure systems in Central Africa. Did these systems offer security of tenure?
3. To what extent did natural resource endowment determine how labour was used in pre-colonial Central Africa?
4. What was the basis of gender inequalities in pre-colonial Central Africa?
5. Critically discuss the nature and significance of the relationship between African religious beliefs and the environment.
6. In an answer centred on Central Africa, examine how natural calamities impacted and therefore shaped the course of Central African History.
7. In a critical and specific manner, examine the changes that occurred in pre-colonial agriculture in Central Africa from 1750 to 1900.
8. How did the arrival of fortune seekers, missionaries, pioneer settlers and agents of colonialism in Central Africa affect Africans' perceptions over land and labour between 1800 and 1890?

END OF EXAMINATION

H441: HISTORY OF RUSSIA, 1861-1945

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY

UNIVERSITY FIRST SEMESTER EXAMINATIONS- 11TH MARCH, 2013

H911: PRE-COLONIAL HISTORY OF ZAMBIA TO 1890.

DURATION: THREE (3) HOURS

INSTRUCTION: ANSWER ANY THREE (3) QUESTIONS

1. Critically examine the sources that a historian would use to reconstruct the pre-colonial history of Zambia.
2. Discuss the importance of *In'gombe Ilede* in understanding some aspects of the pre-colonial history of Zambia.
3. Give an account of the Luba- Lunda migrations into pre-colonial Zambia before 1800. Discuss the role of Archaeology in the reconstruction of the history of the Bantu Speaking people.
4. Compare and contrast the Origins, Development and Decline of the Lunda Kingdom of Mwatakazembe and the Bemba Kingdom.
5. Assess the validity of the argument that the intensification of the Long Distance Trade undermined Pre-colonial Zambian politics.
6. Assess the Two theories of the origin of the Lozi Kingdom and explain the role of ecology in its Development. To What extent was Sekeletu responsible for the collapse of Kololo rule in Bulozhi in 1864?
7. How did the Zulu Revolution in the 19th Centaury affect Pre-colonial Zambia?
8. Critically analyse the contributions of early Europeans (Missionaries, Travellers and Traders to the History of pre-colonial Zambia.
9. Critically evaluate H911: Pre-colonial History of Zambia course.

THE END

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY**

UNIVERSITY FIRST SEMESTER EXAMINATIONS, MARCH 2013

H931: HISTORY OF SOUTHERN AFRICA TO 1880

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. What is historiography? Compare and contrast the Imperial and Missionary traditions in the study of South African history.
2. Critically analyse Khoikhoi and Saan reaction to Boer encroachment on their "ancestral lands" in South Africa between the seventeenth and nineteenth centuries.
3. Compare and contrast the careers of Shaka and Moshoeshoe as nation builders.
4. Was the Mfecane "essentially a process of social, political and military change internal to African society"?
5. **EITHER** explain why the British colonised the Cape and Natal **OR** examine whether the British annexed the Transvaal in 1877 for economic or strategic reasons.
6. Critically analyse the theories that attempted to explain Shaka's rise to power in the 1960s.
7. Examine the importance of the trekboer tradition as a factor in the course of the Afrikaner Exodus. What would you say were the origins and significance of this migration?
8. Critically examine the extent and ramifications of the Mineral Revolution.
9. Who won the Second Anglo Boer War (1899-1902)?

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY

UNIVERSITY FIRST SEMESTER EXAMINATIONS, MARCH
2013

H961: ARCHAEOLOGICAL PRINCIPLES AND TECHNIQUES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION ONE AND THREE
QUESTIONS FROM SECTION TWO.

SECTION ONE

1. Name four factors that are likely to motivate an Archaeologist to excavate a site.
2. Match the following six (6) set of corresponding items----- Match letter and number:
e.g. A-1

A.....established that the artifacts excavated by peasants were man-made and that they belonged to ancient time

B.....was a customs officer who argued that flint stones showed unmistakable signs of human workmanship.

C.....was an antiquarian who was interested in ancient antiquities only for economic gain and was a thief and a grave robber.

D.....had a dimension of time and helped to transform antiquarianism into archaeology.

E.....explains how Noah's flood overwhelmed the earth, destroying all creatures in the Ark.

F.....concerned with land of the pharaohs

1. Giovanni Belzoni 2. Three Age System 3. Diluvial Theory 4. Egyptology 5. Michael Mercati
6. Boucher de Perthes
3. Explain clearly what makes contemporary archaeology different from the archaeology preceding the 1960s?
4. An excavation of a rock shelter site occupied by a hunter-gatherer community is likely to produce a set of materials reflecting their subsistence system. Name at least five (5) types of materials that are likely to reflect that system.

5. What are the most important parts of an archaeological report?
6. What do you consider to have been the most important achievement of the Case Study that you conducted?
7. Name five (5) theories that were central to the explanation of the antiquity of man before the 20th century.
8. Define archaeology as a scientific discipline.
9. Name four (4) Absolute Dating methods popularly used in Africa.
10. Name two archaeologists each associated with Processual Archaeology and Post –Processual Archaeology.

SECTION TWO

11. Discuss ways in which a set of data from an archaeological site would be explained in an attempt to reconstruct the prehistoric past.
12. The development of archaeology has been characterized by three major paradigmatic shifts. Discuss their characteristics and achievements.
13. The success of New Archaeology as a sub-discipline depended on a number of factors. What were these factors and their contribution to the success of this new approach?
14. Why is Archaeology taught as a sub-discipline of History in many African Universities? What are the major differences and similarities between the two disciplines?
15. Discuss the importance of any three interpretative tools in Archaeology to our understanding of the discipline.
16. Archaeological sites in Zambia such as Kalambo Falls and Ingombe Ilede have yielded substantial quantities of animal and plant remains. What is the importance of these remains to the reconstruction of Zambia's prehistoric past?