

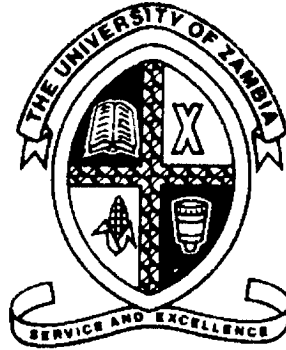
**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER EXAMINATIONS**  
**2011/2012 ACADEMIC YEAR.**

1. D 212 –Introduction to Theatre
2. DE 112 –Introduction to Social ,Economic and Demographic Statistics
3. DE 312 –Determinants of Population change
4. D412 –Advanced methods of Data Evaluation, Adjustment and Estimation
5. DE 901 –Population Change and Development
6. DE 915 –Reproductive health
7. DS 102 –Introduction to Development Studies
8. DS 201 –Theories of social and Political Change in developing countries
9. DS 202 –Political Economy of Development
10. DS 412-Technology and Development II
11. DS 915 –Civil Society and Development
12. DS 925 –Appraisal and Implementation in Developing Countries
13. DS 935 –Industrial Policy and Developing Countries
14. DS 975 –Economic Globalization and Developing countries
15. E121 –Introduction to prose fiction and writing skills in literature
16. E122 –introduction to poetry and drama
17. E212 –The structures of Modern English II
18. E232 –Modern Criticism
19. E352 –Gender issues in Literature
20. E425 –Theoretical Syntax

21. E462 –Later Modernist Literature
22. E 915 –Selected Author
23. EC 215 –Intermediate Microeconomic theory
24. Ec 222 –Mathematics for Economics II
25. EC 325 –Money and Banking
26. EC 355 –Advanced macroeconomics
27. EC 412 –International Finance Theory and Practice
28. EC 445 –Environmental Economics
29. EC 935 –Agricultural Economics
30. PH/EC 965 –Business Ethics
31. ELAL 111 –EXAMS
32. ELL 312 –English Morphology and Syntax
33. ELL 312 –English Morphology and Syntax
34. FR 132 -French Language Two
35. FR 332 –Translation from English into French
36. GS 312 –Gender issues and household resource management
37. H232 –History of modern Africa: 1900-the present
38. H242 –The Capitalist Economic System 1914-present
39. H322 –Twentieth Century Europe
40. H 345 –History of modern India: from 1947 to 1985
41. H422 –Archaeological theory and interpretation
42. H912 –History of Zambia since 1890
43. MC225 –Introduction to television production

44. MC 254-EXAM
45. MC 362 –Radio and Television Production II
46. MC 372 –EXAM
47. MC 422 –Radio and Television Production
48. MC 922 –EXAM
49. PA 125 –Introduction to Public Administration
50. PA 201 –National Government and administration
51. PA 202 –Comparative administration
52. PA 312 –Organization Behavior and management
53. PA 342 –Industrial Relations
54. PA 412 –Issues in Development Administration
55. PA 422 –Public Policy
56. PA 955 –Strategic Management
57. PH 102 –Fundamental problems of philosophy
58. PH 325 –Ethics and Crime
59. PL 115 –Introduction to Political Sciences
60. PL 332 –Foreign Policy Analysis and Evaluation
61. PL 422 –International Conflict Management and Resolution
62. PL 932 –Politics of Southern Africa II
63. PS 102 –Introduction to Psychology
64. PS 222 –The Psychology of sensation and perception
65. PS 452 –Organizational behavior
66. PS 472 –Counselling Practice and application

67. S112 –Introduction to Sociology II
68. S212 –Contemporary Sociological Theory
69. S322 –Sociology of Contemporary Social Problems
70. S912 –Refugees Issues and Sustainable Livelihoods
71. S915 –Disaster preparedness
72. S925 –Criminology
73. S962 –Sociology of Rural Development
74. S985 –Development Projects and Programs in Developing Countries
75. SW 112 –Social Development and Social Welfare
76. SW 332 –Cross Cultural Perspectives in Social Work Practice
77. SW 435 –Individual and group dynamics
78. SS 242 –Statistical methods in the social sciences



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

**SECOND SEMESTER EXAMINATIONS – MAY 2012**

**D212          INTRODUCTION TO THEATRE**

**TIME:          3 Hours.**

**INSTRUCTIONS:**

**Dictionaries and Primary texts (plays) are allowed in this examination.**

**Answer THREE questions in all – ONE from each section.**

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**SECTION A                      COMPULSORY                      (40 MARKS)**

**Question 1**

Theatre is said to have originated from the domains of myth, ritual and ceremony. Demonstrate how theatre manifests itself in the three domains, explaining your understanding of theatre, myth, ritual and ceremony?

**SECTION B                      Answer one question in this Section (30 marks)**

**Question 2**

“Shakespeare shows how the quest for power that is motivated by selfish reasons leads to ruin and death, while political power that is exercised unselfishly leads to order and well-being.”

The above quote is a reference to *Richard III*. Analyse the statement with reference to events in the text.

**Question 3**

What lessons does the play *Lysistrata* by Aristophanes have for these modern times?

**Question 4**

What challenges would you cite regarding directing any of the plays you studied in the course? How would you get round these challenges?

**SECTION C****Answer one question in this Section (30 marks)****Question 5**

Explore the Ten System Steps of Stanslavski's System and show how they contribute to an actor's identification with a character.

**Question 6**

Stewart Crehan once commented that "Brecht agreed with Aristotle that the story (or plot) is the kernel of tragedy; what he strongly disagreed with was the purpose to which it is put (ie catharsis)."

How, according to Brecht, should plot be handled using principles of Epic Theatre?

**Question 7**

It is true that in Zambia not much Playback Theatre has been practiced. Being one of the few who have studied theatre, how would you describe your experience with Jonathan Fox's approach to theatre? Do you feel it has something to offer the Zambian theatre arts?

***END OF EXAM***

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

**2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**

**DE 112: INTRODUCTION TO SOCIAL, ECONOMIC AND DEMOGRAPHIC STATISTICS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS.**

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Q1. Table 1 below shows education progression of the 1960 birth cohort from Grade 1 to tertiary levels in Zambia.

Grade	Number of pupils	Sex ratio (males per 100 females)
1	220,360	98
2	215,402	96
3	204,686	95
4	192,288	93
5	149,703	92
6	110,918	94
7	90,911	104
8	66,494	116
9	54,067	132
10	39,766	150
11	31,006	152
12	19,844	157
Tertiary	13,337	146

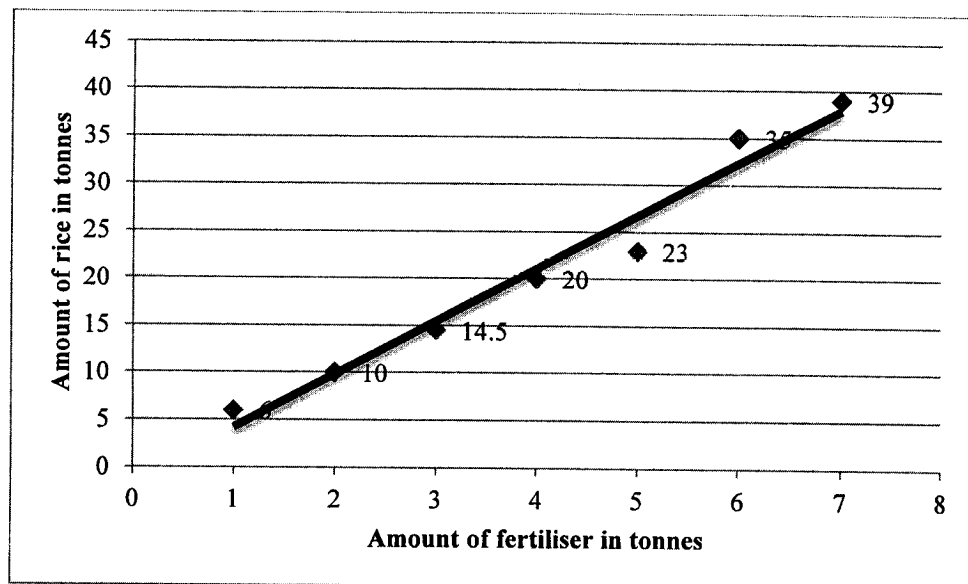
Using the information in Table 1:

- (i) Calculate the education progression ratios for males and females separately **(20 Marks)**



- (ii) Using your calculated education progression ratios in (i), construct an education progression pyramid. **(10 Marks)**
- (iii) Explain the gender implications of your education progression pyramid in (ii). **(10 Marks)**

Q2. One Agronomist (Dr. Hankede) working with the Barotse Royal Establishment found that yields of rice in the Lealui Plains of the Zambezi River almost doubled per one unit increase in the amount of fertilizer applied. After plotting the data from seven farmers (see Figure 1 below), she concluded that there was a linear relationship between the amount of fertilizer applied and the amount of rice harvested.



Using the information above:

- (i) Write down the equation that adequately describes the relationship described by Figure 1 **(5 Marks)**
- (ii) Define the terms in the equation above **(10 Marks)**
- (iii) If Mr. Mulonda did not apply any fertilizer, what would be his yield? **(10 Marks)**

Q3. Compare and contrast the following:

- (i) Myers' Index and Whipple's Index **(5 Marks)**
- (ii) Labour and Employment Statistics **(5 Marks)**

(iv) Constant and Variable (5 Marks)

Q4 (a) Describe how you would deal with the problem of unstated age in your data set (10 Marks)

(b) What does it mean to have a SMART indicator? (10 Marks)

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**END OF EXAMINATION**

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

**SECOND SEMESTER EXAMINATION- MAY 2012**

**DE 312: DETERMINANTS OF POPULATION CHANGE**

**INSTRUCTIONS: SECTION A AND B ARE COMPULSORY. ANSWER ANY TWO QUESTIONS FROM SECTION C**

**TIME: THREE HOURS**

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**SECTION A (Compulsory) (10 Marks)**

Q1 Define the following concepts succinctly:

- a) Child Mortality
- b) Migration
- c) Migration stream
- d) Net reproduction rate
- e) Completed family size

**SECTION B (SHORT ANSWERS) COMPULSORY (40 Marks)**

Q1 Briefly explain how the following variables affect migration

- i) Age
- ii) Sex
- iii) Education
- iv) Ethnicity
- v) Health and occupation

Q2 Explain the consequences of migration; provide practical examples where necessary.

Q3 Explain how the following variables can affect fertility

- i) Age at marriage

- ii) Age at menarche
- iii) Contraception
- iv) Breast feeding

Q4. The table below shows mortality data as captured by three Zambian censuses. Use the information to provide a detailed **Analytical Summary** and where necessary highlight the causes of observed differentials.

**Childhood Mortality indicators by Sex of Child and Residence, Zambia, 1980-2000**

characteristics	IMR (per 1000)			Child Mortality Rate (per 1000)			U 5 Mortality (per 1000)			Life Expectancy at Birth (years)		
	1980	1990	2000	1980	1990	2000	1980	1990	2000	1980	1990	2000
Zambia	99	123	110	71	95	82	121	151	162	52	47	50
<b>Sex</b>												
Male	101	127	120	73	98	91	124	157	169	52	46	48
Female	94	120	100	66	91	72	115	146	155	53	48	52
<b>Residence</b>												
Rural	106	133	117	78	104	89	132	164	180	50	45	48
Urban	89	104	91	61	77	64	108	128	126	54	51	54

Source CSO 1980, 1990 and 2000 census of pop and housing

### **SECTION C: ANSWER ANY TWO QUESTIONS (50 Marks)**

- Q1. Show your understanding of how John Bongaarts fertility theory applies in explaining Zambia's fertility levels and patterns?
- Q2. Zambia is one of the countries in Sub Saharan Africa with high levels of fertility, identify the many challenges the country is facing as it attempts to reduce fertility levels. Prescribe appropriate programme measures that can aid to reduce fertility levels in Zambia?
- Q3. Zambia is one of the countries in Sub Saharan Africa still facing many challenges in reducing maternal mortality rates. Discuss these challenges and develop an action programme aimed at resolving one of the challenges.
- Q4. The epidemiological transition theory is a myth for Africa. What is your view?
- Q5. Explain the factors causing migration by making reference to Ravenstein's theory. What are the possible weaknesses in this theory?

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**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**

**DE 412: ADVANCED METHODS OF DATA EVALUATION, ADJUSTMENT AND ESTIMATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

- Q1. Data in Table 1 pertains to the age distribution of the Zambian population in 2010 as well as the age specific probability of dying during the period 2000-2010.

Age	2000	2005	2010	Probability of dying (2000-2010)
0-4			2,252,747	0.12402
5-9			1,916,287	0.05587
10-14			1,774,134	0.01975
15-19			1,531,115	0.01475
20-24			1,194,642	0.01940
25-29			1,057,077	0.04110
30-34			840,309	0.06453
35-39			682,921	0.09300
40-44			473,238	0.10100
45-49			376,164	0.10810
50-54			284,864	0.10999
55-59			194,162	0.10379
60-64			168,563	0.11139
65-69			122,931	0.14823
70-74			93,348	0.17840
75-79			63,063	0.25485
80-84			33,598	0.30752
85-89			19,118	0.44379
90-94			6,450	0.64256
95+			7,935	1.00000

Given the information in the table above:

- (i) Estimate the Zambian population for the years 2000 and 2005 by age [15 Marks]
- (ii) Estimate the exponential growth rate of this population between 2000 and

2010 [10 Marks]

- (iii) Using your estimated exponential growth rate in (ii) above, project the 2000 population to the year 2010 [10 Marks]
- (iv) How does your projected population in (iii) above differ from the population given in Table 1? Why? [10 Marks]

Q2. Discuss in detail how you would estimate the rate of natural increase,  $r$ , using the principles of the stable population theory. [Credit will be given for use of appropriate table to illustrate your answer] [25 Marks]

Q3(a) Discuss the following concepts:

- (i) Geometric growth [5 Marks]
- (ii) Lower asymptote [5 Marks]
- (iii) Egordic theorem [5 Marks]

b) Using an appropriate example, discuss the relevance of the United Nations age-sex index in demographic analysis. [15 Marks]

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END OF EXAMINATION

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF POPULATION STUDIES (DPS)**  
**2011 ACADEMIC YEAR**  
**FINAL EXAMINATION**  
**DE 901: POPULATION CHANGE AND DEVELOPMNT**

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**TIME: THREE HOURS**

**INSTRUCTIONS: ATTEMPT QUESTION FOUR AND ANY OTHER TWO**

1. Attainment of a Demographic Transition in Sub-Saharan Africa is a pipe-dream. Using educated illustrations, exemplify your views in the above assertion.
2. To bring about Population and Development, the New Patriotic Front (PF) Government has resolved to rather address social change. Prescribe any appropriate interventions you would recommend for them.
3. During the International Conference on Population and Development (ICPD) in Cairo, 1994, there were concerns about Reproductive Health within the context of Development at global level. As a Senior Planner in the Ministry of Health in Zambia, explicate how such dilemmas could be addressed.
4. Explain how gender contributes to both high and low fertility in a population. Suggest at least three (3) strategies a Demographer can use to address gender-related issues you have explained above.

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END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE  
2011/2012 ACADEMIC YEAR  
SECOND SEMESTER FINAL EXAMINATION  
DE 915: REPRODUCTIVE HEALTH**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A AND THREE QUESTIONS FROM SECTION B**

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**SECTION A: ANSWER ALL QUESTIONS FROM THIS SECTION**

1. Write brief notes on the following:
  - (a) Maternal Mortality
  - (b) Direct causes of maternal mortality
  - (c) Indirect causes of maternal mortality
  - (d) Underlying causes of maternal mortality
2. Outline the Three delays Model in maternal health
3. Define the following:
  - (a) Safe motherhood
  - (b) Family planning program
  - (c) Unmet need for contraception
  - (d) Reproductive health
4. Outline well thought notes on the role of STI's in HIV transmission.
5. List the following:
  - (a) The differences between gender and sex
  - (b) Six ways in which men can be involved in reproductive health



**SECTION B: ANSWER QUESTIONS ONE (1) AND TWO (2) AND ANY OTHER QUESTION FROM THIS SECTION. (60 MARKS)**

1. Outline the key steps you would follow in designing an IEC program to improve the uptake of modern contraceptives in Kasenengwa Constituency, a rural constituency in Eastern Zambia.
2. What is Adolescent Reproductive Health? Outline the challenges and needs of adolescents. As a planner in the Ministry of Health, put forward policy and programmatic measures to address some of the challenges.
3. What is reproductive morbidity? How serious is the problem of RTI's in Zambia? Propose policy and programmatic measures to address some of the challenges
4. Discuss the various factors linked to maternal deaths in Zambia. As a planner in the Ministry of Community Development Mother and Child Health, prescribe strategies to strengthen maternal services in Zambia.

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**END OF EXAMINATION**



UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE  
DEPARTMENT OF DEVELOPMENT STUDIES

2012 SECOND SEMESTER EXAMINATION (PARALLEL PROGRAM)

DS 102: INTRODUCTION TO DEVELOPMENT STUDIES (11)

**INSTRUCTIONS:**

- Question one is compulsory (meaning everyone should attempt this one)
  - Choose and answer any other (2) questions from question Two to Five
  - Should attempt a total of 3 questions
  - The examination will take three (3) hours.
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1. Write brief notes on the following:
  - a) Characteristics of Capitalism
  - b) Generation one
  - c) Donors' point of view for giving Aid
  - d) International flow of financial resources takes three main flows. Briefly mention these flows.
2. While some development analysts argue that the industrial sector should be given priority over all other sectors in the economy, others argue that the agricultural sector has a greater potential to accelerate the growth of other sectors when given due attention. Analyse the reasons that are used to justify this argument?
3. Some development analysts argue that SAPs are among the most effective World Bank/IMF measures aimed at addressing government spending and other economic development problems in LDCs. But over the years, countries particularly LDCs that have undergone the SAPs say otherwise. To what extent are SAPs relevant to LDCs development transformation?
4. Give an outline of the features of the capitalist and socialist development strategies. In your understanding of the two strategies, give the usefulness of each to the development of the LDCs.
5. The growth of foreign direct investment (FDI) in the developing world has been extremely rapid in recent years. However, a majority of FDI flow from one developed country to another, with flows to developing countries being concentrated in just few destinations. Why do you think this is the case? Give reasons for your answer.

**THE UNIVERSITY OF ZAMBIA**  
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**INSTITUTE OF DISTANCE EDUCATION**  
**DEPARTMENT OF DEVELOPMENT STUDIES**

**2011- 2012 SECOND SEMESTER UNIVERSITY EXAMINATIONS**

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

**INSTRUCTIONS**

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

**SECTION ONE**

1. Write Brief notes on each of the following short answer questions
  - i. List all major forms of liberalism and tick the form that is applicable to Zambia
  - ii. State the difference between Marxist and Neo Marxist Theories with regard to the role of Imperialism in the development of less developed countries
  - iii. Define a Social Formation, Mention its major constituent parts and indicate what social formations existed in Africa before contact with Europe
  - iv. Explain what is meant by the Relative Autonomy of the post colonial state and mention and locate the social classes that is said to control this sort of state
  - v. Mention at least Five reasons for the development crisis in less developed nations , according to either the Liberal or Radical Perspective

**SECTION TWO**

Write an Essay on any **one** of the following three questions

2. Mention and explain the main differences between Liberal and Radical theories of Development in the analysis of Social and Political Change in Less Developed Countries.
3. Explain how the continent of Africa was developing before International Trade contact with Europe and its Final colonization. Use either the liberal or radical perspective to

explain how both International Trade and Colonization changed the course of development in Africa.

4. 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

### **SECTION THREE**

Write an Essay on any **one** of the following three questions

5. Define the State according to either Liberal or Radical Perspective and indicate and support what that perspective says should be the role the state in the economic development of less developed countries.
6. Use either the Liberal or Radical Perspective to explain the impact of economic globalization on the development of Less Developed Countries.
7. Show with clear examples either the negative <sup>or</sup> ~~of~~ positive impact of Neo Liberalist policies on Social development and people's welfare in Zambia.

**END OF EXAMINATION**

**(CHECK YOUR WORK FOR ORDERLY PRESENTATION)**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES  
DS 202: FULL-TIME  
SECOND SEMESTER 2011 ACADEMIC YEAR

**INSTRUCTIONS:**

- Answer THREE (3) questions in this examination.
- Question one (1) in Section One (1) is COMPULSORY.
- Time: THREE HOURS
- Write in clear and legible English.

**Section A: Compulsory (40 Marks)**

‘Pabwato’..... ‘Donchi Kubeba’..... ‘More money in the pocket’, shouted a bus conductor, apparently a PF ardent supporter. ‘More jobs shall be created in the mining sector and many others especially with the increased Chinese investments’, he claimed. ‘Nonsense!’ retorted UNZA student. ‘There is no way there can be more money in people’s pockets unless the PF-led Government comprehensively examines the fundamental, far-reaching and self-reinforcing structural relationships that exist between the *centre* and the *periphery*- an element that presents a development challenge to LDCs and Zambia inclusive. In this regard, there is need to examine mining and other industries within the structuralist theoretical context.’

In seeking a fuller explanation about the *centre-periphery* debate, the bus conductor has made an inquiry and has decided to visit you: a DS 202 full-time student at the University of Zambia. What therefore is the Structuralist approach to development? How would you apply this theory to what is prevailing in the Zambia mining industry? To what extent, therefore, do you agree with this theoretical proposition?

**Section B: Answer any TWO (2) Questions of your choice.**

1. The crisis of development in developing countries has largely been characterised as agrarian. Further, it is argued that it has been conditioned by two sets of factors. Discuss the two sets of factors causing development crisis in Sub-Saharan Africa. Which set of factors do you think offers a plausible explanation to what is prevailing in LDCs? What intellectual reasoning therefore can you advance as a solution to LDCs struggling at the bottom of the development ladder?
2. The Honorable Member of Parliament for Misisi Constituency was one day making a presentation at the University of Zambia LT2. He said, ‘the policy measures under the IMF and the World Bank structural adjustment programmes (SAPs) have significantly developed Zambians socially and economically. Critically discuss this statement. Do this by citing specific examples.
3. According to Dambisa Moyo, ‘aid is dead.’ Critically discuss this claim with special reference to the different foreign aid perspectives. To what extent do you agree with this claim?
4. What is democratization? What do you think has been the role of Civil Society Organisations in the democratization process of Zambia? Do this by examining the strengths and weaknesses.



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

**2011 SECOND SEMESTER EXAMINATIONS**

**DS 412 : TECHNOLOGY AND DEVELOPMENT II**

**Instructions:**

- Answer any three questions from the following;
  - Duration: **3 hours**
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1. Pick any country which was a Less Developed Country, but now is industrialising through a successful Technology Transfer process. Show the policies and measures that make such a transformation possible.
2. Indigenous Technological capacity Building is very crucial for the Industrialisation process of many Less Developed Countries. Explain and illustrate how and what needs to be put in place to build such capacity.
3. What are the Mechanisms of Technology Transfer? Demonstrate how effective such mechanism have been in transferring Technology from the Industrialised countries to the Less Developed Countries of the world.
4. What are intellectual Property Rights. How and why are they important in technology transfer, industrialization and Development.
5. Zambia is a Less Developed country still in need of Industrialisation and Development. Propose Policies and ways in which industrialisation can be attained in Zambia.
6. There are several ways of Financing Industrialisation. Outline at least five ways and discuss them fully.

**END OF EXAMINATION**



**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**UNIVERSITY EXAMINATIONS**  
**2012 SECOND SEMESTER EXAMINATIONS**

**DS 915: CIVIL SOCIETY AND DEVELOPMENT**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- a) **ANSWER ANY THREE (3) QUESTIONS**
  - b) **ALL QUESTIONS CARRY EQUAL MARKS**
- 

1. The need to enhance accountability amongst the Civil Society in Zambia has often been justified by the desirability to bring about sanity in light of some CSOs being allegedly involved in some misconduct. Consequently, the state in Zambia has over the years sought to institute ways to control this through regulatory mechanisms for civil society, such as the NGO Act, among others. 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 approaches do you think could better enhance (i) functional accountability and (ii) strategic accountability by civil society in the Zambian context and justify your view
2. 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.
3. Discuss the salient implications of the NGO Act, No. 16 of 2009 on the existence and operations of NGOs in Zambia. In what ways can you compare and contrast the NGO Act from the Societies Act. Your answer should at least clearly make particular reference to either their enforcement, current status on their application and their respective weaknesses or shortcomings.
4. When we are considering contemporary challenges of the underdeveloped world, advocates of civil society strongly feel that more sustainable solutions cannot be hoped for without the active involvement of civil society. Discuss how the concept of civil society has reappeared in the recent past and indicate why perhaps we should start to look at it as an ideology that would help serve meaningful socio-economic and political ends. Clearly observe some of the major limitations of civil society operations in developing countries.
5. Write notes on ALL the following:
  - (a) Diamond's nine functions of civil society in promoting democracy
  - (b) Arnstein's ladder of participation
  - (c) Goutlet's sources of participation
  - (d) Korten's Generational Role of NGOs
  - (e) Ideological underpinnings of civil society

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

**2012 ACADEMIC YEAR SECOND SEMESTER**

**FINAL EXAMINATION**

**DS 925 – APPRAISAL AND IMPLEMENTATION IN DEVELOPING COUNTRIES**

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**Time Allow: Three (3) Hours**

**Instruction: Answer Question 1 (compulsory) plus any two questions**

**Students will be provided with Present Value Tables**

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**QUESTION 1 – COMPULSORY**

Kasanshi Mines Ltd a subsidiary of First Quantum in Solwezi is considering a new product line to supplement its existing mineral products. It is estimated that the new production line will consist of a financial investment of US\$700,000 at year zero and US\$10 million in year 1. After tax computation cash inflows of US\$250,000 are projected in year 2, US\$300,000 in year 3, US\$350,000 in year 4, and US\$400,000 each year through year 10. The above estimated cash flow will have other savings of US\$500 a year in year 1, rising by 5% annually because of tax and other costs. Running costs including subsidies to small scale firms will be US\$1,000 in the first year, rising by 10% each year due to increasing labour costs and mineral

- (a) Calculate the adjusted cash flows.
- (b) If the rate of return is 15 percent, what is the net present value of the project? Is it acceptable?
- (c) What is the payback period of the project?
- (d) What is the project's internal rate of return?
- (e) What would be the case if the rate of return were 10% (percent)

**QUESTION 2**

Compare and contrast the Little and Mirlees' method of evaluation of projects in developing countries with the UNIDO's methods and state which one of the two would be useful to Zambia and why.



**QUESTION 3**

- (a) Critically discuss the rationale for economic appraisal in developing countries.
- (b) Discuss the assertion that in labour-surplus economies such as Zambia, the maximization of employment may well be a socio-economic and political objective.

**QUESTION 4**

- (a) Critically discuss the significance of the input and output table to economic planning.
- (b) Explain and analyse the limitations of the input-output table and suggest how these limitations can be overcome (in economic planning and investment).

**QUESTION 5**

- (a) Explain your understanding of social prices/shadow prices and shadow wages and their relevance to project appraisal.
- (b) Explain (outline) the process of appraisal of World Bank supported projects and discuss the importance of the country assistance strategy to World Bank project finance in developing countries.

**END OF EXAMINATION**

Value of 1 at compound interest:  $(1 + r)^{-n}$

Interest rates (r)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
01	0.9804	0.9709	0.9615	0.9524	0.9434	0.9346	0.9259	0.9174	0.9091	0.9009	0.8929	0.8850	0.8772	0.8696	1
03	0.9612	0.9426	0.9246	0.9070	0.8900	0.8734	0.8573	0.8417	0.8264	0.8116	0.7972	0.7831	0.7695	0.7561	2
06	0.9423	0.9151	0.8890	0.8638	0.8396	0.8163	0.7938	0.7722	0.7513	0.7312	0.7118	0.6931	0.6750	0.6575	3
10	0.9238	0.8885	0.8548	0.8227	0.7921	0.7629	0.7350	0.7084	0.6830	0.6587	0.6355	0.6133	0.5921	0.5718	4
15	0.9057	0.8626	0.8219	0.7835	0.7473	0.7130	0.6806	0.6499	0.6209	0.5935	0.5674	0.5428	0.5194	0.4972	5
20	0.8880	0.8375	0.7903	0.7462	0.7050	0.6663	0.6302	0.5963	0.5645	0.5346	0.5066	0.4803	0.4556	0.4323	6
27	0.8706	0.8131	0.7599	0.7107	0.6651	0.6227	0.5835	0.5470	0.5132	0.4817	0.4523	0.4251	0.3996	0.3759	7
35	0.8535	0.7894	0.7307	0.6768	0.6274	0.5820	0.5403	0.5019	0.4665	0.4339	0.4039	0.3762	0.3506	0.3269	8
43	0.8368	0.7664	0.7026	0.6446	0.5919	0.5439	0.5002	0.4604	0.4241	0.3909	0.3606	0.3329	0.3075	0.2843	9
53	0.8203	0.7441	0.6756	0.6139	0.5584	0.5083	0.4632	0.4224	0.3855	0.3522	0.3220	0.2946	0.2697	0.2472	10
63	0.8043	0.7224	0.6496	0.5847	0.5268	0.4751	0.4289	0.3875	0.3505	0.3173	0.2875	0.2607	0.2366	0.2149	11
74	0.7885	0.7014	0.6246	0.5568	0.4970	0.4440	0.3971	0.3555	0.3186	0.2858	0.2567	0.2307	0.2076	0.1869	12
87	0.7730	0.6810	0.6006	0.5303	0.4688	0.4150	0.3677	0.3262	0.2897	0.2575	0.2292	0.2042	0.1821	0.1625	13
100	0.7579	0.6611	0.5775	0.5051	0.4423	0.3878	0.3405	0.2992	0.2633	0.2320	0.2046	0.1807	0.1597	0.1413	14
113	0.7430	0.6419	0.5553	0.4810	0.4173	0.3624	0.3152	0.2745	0.2394	0.2090	0.1827	0.1599	0.1401	0.1229	15
128	0.7284	0.6232	0.5339	0.4581	0.3936	0.3387	0.2919	0.2519	0.2176	0.1883	0.1631	0.1415	0.1229	0.1069	16
144	0.7142	0.6050	0.5134	0.4363	0.3714	0.3166	0.2703	0.2311	0.1978	0.1696	0.1456	0.1252	0.1078	0.0929	17
160	0.7002	0.5874	0.4936	0.4155	0.3503	0.2959	0.2502	0.2120	0.1799	0.1528	0.1300	0.1108	0.0946	0.0808	18
177	0.6864	0.5703	0.4746	0.3957	0.3305	0.2765	0.2317	0.1945	0.1635	0.1377	0.1161	0.0981	0.0829	0.0703	19
195	0.6730	0.5537	0.4564	0.3769	0.3118	0.2584	0.2145	0.1784	0.1486	0.1240	0.1037	0.0868	0.0728	0.0611	20
215	0.6605	0.4776	0.3751	0.2953	0.2330	0.1842	0.1460	0.1160	0.0923	0.0736	0.0588	0.0471	0.0378	0.0304	25
239	0.5521	0.4120	0.3083	0.2314	0.1741	0.1314	0.0994	0.0754	0.0573	0.0437	0.0334	0.0256	0.0196	0.0151	30
269	0.5000	0.3554	0.2534	0.1813	0.1301	0.0937	0.0676	0.0490	0.0356	0.0259	0.0189	0.0139	0.0102	0.0075	35
317	0.4529	0.3066	0.2083	0.1420	0.0972	0.0668	0.0460	0.0318	0.0221	0.0154	0.0107	0.0075	0.0053	0.0037	40
391	0.4102	0.2644	0.1712	0.1113	0.0727	0.0476	0.0313	0.0207	0.0137	0.0091	0.0061	0.0041	0.0027	0.0019	45
500	0.3715	0.2281	0.1407	0.0872	0.0543	0.0339	0.0213	0.0134	0.0085	0.0054	0.0035	0.0022	0.0014	0.0009	50

	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	0.8547	0.8475	0.8403	0.8333	0.8264	0.8197	0.8130	0.8065	0.8000	0.7937	0.7874	0.7812	0.7752	0.7692	1
2	0.7305	0.7182	0.7062	0.6944	0.6830	0.6719	0.6610	0.6504	0.6400	0.6299	0.6200	0.6104	0.6009	0.5917	2
3	0.6244	0.6086	0.5934	0.5787	0.5645	0.5507	0.5374	0.5245	0.5120	0.4999	0.4882	0.4768	0.4658	0.4552	3
4	0.5337	0.5158	0.4987	0.4823	0.4665	0.4514	0.4369	0.4230	0.4096	0.3968	0.3844	0.3725	0.3611	0.3501	4
5	0.4561	0.4371	0.4190	0.4019	0.3855	0.3700	0.3552	0.3411	0.3277	0.3149	0.3027	0.2910	0.2799	0.2693	5
6	0.3898	0.3704	0.3521	0.3349	0.3186	0.3033	0.2888	0.2751	0.2621	0.2499	0.2383	0.2274	0.2170	0.2072	6
7	0.3332	0.3139	0.2959	0.2791	0.2633	0.2486	0.2348	0.2218	0.2097	0.1983	0.1877	0.1776	0.1682	0.1594	7
8	0.2848	0.2660	0.2487	0.2326	0.2176	0.2038	0.1909	0.1789	0.1678	0.1574	0.1478	0.1388	0.1304	0.1226	8
9	0.2434	0.2255	0.2090	0.1938	0.1799	0.1670	0.1552	0.1443	0.1342	0.1249	0.1164	0.1084	0.1011	0.0943	9
10	0.2080	0.1911	0.1756	0.1615	0.1486	0.1369	0.1262	0.1164	0.1074	0.0992	0.0916	0.0847	0.0784	0.0725	10
11	0.1778	0.1619	0.1476	0.1346	0.1228	0.1122	0.1026	0.0938	0.0859	0.0787	0.0721	0.0662	0.0607	0.0558	11
12	0.1520	0.1372	0.1240	0.1122	0.1015	0.0920	0.0834	0.0757	0.0687	0.0625	0.0568	0.0517	0.0471	0.0429	12
13	0.1299	0.1163	0.1042	0.0935	0.0839	0.0754	0.0678	0.0610	0.0550	0.0496	0.0447	0.0404	0.0365	0.0330	13
14	0.1110	0.0985	0.0876	0.0779	0.0693	0.0618	0.0551	0.0492	0.0440	0.0393	0.0352	0.0316	0.0283	0.0254	14
15	0.0949	0.0835	0.0736	0.0649	0.0573	0.0507	0.0448	0.0397	0.0352	0.0312	0.0277	0.0247	0.0219	0.0195	15
16	0.0811	0.0708	0.0618	0.0541	0.0474	0.0415	0.0364	0.0320	0.0281	0.0248	0.0218	0.0193	0.0170	0.0150	16
17	0.0693	0.0600	0.0520	0.0451	0.0391	0.0340	0.0296	0.0258	0.0225	0.0197	0.0172	0.0150	0.0132	0.0116	17
18	0.0592	0.0508	0.0437	0.0376	0.0323	0.0279	0.0241	0.0208	0.0180	0.0156	0.0135	0.0118	0.0102	0.0089	18
19	0.0506	0.0431	0.0367	0.0313	0.0267	0.0229	0.0196	0.0168	0.0144	0.0124	0.0107	0.0092	0.0079	0.0068	19
20	0.0433	0.0365	0.0308	0.0261	0.0221	0.0187	0.0159	0.0135	0.0115	0.0098	0.0084	0.0072	0.0061	0.0053	20
25	0.0197	0.0160	0.0129	0.0105	0.0085	0.0069	0.0057	0.0046	0.0038	0.0031	0.0025	0.0021	0.0017	0.0014	25
30	0.0090	0.0070	0.0054	0.0042	0.0033	0.0026	0.0020	0.0016	0.0012	0.0010	0.0008	0.0006	0.0005	0.0004	30
35	0.0041	0.0030	0.0023	0.0017	0.0013	0.0009	0.0007	0.0005	0.0004	0.0003	0.0002	0.0002	0.0001	0.0001	35
40	0.0019	0.0013	0.0010	0.0007	0.0005	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0001	0.0000	0.0000	40
45	0.0009	0.0006	0.0004	0.0003	0.0002	0.0001	0.0001	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	45
50	0.0004	0.0003	0.0002	0.0001	0.0001	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	50

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

**DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES (2012) ~~DEFERRED~~ EXAMINATIONS**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. Answer Question One and any other two questions (in Section Two).
  2. Write clearly and in an academically acceptable manner.
- 

**Question One (To be attempted by all candidates) 40 Marks**

Write short answers to the following:

Write short notes on the following:

- a) Mention two determinants of foreign investment in an LDC's industrial sector.
- b) a. Mention three justifications for import substitution industrialization strategy.
- c) b. Provide a critique of an "Export -Led Growth" model.
- d) c. What determines growth in both the agriculture sector and the industrial sectors?
- e) d. Outline the assumptions made in the model of complementarity between the agriculture sector and the industrial sector.

**Section Two (40 marks)**

1. Critically discuss the strategic motives for investment in LDCs by MNCs. To what extent are these motives beneficial to the industrialisation process of an LDC like Zambia
2. A controversy has evolved concerning "import substitution" and "export promotion" strategies which are traditionally viewed as two trade structures available to LDCs. Critically analyse the issues involved in this controversy. In your view, what trade structure should an LDC like Zambia pursue? Give reasons for your answer.
3. "Foreign aid is vital in the industrialization process of LDCs". In your view, why does foreign aid appear to be more productive than local savings and other foreign capital inflows? What are some of the costs of foreign aid?
4. Discuss the relevance of the Keynesian models of industrialisation in the development process of LDCs like Zambia. Give practical examples to support your argument.

**END OF EXAMINATIONS**



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

**DEPARTMENT OF DEVELOPMENT STUDIES**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS – 2011**

**DS 975: ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES**

**Instructions**

**ANSWER QUESTION ONE AND ANY OTHER TWO OF YOUR CHOICE**

---

**Question 1:** Debt has become a major topic of discussion especially with the recent Portuguese, Italian, Greek and Spanish debt crisis (popularly known as PIGS debt crisis). Comment on international debt and globalization.

**Question 2:** Trade is a major driver in economic growth of any country and is also seen as the main reason why globalization has rapidly grown resulting into what is today known as a global village. Discuss trade and globalization.

**Question 3:** Investments are vital to the development of any economy. Investments require capital in order to be realized. Capital markets have in the past twenty years become a key source of development capital in the global economy. Comment on capital markets and the role they can play in the development of an economy such as Zambia.

**Question 4:** The development of an economy is dependent on infrastructure development. It is said that infrastructure is the Achilles' heel of any economy. Analyze the significance role that infrastructure.

**Question 5:** China's rapid development is partly attributed to the adoption of some western values. Outline the seven values that China has adopted in order to enhance its economic development.

**Question 6:** culture has played a significant part in the globalization. Sometimes it is stated that global culture is Americanization of the world culture. Global culture is at times referred to as Macdonaldisation of the globe. Discuss culture and globalization.

**Question 7:** It has been stated that Economic Dynamic sectors of China, India, USA, Europe and Japan provide the necessary global economic growth for example the high demand for raw materials such as copper from China provided the necessary impulse for Zambia's economic growth in the last six years. Comment on dynamic sectors of China and India as providing the world economic growth?



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

SECOND SEMESTER EXAMINATIONS  
2011/2012 ACADEMIC YEAR

*E121: INTRODUCTION TO PROSE FICTION AND WRITING SKILLS IN LITERATURE*

TIME: 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. You earn more marks if you support your answers with quotes from primary texts as well as secondary ones.
  5. Texts are allowed in the examination room.
-

## SECTION A (COMPULSORY)

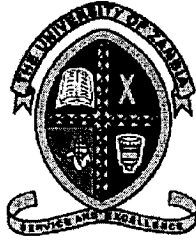
1. Prose fiction as a genre is divided into the short story, the novella and the novel. With examples show the similarities and differences between each one and the others.

## SECTION B

Answer any two questions from this section.

2. With reference to *The Odyssey* and *Genesis*, discuss the elements of oral literature.
3. Discuss the theme of betrayal in the Armah's *The Beautiful Ones Are Not Yet Born* and Head's *Maru*.
4. In Hemingway's 'The Short Happy Life of Francis Macomber' does Margaret deliberately kill her husband?
5. With examples drawn from the texts studied on the course, discuss the concept 'character'.

END OF EXAM



# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2011/12 ACADEMIC YEAR

FINAL EXAMINATIONS - DISTANCE

E122 – INTRODUCTION TO POETRY AND DRAMA

TIME: THREE HOURS

**TEXTS ARE ALLOWED INTO THE EXAM ROOM (BUT NOT BATCHES)**

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**SECTION A (10 marks): This section is compulsory.**

**Read the poem below and answer the questions that follow:**

If We Must Die – By Claude McKay

If we must die, let it not be like hogs  
Hunted and penned in an inglorious spot,  
While round us bark the mad and hungry dogs,  
Making their mock at our accursed lot.  
If we must die, O let us nobly die,  
So that our precious blood may not be shed  
In vain; then even the monsters we defy  
Shall be constrained to honour us though dead!  
O kinsmen! we must meet the common foe!  
Though far outnumbered let us show us brave,  
And for their thousand blows deal one deathblow!  
What though before us lies the open grave?  
Like men we'll face the murderous, cowardly pack,  
Pressed to the wall, dying, but fighting back!

Claude McKay, an African-American poet, wrote this poem in 1922, at a time when racial discrimination against black people was officially acceptable. Given this background, answer the following questions:

- (i) What is the situation? (1)
- (ii) What kind of person is speaking? (1)
- (iii) What is the attitude of the speaker toward the white oppressor? (1)
- (iv) What is the subject? (1)
- (v) What is the main theme of the poem? (1)
- (vi) Who is the speaker addressing? (1)
- (vii) Comment on the language used. (2)
- (viii) Comment on the rhyme pattern.(2)

**SECTION B (40 marks) Question 1 is compulsory.**

**Answer Question 1 AND one other question of your choice. Each question carries 20 marks.**

1. Discuss the role of the gods in human affairs in *Oedipus the King*, *Oedipus at Colonus*, and *Antigone*
2. The main reason why Oedipus was punished was because of his careless attitude and behaviour. Discuss this statement with reference to events in *Oedipus the King*.
3. Discuss the significance of the role played by women in *Oedipus the King* and *Antigone*.
4. "Pride comes before a fall." Evaluate this statement in relation to events in *Oedipus the King* and *Antigone*.

**END OF EXAM – GOOD LUCK!**



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

**E 212: THE STRUCTURE OF MODERN ENGLISH II (Distance)**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: Attempt ALL the questions**

1. Write brief notes on each of the linguistic concepts given below, showing, with clear examples, how they differ from each other. **(5 Marks)**
  - (a) Zero morph and portmanteau morph
  - (b) Conversion and affixation
2. Discuss, with examples, the difference between inflection morphology and derivational morphology as espoused in E212. **(10 Marks)**
3. English grows its vocabulary through borrowing only. Discuss. **(10 Marks)**
4. Identify the **syntactic elements** in the following sentences, according to the instruction after each sentence. **Underline** the concerned element. **(5 Marks)**
  - (a) That disgruntled gentleman is a lawyer. (Subject complement)
  - (b) The man whose car was stolen yesterday by unidentified men is here. (adverb phrase)
  - (c) Mr. Rupiah made Dora Minister of Education. (Object complement)
  - (d) She put it behind the house. ( prepositional phrase)
5. For each of the following **Clause Patterns**, provide an example sentence. **(10 Marks)**
  - (a) SVA
  - (b) SVC
  - (c) SVOC
  - (d) SV
  - (e) SVOO
6. Show the structure of the following sentences by putting them on tree diagrams. **(10 Marks)**
  - (a) The Chancellor warned the lecturers.
  - (b) The students put the books on the table carelessly.

**END OF EXAMINATION**



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

SECOND SEMESTER EXAMINATIONS  
2011/2012 ACADEMIC YEAR

*E232: MODERN CRITICISM*

TIME: 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 two from Section B which carry 30 marks each.
  4. You earn more marks if you support your answers with quotes from primary texts.
  5. Primary texts are allowed in the examination room.
-

SECTION A (COMPULSORY)

(40 marks)

Read the following Poem, *To His Coy Mistress* by Andrew Marvell, and answer the question that follows.

Had we but world enough, and time,  
This coyness, lady, were no crime.  
We would sit down and think which way  
To walk, and pass our long love's day;  
Thou by the Indian Ganges' side  
Shouldst rubies find; I by the tide  
Of Humber would complain. I would  
Love you ten years before the Flood;  
And you should, if you please, refuse  
Till the conversion of the Jews.  
My vegetable love should grow  
Vaster than empires, and more slow.  
An hundred years should go to praise  
Thine eyes, and on thy forehead gaze;  
Two hundred to adore each breast,  
But thirty thousand to the rest;  
An age at least to every part,  
And the last age should show your heart.  
For, lady, you deserve this state,  
Nor would I love at lower rate.

But at my back I always hear  
Time's winged chariot hurrying near;  
And yonder all before us lie  
Deserts of vast eternity.  
Thy beauty shall no more be found,  
Nor, in thy marble vault, shall sound  
My echoing song; then worms shall try  
That long preserv'd virginity,  
And your quaint honour turn to dust,  
And into ashes all my lust.  
The grave's a fine and private place,  
But none I think do there embrace.

Now therefore, while the youthful hue  
Sits on thy skin like morning dew,  
And while thy willing soul transpires  
At every pore with instant fires,  
Now let us sport us while we may;  
And now, like am'rous birds of prey,

Rather at once our time devour,  
Than languish in his slow-chapp'd power.  
Let us roll all our strength, and all  
Our sweetness, up into one ball;  
And tear our pleasures with rough strife  
Thorough the iron gates of life.  
Thus, though we cannot make our sun  
Stand still, yet we will make him run.

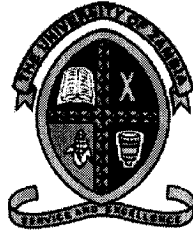
1. Discuss the theme of 'Carpe Diem' (Seize the Day) in relation to the above poem. You may refer to other texts studied in the course.

#### SECTION B

Answer any two questions from this section.

2. One would think that having borrowed heavily from other disciplines, modern critical approaches transform literature into one of the most all-encompassing disciplines. Discuss this assertion with practical examples.
3. Jung has identified a number of archetypal images. With focus on Shakespeare's *Hamlet*, discuss the archetype of the sacrificial hero.
4. In both *The Old man and the Sea* and quite often in stories under the title *The Snows of Kilimanjaro*, Ernest Hemingway attempts to portray the struggles of man against nature. This is also evidenced in the story "The Short Happy Life of Francis Macomber." Discuss.
5. After your study of the father-son relationship between son Kafka and his father, how do you conceptualize the creation of *Metamorphosis* by Kafka?

END OF EXAM



# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2011/12 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

E352 – GENDER ISSUES IN LITERATURE

TIME: THREE HOURS

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TIME: THREE (3) HOURS

## INSTRUCTIONS TO CANDIDATE

1. Ensure that you read through the **instructions** before you attempt to answer any question.
2. Write your **computer number** on every answer booklet.
3. This is an **open-book examination**, so you earn more marks by supporting your answers with quotes from the primary texts.
4. Primary texts are **allowed** into the examination room.

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

1. On page 32 of her book *Off Duty*, Brenda Muntemba writes: 'Again I say life and love are bitter sweet teachers.'

Relate this statement to what the author says on page 24 under the title 'The Slow, the Swift... and the Subtle' and on page 30 under the title 'Until I Bury my Father.' You should also demonstrate the thematic similarities between the two passages (on p24 and p30).

**SECTION B (60 marks)**

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

2. Using textual evidence from *Kill Me Quick* and *Harvest of Thorns*, discuss the hierarchical nature of oppression.
3. 'When your husband dies, it is not really your funeral and so, although you as the widow are expected to be sorrowful, it will only be your funeral when your brother or sister dies. When this terrible thing happens, people will pity you and do everything possible to make your comfortless life cheerful. But their real sympathy will always lie with the relatives of the dead one, because it is they who will suffer most from the death. Moreover, you as the one who was his wife, are expected to have known what was happening to your husband. So if you did not tell his relatives what was happening to their own and he suddenly dies, surely you must take some of the blame.'

What circumstances does the above passage relate to in Mulaisho's *Tongue of the Dumb* and how does this event affect the general plot structure?

4. In *Tongue of the Dumb* by Dominic Mulaisho, if the reader perceives differences of opinion and attitude in Mpona's chiefdom on one hand and, on the other, the same among the missionaries, it goes to show that 'Humanity is the same universally.' Discuss.
5. Analyse the conflicting dual roles of the River Honia in Ngugi's *The River Between*.
6. Upon considering Kambikambi's portrayal of savagery in Africa in his *A Gem for the Pasha*, can it be said that this is dispelled by the short story writers whose works have been collected in *Death of a Tramp*?

**END OF EXAM – GOOD LUCK!**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
E425: THEORETICAL SYNTAX  
2012 FINAL EXAMINATION**

- (e) Provide two (2) underlying phrase structures of the following sentence from the perspective of Government-Binding Theory and Transformational Generative Grammar.  
 'I do not like eating chicken that is reared in the backyards' **(14 marks)**
- (f) Explain the meaning of the following sentence:  
 "Alpha is a variable over syntactic categories and the fundamental idea in Move-alpha is that any structure may be altered in any way by 'moving anything anywhere' while independent universal principles will dictate just what can move and where it can move to."  
**(4 marks)**
- (g) With examples write brief notes on the following concepts of Government-Binding Theory.  
 (i) Theta theory  
 (ii) Theta criterion **(4 marks)**

**(Total: 40 marks)**

### **Question 3**

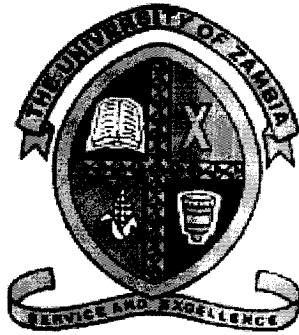
- (a) With examples explain two (2) possible phrase structures of the verb phrase in Transformational Generative Grammar. **(2 marks)**
- (b) With appropriate examples provide and explain any two (2) types of transformations in Transformational Generative Grammar. **(2 marks)**
- (c) With examples explain the four (4) major components of the grammatical structure of the Government and Binding Theory. **(8 marks)**
- (d) With examples write brief notes on the following concepts of Government-Binding Theory.  
 (i) Binding theory  
 (ii) Bounding theory **(5 marks)**
- (e) (i) With an example explain the concept of relational hierarchy in Relational Grammar. **(4 marks)**  
 (ii) Using tree diagrams demonstrate and explain why the following sentence is ambiguous in the English language:  
 They are running cars **(8 marks)**
- (f) Consider the sentence below and identify the terms, non-terms and chômeurs in the sentence:  
 'The beautiful house was built for the old woman by the children and the old woman was very happy she bought some bread for the children from Shoprite which the children ate with some tea' **(6 marks)**



- (g) Explain the meaning of the following statement:  
‘In the Government-Binding Theory Chomsky’s aim was to come up with a universal grammar by coming up with a general theory which has a set of interacting sub-theories each which deals with some central area of grammatical enquiry’  
(5 marks)

**(Total 40 marks)**

**END OF THE EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2011/12 SECOND SEMESTER EXAMINATIONS**

**E 462 LATER MODERNIST LITERATURE**

**Time: 3 hours**

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**INSTRUCTIONS TO CANDIDATES**

1. *To Facilitate Smooth Marking, Use One Answer Book For Sections A and B. Use a separate answer book for Section C.* Candidates who use one booklet to answer all the questions shall be penalised.
  2. *Answer only three questions, One from each section.*
  3. Read and understand all instructions before you attempt any question.
  4. Primary Texts are Allowed into the examination Examination Room
  5. *This is an Open-Book Examination. You are, therefore, encouraged to quote as extensively as possible.*
-

## SECTION A

**All must answer the question below. The question carries 33⅓ Marks. Please answer all its constituent parts.**

1. Read the text below and answer the questions that follow:

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am of substance, of flesh and bone, fiber and liquids – and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus side shows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me, they see only my surroundings, themselves, or figments of their imagination – indeed everything and anything except me.

Nor is my invisibility exactly a matter of a biochemical accident to my epidermis. That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of their *inner* eyes, those eyes with which they look through their physical eyes upon reality. I am not complaining, nor am I protesting either. It is sometimes advantageous to be unseen, although it is most often rather wearing on the nerves. Then too, you're constantly bumped against by those of poor vision. Or again, you often doubt if you really exist. You wonder if you aren't simply a phantom in other people's minds. Say a figure in a nightmare which the sleeper tries with all his strength to destroy. It's when you feel like this that, out of resentment, you begin to bump people back. And, let me confess, you feel that way most of the time. You ache with the need to convince yourself that you do exist in the real world, that you are a part of the sound and anguish, and you strike out with your fists, you curse and swear to make them recognize you. And, alas, it is seldom successful. [Prologue of Ralph Ellison's *Invisible Man*, p3,4. Underline mine]

Now answer the question(s) below in relation to the underlined sentences:

- a. **Why is visibility to others so important to the character?** [15⅓ Marks]
- b. **In the context of the above passage, what do we learn about perception and reality in these sentences?** [18 Marks]

## SECTION B

**Answer only one question from this section. Each question carries carries 33⅓ marks. Please answer all the constituent parts if a question has subdivisions.**

1. **Compare and contrast** Ralph Ellison's handling of **self perception** in *Invisible Man* to that of Robert Frost in both *The Road Not Walked* and *The Tuft of Flower*.
2. When the protagonist of Ralph Ellison's *Invisible Man* realises he is invisible to other people, he retreats to a hole with a lot of bulbs lit by 'stolen' electricity.

**Does the retreat solve his visibility problem? Discuss.**

3. **Explain** how, **according to Robert Frost**, a human being can add meaning to the absurdity of life. Use any two of his poems.

## SECTION C

**Answer only one question from this section. Each question carries carries 33⅓ marks. Please answer all the constituent parts if a question has subdivisions.**

1. James Baldwin's *Go Tell It On The Mountain*

Besieged by violence and social responsibility, the church building appears to be the most prominent structure. Why do you think Baldwin has done this?

2. William Golding's *Lord of the Flies*

The author uses young characters in need of care. Would it be right to claim that the text is an allegory of the first half of the 20<sup>th</sup> century?

4. William Faulkner's *Light in August*

"... Here I am, I am tired, I am tired of running of having to carry my life like it was a basket of eggs ...," William Faulkner's *Light in August*. What causes this state of fatigue? What makes Joe Christmas give up? Explain.

5. William Faulkner's *Light in August*

Discuss the isolated individual in *Light in August*.

*end*



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

SECOND SEMESTER EXAMINATIONS  
2011/2012 ACADEMIC YEAR

E915: *SELECTED AUTHOR*  
(2011AUTHOR: EDGAR ALLN POE)

TIME: 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 two from Section B which carry 30 marks each.
  4. You earn more marks if you support your answers with quotes from primary texts.
  5. A copy of the English dictionary and primary texts are allowed in the examination room.
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SECTION A (COMPULSORY – 40 Marks)

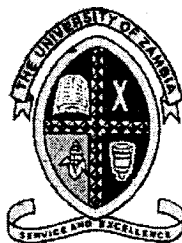
1. Edgar Allan Poe has cut across the various literary genres in his writing. Examine his contributions to both the American and other world literary scenes.

SECTION B

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

2. Can *The Fall of the House of the Usher* be read as an allegory of the American society?
3. Comment on Edgar Allan Poe's use of real life (historical) events in the creation of the tragicomedy *Scenes from a Politician*.
4. Taking into account what is believed about the role of poetry and literature generally, what do you make of Poe's view of the purpose of poetry in society?

END OF EXAM



**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2011/2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**  
**EC 215: INTERMEDIATE MICROECONOMIC THEORY**

**INSTRUCTIONS**

**TIME: 2 HOURS**

**ANSWER ALL QUESTIONS**

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**QUESTION ONE**

The traditional theory of demand starts with the examination of the behaviour of the consumer, since the market demand is assumed to be the summation of the demand of individual consumer. One of the basic axioms in the derivation of demand is that of utility maximisation which is usually studied from two basic approaches: Cardinal and Ordinal approach.

- a) State and clearly explain the assumptions of each of the approaches (Ordinal and Cardinal)
- b) Compare and contrast the utility maximization principle in each of the approaches

**QUESTION TWO**

- a) Clearly state and explain the relationship the between average product and marginal product curves. Show this relationship graphically and explain why they curve are inverted U-shaped. Explain what factors would shift these curves upwards.
- b) Clearly state and explain the relationship the between average variable cost and marginal cost, average total cost and marginal cost curves. Show both relationships graphically and explain why they curve are U-shaped. Explain what factors would shift these curves downwards.

**QUESTION THREE**

- a) Suppose a utility maximizing consumer preferences are described by the following function  $U(X, Y) = X^\alpha Y^\beta$   $\alpha > 0, \beta > 0: \alpha + \beta = 1$ 
  - i) Derive the demand functions for X and Y and show that they have negative slopes.
  - ii) Derive the indirect utility function and explain the implication of an increase in price of X of the function.
- b) Suppose output is produced using the following C-D production function  $Q = K^\alpha L^\beta$  :  $\alpha > 0, \beta > 0: \alpha + \beta = 1$  where L and K are labour and capital inputs

into the production process. Suppose further that the price of labor and capital are  $\omega$  and  $r$  respectively. Assume cost minimization

- i) Derive the of K and L that will minimize the cost

#### QUESTION FOUR

- a) Graphically show a firm operating as a monopoly and making
  - i) Economic loss
  - ii) Breaking even
  - iii) Economic profits
- b) Graphically show a firm operating in a perfect competition and making
  - i) Economic loss
  - ii) Breaking even
  - iii) Economic profits
- c) Discuss the assertion that a monopoly market results in the inefficient allocation of resources



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

**EC 222:** MATHEMATICS FOR ECONOMICS II  
**TIME:** TWO (2) HOURS  
**INSTRUCTIONS:** ANSWER ALL QUESTIONS, CLEARLY SHOWING ALL THE WORK AND USING WELL LABELLED DIAGRAMAS WHERE NECESSARY.

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**QUESTION ONE**

Given the matrix  $A = \begin{pmatrix} 2 & 2 \\ 2 & -1 \end{pmatrix}$ , find its **diagonal matrix** and hence find:

- a.  $A^3$
- b.  $A^5$

**QUESTION TWO**

Given the quadratic form

$$Q = 2x_1^2 + 3x_2^2 - x_3^2 + 6x_1x_2 - 8x_1x_3 - 2x_2x_3$$

- a. Express it as a matrix product involving a *symmetric* coefficient matrix
- b. Determine its sign definiteness.

**QUESTION THREE**

A firm produces two products with the demand schedules given by  $Q_1 = 40 - 2P_1 + P_2$   
 $Q_2 = 15 + P_1 - P_2$  and the cost function given by  $C = Q_1^2 + Q_1Q_2 + Q_2^2$  Find:

- a. Revenue maximising quantities.
- b. Profit maximising quantities.
- c. Use the second order condition to show that the (a) and (b) yield maximum values.

**QUESTION FOUR**

In the agriculture sector where the supply of maize does not depend on the current price but on the price in the previous period, the demand and supply schedules are given by  $Q_t^d =$

$400 - 20P_t$  and  $Q_t^s = -50 + 10P_{t-1}$  respectively. Long run equilibrium has been established for several year but then one year there is an unexpectedly good crop of 160.

- a. Explain how the price will behave over the next few years following this shock.
- b. Is there any justification for government intervention to restore the equilibrium?

**END OF FINAL EXAMINATION**

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

**EC 325: MONEY AND BANKING**  
**TIME: TWO HOURS**  
**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**Question One**

Give an outline of the standard monetary policy tools with their advantages and disadvantages.

**Question Two**

The Bank of Zambia is happy with the money supply growth trend which they seek to maintain, but is concerned with the trend in the exchange rate. To address this concern (with the exchange rate) the BOZ sells \$20 million of its foreign reserves @ K5000 per \$ 1. The commercial banks buy \$15m and the rest is bought for cash by the general public. With the help of T accounts show the actions taken by the central bank to implement its monetary policy.

**Question Three**

- A. Give brief outline of strategies used by insurance companies to mitigate adverse selection and moral hazard.
- B. Briefly outline the 7 fundamental guiding principles of monetary policy.
- C. Give brief outline of Friedman's Restatement of the Quantity Theory
- D. Define "Junk bond" and briefly discuss its potential or prospects in Zambia
- E. Briefly outline the three goals of Asset Management with pertinent approaches to these goals
- F. "Efficient markets are ideal for maximizing economic profits" Comment

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**END OF FINAL EXAMINATIONS**

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

**EC355 ADVANCED MACROECONOMICS**

**FINAL EXAMINATION**

**Date: THURSDAY, 31<sup>st</sup> MAY 2012**

**Time: 2 HOURS (A.M.)  
(5 minutes reading time)**

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**Instructions to the candidates:**

1. Maximum marks for each question are shown in brackets.
2. Answer ANY FOUR (4) questions.
3. Each question carries equal marks.

**Materials required:**

1. Answer Books

1. Use illustrative graphs to:

- (a) Contrast between the effect of a monetary expansion in a closed economy and its effect in an open economy.

[5 marks]

- (b) Explain the effect of an increase in the price of oil on the natural rate of unemployment and on the general price level and aggregate output.

[5 marks]

- (c) Explain the concept of money neutrality.

[5 marks]

- (d) Using the Mundell-Flamming Model, explain the notion of an overshooting exchange rate.

[10 marks]

2. (a) Discuss the prospects of inflation targeting in Zambia by looking at at least two country experiences.

[25 marks]

3. Suppose that we have  $N$ -identical firms in an industry. Suppose that each firm maximises the present value of profits

$$\Pi = \int_{t=0}^{\infty} e^{-rt} [\pi(K(t)) k(t) - I(t) - C(I(t))] dt \quad (1)$$

subject to the constraint

$$\frac{\partial k(t)}{\partial t} = I(t) \quad (2)$$

where  $K(t)$  is the total capital stock in the industry,  $k(t)$  is the firm's capital stock,  $I(t)$  is the investment or change of the firm's capital stock over time,  $C(\cdot)$  is the internal adjustment stock and  $e^{-rt}$  is the discount factor. We assume that the  $\pi(K(t))$  function is decreasing in  $K(t)$ .

- (a) What is the current-value Hamiltonian? What variables are the control variable, the state variable and the costate variable?

[5 marks]

- (b) Find the solution of this Hamiltonian?

[10 marks]

- (c) Suppose a war destroys half of country's capital, use a phase diagram to characterize the effect of this on investment.

[5 marks]

- (d) Suppose interest rates are reduced permanently, show the effect on investment using a phase diagram.

[5 marks]

4. Suppose the individual maximizes expected lifetime utility

$$E(U) = E \left[ \sum_{t=1}^T \left( C_t - \frac{a}{2} C_t^2 \right) \right], \quad a > 0 \quad (3)$$

subject to the constraint

$$\sum_{t=1}^T C_t \leq A_0 + \sum_{t=1}^T Y_t \quad (4)$$

where  $U$  denotes lifetime utility,  $C_t$  is consumption in period  $t$ ,  $A_0$  is initial wealth,  $Y_t$  is labour income.

- (a) Using an Euler equation approach, describe the individual's consumption behaviour?

[15 marks]

- (b) In your view, give two reasons why this random walk hypothesis may not hold in a largely subsistence economy like Zambia?

[5 marks]

- (c) The average income of farmers is less than the average income of nonfarmers, but fluctuates more from year to year. Given this, how does the permanent income hypothesis predict that estimated consumption functions for farmers and non farmers differ.

[5 marks]

5. Suppose the production function takes the form

$$Y(t) = F(K(t), A(t)L(t)) \quad (5)$$

where  $t$  denotes time, Output ( $Y$ ), Capital ( $K$ ), Labour ( $L$ ), and Knowledge ( $A$ ). We also assume that this production function satisfies the inada conditions and has constant returns to scale. Also suppose that labour grows at a rate  $n$  (i.e.,  $\frac{\dot{L}}{L} = n$ ) and

knowledge grows at a rate  $g$ . Also suppose that the change in aggregate capital over time is

$$\dot{K}(t) = sY(t) - \delta K(t) \quad (6)$$

where  $s$  is an exogenous savings rate and  $\delta$  is an exogenous depreciation rate of capital.

(a) Show that

$$\dot{k}(t) = sf(k(t)) - (n + g + \delta)k \quad (7)$$

$$\text{where } \dot{k}(t) = \frac{\partial \frac{K(t)}{A(t)L(t)}}{\partial t}, k = \frac{K(t)}{A(t)L(t)}.$$

[5 marks]

(b) Briefly explain the dynamics of capital in this economy?

[5 marks]

(c) Suppose there is a permanent reduction in the savings rate,  $s$ , graphically explain the effect of this on the equilibrium level of capital per effective labour, the output per unit of labour, and on the growth rate of output per unit of labour?

[5 marks]

(d) Briefly compare and contrast the Solow model and the endogenous growth models?

[5 marks]

(e) Given the growth models you have considered, what could be the solution to Zambia attaining higher growth? Justify your answer.

[5 marks]

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

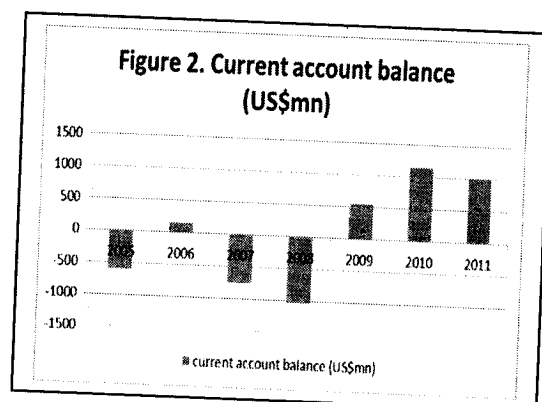
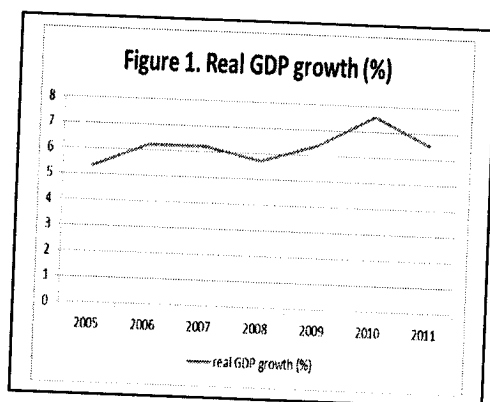
**EC 412** : **INTERNATIONAL FINANCE THEORY AND PRACTICE**  
**TIME** : **2 HOURS**  
**INSTRUCTIONS** : **Answer Three (3) questions in all.**  
**Equal marks are allocated to each question. Your mark will depend entirely on the fullness, accuracy and content of your explanation.**

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***QUESTION ONE***

From your knowledge of balance of payments and with specific reference to figures 1 and 2,

- (a) Briefly comment on the relationship between real GDP growth (figure 1) and the current account (figure 2) for Zambia over the period 2005-2011.
- (b) All else being equal, what do you expect to happen to the kwacha exchange rate and how might the central bank respond to the relationship referred to in (a) above. Justify your answer.



***QUESTION TWO***

Analyse the use of monetary and fiscal policy to maintain internal and external balance of an economy.

***QUESTION THREE***

The efficient market hypothesis is one of the most common regularities tested by empirical evidence. Describe and assess the various market efficiency hypotheses.



#### **QUESTION FOUR**

The purchasing power parity (PPP) theory is more relevant to exchange rate determination in the long-run than in the short-run. Briefly outline the PPP theory and comment on its empirical validity.

#### **QUESTION FIVE**

- (a) Briefly define each of the following terms as they relate to the derivatives market.
  - (i) Hedging
  - (ii) Speculation
  - (iii) Arbitrage
- (b) Define covered interest rate parity.
- (c) Clearly state the assumptions that underlie the covered interest rate parity theorem.
- (d)
  - (i) Assume that the one year risk-free rate of interest in Zambia is 15%, the one year risk-free rate of interest in the USA is 10% and the spot ZMK/USD exchange rate is K5,000/USD. Assume further that we are operating in a frictionless market. Determine the one year forward ZMK/USD exchange rate (ZMK stands for Zambian Kwacha and the USD stands for United States Dollar).
  - (ii) If the quoted forward ZMK/USD exchange rate is K9,200/USD, what would the arbitrageur do.
  - (iii) Briefly describe how the arbitrage profits made by the arbitrageur in (d)(ii) above would disappear.
- (e) A Zambia company mines and exports copper to the United of America and bills the buyer in United States Dollars. Management at the company is worried about the fluctuations in or the volatility of the ZMK/USD exchange rate which effectively impacts the copper earnings in Kwacha terms. The company has exported copper to a buyer (importer) based in the United States of America on 1<sup>st</sup> January 2012 and is expecting to receive \$100,000 after one year on 31<sup>st</sup> December 2012.
  - (i) Using the forward ZMK/USD exchange rate determined in (d)(i) above, advise company management how they would hedge this foreign currency risk and construct the hedge for them.
  - (ii) If on 31<sup>st</sup> December 2012, the date on which the company receives the payment of \$100,000 from an importer based in the USA, the spot exchange rate between the Kwacha and the USD is K4,500/USD, evaluate whether the company is better off or worse off that it had hedged the \$100,000 position on 1<sup>st</sup> January 2012.

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**END OF FINAL EXAMINATION**

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

**EC 445:** ENVIRONMENTAL ECONOMICS

**TIME:** TWO (2) HOURS

**INSTRUCTIONS:**

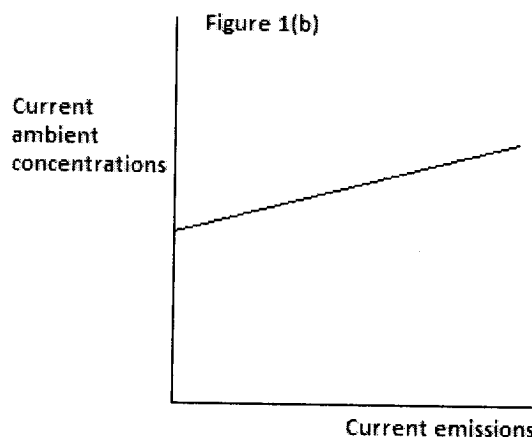
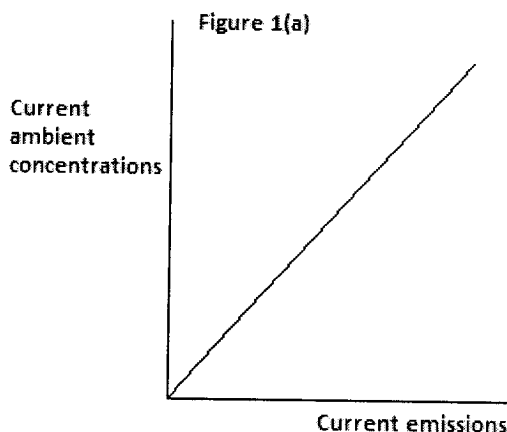
- Answer **ALL** questions in sections **A and B** and **ONE** question in section C
  - Read all questions and sub-instructions carefully
- 

**SECTION A**

This section has one question which comprises seven (7) statements (a) to (g) which could be TRUE, FALSE or UNCERTAIN. For each of these statements you are required to state whether TRUE, FALSE or UNCERTAIN and then briefly justify your answer

**QUESTION ONE**

- (a) A technology standard as a policy option for pollution reduction creates incentives for polluters to invest in better technologies.
- (b) Economic agents pollute because they lack the moral and ethical strength to refrain from the type of behavior that cause harm to the environment.
- (c) Zambia is a pollution haven.
- (d) Figure 1(a) shows an accumulative pollutant while figure 1(b) depicts a non-accumulative pollutant.



- (e) A public highway is an example of a pure public good.
- (f) Recreational and cultural activities are examples of use and value of the environment.
- (g) Imposition of Pigouvian taxes on emissions will achieve pollution reduction cost effectively.

## **SECTION B**

### **QUESTION TWO**

Assume that a society is composed of two polluters, with the marginal abatement (control) costs (MAC) of polluters 1 and 2, respectively, equal to:

$$MAC_1 = 20 - W_1$$

$$MAC_2 = 15 - 2W_2$$

Where  $MAC_1$  is the MAC for polluter 1 and  $MAC_2$  is the MAC for polluter 2 and  $W_1$  and  $W_2$  are levels of emissions for the two polluters.

- (a) Assuming there is no regulator, what would be the maximum level of pollution for each polluter?
- (b) Suppose there is a regulator and the regulator wants both firms to reduce their emissions by 25%, find the marginal abatement cost for each polluter.
- (c) Find the total abatement cost for the regulation imposed on the polluters.
- (d) Suppose the regulator now opts to use a per unit tax, find the total level of emissions if the tax is set at \$5.
- (e) What would be the total level of emissions if the regulator raised the per unit tax to \$6?
- (f) Advise the regulator on how to choose the best level of the tax.
- (g) Suppose the regulator consults you on whether to use emission taxes or apply a standard, what would be your advice [be sure to provide a clear rationale for your advice].

### **QUESTION THREE**

Write briefly notes on each of the following as they relate to Environmental Economics:

- (a) Benefit Cost Analysis;

- (b) Travel cost Method;
- (c) Hedonic Pricing Method;
- (d) Environmental Costs;
- (e) Equivalent Variation;

### **SECTION C**

#### **QUESTION FOUR**

The Zambia Environmental Management agency is a statutory body created to ensure the sustainable management of natural resources and protection of the environment, and the prevention and control of pollution.

- (a) Name and briefly describe at least 6 specific areas of responsibility for the Agency.
- (b) State at least three areas of regulation (measures) for the Agency in respect of emission from motor vehicles.
- (c) What is the aim of each of the measures in (b)?

#### **QUESTION FIVE**

- (a) Define an Environmental Impact Assessment.
- (b) Specify ten contents of an environmental Impact Assessment as prescribed in the Environmental Protection and Control Regulations of 1997.
- (c) In each of the following areas (i to v), name and briefly describe (where necessary) one specific project which requires an Environmental Impact Assessment before it can be implemented in Zambia:
  - i. Urban Development;
  - ii. Transportation;
  - iii. Dams, Rivers and Water Resources;
  - iv. Mining: Including Quarrying and Open Cast Extraction;
  - v. Forestry Related Activities;

**END OF FINAL EXAMINATION**

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

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

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**QUESTION ONE**

The Ministry for Agriculture has banned the export of maize and wheat bran, used for stock feed, so as to boost livestock production in the country.

- a. Explain how such a move would boost livestock production
- b. How does the move affect maize/wheat farmers and millers?

**QUESTION TWO**

The models of producer behaviour in mainstream economics assume perfect knowledge and certainty. In agriculture production however, issues of risk and uncertainty cannot be ignored.

- a. Explain the concept of risk and uncertainty in Agriculture and how it affects output.
- b. What mitigating measures can be put in place?

**QUESTION THREE**

In the Zambia National Agriculture Policy (2004 – 2015), the overall objective of the agricultural co-operatives development is to create an enabling institutional and legal environment for the development of autonomous, transparent, viable and demand-driven co-operatives and other farmer organizations that will contribute to poverty reduction. Explain, in the Zambian context, how farmer cooperative institutions contribute to agriculture development.

#### **QUESTION FOUR**

The price of Tobacco last year was pegged at K3200 per kg. This year, the price offered is around K1500. But farmer organisations have called on their members not to sell at this price.

- a. Give and explain factors that may cause such huge swings in the price.
- b. Explain why without government support, the strategy not to sell might be detrimental to some tobacco farmers. (Hint: Tobacco has already been produced)
- c. Explain why despite being viewed as 'harmful', government still has an interest in its price?

**END OF FINAL EXAMINATION**

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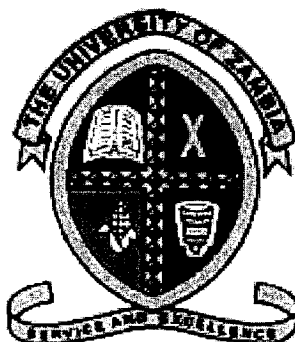
**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2012 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PH /EC 965:                      BUSINESS ETHICS**  
**TIME:                                THREE HOURS**  
**INSTRUCTIONS:                ANSWER ALL QUESTIONS.**

---

1.     (a) Explain Jeremy Bentham's hedonic calculus. For each of the seven elements of the hedonic calculus you must give a real life or imaginary example of how Bentham's ethics can affect business.  
      (b) Give five criticisms against Utilitarian ethics. For each criticism you must give a real life or imaginary example of how utilitarian ethical thinking can harmfully affect business.
2. In the text books of both George Chryssides (1996) and Tom Beauchamp (1979) there is a quotation from Albert Carr's book in defence of bluffing.
  - (a) Outline five examples from Albert Carr himself about bluffing by various businessmen and women.
  - (b) Do you think Carr's poker game analogy is fair when applied to ordinary customers of consumer goods? Give and explain three reasons why you think involving the customers into the "business game" (as Carr advocates) can be fair or unfair to customers. (You may use examples of other games found in Zambia, like football, if you cannot explain the American-based poker game.)
3.     (a) Narrate five examples given in Fishmann's book, *China Inc*, of the causes (practices) of Chinese economic power which have raised ethical concerns (Give details of the practices and international reactions to them).  
      (b) Outline any three aspects of Japanese Confucian business ethic and explain how the belief in Confucianism affects Japanese business practices.
4.     (a) Explain the two principles of justice in John Rawls' theory.  
      (b) Explain how US President Barack Obama, because of following John Rawls' theory, acted to reverse the 2009 world economic recession.  
      (c) Explain three criticisms directed at the morality of Marxist thinking of communal ownership of the means of production (You must give actual Zambian or international cases where attempts to apply the Marxist ideology brought about moral issues).

**END OF EXAMINATIONS**



THE UNIVERSITY OF ZAMBIA  
INSTITUTE OF DISTANCE EDUCATION

E/LAL 111 EXAMINATION-2012

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**TIME ALLOWED: THREE HOURS**

**INSTRUCTIONS:**

**READ THE INSTRUCTIONS CAREFULLY.**

- A. There are three sections in this examination. **Section A** combines both essay and note-making questions. **Section B** is on reading while **Section C** is grammar. Please, read each question carefully before you begin to write.
  - B. **All sections are compulsory.**
  - C. **Weighting:** The examination accounts for 50 % of the course's total marks.
- 

**SECTION A: ESSAY/NOTE MAKING**

1. Read the following passage and answer the questions that follow:

**STUDENT MOTIVATION**

I shall describe various kinds of motivation together with their dangers or benefits to students, and I shall consider them one by one, but it must be remembered that any particular student will not be influenced by only one kind of motivation. Very few will study, e.g. only because they are interested in obtaining a qualification, partly because they know their course will benefit them in their work after college and partly, it is to be hoped, out of a genuine liking for their subject.

Firstly, let's consider those that are determined to obtain a qualification by following a course of study and passing examination. Perhaps, they may have this determination because with a qualification they expect, they will be able to get a far better job than without one. This will also add greatly to their personal prestige. However, the danger here is that the course of study may come to be seen solely as a means of passing the examinations.



Secondly, perhaps not many drift into their studies. Most will probably feel determined to obtain a qualification by following a course of study and passing the examinations. They may have this determination because with a qualification they expect they will be able to get a better job than without one. It will also add greatly to their personal prestige. The danger here is that the course of study may come to be solely seen as a means of passing an examination. This attitude leads students to attempt to study only those topics that are spelled out in the syllabus, and to study them just sufficiently to pass the examination and nothing more.

Furthermore, some students have exaggerated the idea of the value of a qualification. The student whose attitude to his studies is to do the minimum-just enough to get his qualification may bring the same attitude to his work place. As a result, she/he may fail to satisfy his/her employer. In spite of his 'paper qualification', his ability in this chosen field may not be enough to enable him to get ahead in this career. A qualification on paper is not a guarantee of a successful career.

A far healthier attitude to studies is that of the person who works hard because he sees that what he is studying will be of value to him in his career. He puts every effort into his chemistry because as a laboratory technical, he must have a good understanding of chemistry and lots of practical experience in it. This attitude is not possible with every course of study, and least of all with art courses like English or history, unless the student plans to become a teacher of such a subject.

But even the student who studies hard because he knows it is essential for his chosen occupation does not have the best attitude to his work. He may still work mainly out of a sense of duty. He may have no great love for his subject and so his effort and the time he is prepared to set aside for study may only be just adequate.

Finally, there is no doubt that the best approach is that of the student who loves the subject he studies. He works because the subject itself gives him pleasure, because it interests him and arouses his curiosity. He will do more than students who lack this motivation.

- a) Make a formal set of notes from the passage above on various kinds of motivation. (10 marks)
- b) Give five reasons why it is important to take down notes. ( 5 marks)
- 2. Briefly explain what each of the following involves (3 marks)
  - a) Thesis or main statement
  - b) The topic sentence
  - c) Supporting sentences

## **SECTION B: READING**

- 2. Explain the distinction between skimming and scanning. (6 marks)
- 3a) Mention the reading skill that is mostly used by students at higher institutions of learning. (1 mark)

- b). Explain the stages you need to follow when you are reading for examinations. (5 marks)

### **SECTION C: STRUCTURE**

5. In two to three paragraphs explain the difference between a phrase and a clause. Give examples to support your answer. (10 marks)
6. List any five (5) grammatical functions of a noun phrase, illustrating each with a sentence and underlining the noun phrase. ( 5 marks)
7. Name the word class to which the underlined words belong in the sentences given below: (5 marks)
  - a) The beautiful young girl was sleeping on the bed.
  - b) The girl could not sit on the bed.
  - c) The girl jumped on the bed.
  - d) Three beautiful girls were sitting on the bed.
  - e) The girls were jumping on the bed.
  - f) The girls jumped excitedly on the bed.
  - g) Some girls were jumping on the bed.
  - h) The girl was jumping on the bed the whole day
  - i) Under the bed were two girls.
  - j) The girl jumping on the bed is very beautiful.

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2011-2012 ACADEMIC YEAR: SECOND SEMESTER FINAL**  
**EXAMINATIONS**  
**ELL 312: ENGLISH MORPHOLOGY AND SYNTAX**  
**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:** *Attempt ALL the questions in both SECTIONS.*  
*(Each section should be written in separate booklet - but fastened)*  
*Marks will be awarded for a well-presented and written answer paper*

**SECTION A: MORPHOLOGY**

**Question 1**

List and exemplify any five types of word formation in English. **(10 Marks)**

**Question 2**

Write brief notes on each of the following pairs of linguistic concepts, clearly illustrating how the concepts in each pair differ from each other:

- (a) Inflection and derivation
- (b) Phonological conditioning and morphological conditioning
- (c) Stem and root
- (d) Allomorph and allophone
- (e) Full morph and empty morph **(10 Marks)**

**SECTION B: SYNTAX**

**Question 3**

Write brief notes on each of the syntactic concepts given below, showing, with clear examples, how they differ from each other.

- (a) Coordination and subordination
- (b) Endocentric phrase and exocentric phrase **(5 Marks)**

#### Question 4

Identify and explain the following syntactic elements in the sentences below:( bare infinitive verb; to-infinitive verb; - ing participial verb; -ed participial verb; object complement; subject complement; bitransitive verb; intensive verb; subject; predicate; subject 'that-clause').

- (a) That she is still the Head teacher is amazing.
- (b) She didn't give him a book.
- (c) I saw her talk to John.
- (d) Tall and slim, she is a nurse!
- (e) The man whose child was beaten and later hanged behind the infamous Sports hall has died.
- (f) Despised by all, he gave up the fight.
- (g) They had been planning to go to the Monk Square.
- (h) It is late.
- (i) Mr. Smith appointed John ambassador.
- (j) She lives in kabwe. **(12 Marks)**

#### Question 5

Name the syntactic function of each of the underlined Prepositional phrase in the following sentences:

- (a) She slapped the man in a red shirt.
- (b) The house consists of furniture.
- (c) The man she slapped lives in Woodlands.
- (d) He was slapped because he came at night. **(4 Marks)**

#### Question 6

3. Draw tree diagrams for the following sentences:

- (a) The girl is by the balcony.
- (b) I found it under my bed.
- (c) Mould was growing right in the ridge. **(9 Marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2011-2012 ACADEMIC YEAR: SECOND SEMESTER FINAL**  
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**SECTION A: MORPHOLOGY**

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- (d) Allomorph and allophone
- (e) Full morph and empty morph **(10 Marks)**

**SECTION B: SYNTAX**

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- (h) It is late.
- (i) Mr. Smith appointed John ambassador.
- (j) She lives in Kabwe. **(12 Marks)**

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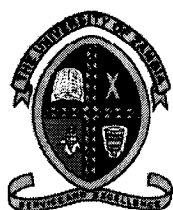
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#### Question 6

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- (b) I found it under my bed.
- (c) Mould was growing right in the ridge. **(9 Marks)**

**END OF EXAMINATION**



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

**2011 ACADEMIC YEAR SECOND SEMISTER EXAMINATION**

FR 132: FRENCH LANGUAGE TWO

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE NOT ALLOWED  
-ANSWER ALL QUESTIONS IN THE ANSWER SHEET  
BOOKLET PROVIDED.  
-THIS PAPER COMPRISES FOUR PAGES

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**SECTION A: COMPREHENSION**

**LA MARCHÉ**

Cette pratique est vieille comme l'humanité. Avant l'apparition des transports à cheval, en calèche, en voiture, en bateau ou en avion, l'homme a marché et marche toujours. Si on habite près de son école ou de son travail, pourquoi ne pas adopter systématiquement ce moyen pour s'y rendre?

Pour la forme physique, cela permettra de faire des exercices au moins deux fois par jour, pour l'aller et le retour. Tout le corps en profite. C'est un excellent moyen de prévenir les petites et grandes maladies, de prendre l'air et de se donner des moments de liberté pour ne penser qu'à des choses agréables. Savez-vous que beaucoup de poètes et d'écrivains trouvent leur inspiration en marchant ?

Pour l'environnement, on lui fait le plus grand des biens en ne polluant pas et en libérant de l'espace dans la ville puisqu'on n'a pas de voiture qui pollue, qui provoque des embouteillages et ralentit la circulation ou qui occupe de la place dans les stationnements et dans la rue.

Dans l'avenir, lorsque les gens seront de plus en plus conscients des bienfaits qu'on peut apporter à la société en utilisant le moins de voitures possible, peut-être pourra-t-on remplacer une partie des stationnements du centre-ville en parcs et jardins.

## QUESTIONS :

### 1. Marcher

- a. Est une activité moderne
- b. Se pratique seulement quand on veut faire des exercices.
- c. Est une activité qui a toujours existé.
- d. Est une activité qu'on pratique quand on n'a pas de voiture.

### 2. Quand on va à son travail à pied :

- a. On améliore sa condition physique.
- b. On économise de l'argent.
- c. On peut lire des œuvres de grands écrivains et poètes.
- d. On perd un peu de vitesse et de liberté.

### 3. Contrairement à la marche, l'utilisation d'une voiture apporte les inconvénients suivants :

- a. La voiture coûte cher.
- b. La voiture occupe beaucoup de place.
- c. La voiture occupe des places dans les parcs au centre-ville.
- d. On perd du temps à cause des embouteillages.

### 4. Lorsque les gens prendront moins leur voiture,

- a. On pourra construire des maisons dans les stationnements.
- b. On mettra des parcs au centre-ville à la place des stationnements actuels.
- c. On fera des jardins dans les rues.
- d. Aucune de ces réponses

## SECTION B: GRAMMAIRE

**Question I : Complétez le texte avec « il est », « il fait », « en », « du », « de la », « des », « pas de », « de l' », « aussi.....que »**

- 1. Quand ----- sept heures à Lusaka, il -----midi à Newyork.
- 2. A Grenoble, ----- juillet, ----- très chaud.
- 3. A midi, Pauline boit -----vin, son mari boit -----bière, leurs enfants boivent -----eau.
- 4. Le matin, je mange -----biscottes avec un peu -----confiture.
- 5. Dans l'appartement de Marie, il y a -----soleil et -----espace, mais il y a beaucoup de bruit.
- 6. Au centre commercial de Manda Hill, on trouve -----essence mais aussi -----biscuits, -----café et -----revues.
- 7. Si vous avez -----tension, ne mangez ----- sel et ne buvez -----café !
- 8. Natasha mesure 1,70 m. Musonda aussi : Natasha est ----- grande ----- Musonda.



9. ----- plus froid en hiver -----en été.
10. Nous avons acheté -----farine de blé.

**Question II : Complétez avec la forme correcte du verbe entre parenthèses.**

1. Je finis à 19heures, le directeur (finir) -----à 18 heures, les secrétaires (finir) -----à 17 heures.
2. Nous partons en vacances en aout, et vous ? – Moi, je (partir) -----en juillet, mais mon frère et ma sœur (partir) -----en Décembre.
3. Je (jouer) -----du basket. Ma sœur (jouer) -----du tennis. Mes frères (jouer) -----du judo.
4. La nuit, je (se coucher) -----à 20 heures. Papa et maman (se coucher) à ----- 22 heures.
5. Vous devez sortit à midi. Moi, je (sortir) ----- à 14 heures.
6. Vous (prendre) -----une aspirine quand vous (avoir) ----- mal à la tête.
7. Qu'est-ce que nous (manger) ----- ce soir ?
8. Si tu (vouloir) ----- grandir, tu (devoir) ----- manger beaucoup.
9. J' (attendre) votre visite avec impatience.
10. Je (regarder) ----- l'océan par la fenêtre de ma chambre.

**Question III : Complétez avec « qui », « que », « les », « le »,« lui », « leur », et « Y ».**

**Le Zambien**

I y avait à Kitwe un monsieur ----- vivait seul avec son chat. Cet homme ----- les enfants appelaient « Le Zambien » dormait le jour et vivait la nuit. Il partait tous les soirs en ville et il ----- passait la nuit. Le matin, quand les enfants allaient à l'école, ils le voyaient sur la route. Il portait toujours un gros sac noir ----- était très lourd. Le « Zambie » prenait des choses dans les corridors et ----- vendait au marché. Quand il trouvait des bombons, ils ----- donnaient toujours aux enfants. Les enfants aimaient bien le « Zambien », ils ----- suivaient, et ils -----posaient des questions intéressantes.

**SECTION C: COMPOSITION**

QUESTION : Décrivez le village de votre père ou le village de votre mère à votre ami(e) du Mali qui habite à Bamako.

Donnez un titre à votre texte. Ecrivez entre 100 et 150 mots.

**SECTION D: LANGUAGE DRIILLS**

**I. Mettez les phrases suivantes au passé composé.**

1. Beaucoup d'enfants naissent à la maternité.
2. Cette voiture passe dans une route glissante.
3. Une jeune fille meurt d'un accident de route.

4. Cette maman éduque bien ses enfants.

5. Ce garçon sait nager depuis longtemps.

II. Donnez les participes passés des verbes suivants;

ouvrir ,apprendre, pouvoir, descendre ,devoir, croire, mourir souffrir, peindre, prendre.

III. Conjuguez les verbes ( ) aux temps indiqués;

1. Chaque jour, nous (commencer: présent) à huit heures.

2. Cette chèvre (sortir: p. composé) de cette hutte.

3. Ces enfants, que je (rencontrer: passé composé) étaient contents..

4. Pour arriver chez. Lui, nous (monter: passé. Composé) une petite colline.

5. Ils (espérer) tous réussir.

IV. Mettez ces phrases au discours indirect;

1. Etes-vous étudiante à UNZA Judith? Judith, non.

2. Préparez bien votre examen.

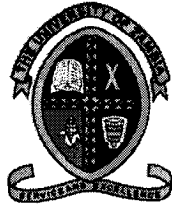
3. Elles ont dit:<< ils seront ici demain..>>

4. Qui lave les assiettes aujourd'hui?

5. Elle a dit << vous avez fini de manger. >>

**BONNE CHANCE**

.....  
**END OF EXAMINATION**



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

**2011 ACADEMIC YEAR SECOND SEMISTER EXAMINATION**

FR 332: TRANSLATION FROM ENGLISH INTO FRENCH

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE ALLOWED  
-ANSWER ALL QUESTIONS IN THE ANSWER SHEET  
BOOKLET PROVIDED.  
-THIS PAPER COMPRISES THREE PAGES

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**SECTION A : QUESTION : EXPLIQUEZ LES TECHNIQUES DE TRADUCTION  
QUI ONT ETE UTILISEES DANS LES EXEMPLES DE TRADUCTION CI-  
DESSOUS :**

- |                                  |  |
|----------------------------------|--|
| 1. He likes swimming             | -Il aime nager                           |
| 2. He kept shouting all day long | -Il ne cessait de crier toute la journée |
| 3. You may be right              | -Tu n'as peut-être pas tort              |
| 4. Love at first sight           | -coup de foudre                          |
| 5. To have other fishes to fry   | -Avoir d'autres chats à fouetter         |
| 6. He has kicked the bucket      | -Il a cassé sa pipe                      |
| 7. Thomson and Thomson           | -Dupont et Dupont                        |
| 8. Quality assurance             | -Assurance qualité                       |
| 9. Breakfast                     | -Déjeuner                                |
| 10. Blue ball                    | -Boule bleue                             |

## **SECTION B: TRANSLATE THE FOLLOWING TEXT FROM ENGLISH INTO FRENCH**

### **TEXT: MICHAEL CHILUFYA SATA**

Michael Chilufya Sata is the new President of Zambia. He was declared winner by Chief Justice Ernest Sakala after polling 43% of the vote with just seven constituencies left to be counted.

Michael Sata was born in Mpika, Zambia. At that time, Zambia was a British protectorate under the colonial name of Northern Rhodesia. Michael Sata is the biological son of Sata Langford Mubanga and Bukali Kabuswe from the Bisa tribe in the rural district of Muchinga Province. Sata is a family man and devout catholic who attends the vernacular mass at his local Saint Ignatius Parish in Lusaka every Sunday at 08:30 hours. Sata does not drink bottled water. He says that he will not do that "until all Zambians have equal access to clean water."

Sata trained and served as a police officer during the Northern Rhodesia colonial administration and was the most senior African officer in the police establishment. He also trained as a pilot in Russia. After leaving formal employment he ventured into business development providing services to investors in property development and other business undertakings. He was involved in developing one of the country's biggest housing projects in Avondale, Lusaka. He became a political activist and a trade unionist during Zambia's struggle for independence on the Copperbelt Province.

This period marked the beginning of Sata's career in Zambian politics. This was during his youth days. At 73, as founder and president of the Patriotic Front, Sata continues to be the living symbol of the organization. He is a visionary and skilled political party organizer and strategist. Currently no other political leader in Zambia can beat his grassroots support and pull large crowds more than he does at rallies or just during casual visitations to different parts of the country.

Sata's political career spans over a period of 30 years having served first as a councilor and later executive Governor in the Lusaka City Council from 1981 to 1988. His helm at Lusaka City Council provided leadership which spurred innovative developments including landmark infrastructure and social services.

He was appointed Minister of State in the Ministry of Decentralization (Local Government) in the then UNIP one-party state administration until the re-introduction of plural politics in Zambia in 1991 when he resigned the position to join the opposition MMD. Sata is one of the longest politicians to serve as Member of Parliament for 20 years and also as cabinet minister in charge of Local Government, Labour and Social Security, Health and Minister without Portfolio in the MMD government. The great oratory skills, fearless, bold and hardworking leadership traits which he demonstrated at Lusaka City Council, Local Government and Housing and Health Ministries earned him the reputation of "Mr Action Man" of Zambian politics.

Sata has seen PF grow from a mere seat in parliament in 2001 to biggest opposition party today.

As founding leader of the PF he brings to the party immense charisma, a wealth of experience in both party politics and public service which is incomparable with his political opponents. His leadership of the PF has profoundly contributed in shaping socio-economic and political discourse in Zambia. Sata, as President of Zambia, and his party, the Patriotic Front, have promised more jobs and better education.

.....  
**END OF EXAMINATION**

## **GS 312 GENDER ISSUES AND HOUSEHOLD RESOURCE MANAGEMENT**

### **GENDER STUDIES DEPARTMENT**

**END OF SECOND SEMESTER EXAMS; MAY 2012.**

**INSTRUCTIONS:** Answer **Four** questions **only**; **Time: Three** hours.

1. Critically discuss the impact of unequal access to resources between men and women, boys and girls <sup>in</sup> households?
2. Discuss the main arguments of the Unitary Model about the household in terms of resource allocation?
3. Explain the ways through which the household reproduces gender roles among its members? Give examples for your answer?
4. Identify and discuss factors which influence one's bargaining power over household resources? Give examples for your answer?
5. "The effects of male and female control over resources differ from place to place, but some consistent patterns emerge across countries". Identify and discuss the consistent observed patterns of the effects of male and female resource control across countries?
6. "Gender disparities in access to and control of productive resources/assets such as land, information, technology, and financial capital hinder women's ability to participate in and take advantage of opportunities afforded by development". Discuss?

**End of exam**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS-JUNE 2012**  
**H232: HISTORY OF MODERN AFRICA: 1900 TO THE PRESENT**

**DURATION:                      THREE HOURS**

**INSTRUCTIONS:                ANSWER THREE QUESTIONS ONLY**

---

1. Did the European colonial governments initiate development programmes in their African colonies?
2. Trace the origin and growth of ethnicity (Tribalism) in Africa.
3. What factors contributed to the failure of nationalization in most independent African countries?
4. What were the ramifications of the First World War on African societies?
5. A cultural clash was symptomatic of the colonial period in Africa. Discuss.
6. Account for the factors which contributed to the rise and growth of the peasantry in Africa.
7. Critically examine the reaction of African societies to European colonial intrusion.
8. Critically examine why and how the democratic experiment has failed in most independent African countries.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBAIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS - 2012**

**H242**

**THE CAPITALIST ECONOMIC SYSTEM, 1914 - PRESENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. How did World War One impact on the participants? Describe the measures taken by European nations in a bid to recover from the effects of the war.
  2. What were the major economic causes of World War Two? Make an assessment of the post-war recovery measures.
  3. "It was inevitable that the Great Depression of 1929 – 1939 had to occur." How valid is this statement?
  4. Did John Maynard Keynes's ideas have a positive impact on the world of his time and after?
  5. Was the formation of Economic Blocs after World Two necessary? Out-line the aims, successes and failures (if any) of the ECSC and EU.
  6. "Global Corporations do not in any way advantage the third world. It is only the developing world that reaps benefits from them." Is this statement true?
  7. To what extent have the International Monetary Fund and the World Bank contributed to the prosperity of Third World nations?
  8. What arguments have been raised in support of and against industrialism?
  9. What are the features of a globalised economy? Is the fight against globalisation necessary?

**END OF EXAMINATION**





9. Did the Second World War create the setting for the Soviet-American confrontation called the Cold War?

**END OF EXAMINATION**

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

**SECOND SEMESTER EXAMINATION**

**1<sup>st</sup> June' 2012**

**H 345: HISTORY OF MODERN INDIA: FROM 1947 TO 1985**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. What were the main reasons behind the partition of India at the time of her independence? Do you think it could have been prevented?
2. To what extent the newly formed Indian Government's economic policies helped her to revive from the colonial economic drain?
3. Comment on India's democratic policies and its maintenance from 1947 to 1985.
4. What went wrong between two wings of Pakistan after 1947? Was it necessary for India to interfere in their internal affairs?
5. Critically analyse the differences between India and Pakistan over Kashmir region. Express your own views for its possible solution.
6. Assess the contributions made by the first two Prime Minister, Jawaharlal Nehru and Lal Bahadur Shastri, for building the new nation India.
7. How far India is able to maintain her commitments with African countries under her foreign policies? Which areas in Africa need more emphasis by India?

**END OF EXAMINATION**

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

**UNIVERSITY SECOND SEMESTER EXAMINATIONS, MAY 2012**

**H422:                   ARCHAEOLOGICAL THEORY AND INTERPRETATION**  
**TIME:                   THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM PART ONE AND THREE  
FROM PART TWO**

**PART ONE: Short Answer Questions.**

1.     Very briefly, discuss the significance of each of the three types of Middle Range Theory to archaeological interpretation.
2.     Why is it important for Museums to ensure that information in their exhibitions and displays is accurate, honest, objective and well-founded academically?
3.     Give two reasons why it is unethical to support the illicit market of archaeological materials.
4.     Give two reasons advanced by Ian Hodder and others for their criticism of Processual Archaeology.
5.     Archaeology emerged out of Antiquarianism in Europe in the late 19<sup>th</sup> century, name four specific sub- disciplines of Archaeology that have developed since.
6.     Give two examples in which archaeologists have found functional interpretation of archaeological cultures useful.
7.     Give two reasons advanced by Kent Flannery to explain the significance of systems theory to archaeology.
8.     Cite two areas within society that cultural ecologists argue that are particularly affected by the environment.
9.     Explain how excavations at Star Carr site in 1949/50 alerted archaeologists to the usefulness of cultural ecology to archaeological interpretation.
10.    Give two reasons why formulation of Specific Research Designs is essential to theory and interpretation in archaeology.
11.    What was the first approach to archaeological theory after archaeology developed in the late 19<sup>th</sup> century?

**PART TWO: Essay Questions.**

11. According to Functionalist theory, there is a serious need and desirability for social order and stability to prevail in society. How do archaeologists use this concern of functionalism to interpret culture and prehistoric societies?
12. Discuss ethical problems that confront archaeologists in the process of fieldwork and interpretation of data. What solutions can be offered in solving them?
13. Post-Processualists in their quest to understand the past differently from Processualists rejected a positivist view of science and theory. What does this mean?

14. Matthew Johnson has stated that:  
"It is equally true that much of New Archaeology was not really new. Like so many theoretical movements in Archaeology, it borrowed from other disciplines".

What did New Archaeology borrow and what was its impact, if any?

15. Lewis Binford has argued that archaeologists must develop  
"Middle Range Theory". What does he mean, and what is the significance of Middle Range Theory to the study of the past? Give examples.

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

**UNIVERSITY EXAMINATIONS – 2011 ACADEMIC YEAR**

**H912: HISTORY OF ZAMBIA SINCE 1890**



**DURATION: THREE (3) HOURS**

**INSTRUCTION: ANSWER ANY THREE (3) QUESTIONS**

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1. What circumstances brought Zambia under British colonial rule?
2. Did the land policy in colonial Zambia aid or constrain the development of African peasant agriculture? Justify your answer.
3. Would it be right for a historian to generalize about the causes and effects of labour migration in colonial Zambia?
4. Why were the beginnings of capitalist agriculture in Zambia “slow and painful”?
5. “Capital, in southern Africa, has historically sought to relieve itself of the costs of social reproduction” (Jane Parpart). How far true is this statement about capital and labour issues on the Zambian Copperbelt from the early 1930s?
6. Give a critical examination to the two sides of the academic debate on the effects of the 1965 Rhodesian Unilateral Declaration of Independence on Zambia.
7. Zambia’s independence was hard-earned, but was soon bedeviled by numerous challenges. Do you agree?
8. Critically examine the arguments advanced for the creation of the *one-party participatory democracy* in Zambia in December 1972.
9. Why was there a re-introduction of multi-party politics in Zambia in 1990?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2011/2012 SECOND SEMESTER FINAL EXAMINATIONS**

**MC 225: INTRODUCTION TO TELEVISION PRODUCTION · TIME: THREE (3) HRS**

**DATE: 25<sup>TH</sup> MAY, 2012**

**INSTRUCTIONS:** There are two sections in this paper. Attempt five questions only in section A, and answer all in section B

**Section A. Attempt five (5) questions only. Each question carries 10 marks. Total: 50marks**

1. What is the essence of video post production?
2. Explain the significance of camera white balance.
3. Explain your understanding of closure in television broadcasting.
4. Why is scenery dressing important in television?
5. How does the chroma key effect work?
6. Of what significance is lighting to television production?

**Section B. Answer both questions in this section. Total: 50marks**

7. As a television producer, you are assigned to cover the official opening ceremony of the Levy Mwanawasa stadium in Ndola. The ceremony involves a football game between Zambia and Ghana in a world cup qualifier. In attendance is the head of state his Excellency Michael Chilufya Sata and the Minister of youth and sport.

Your task is to produce a 15 minute documentary report. The clip should include:

- a. The game
- b. The minister of sport
- c. The presidential motorcade
- d. People on the roadside, waving at the President
- e. The excited crowd in the stadium
- f. The President speaking
- g. FAZ officials awaiting the arrival of the president

Apart from giving us the pictures, put up a good narration which should go with each shot or shots. Remember this should be a full TV script. (30marks)

8. You have just been appointed a television producer at ZNBC, and one of the requirements is that you immediately propose a programme to the Controller television, to prove that you are able to write a good programme proposal.

Write a programme proposal to show how you would present it to the Controller television. Indicate as well what sort of programme you would want to produce. (20marks)

End of Examination

**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF MASS COMMUNICATION**

**MC254 EXAM**

**5<sup>TH</sup> JUNE 2012**

**SECTION A:**

**ANSWER ALL QUESTIONS. THIS SECTION CARRIES 60 MARKS.**

- 1. List and explain the characteristics of a good short story.**
- 2. What particular oral story-telling skills should a good story teller possess?**
- 3. Discuss how the story teller should adapt to his/her audience.**
- 4. What is folklore? How is it different from literature?**
- 5. Explain how the story-telling technique is closely related to the fiction genre.**
- 6. Discuss the main differences between a short story and a novel.**

**SECTION B:**

**THIS SECTION CARRIES 40 MARKS.**

- 1. Folklore, like any other art, derives from reality. Even the most fantastic images are based on reality. In the folktale below, discuss the following:**
  - 1) The realistic aspects of the story**
  - 2) The relationship between the central characters**
  - 3) Implications on Zambian culture**
  - 4) Moral issue(s) of the event**
  - 5) Lessons derived from the event.**



## **The Folktale**

### **LEAH'S INGENUITY**

Once upon a time, there was a very beautiful girl called Leah in a township called Kalingalinga. Her father's name was Mr. Kenny Phiri who at the time was a barman at the nearby Mayela Night Club.

It so happened that one fateful month of March, Mr. Phiri had no pay as it had all been deducted due to shortages at the bar and that meant Leah had to face starvation or find a way to survive.

What surprised everyone in the neighborhood was Leah's ingenuity at finding relish easily despite the hard times.

Every morning Leah would wake up, dress up and quickly go to the mouse trap in her father's bedroom. There she would find two or three of the rodents trapped by their tails. She would then run cross Alick Nkhata Road and throw each of the rodents into the nearby bush, one at a time.

Then she would shout loudly for all to hear: "MBEBA! MBEBA! MBEBA!" and catch them again and head home to prepare a sumptuous meal for herself and the lucky Mr. Kenny Phiri.

She went on using this clever trick until she was rescued from poverty by a very handsome man Kangwa Kamfwa who asked for her hand in marriage. And they lived happily ever after.

-END-

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION**

**SECOND SEMESTER FINAL EXAMINATION**

**DATE: TUESDAY 22<sup>ND</sup> MAY 2012**

**MC 362: RADIO AND TELEVISION PRODUCTION II**

**INSTRUCTIONS:**

**ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B.**

**DURATION: THREE (3) HOURS**

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**SECTION A: ANSWER ALL QUESTIONS (60 MARKS)**

1. Zambia is the process of re-writing the country's constitution. The Technical Committee on Drafting the Zambian Constitution has so far released the first draft of the constitution of the republic of Zambia. This is meant to allow the public and other stakeholders to scrutinise the document and make submissions before the document can be finalised. You are a producer at *Chipolopolo FM Radio* and upon going through the draft constitution you immediately notice that the section on the **Bill of Rights** has some interesting articles and clauses. For instance, Article 37 provides for access to information while Article 38 talks about freedom of the media. Your first instinct as a journalist/producer is to organise a radio discussion program based on the two articles in the draft constitution. Now attempt the questions below?
  - a) What type of discussion program would you organise and why? **(5 marks)**
  - b) What issues would you like the discussants to focus on and why? **(5 marks)**
  - c) Who would you invite to be part of the program and why? **(5 marks)**
2. What techniques can you employ when organising a musical program? **(5 marks)**

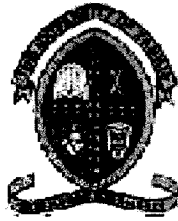
3. You are a sports reporter for *Dziko Lamutendere* television station. The period from January to February was exciting and challenging for you. The station had sent you to cover the CAF African Cup of Nations in Garbon and Equatorial Guinea. The tournament is now over and many months have since passed but you feel that it is still vital to have some sports programs on the African soccer show piece. Now answer the questions below?
- a) Having been one of the many journalists who covered the action live, what are some of the things you took into account to effectively provide your audience with quality live commentary? **(5 marks)**
  - b) What kind of sports program would you produce in the aftermath of the prestigious soccer tournament? **(5 marks)**
4. Ethical considerations are always cardinal for any profession? But the subject of ethics is very controversial because of its abstract nature. Broadcasting is more prone to controversy because of the speed at which information has to be relayed to the masses. You work for a reputable television station called *Donchi Kubeba Wilalilalila Star* (DKWS). The station is highly respected in the country because of its strong adherence to ethical standards of good broadcast practice. But of late, the country has been witnessing gruesome murders of women and girls who are normally raped before being strangled. Some people have been arrested in connection with these murders and they have already started appearing in courts of law. The editorial board has always been engulfed in dilemmas as to whether the images of the victims and those accused of these murders should be shown on television during news. Attempt the questions below?
- a) Why is humour an ethical concern in broadcast journalism? **(3 marks)**
  - b) Identify the ethical issues in the case presented above? How should this scenario be handled? **(7 marks)**
5. How best can you make a presentation of musical videos? **(5 marks)**
6. What is meant by the following statement; “a music program must have organic continuity”? **(5 marks)**

7. What approach should you take when writing a discussion program? **(10 marks)**

**SECTION B: ANSWER TWO QUESTIONS ONLY (40 MARKS)**

8. Discussion programs are aimed toward an exchange of opinions and information and to some degree toward the arriving at solutions on important questions and programs. Identify a problem in Zambia that you would like discussed on a radio program. You first need to come up with a problem and why you think it is important to talk about it (rationale). You need to present a proposal for the program (treatment) which should outline all the steps you would take before producing the final copy. Present a dummy script for this program? **(20 marks)**
9. With a practical example (real music and artists), explain in detail how you would go about producing and presenting a musical program. Details such as demographics of your audience, choice of music, script and other details pertaining to musical productions must be brought out? **(20 marks)**
10. Discuss the importance of ethics in broadcasting. You are expected to cite real life examples as you present your arguments? **(20 marks)**

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION  
MC372 EXAM  
MAY 30, 2012  
Duration: Three Hours**

**PART ONE:**

**ANSWER SIX (6) QUESTIONS. EACH QUESTION CARRIES 10 MARKS.**

- 1. Discuss how investigative reporting differs from routine or beat reporting.**
- 2. List 10 strategies for better Web searching.**
- 3. CAR involves more than just using a computer. Discuss.**
- 4. What do you understand by the following terms in Web journalism?**
  - 1) RSS**
  - 2) On line Syndication**
  - 3) Pod Casting**
  - 4) HTTP.**
- 5. In CAR, what is the term “interviewing the data” often used to describe?**
- 6. Describe the three (3) processes of sorting out data in a spreadsheet.**
- 7. Describe the process of percentage calculations and explain its value in news writing.**
- 8. What is a spreadsheet? How does it differ from a database?**
- 9. How has the spread of computers, software and the Internet changed how reporters work?**

**PART TWO:**

**THIS SECTION IS COMPULSORY. ANSWER BOTH QUESTIONS.  
EACH QUESTION CARRIES 20 MARKS.**

- 1. Define new social media and discuss why they are preferred by millions of users. Do these new media threaten the existence of the traditional media?**
- 2. Computer assisted reporting requires reporter to possess the ability to analyse data using spreadsheets.**
  - 1) Explain the meaning of the term ‘Spreadsheets’**
  - 2) Microsoft Excel is an example of a spreadsheet. List any 5 bars that you will find on an Excel page and explain their function.**
  - 3) Explain how you would carry out the following tasks using formulas:**
    - a) Adding the numbers of entries in a row**
    - b) Creating a pie chart for a given spreadsheet.**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL**  
**SCIENCES**  
**SECOND SEMESTER EXAMINATIONS**  
**2012**  
**MC 422**  
**RADIO AND TELEVISION PRODUCTION**

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**INSTRUCTIONS: Answer all questions in section A and Three in section B**

**DURATION: 3 hours**

**TIME: 09:00HRS -12:00HRS**

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**SECTION A**

**Answer all questions**

1. What could be the mitigating factors that could affect the role of the media as providers of information when covering conflicts?

(5 Marks)

2. What challenges can one face when using broadcast terminology during a given production?

(5 Marks)

3. Compare and contrast a Literary magazine from a Cultural magazine.

(5 Marks)

4. Name and briefly outline the objectives of an organisation that is intended to play the role similar to that of the PCC of the UK.

(5 Marks)

5. Compare and contrast community based radio educational programmes and general educational programmes

(5 Marks)

6. What role does broadcast terminology play in broadcasting

(5 Marks)

7. Why should the media avoid focussing merely on reports on the violent acts in conflict  
(5 Marks)

8. Compare and contrast Mayflower doctrine and the Fairness Doctrine.  
(5 Marks)

## **SECTION B**

**Answer three questions only**

9. The Government of the Republic of Zambia intends to enact the Freedom of Information Bill by August 2012. You have been asked to prepare a Memorandum advising the government on various interventions they can effect so as to ensure that once enacted the Bill will achieve its intended purpose. Prepare the Memorandum

(20 Marks)

10. Discuss challenges that the media can face in covering/reporting conflict and what can be done to overcome these challenges.

(20 Marks)

11. Discuss the achievements and negatives of the of the media reforms in Zambia.

(20 Marks)

12. Discuss challenges that one could face when carrying out educational programmes in a given community.

(20 Marks)



**The University of Zambia**  
**Department of Mass Communication**  
**MC922 EXAM**

**May 24, 2012**

**Duration: Three Hours**

**SECTION A**

**ANSWER SIX (6) QUESTIONS. Each question carries 10 MARKS.**  
**TOTAL 60 MARKS.**

1. Define digital photography and outline its advantages and disadvantages over traditional analogue photography.
2. The digital workflow can be divided into three steps: Explain each of the steps.
3. The file size of an image is dependent on what three factors? Explain.
4. Discuss the various types of file formats in digital photography.
5. Explain the main characteristics of a news picture.
6. Explain the themes a photojournalist may use to tell his/her story.
7. What are the two colour modes used in digital photography?
8. Describe image noise in photography.

**SECTION B**

**ANSWER TWO (2) QUESTIONS. EACH QUESTION CARRIES 20 MARKS.**  
**TOTAL 40 MARKS.**

1. Explain the editing process in digital photography: How does it differ from the analogue process?
2. Discuss the technological threat to the integrity of photojournalism.
3. Explain why a photojournalist is faced with more challenges than a reporter.

-Ends-

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

**2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS  
PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION**

**INSTRUCTIONS: ANSWER QUESTION ANY THREE (3) QUESTIONS**

**TIME: THREE (3) HOURS**

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1. With the help of appropriate examples, write well thought notes on the following:
  - a) Recruitment by patronage
  - b) Soldering
  - c) Sphere of Competence
2. Discuss the sustainability of Politics Administration Dichotomy in Zambia.
3. According to Max Weber, legal-rational authority is the most rational type of authority. Do you agree with this statement? Give reasons for your answer.
4. Discuss the relevance of scientific management in the administration of Public organizations.
5. Is public administration a science? Give justifications for your answer.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**(DISTANCE CANDIDATES ONLY)**

**PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION**

**Instructions to Candidates:** 1. Attempt question **ONE (1)** which is compulsory, and any other **TWO (2)** questions in this paper.  
2. Time Allowed is **Three (3) Hours**.

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1. Recently, the President of Zambia appointed a tribunal to probe the conduct of three judges. This has resulted in a national debate on whether or not there exists any separation of powers among the three state functionaries. Discuss.
2. Write scholarly notes on the following:
  - a) Power
  - b) Authority
  - c) Legitimacy
3. What is national sovereignty? Identify Zambia's symbols of sovereignty and discuss how each one of the symbols you have identified strengthens the feeling of national governance among the citizens.
4. What is your understanding of the *Elitist Approach* to decision making? With concrete examples drawn from Zambia's administration, discuss the merits and demerits of this approach in national governance.
5. Identify and explain the main tenets of Zambia's colonial administration from 1953 to 1963. How does it differ from the post colonial administration?

**End of examination**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**(REGULAR, DISTANCE AND PARALLEL CANDIDATES)**

**PA 202: COMPARATIVE ADMINISTRATION**

**Instructions to Candidates:** 1. Attempt question **ONE (1)** which is compulsory, and any other **TWO (2)** questions in this paper.  
2. Time Allowed is **Three (3) Hours**.

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1. In the ongoing constitution making process in Zambia, questions have been raised as to whether or not Zambia should retain its status as a unitary state. In an exemplified discussion, identify the merits and demerits of a unitary state and any of its alternatives of your choice.
2. Using examples, contrast the Legal, and Behavioral approaches to administration. Which one of the two approaches is more realistic? Give reasons for your answer.
3. Assuming that you are a newly appointed District Commissioner for Lukulu district of Zambia, identify and explain the unique challenges you are likely to encounter in your administrative work compared to your colleague who has been appointed a District Commissioner for Lusaka.
4. "In order to be effective, a public administrative system should be integrated." Using appropriate examples, discuss this assertion.
5. For any two countries of your choice, compare and contrast their administrative systems. Giving reasons, explain which one of the two systems is more effective?

**End of examination**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**PA 312: ORGANIZATION BEHAVIOUR AND MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY THREE (3) QUESTIONS**

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1. Critically assess the view that informal groups are not useful to themselves and especially to an organization hence managers should workout strategies to identify and disband such groups in order to guarantee organizational efficiency and effectiveness.
2. Explain what interpersonal communication entails, and using Johari's Window for illustration, identify problems that are associated with this type of communication.
3. With reference to organizational communication, briefly discuss the importance of communication; identify and write short notes on any five (5) communication barriers; and any three (3) techniques which can assist in reducing the effect of barriers to communication.
4. Discuss, in detail, any two (2) theories of motivation.
5. Write short notes on the following:
  - (a) Stimulus definition of *stress*,
  - (b) Job enlargement versus Job enrichment.
  - (c) *Programmed* versus *non-programmed* decisions,
  - (d) *Formalization* as a dimension of organization structure, and
  - (e) *Skill variety* as one of the core characteristics of Job Content.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2011 ACADEMIC YEAR SECOND SEMESTER FINAL**  
**EXAMINATIONS**  
**PA 342: INDUSTRIAL RELATIONS**  
**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS**  
**TIME ALLOWED: THREE (3) HOURS**

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1. Write relevant notes on the following:
  - a) Union density
  - b) Iron law of oligarchy
  - c) Joint council
2. Trade unions are an inevitable response to industrialization. Using Zambia as a case study, do you agree with this statement? Give reasons to support your answer.
3. Collective bargaining is considered as one method of eliminating poverty among workers. How effective has it been in the Zambian case?
4. Discuss the view that “only workers and their trade unions have a right to take industrial action at the place of work”.
5. The unitary theory of industrial relations has been criticized for being unrealistic in explaining industrial relations in Zambia. Is the radical perspective realistic? Give reasons for your answer.

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**END OF EXAMINATION**

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

**PA 412: ISSUES IN DEVELOPMENT ADMINISTRATION**

**INSTRUCTIONS**

- 1. Time allowed is THREE hours.**
  - 2. Attempt ANY THREE questions.**
  - 3. All questions carry equal marks.**
- 

1. Define the term *Development Internationalism*. Use headings to identify and discuss any five issues that are at the centre of the discussion on development internationalism.
2. The *hare-tortoise* race between population growth and economic growth has been cited by some classical scholars as one of the main reasons for under-development of some countries. Discuss.
3. With reference to decentralization, use headings and/or subheadings, and appropriate examples and/or diagrams, to discuss the three main types of transfer of authority, and their implications on development.
4. Using appropriate headings, identify the four main methods of technological transfer, and evaluate their socio-economic efficacy to a developing country like Zambia.

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA 422: PUBLIC POLICY MONITORING AND EVALUATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION 1 AND, ONE QUESTION FROM SECTION (A) AND ANOTHER QUESTION FROM SECTION (B)**

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1. Focusing on the policy problem of *crime* in Zambia today:
  - a) Propose two (2) policy actions the government should undertake to alleviate the problem
  - b) For each of these policy actions, specify the key policy inputs that would be necessary to resolve the problem
  - c) For each of these policy actions, indicate two (2) expected impacts.
  - d) Briefly describe three factors you would consider to ensure validity, reliability and acceptability of the evaluation results.

**SECTION A: MONITORING**

2. What is monitoring? Outline and critically discuss the main roles and functions which monitoring plays in the transformation of policy-relevant information about policy actions and outcomes. With reference to any public policy you know, exemplify the application of at least three of the major functions of monitoring.
3. The common approaches to Policy Monitoring are: Social Systems Accounting, Social Auditing, Social Experimentation and Research and Practice Synthesis. Outline and critically discuss any two (2) of these approaches. For each of the approaches discussed, exemplify with at least two (2) appropriate techniques.

**SECTION B: EVALUATION**

4. Identify and discuss the main features and functions of Policy Evaluation. Identify any four (4) of the criteria for Policy Evaluation and show how they can be used in the evaluation of any public policy or policies you know.
5.
  - a) What is Formal Evaluation? Identify and briefly describe the two (2) types of Formal Evaluation. Briefly discuss two examples for each type.
  - b) What do you understand by Evaluability Assessment? Identify and briefly discuss the three (3) basic conditions which must be present for Evaluability Assessment to take place.

**END OF EXAMINATION**



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

2011 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS

PA 422: PUBLIC POLICY MONITORING AND EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND, ONE QUESTION FROM SECTION (A)  
AND ANOTHER QUESTION FROM SECTION (B)

1. Focusing on the policy problem of *crime* in Zambia today:
- Propose two (2) policy actions the government should undertake to alleviate the problem
  - For each of these policy actions, specify the key policy inputs that would be necessary to resolve the problem
  - For each of these policy actions, indicate two (2) expected impacts.
  - Briefly describe three factors you would consider to ensure validity, reliability and acceptability of the evaluation results.

SECTION A: MONITORING

2. What is monitoring? Outline and critically discuss the main roles and functions which monitoring plays in the transformation of policy-relevant information about policy actions and outcomes. With reference to any public policy you know, exemplify the application of at least three of the major functions of monitoring.
3. The common approaches to Policy Monitoring are: Social Systems Accounting, Social Auditing, Social Experimentation and Research and Practice Synthesis. Outline and critically discuss any two (2) of these approaches. For each of the approaches discussed, exemplify with at least two (2) appropriate techniques.

SECTION B: EVALUATION

4. Identify and discuss the main features and functions of Policy Evaluation. Identify any four (4) of the criteria for Policy Evaluation and show how they can be used in the evaluation of any public policy or policies you know.
5. a) What is Formal Evaluation? Identify and briefly describe the two (2) types of Formal Evaluation. Briefly discuss two examples for each type. \*
- b) What do you understand by Evaluability Assessment? Identify and briefly discuss the three (3) basic conditions which must be present for Evaluability Assessment to take place. \*

END OF EXAMINATION

Hima Lu<sup>2</sup> Mose.

Identification

respective.

progressive / directional.

Regressive.

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

**PA 955: STRATEGIC MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) IN SECTION A PLUS ANY  
OTHER TWO QUESTIONS IN SECTION B.**

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**SECTION A**

1. What do you understand by the term “Strategy”? Write an essay in which you explain the various factors that shape a company’s strategy. In the same essay, describe also the conditions, or types of business environment, in which product market strategies are most appropriate **(20 Marks)**.

**SECTION B**

2. Explain the difference between “management” and “strategic leadership”. In so doing, state also the features or indicators of good strategic management in an organization **(15 marks)**.
3. A friend of yours from the Natural Sciences recently visited you at your hostel and found you analyzing strategic management tools, techniques and concepts with some of your classmates. Your friend now has questions for you about the following: (a) SWOT analysis; (b) Gap analysis; and (c) TQM. Write brief notes for your friend, (about half-a-page in each case), explaining each of these concepts **(15 marks)**.

4. The Managing Director (MD) of TDM has just returned from a conference whose theme was: “Strategic Planning beyond 2012”. While at the conference the MD attended a session on Corporate Mission Statements. The MD found the session very interesting, but rather short. The MD now has some questions for you, since you are an expert in Strategic Management.

- (a) What does corporate mission mean, and how does it fit into strategic planning?
- (b) Where does the mission of an organization come from, and what areas of corporate life does it cover?
- (c) What are the practical benefits of a mission statement, to a company?

***Question:*** Write a report or an essay in which you answer the MD’s questions **(15 Marks)**.

**END OF EXAMINATION.**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS  
2010 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS

PH 102: FUNDAMENTAL PROBLEMS OF PHILOSOPHY

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions from Section A, all questions from Section B, and two (2) questions from Section C. Each Section carries equal marks.  
**Each Section should be answered in a separate answer book.**

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**SECTION A: EPISTEMOLOGY**

(Answer all questions)

*Provide a very brief answer to the following questions.*

1. Knowledge has traditionally been defined as constituting three conditions.
  - (a) Mention what these conditions are and very briefly why they are necessary.
  - (b) Give one (1) example that shows that these conditions are insufficient to guarantee knowledge. Which philosopher is well known to have highlighted such examples?
2. According to Descartes how does he reach at indubitable knowledge and what is that knowledge which cannot be doubted.
3. At birth, human beings are born like a bland slate (*tabula rasa*). Which philosopher said this? Is he a rationalist or an empiricist?
4. What are the three (3) different kinds of knowledge that a person can have. Give an example of each kind.
5. What is foundationalism in epistemology? Give one (1) example of a set of beliefs that are foundational. Mention one (1) objection to foundationalism.
6. Empiricism and rationalism are two main theories on the sources of knowledge.
  - (c) Give two ways that rationalism and empiricism differ? In your own opinion do you think that the two should conflict or complement each other?
  - (d) Mention two (2) philosophers that are traditionally associated with rationalism.
  - (e) Mention two (2) philosophers that are traditionally associated with empiricism.
7. Briefly define evidentialism and realibilism?
8. Scepticism tries to deal with the question of whether it is possible for us know anything at all.
  - (a) State three (3) arguments in favour of scepticism.
  - (b) State three (3) responses to scepticism.
9. State whether the following propositions are a priori or a posteriori
  - (a) All material objects are extended (that is they take up space).
  - (b) All physical objects are seen sometime and other by some human being.
  - (c) One plus one is equal to two.
  - (d) All spinsters are not married.
  - (e) It is definitely raining outside.
10. In the following statements state whether they are true or false
  - (a) Philosophical skepticism claims that nothing exists.
  - (b) An a priori statement is one whose truth/falsity is known without having to appeal to experience.
  - (c) According to Plato, our knowledge about things in the sensible world is not based on sense experience but on our a priori apprehension of the Forms.

## SECTION B: LOGIC

(Answer all questions)

### Part One: Determining Validity

Determine whether the following arguments are valid or invalid. If invalid, mention the rule they have broken; and mention the major and minor terms of each argument.

1. Some modern biology is good.  
Every good thing has value.  
Nothing which has value is worthless.  
Some modern biology is not worthless.
2. All X is Q and C.  
All Z is X.  
All Z is not Q and C.
3. All human beings are men.  
It's clear this woman is a human being.  
Therefore, this woman is a man.
4. All dogs bite and do not like to be disturbed.  
Poppy is a dog.  
Poppy is a dog that does not bite and does not like to be disturbed.

### Part Two: Fallacies

Which fallacy has been committed, if any, in each of the following statements? (Indicate "No fallacy committed" if you think no fallacy has been committed):

1. This person cannot possibly be telling lies because he is a policeman.  
A law-enforcing policeman can never tell lies.
2. **John:** God created the world and never tell lies.  
**Mary:** How do you know?  
**John:** Because Moses says so.  
**Mary:** But how do you know that Moses is saying the truth?  
**John:** Because God, who created the world and never tells, lies, told Moses.
3. Peter Johnson is American and rich;  
Therefore, America is a rich country.

### Part Three: Obvert, Convert, Contrapose

1. **Obvert** the following propositions:  
(a) No men are popular.  
(b) Cows have legs.
2. **Covert** the following propositions:  
(a) Cows have horns.  
(b) Some women are pretty.
3. **Contrapose** the following propositions:  
(a) Some prejudices are not bad.  
(b) Only the boys will receive footballs.

## SECTION C: METAPHYSICS

(Answer two questions)

1. "Except for rare, reflective souls, people go through life just taking for granted those questions of existence, purpose, and meaning that the metaphysician finds most puzzling," states Richard Taylor in his book *Metaphysics*.
  - (a) State what, according to Taylor, first of all claims the attention of most people.
  - (b) Demonstrate why Taylor thinks we should not take for granted questions of existence, purpose and meaning from the point of view of their fundamental nature.
  - (c) State what Taylor considers to be the fruit [or outcome] of metaphysical thought.
  - (d) Discuss why Taylor sees the wise metaphysician to be one who suspends judgment on metaphysical views.
2. "A metaphysical problem is inseparable from its data, for it is these that give rise to the problem in the first place," Taylor argues.
  - (a) Clarify what Taylor considers to be the data of metaphysics.
  - (b) Give practical examples of the data of metaphysics
  - (c) Explain how a metaphysical problem arises from the data of metaphysics.
  - (d) Give three examples of metaphysical problems and explain how the problem arises in each one of these three examples.
3.
  - (a) Identify and state one problem of metaphysics.
  - (b) Clarify the data of metaphysics from which the metaphysical problem arises.
  - (c) State the task of metaphysics in resolving the problem.
  - (d) Discuss a possible solution to the metaphysical problem you identify.

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PH 325: ETHICS AND CRIME**

TIME: THREE HOURS

ANSWER: Answer four (4) questions from the following six (6) questions

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1. (a) Define these terms: Ethics, Morality, Law and the Criminal Justice System.  
(b) Describe an important aspect that morality shares with law.  
(c) Discuss a major limitation of law and a major limitation of morality which make both institutions necessary in the regulation of human conduct.  
(d) Discuss the significance of ethics to criminal justice system professionals.
2. (a) Define these terms: crime, criminal culpability and moral culpability.  
(b) State and briefly describe the three elements of crime that prosecutors have to prove defendants guilty of beyond a reasonable doubt.  
(c) Discuss, with the help of examples, the four (4) levels of criminal intent or culpability.  
(d) State the reason(s) given for historically excusing juveniles and the insane from criminal culpability.
3. Consider this ethical dilemma: *You are a police officer patrolling late at night and see a car weaving back and forth across the lanes of traffic. You turn on the siren, and the car pulls over. The driver stumbles out of the car, obviously intoxicated. There is no question that the driver meets the legal definition of intoxication. He also happens to be your father. What would you do?*  
(a) Define an ethical dilemma.  
(b) Demonstrate what the ethical dilemma in the above scenario is about.  
(c) Outline the five (5) steps that you might take to analyze your dilemma.  
(d) Explain why you need an ethical theory to resolve this dilemma.
4. (a) Define an ethical theory.  
(b) Describe the criteria for determining the moral worth of an action according to the following:  
(i) a deontological ethical theory (in this case, Kantian Formalism) and,  
(ii) a teleological ethical theory (in this case, utilitarianism).  
(c) Discuss the manner in which a utilitarian would justify the US killing of an alleged terrorist mastermind like Osama Bin Laden.  
(d) Discuss the manner in which a Kantian would respond to the utilitarian justification for the US killing an alleged terrorist mastermind like Osama Bin Laden.

5. (a) Define the term justice. State the ways in which the term is similar to the term fairness and how it differs from it.  
(b) Clarify the meaning of the most fundamental principle of justice defined by Aristotle that “equals should be treated equally and unequals unequally”. Explain how you would apply this principle to the allotment of punishment to wrong doers.  
(c) Discuss the distinction between distributive justice and retributive justice.  
(d) Explain why justice should be given due consideration in our moral lives.
6. (a) Define punishment from a legal point of view.  
(b) Explain why punishment requires moral justification.  
(c) Discuss the three ways in which utilitarians think punishment can reduce crime.  
(d) State the retributivist objection to utilitarian views of how punishment can help reduce crime.

**END OF EXAMINATION**



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

**2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**PL 115: INTRODUCTION TO POLITICAL SCIENCE**

**REGULAR AND PARRALLEL CANDIDATES ONLY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) IN SECTION A AND ANY TWO  
QUESTIONS IN SECTION B**

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**SECTION A**

1. According to the critics, Zambia's current electoral system is not appropriate for the country's democracy. If you agree with the critics, what system do you think would be appropriate for the country and why? If you do not agree with the critics, give reasons.

**SECTION B**

2. Critically analyse Plato's justification for Philosopher Kings.
3. Define constitutionalism and explain why it is important to Zambia.
4. Discuss the concept of popular sovereignty and show the extent to which this kind of sovereignty prevails in Zambia.
5. What factors have prompted armies to seize political power from civilian governments in Africa? Further, discuss the extent to which military regimes can attain political legitimacy.

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**PL 332: FOREIGN POLICY ANALYSIS AND EVALUATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Identify and discuss the global and domestic determinants of a state's foreign policy behavior.
2. From the beginning, there was a natural inclination in American society to move away from global involvement in isolationism. What reasons and other practical considerations guided America to adopt isolationist orientations? In the process, also discuss the factors that contributed to America's decision to move away from the isolationist orientation towards an internationalist foreign policy.
3. In relation to the foreign policy of the United States of America (USA) under George W. Bush
  - (a) Lay out the Neo Conservative strategy.
  - (b) State the criticisms that have been leveled against the Neo Conservative perspective.
4. Assess the significance of international security of the George W. Bush Administration's doctrine that the United States of America (USA) reserved the right to launch pre-emptive attacks against regimes that threaten American security interests.
5. Critically analyse the importance of attitudes in foreign policy formulation.
6. Discuss the various types of orientation and conditions which can help account for the selection of any particular foreign policy strategy by any state.

**END OF EXAMINATION**

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

**PL 422 EXAMS: INTERNATIONAL CONFLICT MANAGEMENT AND RESOLUTION**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN SECTION A AND**

**CHOOSE ANY TWO QUESTIONS FROM SECTION B**

**TIME: THREE (3) HOURS**

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**SECTION A. (20 MARKS)**

1. Give brief explanations on each of the following:
  - a) Greed and grievance theory
  - b) Political theory
  - c) Dimensions of conflict analysis tool
  - d) The ABC triangle
  - e) Civil military relations
2. Distinguish between the following
  - i) Conflict resolution and conflict management
  - ii) Peacemaking and Peacekeeping
  - iii) Mediation and Negotiation
3. Account for each of the following:
  - a) the shift from traditional peacekeeping to multidimensional peacekeeping operations by the United Nations
  - b) Peacebuilding Commission of the United Nations
  - c) Why women and child protection are considered critical in peacekeeping operations

## **SECTION B. (30 MARKS)**

1. "Media involvement in international conflict management can be a double edged sword"  
Critically discuss.
2. Compare and contrast the processes and impact of Truth Commissions and International Criminal Tribunals as post conflict management mechanisms.
3. Examine the extent to which traditional and religious leadership and rituals have a bearing on international conflict transformation and resolution.
4. Critically assess the challenges of war economies to the management of conflict in Africa.
5. "The United Nations sponsored peace negotiations have not usually achieved much because they are dominated by the politically powerful members." Analyse this assertion.

**END OF EXAMINATIONS**

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

**PL 932 EXAM: POLITICS OF SOUTHERN AFRICA II**

**INSTRUCTIONS: ANSWER THREE QUESTIONS- ONE (1) QUESTION FROM SECTION A AND  
TWO (2) QUESTIONS FROM SECTION B**

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

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**Section A:**

- 1) Evaluate the assistance which the Nordic countries gave to the liberation movements during the liberation struggle in Southern Africa.
- 2) Compare and contrast the role played by the United Nations (UN) and the Organization of African Unity (OAU) in the liberation of Southern Africa. What are the reasons for their different roles and techniques by the two organizations in the liberation of Southern Africa?

**Section B:**

- 1) Outline South Africa's foreign policy towards Southern Africa from the apartheid era through to a multi-racial society. In so doing critically account for the factors that contributed to South Africa pursuing such a foreign policy.
- 2) Discuss the formation and evolution of the Frontline States (FLS) through SADCC and finally SADC. Critically analyze the extent to which these bodies achieved their objectives.
- 3) Compare and contrast the policies of Zambia and Malawi towards the regional politics. Critically account for any factors that may explain their similarities and differences.

**End of Exam!**

UNIVERSITY OF ZAMBIA

DEPARTMENT OF PSYCHOLOGY

PS 102 (INTRODUCTION TO PSYCHOLOGY) EXAMINATION

DATE: 24/05/12

TIME: 09:00 – 12:00

**INSTRUCTIONS:** There are six (6) sections in this paper, section A, B, C, D, E and F. Answer all questions in sections A, B, C and D. For section E answer any 4 questions and section F answer any 2 questions.

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**SECTION A - Multiple Choice Questions: Answer all questions in this section**

1. Mwansa, a preschooler, insists on dressing herself each morning for school, even though she generally selects mismatching outfits, misses buttons, and wears her shoes on the wrong feet. When her mother tries to dress Mwansa or fix her outfit, Mwansa brushes her mother off and insists on doing it herself. What stage of psychosocial development best describes Mwansa's behavior?
  - A. Trust vs Mistrust
  - B. Autonomy vs Shame and Doubt
  - C. Initiative vs Guilt
  - D. Industry vs Inferiority
2. Shukrani struggled for years to quit smoking, but he finally succeeded. Now, he chews several packs of gum a day. At which stage is he fixated?
  - A. Oral
  - B. Anal
  - C. Phallic
  - D. Genital
3. At each stage of Erikson's theory of psychosocial development, people experience a(n) \_\_\_\_\_ that serves as a turning point.
  - A. Epiphany
  - B. Conflict
  - C. Paradigm shift
  - D. Turmoil
4. Which one does not belong to this set of schedules of reinforcement?
  - A. Fixed ratio
  - B. Intermittent interval
  - C. Variable Interval
  - D. Variable ratio

5. As an adult, Cassandra is uptight and extremely rigid, often unwilling to make even small adjustments in her schedule. At which stage is she fixated?
- A. Oral
  - B. Anal
  - C. Phallic
  - D. Genital
6. Which of the following statements is **true** about memory?
- A. It is our ability to store information for as long as we live.
  - B. Even without memory we would be able to solve problems.
  - C. Memory is the part of our brains that stores and retrieves information
  - D. If we did not possess memory we would not be able to learn new information.
7. John wants to get a good grade in PS 102 and he has realized that he has to take a break of at least 30 minutes every two hours if he has to remember most of the material he is studying. This strategy that John wants to use to improve his memory is called \_\_\_\_\_.
- A. minimizing interference.
  - B. distributed or spaced learning.
  - C. the peg system.
  - D. visual imagery.
8. Mary was beaten by an older girl when she was in Grade 3. Mary can neither remember the girl nor the incident five years later. Which theory of forgetting **best** explains Mary's inability to remember the event?
- A. The decay theory
  - B. Retrieval inhibition
  - C. Memory construction
  - D. Repression
9. \_\_\_\_\_ is a method used by psychologists to study memory for information we cannot verbally report.
- A. Priming.
  - B. recognition.
  - C. free recall.
  - D. demonstration.
10. Which one of the following is **not true** about phonological encoding?
- A. It is retaining information using sound.
  - B. It is the ability to maintain almost photogenic pictures of visual images.
  - C. We can use phonological encoding to store information that we get through our visual sensory memory.
  - D. Phonological encoding is favoured when we are trying to keep the memory active through rehearsal.

11. Which of the following statements best describes the significance of the Milgram obedience experiment?
- A. Most people enjoy harming others.
  - B. Social forces can strongly influence human behaviour.
  - C. Society is to blame for all criminal behaviour.
  - D. Only deviant or psychotic people aggress against others.
12. You meet a woman at Manda Hill who asks you to contribute K50, 000 towards charity work for orphans. You say you cannot afford it, so then she asks you for K10, 000. She is trying to persuade you by using the
- A. Norm of reciprocity.
  - B. Door-in-the-face technique.
  - C. Foot-in-the-door technique.
  - D. Lowball technique.
13. Asch's Line-length judgment experiment was designed to provide insight into
- A. The phenomenon of conformity.
  - B. Factors contributing to one's persuasiveness.
  - C. Why subjects in Milgram's experiment acted as they did.
  - D. A perceptual phenomenon that was originally studied by Gestalt psychologists.
14. Suppose you know that Harriet is a member of the Patriotic Front (PF). You would like to predict whether she will vote in an upcoming election. Which of the following kinds of information would help you the most?
- A. Knowing her attitude towards the importance of voting.
  - B. Knowing her attitude towards fellow PF members.
  - C. Knowing her behaviour during the campaign.
  - D. Simply knowing she is a PF member.
15. In the 1970s, members of the Hare Krishna society gave people a gift of a flower before asking for a contribution. They made millions of dollars in donations. This behaviour illustrates
- A. Commitment.
  - B. Reciprocation.
  - C. Scarcity.
  - D. Consensus.



16. The most well known version of the drive reduction theory was proposed by:

- A. Robert Woodworth
- B. Lev Vygotsky
- C. Clark Hull
- D. Charles Darwin

17. Arousal is caused by the activity of the \_\_\_\_\_

- A. Eyes
- B. CNS only
- C. CNS including the brain
- D. CNS and all the 5 senses.

18. In contrast to the notion that individuals are pushed into action by internal need states, the incentive theory proposes that people are

- A. Pulled by external goals and incentives
- B. Pulled by the incentives and goals of others.
- C. Pulled by internal needs
- D. Both pulled and pushed by internal and external needs.

19. Research has shown that when the lateral hypothalamus is electrically stimulated, rats that are satiated \_\_\_\_\_

- A. Will stop eating and starve to death
- B. Will begin eating again
- C. Will never have an appetite
- D. Will have very low blood sugar

20. How does the set point work in the body?

- A. It determines when the paraventricular hypothalamus will initiate actions to reduce eating and increase metabolism
- B. It determines when the ventromedial hypothalamus will initiate actions to reduce eating and increase metabolism
- C. It determines when the lateral hypothalamus will initiate actions to reduce eating and increase metabolism
- D. It determines when the internal hypothalamus will initiate actions to reduce eating and increase metabolism

21. The main difference between idiographic and nomothetic case studies is that

- A. While one focuses on individual mentally disordered patients, the other focuses on a particular mental or psychological disorder
- B. While one relates to personality characteristics, the other relates to intellectual characteristics
- C. While one is modern the other is ancient
- D. While one is maladaptive the other is adaptive
- E.

22. An example of somatoform disorder is
- A. Developing sexual dysfunction while being forced to marry someone you have no relationship with
  - B. Fearing to be in over-clouded places
  - C. Exhibiting altruistic behaviour
  - D. Developing somatic rash that has no psychological component
23. Disturbed sleep, thoughts of suicide and general inactivity are symptomatic
- A. Mood conflicts
  - B. Depressive mood disorder
  - C. Manic disorder
  - D. Identity disorder
24. Generally \_\_\_\_\_ disorders are considered the most serious psychological disorder
- A. Personality
  - B. Conversion
  - C. Psychotropic
  - D. Psychotic
25. Which of the following is strength of the statistical infrequency criteria?
- A. Helps to appreciate the concept of normal in statistical terms
  - B. Helps to define the terms "normal and abnormal"
  - C. Distinguishes abnormal behaviour from other categories of behaviour
  - D. It cuts cross all other criteria
26. Jean Piaget's theory of intellectual development as stipulated a number of stages that children normally go through in their intellectual development. How many are these stages
- A. Two stages
  - B. Three stages
  - C. Four stages
  - D. Five stages
27. "The capacity to understand the world and the resourcefulness to cope with its challenges" normally defines
- A. Intellectual psychology
  - B. Cognition
  - C. Intelligence
  - D. Cognitive psychology
28. In terms of intelligence quotient, a child who is intelligent has or her:
- A. Chronological age equal to mental age
  - B. Chronological age lower than mental age
  - C. Chronological; age higher than mental age
  - D. Chronological age not related to mental age

29. Factor analysis is a statistical procedure developed by
- A. SPSS and Microsoft
  - B. Einstein and Mendel
  - C. Spearman and Pearson
  - D. Binet and Simon
30. The revision of the Binet-Simon scale by Lewis Terman and colleagues was done at
- A. Oxford university
  - B. Cambridge university
  - C. Scotsville university
  - D. Stanford university

**Section B - Fill in the blanks: Answer all questions in this section**

6. \_\_\_\_\_ in behaviourism is taking something away in order to increase a response.
7. In the original classical conditioning experiments, since the meat powder naturally resulted in salivation, these two variables are called the \_\_\_\_\_ and the \_\_\_\_\_, respectively.
8. In personality, consistent behavior patterns are often referred to as \_\_\_\_\_.
9. Sigmund Freud lived between \_\_\_\_\_ to \_\_\_\_\_.
10. According to Freud's theory, the ego is based on the \_\_\_\_\_.
11. Mary fell from a moving truck and hit her head against a rock a year ago. Since then she has been unable to store new information in long term memory. Mary's condition is called \_\_\_\_\_.
12. Loss of semantic memory is usually attributed to damage to the \_\_\_\_\_.
13. \_\_\_\_\_ and \_\_\_\_\_ proposed the model for human memory system that is generally linked to the information-processing perspective and suggests that human memory works more like a computer.

14. The \_\_\_\_\_ of memory suggests that we have large numbers of processing units in our brains and each is dedicated to a specific task. This helps us to accomplish complex tasks such as writing.
15. The two types of memories for factual information (declarative memory) are \_\_\_\_\_.
16. When consensus and distinctiveness are \_\_\_\_\_ and consistency is \_\_\_\_\_, people tend to make personal attributions.
17. Conformity because we fear rejection is called \_\_\_\_\_.
18. You may change your \_\_\_\_\_ to agree with your \_\_\_\_\_ if you are experiencing cognitive dissonance.
19. The conformity shown by participants in Sherif's autokinetic study was due to \_\_\_\_\_.
20. A form of social influence in which people act in accordance with a direct request from another person or group is called \_\_\_\_\_.
21. The third need in Maslow's hierarchy of needs is the need \_\_\_\_\_.
22. \_\_\_\_\_ is an eating disorder that is much more common in the Western World.
23. The \_\_\_\_\_ hormone is secreted to help the kidneys conserve water in the body by reabsorbing it from the urine.
24. What is obesity? \_\_\_\_\_
25. The fear of success is \_\_\_\_\_
26. Personality disorders have been defined as patterns of \_\_\_\_\_ behaviour that constitutes immature and inappropriate way of coping with stresses of life.
27. Panic attacks are examples of \_\_\_\_\_ disorders

28. Sexual problems underpinned with psychological problems are generally referred to as \_\_\_\_\_ disorders.
29. In cases of conversion disorders, \_\_\_\_\_ evidence is always absent
30. \_\_\_\_\_ may be defined as false beliefs of grandeur or persecution
31. \_\_\_\_\_ and Alfred Binet created the first intelligence test in France
32. Contextual intelligence is propounded in \_\_\_\_\_ theory of intelligence
33. \_\_\_\_\_ in 1939 designed an intelligence scale specifically tailored for adults
34. Sternberg (1985) is credited with \_\_\_\_\_ theory of intelligence
35. \_\_\_\_\_ of relations is making sense of relations between items and phenomena
36. Perceptions and \_\_\_\_\_ are involved in emotions
37. Emotion is a Latin word which mean to \_\_\_\_\_
38. \_\_\_\_\_ expressions for primary emotions are universal
39. Anger is universally recognized by geometric patterns on the \_\_\_\_\_
40. Damage to the \_\_\_\_\_ results in loss of joy

**Section C –True/False: Answer all questions in this section**

Statement	T	F
1. The initial struggle between autonomy and shame and doubt occurs around the ages of one and three according to Erikson		
2. The Oedipus Complex is resolved at the beginning of the genital stage.		
3. Freud's Structural Model is made up of the id, ego, and superego.		
4. Erikson is to sexual development as Freud is to social development.		
5. Cognitive theorists see individual differences as a result of how we interpret and predict the events that affect us		
6. Information stored in long term memory can never be lost.		
7. Alzheimer's disease is caused by drinking too much alcohol		
8. Elaborating on what you want to remember does not improve memory		
9. In eye witness accounts errors can occur due eye witnesses attributing their memories to the wrong source		
10. Coordination of a wide range of mental processes is not a task performed in working memory		
11. Sam is buying groceries at a supermarket and notices that the cashier is very rude to him. Sam concludes that that the cashier is stressed because it is so busy in the store. Sam is making a situational attribution		
12. The fundamental attribution error is limited to Eastern cultures		
13. If I try to convince you of my argument, I will be more persuasive if I use a two-sided refutational approach		
14. Milgram demonstrated that women are more likely to obey authority than men		
15. The percentage of participants in Migram's obedience experiment who gave the "victim" the full 450 volt shock was 65		
16. Psychologists have agreed that the number of instincts is 1250		
17. Animals and human beings alike are impelled to reduce drives		
18. Studies show that when people are bombarded with bright lights, blaring music and other intense stimuli, they withdraw in an attempt to lower their level of arousal		
19. According to the Yerkes Dodson law, the optimal level of arousal seems to vary with the both the task and the individual		
20. Decrease in body fat results in less eating and an increase in the metabolic rate.		
21. An alternative term for mood swings is depressive disorders		
22. Dementia praecox is the most server form of psychotic disorders		
23. A person who involuntarily maintains one physical position for unusually long hours could be a somatoform disorder patient		
24. Julian Marshal has been experiencing emotional flatness, which is one of the symptoms of psychosis necessarily indicates that Julian is developing psychosis		
25. In ancient times it was believed that though able to control themselves, mentally disordered person were dangerous		
26. The ability of a child to comprehend object permanence is attained in the sensorimotor stage		
27. The two factor theory of intelligence was propounded by Sternberg		
28. The first intelligence test was developed in 1904 in Germany		
29. M.A. in philosophical terms means mental age		
30. Bodily kinaesthetic intelligence can be associated with deep thinkers such as Piaget, Binet and Sternberg		

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**Section E -Short Essays: answer any 4 questions from this section**

1. Describe the A-B-C model of personality
2. Briefly discuss the role of the brain in memory.
3. Briefly discuss factors that influence obedience using examples from Milgram's study to illustrate **their** influence
4. When psychologists study how and why we are motivated to act, they basically ask 4 questions. **Briefly** discuss each of these questions. Feel free to use examples to explain your responses
5. Briefly explain your understanding of sexual pan disorder and state what category it fall under
6. Highlight the main points of the multiple intelligence theory
7. Briefly describe the role of the amygdale, left prefrontal cortex and right prefrontal cortex in emotional expression and the consequences for the damage to each part of these brain parts

**Section F - Long Essay: Answer any two questions from this section**

1. Using Operant conditioning, discuss personality. Provide examples.
2. Discuss the processes that take place in short term memory. Using examples, explain why the short term memory is also called the working memory
3. Define conformity and differentiate between informational social influence and normative social influence. Describe Asch's conformity study, clearly stating the aim, the procedure, and findings of this study. **Briefly** discuss **two** factors as observed by Asch in later studies that influence conformity
4. What is motivation? If you were asked to motivate an athlete who is preparing to go the Olympics, which theory of motivation would you choose and why? Ensure that you explain the theory you have chosen in detail, highlighting the strengths and criticisms of the theory.
5. Professor David Edwards (2011) a psychopathologist of Rhodes University in the Eastern Cape of South Africa recently asserted that:

*"Though many are the categories of causal factors of psychological disorders, it is a relief to know that in recent years equally multiple psychological anti-dots have been developed to counter the effects of such psychological disorders"*

Discuss Prof Edwards 'assertion by bring out any four (4) categories of causal factors and four (4) psychological anti-dots that he referred to

***Make sure your verify your CA before you go***

***ALL THE BEST***



**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF PSYCHOLOGY**  
**PS 102 EXAMINATION DISTANCE EDUCATION STUDENTS**  
**Date: 24/5/12**

**INSTRUCTIONS: THIS EXAMINATION CONSISTS OF THREE SECTIONS. ANSWER ALL QUESTIONS IN SECTION A, B AND C. IN SECTION D ANSWER ONLY FOUR (4) QUESTIONS. IN SECTION E ANSWER ONLY ONE QUESTION**

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**Section A: Multiple Choices – Answer all the questions from this section**

1. Cannon's theory of emotion was mainly concerned with
  - A. Endocrine glands
  - B. Blood pressure
  - C. Sensitivity to the environmental stimulus
  
2. During strong emotional experiences the physiological changes that occur in the human body are mainly due to
  - A. Sudden rise in blood pressure
  - B. Sudden rise in heart beat
  - C. Impulses from the autonomic nervous system
  - D. Impulses coming from sex glands
  
3. In the development of emotions,.....plays a major role
  - A. maturation
  - B. intelligence
  - C. personality
  - D. organic factors
  
4. When a person is angry, excessive secretion of .....is found
  - A. thyroxin
  - B. adrenalin
  - C. putitarian
  
5. Lack of touch with reality is observed in
  - A. Hysterics
  - B. Obsessive compulsive patients
  - C. Schizophrenia
  - D. Anxiety neurotics
  
6. Much of abnormal behavior is traced to the .....
  - A. conscious
  - B. subconscious
  - C. unconscious
  - D. all the above
  - E. none of the above

7. Normality can be defined in terms of .....to the will and welfare of the group and self management
- A. conformity
  - B. adjustment
  - C. acceptance
  - D. All the above
8. The emergency theory of emotion is also called
- A. James Lange theory
  - B. Cannon Bard theory
  - C. Hypothalamic theory
  - D. Activation theory
9. The activity of the heart in emotion is often studied by examining the shape of the curve obtained with an .....
- A. Electro encephalograph
  - B. Electric cardiograph
  - C. Electro strobophoto graph
  - D. None of these
10. Whether a person is emotionally aroused or not, this can be known by measuring his/her.....
- A. Physiological changes
  - B. Psychological changes
  - C. Facial expressions
  - D. All the above
11. Forgetting of pictures with the passage of time can be due to
- A. proactive inhibition
  - B. retroactive inhibition
  - C. decay through disuse
  - D. all the above
12. Pleasant and interesting materials are better remembered than \_\_\_\_\_.
- A. nonsense syllables
  - B. meaningful words
  - C. unpleasant materials
13. Memory is the mental power by which past experiences are
- A. relearned
  - B. retained
  - C. recalled
  - D. recalled and recognized

14. Amount of retention does not depend on one of the following \_\_\_\_\_
- A. Meaningfulness
  - B. Amount of interference during original and retention interval
  - C. Amount of practice
  - D. Emotional factors affecting learning
  - E. Interest in learning
  - F. Defects in motor capacity
15. Which of the following psychologists can be associated with the psychoanalytic theory of forgetting?
- A. Ebbinghaus
  - B. McGeoch
  - C. Freud
  - D. Bartlett
16. When new learning is disturbed by old learning it is called .....
- A. Proactive inhibition
  - B. Retroactive inhibition
  - C. Conditioned inhibition
  - D. Disinhibition
17. The length of rest interval is an important variable in the occurrence of \_\_\_\_\_
- A. Retroactive inhibition
  - B. Proactive inhibition
  - C. Short term memory
  - D. Long term memory
18. When the degree of prior learning increases, proactive inhibition \_\_\_\_\_
- A. Decreases
  - B. Increases
  - C. Remains constant
  - D. None of these
19. The mechanism of repression explains many of man's .....in every day life.
- A. Learning
  - B. Retention
  - C. Forgetting
  - D. All these
20. Sometimes retention curves show a period of decreased retention immediately after the practice is stopped. This concept is known as .....?
- A. Long term memory
  - B. Short term memory
  - C. Reminiscence
  - D. None of these

21. Motive is a .....
- A. Desire
  - B. Impulse
  - C. Behavior
  - D. General trait
22. Motivation is related to the .....of human behaviour:
- A. what
  - B. how
  - C. why
  - D. all these
23. Hunger, thirst and sex are known as ..... drives
- A. basic
  - B. secondary
  - C. psychological
24. self actualization theory of motivation is also called.....theory of motivation:
- A. physiological
  - B. psychoanalytic
  - C. hierarchical
  - D. achievement
25. The self actualization theory of motivation was advanced by.....
- A. Leeper
  - B. Lindrey
  - C. Maslow
  - D. Young
26. The intelligence of a person can be accurately assessed from his
- A. Eyes
  - B. Performance
  - C. Conversation
  - D. Intelligence test scores
27. Intelligence refers to the
- A. Affective capacity
  - B. Thinking capacity
  - C. Cognitive capacity
  - D. Conative capacity

28. Intelligence is influenced by
- A. Heredity factors
  - B. Environmental factors
  - C. Organic factors
  - D. Both hereditary and environmental factors
29. Accurate assessment of intelligence is possible through
- A. Observation of behaviour
  - B. Abstract performance
  - C. Mathematical ability
  - D. Conative capacity
30. The concept of mental age was introduced by
- A. Wechsler
  - B. Spearman
  - C. Binet
  - D. Galton
31. When the M.A and the C.A are the same, the I.Q is
- A. 95
  - B. 98
  - C. 100
  - D. 110
32. Mental age is calculated on the basis of
- A. Chronological age
  - B. Mental ability as calculated from the intelligence test score
  - C. Ability calculated from the test of creativity
  - D. None of these
33. Intelligence is the ability to
- A. Perceive the new situations and learn
  - B. To adjust oneself with the new situations
  - C. To adjust oneself with the new situations
  - D. To think on the present situation
  - E. To do all the three above
34. Which one of the following is a test to measure personality
- A. Interest test
  - B. Aptitude
  - C. To adjust oneself with the new situations
  - D. To adjust oneself with the new situations
  - E. To think on the present situation
  - F. To do all the three above

35. That theory of personality which aims to describe personality in terms of qualities is called
- A. Trait theory
  - B. Type theory
  - C. Picture pencil test
  - D. Projective test
36. A person remaining between introversion and extraversion is called
- A. Mesomorphic
  - B. Maladaptive
  - C. Pkynic
  - D. Ambivert
37. For the normal personality development of an infant it is essential to have
- A. The presence of a consistent, affectionate and warm adult
  - B. Elder brothers and sisters
  - C. Joint family system
  - D. The presence of a father
  - E. All the above
38. The organization of traits at the deeper level of personality is called
- A. Source traits
  - B. Surface traits
  - C. Central traits
  - D. None of the above
39. The theory of personality which aims to describe personality in terms of qualities is called
- A. Trait theory
  - B. Type theory
  - C. Picture pencil test
  - D. Projective test
40. The Rorschach Ink Blot test is a test of
- A. Interest
  - B. Aptitude
  - C. Attitude
  - D. Personality

**Section B: Filling in the Blanks – Answer all the questions from this section**

1. When M.A and C.A are identical, the IQ is.....
2. Piaget has chartered ..... major stages of cognitive development
3. Personality is derived from the Latin word.....
4. People turning outward are called.....
5. Language and gesture help in .....development
6. Socialization of a child starts from.....
7. The genital stage is .....of the various stages of psychosexual development
8. There are three types of drives such as  
\_\_\_\_\_
9. Homeostasis refers to the restoration of physiological balance and \_\_\_\_\_
10. Anger is a .....emotion
11. Activity of the heart in emotional state is often studied by examining the shape of the curve obtained with an.....
12. Mental age is a measure of .....level of intelligence
13. Intelligence is influenced by .....and ..... factors.
14. Person having the characteristics of introverts and extroverts in a balanced manner are called.....
15. Cattell, Allport and Eysenck have tried to describe personality in terms of  
.....
16. Enriched environment has .....effect on personality development
17. Eysenck was famous for his work on.....

**Section C: True/ or False statements – Answer all the questions from this section indicating True or False against each statement.**

1. Strength of recall is a measurement of creativity
2. Due to the mechanism of repression, a lot of forgetting related to personal matters take place
3. Ebbinghaus used meaningful materials for his experiments on memory
4. Memory is always better for meaningful materials than for nonsense syllables
5. Interference is minimum when the materials are extremely similar or dissimilar
6. Short term memory is also known as secondary memory
7. Interferences explains most of our forgetting in day to day life
8. Recognition is the most easiest method of measuring retention
9. Biological motives are in born
10. Socialization of motives take place because of social approval and conditioning
11. Slip of tongue is an unconscious motivation
12. Drives and instincts are the same
13. Many of the motives which influence the behavior of a particular individual significantly are unrecognized by the person himself
14. According to James Lang theory of emotions, we first see a bear, we are afraid and then we run.
15. Instincts and emotions are the same
16. Autonomus nevous system controls emotions
17. Creativity starts from birth
18. Proper directions helps reasoning
19. Thinking always involves a problem
20. Much trial and error underlies most creative work

**Section D: Short Essays – Answer 4 questions from this section**

1. Define the term memory and explain the types of memory
2. Define the term intelligence and explain the concept of mental age and IQ
3. State the difference between thinking and reasoning and briefly explain the types of reasoning
4. Define the term motivation and briefly describe four sources of motivation
5. Outline Piaget's stages of cognitive development indicating the approximate age and developmental milestones of each stage.

**Section E: Long Essay – In this section answer any one of the following questions**

1. Describe the normality and abnormality criteria and explain the predisposing and precipitating causes of abnormal behavior
2. Describe the nature of personality and explain atleast 4 theories of personality
3. Examine and discuss social behavior from five perspectives, namely socialization, language, groups, organization and attitudes.

*All the best*



**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF PSYCHOLOGY**

**SECOND SEMESTER FINAL EXAMINATION**  
**THE PSYCHOLOGY OF SENSATION AND PERCEPTION (PS 222)**

**DATE: 22 MAY 2012**

**TIME: 1 4:00**

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**INSTRUCTIONS**

- 1. ANSWER ALL QUESTIONS**
  - 2. ANSWER SECTION A in a SEPARATE ANSWER BOOKLET**
  - 3. ANSWER SECTION B on the Question paper**
- 

**SECTION A**

1. Complete the following table by filling in the stimulus, receptors and sensation for each of the sense modalities

SENSE	STIMULUS	SENSE ORGAN	RECEPTOR	SENSATION
Sight		Eye		
Hearing		Ear		
Skin sensation		Skin		
Smell		Nose		
Taste		Tongue		
Equilibrium		Inner ear		

2. Stimulus detection is governed by three interrelated theories/principles i.e absolute threshold, signal detection and the difference threshold. With the aid of examples, describe each of these theories/principles

3. Briefly describe, with the aid of examples, the application of sensation in the following areas
- a) Aviation
  - b) Driving license acquisition
  - c) Machine computer monitoring system
  - d) Military surveillance
  - e) Food and fragrance critiques (for magazines)
  - f) Automobile manufacturing and assembly
- 

## SECTION B.

Fill in the Blanks.

1. \_\_\_\_\_ is a German word roughly meaning whole, configuration, or totality.
2. \_\_\_\_\_ is a mechanism that converts energy from one form to another.
3. \_\_\_\_\_ is a process that involves the selection, organization and interpretation of stimulus.
4. Position is sensed by the \_\_\_\_\_ and the \_\_\_\_\_ senses.
5. \_\_\_\_\_ relationship is the principle that stimuli are selected and perceived as figures against a ground back ground.
6. \_\_\_\_\_ is the perceptual principle of organization claiming that stimuli will be perceived as belonging together if they occur together in space or time.

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF PSYCHOLOGY**

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7. \_\_\_\_\_ is the perceptual principle which states that stimulus events that are alike in some way tend to be grouped together perpetually .
8. \_\_\_\_\_ is the perceptual principle of organization claiming that a stimulus or a movement will be perceived as continuing in the same smooth direction as first established.
9. \_\_\_\_\_ is the perpetual principle of organization claiming that we group together into the same figure element of a scene that move together in the same direction at the same speed.
10. \_\_\_\_\_ is the perceptual principle of organization claiming that we tend to perceive incomplete figures as whole and complete.
11. \_\_\_\_\_ is a phenomenon closely related to closure, in which arrangements of lines and patterns enable us to see figures that are not actually there.
12. \_\_\_\_\_ cues are feedback based on the ways the eyes work.
13. \_\_\_\_\_ cues involve both eyes.
14. \_\_\_\_\_ cues are those that only require one eye.
15. \_\_\_\_\_ and \_\_\_\_\_ in our environment are not sensed directly, they are perceived.
16. \_\_\_\_\_ probably only functions as an effective cue for distances of less than arm's length.
17. \_\_\_\_\_ is the appearance of two parallel lines converging in the distance.
18. \_\_\_\_\_ reflects our knowledge that objects in the foreground tend to hide or overlap objects in the background.

19. \_\_\_\_\_ cues us that objects with larger retinal image s  
tend to closer to us.
20. \_\_\_\_\_ means that a gradual change in texture will be  
interpreted as a gradual change in distance.
21. \_\_\_\_\_ tell us about shape and solidity based on patterns  
of light and shade created by objects.
22. \_\_\_\_\_ is the phenomenon in which, as we move,  
nearby objects appear to move quickly and far away objects appear to move  
slowly.
23. The \_\_\_\_\_ is the illusionary movement in a series of lights that  
flash sequentially.
24. The \_\_\_\_\_ is the apparent movement of a pinpoint of light  
in an otherwise darkened environment.
25. \_\_\_\_\_ is our tendency to view objects as remaining the  
same size regardless of the size of the retinal image.
26. \_\_\_\_\_ refers to our perception of objects as  
maintaining their shape even though their retinal image may change.
27. \_\_\_\_\_ and \_\_\_\_\_ constancy is the tendency to see  
objects as the same lightness and color regardless of the actual intensity of light  
reflected to them.
28. Three personal factors that influence perceptual organization are \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.
29. We are able to experience 3D movies because of the perceptual phenomenon  
of \_\_\_\_\_.

30. All the rules of grouping can be summed up in a single concept called \_\_\_\_\_.
31. The basis for all motion pictures in the perceptual principle of \_\_\_\_\_.
32. Chitalu and Mpundu have just brought their daughter home from hospital. Chitalu's mother's notes the baby's strong resemblance to her son, whereas Mumba's father can see no resemblance to Chitalu's side of the family. To him the baby is the "spitting image of her mother." This bias in perception shown by these proud grandparents illustrates \_\_\_\_\_.
33. Some cultures such as 'Zulu' in Africa have not had the experience of seeing "angles" on a printed page as representing right angles in the world. The Zulu are not susceptible to what kind of illusion? \_\_\_\_\_.
34. Probably the best illustration of the breakdown of the size constancy is the well-known \_\_\_\_\_.
35. While waiting in her car at a red light, Tina stared momentarily at the car next to her, at the moment, the other car coasted backwards, and Tina suddenly slammed her brakes as hard as possible, thinking her car was moving forward. What happened to make Tina think she was moving? \_\_\_\_\_.
- \_\_\_\_\_

Note: Ensure you check all your grades before you leave!!!

**Good luck!!!!**

**SECTION B: LONG ESSAYS. ANSWER ANY TWO QUESTIONS FROM THIS SECTION. EACH QUESTION CARRIES 12.5 MARKS. ANSWER THIS SECTION IN A SEPARATE BOOKLET.**

1. (a) Define stress according to Steers & Black (1994). Discuss, in detail, how role expectations and personal control influence the extent to which workers experience stress on the job, highlighting any variables that moderate their impact on stress.  
(b) Discuss one reason why managers should be concerned about work-related stress, citing relevant evidence to support your answer.  
(c) Identify and briefly explain any two organizational strategies that managers can use to eliminate or reduce impact of work-related stress.
2. “Change becomes necessary when an organisation’s stability and continuity are threatened yet change in organizational settings is often difficult to accomplish.”  
(a) Outline the forces that necessitate organizational change.  
(b) Give four reasons why individuals resist change and four reasons for organizational resistance.  
(c) Discuss the three general strategies of planned change highlighting the principal assumption underlying each of these approaches.
3. (a) What is motivation? Describe the basic motivational process.  
(b) Discuss Murray’s manifest needs theory, clearly explaining its basic premises, and the four needs that have been the focus of most research in organizational settings. Your explanations should clearly show what impact these needs have on employee performance.
4. (a) Clearly explain how, according to Locke and his associates. Goal setting affects motivation.  
(b) Suppose you are approached for advice by a Human Resources manager who intends to implement a goal-setting programme in their organisation, what vital information would you give this manager?  
(c) Briefly discuss the managerial implications of goal-setting theory.

**END OF EXAMINATION**



**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF PSYCHOLOGY**  
**2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION**  
**FINAL EXAMINATION**

**PS 472: COUNSELLING PRACTICE AND APPLICATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**THIS EXAMINATION CONSISTS OF TWO SECTIONS. ANSWER TWO (2) QUESTIONS FROM EACH SECTION**

**SECTION A**

**Answer any two (2) of the following questions.**

1. Discuss the eight (8) lenses or metaframeworks of assessing a family.
2. Mrs Mwanza was robbed of her car at gun point yesterday. This experience traumatized her so much that she is failing to speak, eat and sleep. She has been admitted in hospital because her blood pressure is very high. She has to give the details of the robbery to the police as she was alone when the crime occurred. **Discuss how you would counsel Mrs Mwanza in two sessions to help her to be ready to give a statement to the police.**
3. Discuss the following skills and clearly explain the situations in which they used.
  - a) Immediacy
  - b) Challenging
  - c) Information sharing

## **SECTION B**

**Answer two (2) questions from this section.**

1. Graduation day brings both excitement and anxiety to students. Reflect on this statement by **briefly explaining your own anxieties and worry about graduating. Outline the five subtypes of career guidance and describe how you would counsel and prepare a student having similar anxieties.**
2. Counsellors are important figures in the lives of their clients as they look up to them. Most counselors try to empower clients through their work with clients. However, offering counselling in a manner that is genuinely empowering to clients is dependent on the values within the counseling space. Based on classroom discussion and the handout “what every student counselor should know and must know” describe the four core aspects that guide counselling space.
3. Write a story about your personal experience grief bringing out all the emotions you went through. Define grief counselling and explain how you would counsel a person with a similar experience using the four tasks of mourning approach.

**END OF EXAMINATION**

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

**S 112: INTRODUCTION TO SOCIOLOGY II**

**INSTRUCTIONS:** THERE ARE THREE SECTIONS IN THIS PAPER, READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION.

**TIME:** THREE (3) HOURS

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**SECTION A: Multiple Choice. Answer all the questions (30 Marks)**

1. A feeling of separation from work and from work environment is referred to as:
  - a) Alienation
  - b) Anomie
  - c) Goal displacement
  - d) Goal frustration
  - e) Bureaucratic dysfunction
2. Members of primary groups are likely to interact on the basis of specific roles
  - a) True
  - b) False
3. The term socialism was first used in the 18<sup>th</sup> century by:
  - a) Claude Saint Simon and Robert Owen
  - b) Karl Marx and Frederick Engels
  - c) George Hegel and Karl Marx
  - d) V. I. Lenin and Mao Tse Tung
  - e) None of the above
4. A backward linkage industry is usually at a lower level of production
  - a) True
  - b) False
5. Mr. Douglas is happily married to three Tonga wives under customary law. Which sociological term would best express his situation
  - a) Polygny
  - b) Polyandry
  - c) Exogamy
  - d) Endogamy
  - e) Endogamy
6. Which one of the following is not part of population register
  - a) Entry into life
  - b) Fertility
  - c) Migration

- d) Morbidity
7. Which one is not considered when computing total fertility rate
    - a) Age composition
    - b) Live births
    - c) Sex
    - d) Infertility
  8. Which one is not a pull factor
    - a) Income
    - b) Wealth
    - c) Health
    - d) Migration
  9. According to Karl Marx, social class is determined by
    - a) A person's high level of ownership of wealth
    - b) A person's low level of ownership of capital
    - c) A person's relationship to capital
    - d) A person's bourgeois status
    - e) All of the above
  10. An object can either be sacred or profane depending on the situation. Which of the following of the mass of Christians has ritual importance to symbolize the resurrection of Jesus Christ
    - a) The holy communion
    - b) The sacraments
    - c) The holy cross
    - d) All of the above
    - e) None of the above
  11. In the estate system of social stratification, the main estates were;
    - a) The serfs, the aristocrats and the bourgeoisie
    - b) The clergy, the commons and the serfs and villeins
    - c) The nobility, the aristocrats and the clergy
    - d) The commons, the nobility and the clergy
    - e) The commons, the serfs and the villeins
  12. Marxists view social stratification as inevitable
    - a) True
    - b) False
  13. The following is true about democratic socialism
    - a) It favours public enterprise only
    - b) It favours political freedom, private enterprise and public enterprise
    - c) It favours only political freedom and public enterprise
    - d) It favours one party democracy, and public enterprise

- e) None of the above
14. To sociologists, the term social class and social status mean the same thing
- a) True
  - b) False
15. The functionalist view of social stratification was developed by:
- a) Max Weber
  - b) Gaetano Mosca
  - c) Emile Durkheim and Robert Merton
  - d) Kingsley Davis and Wilbert Moore
  - e) None of the above
16. The control of the weak nations labour and natural resources by powerful nations is associated with
- a) Communism
  - b) Colonialism
  - c) Globalism
  - d) Imperialism
  - e) All of the above
17. The culture of poverty theory was used to analyse global stratification by
- a) Immanuel Wellerstain
  - b) Max Weber
  - c) Karl Marx
  - d) John Kenneth Galbraith
  - e) Water Rodney
18. Collective behaviour is about
- a) Wrong doing
  - b) Attempting to solve problems in unstructured situation
  - c) A group of individuals who are emotionally predisposed
  - d) Established norms ceasing to apply
  - e) All of the above
19. Which theory states that crowds have a hypnotic effect on those taking part?
- a) Convergence theory
  - b) Contagion theory
  - c) Emergent norm perspective
  - d) Anomie
20. Intimacy is a universal feature in the family
- a) True
  - b) False

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**SECTION B: Write brief notes on fifteen (15) of the following (30 Marks)**

1. Migration
2. General fertility rate
3. UN age classification
4. Marxism
5. Class consciousness
6. Sustainable development
7. Minimum living level and minimum economic level
8. Global stratification
9. Difference between law of supply and law of demand
10. Liberalism
11. Human rights
12. Reason why Karl Marx disliked religion
13. The left as a political ideology
14. Tigers and dragons within the world economic system
15. Collective behaviour
16. Operation of social control
17. Circular reaction
18. Tertiary relationship

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**SECTION C: Answer any two (2) questions from the following (40 Marks)**

1. Critically discuss the difference between the class and colour bar system of social stratification and outline their major advantages and disadvantages.
2. Critically discuss how demographic features can affect development.
3. Account for the changes that have taken place in the traditional family set up over the years.

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

**S212: CONTEMPORARY SOCIOLOGICAL THEORY**

**TIME:** THREE HOURS

**INSTRUCTIONS:** This Examination has two Sections. Answer all questions in section (A) Each question carries two marks. Answer Two (2) Questions only in Section (B). Each question carries 15 marks.

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**SECTION A**

1. How is human behaviour perceived according to rational choice theories?
2. Mention one approach that falls under the rational choice approach.
3. In the light of Herbert Mead's assertion about 'self interaction', what is the key to understanding human behaviour?
4. Why does Mead argue that human actions at the pre-play or imitation stage are meaningless?
5. What impact do asylums have on the self according to Erving Goffman? Support your answer with an example from the Zambian context.
6. Do you agree with the Goffman's view that the different acts individuals put up are important in maintaining the social world? Briefly explain 'why'.
7. *It is possible for society to reach a stage where there are no longer grounds for conflict*  
*Conflict is an inevitable and a permanent feature of social life*  
Between the two statements above, which one do you agree with? Why?
8. Distinguish a non functional norm, value, practice or structure from a dysfunctional one according to Robert Merton.

9. Apart from the two concepts in question 8, which other concept can you use to demonstrate Merton's attempt to transform functionalism into a more relevant approach to explain the dynamics of society?
10. '*Vendors in Kitwe fight running battles with police*', '*more join in judiciary demo*', '*Chisamba man beaten to death over 4 'Pin*', '*Chinese manager clobbered by striking miners*', '*woman pours hot water on landlord's genitals*', Such headlines are common in the Zambian media. What does this say about conflict in society according to Lewis Coser?

## **SECTION B**

1. Demonstrate how Parsons applied those aspects he found useful in utilitarianism, positivism, and idealism to his general theory of social action i.e. the concepts of social action, actor, social situation, and motivation.
2. With clear examples, point out the factors that account for the violence/intensity of conflict according to Ralf Dahrendorf. What possible recommendations would you make to leaders in conflict-prone African countries to ease conflict in their societies?
3. From the many topical issues in Zambia at the moment come up with a topic for research, and use Herbert Blumer's methodology of sociological analysis to demonstrate how you would commence a study on the chosen topic.

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**End of Examination**



**UNIVERSITY OF ZAMBIA**  
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**2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**  
**S 322: SOCIOLOGY OF CONTEMPORARY SOCIAL PROBLEMS**

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO  
QUESTIONS IN THE PAPER.

TIME: THREE HOURS

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**1. Compulsory question (40 Marks)**

- (i) What is social legislation? Mention and briefly explain the types of social legislation that have been enacted in Zambia. **(10 Marks)**
  - (ii) What are official statistics? With reference to any social problem in Zambia (e.g. crime), explain the importance of official statistics in society? What problems are encountered in the preparation of official statistics? **(20 Marks)**
  - (iii) What is a family? What are the major functions of a family in society? What is the position of conflict sociologists on the family as an institution in society? **(10 Marks)**
2. With practical examples, discuss corruption as a social problem in all its manifestation in society. In your discussion, show that corruption is a serious social issue which requires collective action to address it. **(30 Marks)**
3. With practical examples, discuss the problem of armed conflict in Africa and the major issues that cause it. In your discussion, also show that armed conflict, in whatever form, is one of the major factors impeding economic prosperity in Sub-Saharan Africa. **(30 Marks)**
4. Sociological research studies have suggested that domestic violence is a social problem that cuts across all social classes in every society in the world. What does domestic violence refer to? What are the major causes of domestic violence? Mention and explain the effects of domestic violence in society. Give examples. **(30 Marks)**

**END OF EXAMINATION**

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

**S912: REFUGEES ISSUES AND SUSTAINABLE LIVELIHOODS**

**TIME:** THREE HOURS

**INSTRUCTIONS:** This Examination has two Sections. Answer all questions in section (A). Each question carries two marks. Answer Two (2) Questions only in Section (B). Each question carries 15 marks.

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**SECTION A**

1. With whom does the primary responsibility for protecting and assisting refugees lie?  
(a) Country of origin (b) host country (c) humanitarian organisations
2. With regard to asylum and refugee challenges, what does the AU Treaty on Refugees, Returnees, and IDPs in Africa signed in 2009 in Kampala seek to achieve?
3. Point out one flaw in Michael Walzer's communitarian justice.
4. Give an example to illustrate the impact of the vulnerability context on household strategies.
5. In relation to the concept of sustainable livelihoods, what is the condition of displaced persons generally? Explain 'why'.
6. In terms of refugee livelihood strategies, it has been observed that refugee camps play an important role as safety nets. Explain 'how'.
7. Show how any two of the major livelihood intervention strategies for displaced people can be combined.
8. As a general rule when considering refugee repatriation, UNHCR should be convinced that the positive pull-factors in the country of origin are an overriding element in the

refugees' decision to return rather than possible push-factors in the host country or negative factors, such as threats to property, in the home country. What does this statement mean?

9. Suggest one way of expanding resettlement opportunities.
10. What is the view of the specialization hypothesis advocates concerning the notion of 'free-riding'?

## **SECTION B**

1. What are the similarities and differences between developing and developed countries in relation to the observed growing asylum fatigue? To what extent do the available global and regional responses address this challenge?
2. Use the DFID livelihoods framework to explain the opportunities and challenges observed in the Mayukwakwa micro credit scheme for refugees funded by the Christian Outreach Relief Development (CORD).
3. As the June 30, 2012 deadline for the cessation of refugee status for Angolan refugees in Zambia approaches, a number of them are still reluctant to go back to Angola. This among other reasons is due to their extended stay in Zambia and skepticism about their safety back home. From the three refugee durable solutions, which one would you recommend to address this problem? Explain in detail.

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**End of Examination**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2011 SECOND SEMESTER FINAL EXAMINATION**

**S915 DISASTER PREPAREDNESS**

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- INSTRUCTIONS:**
- a) There are **THREE** sections in this paper.
  - b) Section A is compulsory.
  - c) Section B requires you to answer only **ONE (1)** question.
  - d) Section C requires you to answer only **TWO** questions, out of **THREE (3)**.
  - d) Each question carries 25 marks
- 

**SECTION A: (Compulsory)**

1. The Disaster Management and Mitigation Unit (DMMU) was created to provide among other things a social safety net for Zambians during calamities. Critically discuss its genesis as well as the major challenges it faces. Further indicate how the government of the Republic of Zambia is attempting to resolve the problems (Provide good examples).

**SECTION B: (Answer only one question such as either question 2 or question 3).**

Q2. Provide short answers with very good examples.

- a) What do the following abbreviations stand for:
  - (i) H5 – N1
  - (ii) H1 – N1
  - (iii) Black Death
  - (iv) Which people could be said to have been Disaster Managers in the Old Testament and what did they do to earn that title? (Mention any four).
- b) What does the IFPRI address in terms of sustainable development?
- c) Why are Disaster Mitigation and Environmental Management essential components of sustainable development?
- d) How has Zambia utilised the resolutions derived from the UNFCCC?  
(Indicate four main areas).
- e) What significance is attached to the Kyoto Protocol?

Q3.

Distinguish between Disaster Management and Disaster Risk Management.

**SECTION C.** (Answer any **two questions** from this section)

4.
  - a) What is the key element in the study and analysis surrounding “The Modern Loss Factor?”
  - b) Distinguish between Resilience and Vulnerability.
  - c) What is the difference between structural and non-structural mitigation strategies?
5. Critically discuss the root causes of women’s vulnerability as highlighted by Elaine Emerson of the WHO, and indicate how communities are attempting to resolve them.
6. Persons involved in Disaster situations are said to exhibit assorted phobic reactions. Critically discuss clearly the basic divergent views as espoused by both Tony Moore and Quarantulli. On this issue
7. Draw the segments of a Disaster Management Cycle and indicate its major components. Further discuss the challenges (six) that have been highlighted.

≈ **END** ≈

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**2011 SECOND SEMESTER FINAL EXAMINATION**

**S925 CRIMINOLOGY**

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- INSTRUCTIONS:**
- a) There are TWO sections in this paper.
  - b) Section A is compulsory.
  - c) Section B requires you to answer only THREE (3) questions out of FIVE (5).
  - d) Each question carries 25 marks
- 

**SECTION A: (Compulsory)**

1. Capital punishment/death penalty is said to be both controversial as well as very cumbersome to unravel. With clear examples, illustrate the four theories that attempt to explain this phenomenon.

**SECTION B: (Answer any four questions from this section)**

2. Why is it so hard to define crime?

Indicate what offences/crimes if any has/have been committed and by who.

3.

- a) A group of three boys aged 6 years, 11 years and 15 years set out to play in the neighbourhood. First they went to a secluded place which was reserved for female bathing in a stream and waited. Some women went there and stripped naked to bath. As they did so one woman saw the boys, who took to their heels, this resulted in one of the boys being caught, they were later then warned and set free. However later in the day they went and attacked a woman whom they raped. Indicate the criminal responsibility of the boys.
- b) John a man of 25 years who has been starved of sex, accosts a boy of six years whom he later gives some sweets and entice him to his bedroom, where due to circumstances beyond his control, he fails to make love to him, save for fondling the boy's private parts. Would it have made any difference if he had actually managed to have carnal knowledge of the boy through the anus?

- c) Marry a married woman, takes K500, 000.00 cash belonging to her husband which was meant for housekeeping. When asked by the husband, she denies 'ever seeing the money.' She pockets the money.
- d) James whilst at a worksite is approach by John whom he owes money. After a brief moment, John starts insulting James to such a level that it offends him beyond measure. He then hits him with a stick making John to fall down. He died after six months from the injuries. Would it have made any difference if he had died after 15 months?
- 4 . Female criminality is very difficult to unravel. Critically discuss this assertion.
5. The Police is there to provide a service to the communities. However in their operation, they have been found to abuse their powers. Critically discuss how this is analysed.
6. Discuss the aetiology of criminological thought and indicate the difficulties/challenges if any have been encountered in its analysis.
7. Neutralisation of criminal responsibility is said to be fraught with difficulties. Critically discuss with good examples.

**END OF EXAMINATION**

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**2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION**  
**S962 - SOCIOLOGY OF RURAL DEVELOPMENT**

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

**INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN SECTION A  
AND ONLY THREE QUESTIONS IN SECTION B**

**SECTION A**

1. Write briefly about each of the following below:
  - a) Share on the indicators of poverty
  - b) State the steps used in facilitation cycle
  - c) State principles of cooperative movement
  - d) Share differences and similarities between the growth Oriented Approach and the training in technical skills approach.
  - e) Integrated Rural Development Program

**SECTION B**

1. Through what institutions was the programme of rural development in Zambia undertaken from 1964 to 1990. Discuss.
2. Rural poverty is difficult to define but when you see it you know it. Discuss why this is so and how one can do this.
3. What difference did the change of Government in 1991 in Zambia bring to rural development?
4. Critique the various approaches to rural development you know and give examples relevant to each approach.
5. Discuss the concept of 'cooperation' as a strategy towards rural development in Zambia, looking at its advantages and disadvantages.
6. Since independence it has been observed that in most African states public expenditure have been boosted in the rural sector well



beyond the colonial levels. Ironically though very little development has been achieved. Identify and discuss at least five reasons for this lack of development in rural areas in these countries.

7. State the plans and achievements of rural developments in Zambia, giving clear examples.
8. Why is it necessary to development to do a structural analysis of society before launching a project?

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
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**2011 ACADEMIC YEAR SECOND SEMESTER FINAL**  
**EXAMINATIONS**  
**S 985: DEVT. PROJECTS AND PROGRAMS IN DEVELOPING COUNTRIES**

**INSTRUCTIONS:** ANSWER QUESTION ONE AND ANY OTHER TWO  
QUESTIONS IN THE PAPER.

**TIME:** THREE (3) HOURS

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- 1.**
    - (i) What is a project? State and briefly explain the typical characteristics of a project
    - (ii) Mention and briefly explain two important activities that should be undertaken during project identification
    - (iii) What is meant by *project hierarchy* in project management? Which components are included in the hierarchy
    - (iv) Outline the method of constructing a problem tree in the project cycle.
    - (v) State and explain what these acronyms **SMART** stand for in project planning.
  - 2.** What is meant by indicators? Outline and discuss the types of indicators that are used in project management. With practical examples, explain the most appropriate method of formulating indicators **(30 Marks)**
  - 3.** Explain project appraisal in all its manifestation? At what stage is it done in project management and why is it important?**(30 Marks)**
  - 4.** What is a Project Planning Matrix (PPM) or Logical Framework (log frame)? State and explain all the components that are included in the matrix. What is “logical” about it?**(30 Marks)**
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**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES  
FINAL EXMINATION 2011 ACADEMIC YEAR**

**SW 112 - SOCIAL DEVELOPMENT AND SOCIAL WELFARE**

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**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO QUESTIONS**

1. Write a short note on all of the following:
  - i. Vertical equity
  - ii. Horizontal equity
  - iii. First generation rights
  - iv. Second generation rights
  - v. Adequacy
  - vi. Social cohesion
  - vii. Aims of both the traditional social welfare and social development
2. The social development approach has two elements which are not mutually exclusive. Whilst giving practical examples of your choice, critically discuss how these two elements of social development can help to alleviate poverty in Zambia.
3. Values and beliefs play a critical role in shaping social welfare policies and programmes. Discuss.
4. By using the six steps problem solving process, discuss how you can use this model to overcome any social problem of your choice.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
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**2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION**  
**SW 332: CROSS-CULTURAL PERSPECTIVES IN SOCIAL WORK PRACTICE**

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

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS.**

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1. You are a Curriculum Development Specialist at the University of Zambia. You have been informed that 'United Nations surveys of social work training have repeatedly revealed the limited applicability of the western model suggesting the need to promote indigenous methods, curricula and study materials.' Propose to the University Senate how you will proceed in rectifying this anomaly.
2. Identify **two** reasons why individuals who enter into economic relationships still maintain the same order of family relationships.
3. Discuss, citing specific examples, the assertion that 'indigenisation was essentially about culture whether it be articulating local cultures and the way in which they differed from western cultures or reclaiming culture and tradition.'
4. How can social work become more accountable and responsive to different socio-cultural contexts while at the same time be regarded as a proper profession?
5. 'Social development acknowledges that in order to reach the ultimate goal of well-being for the entire population, an interdisciplinary focus is required.' Rationalise this statement.

**END OF EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**201<sup>2</sup> ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**SW 435: INDIVIDUAL & GROUP DYNAMICS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN SECTION (A); AND ONLY THREE (3) QUESTIONS IN SECTION (B)**

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**SECTION (A): MULTIPLE-CHOICE QUESTIONS. PLEASE CIRCLE MOST APPROPRIATE ANSWER (40 PTS)**

1. Charity Organization Societies are associated with which of the following methods of social work practice?
  - a. Group work
  - b. Case work
  - c. Community development+-
  - d. All of the above
  - e. B and C
  
2. Social groups that come together through some external influence are best known as:
  - a. Treatment groups
  - b. Primary groups
  - c. Secondary groups
  - d. A and C
  - e. B and C
  
3. A social group formed to provide interpersonal support and enables members to take charge of their lives is:
  - a. Task group
  - b. Self-help group
  - c. Friendship group
  - d. A and B

4. Which of the following best describes free floating communication patterns?
  - a. Extended back and forth communication between group leader and group members
  - b. All group members take responsibility for communication
  - c. Communication is from group leader to group members and vice-versa
  - d. All of above
  - e. A and B
5. Which of the following concepts are associated with interpersonal attraction?
  - a. Homophily
  - b. Positive reciprocity
  - c. Proximity
  - d. A and C
  - e. None of the above
6. Which of the following behavioral pattern are associated with group cohesion?
  - a. Willingness to express feelings by members
  - b. Group think
  - c. Unwillingness to take responsibilities in group functions
  - d. A and B
  - e. B and C
7. Expert power is best described as:
  - a. Power based on authorized positions
  - b. Power based on admired personal qualities
  - c. All of the above
  - d. None of the above
8. Proscriptive rules:
  - a. Define task roles of group members
  - b. Define unacceptable behavior of group members
  - c. Define preferred behavior of group members
  - d. All of the above
  - e. None of the above
9. Shared expectations about the roles of group members is known as:
  - a. Power differentiation
  - b. Status differentiation
  - c. All of the above
  - d. None of the above

10. Which of the following statements is not true regarding Social Exchange Theory?
- Social relationship is initiated when something of less value from one person to the other is rejected by the other person
  - An exchange always involves a cost and a reward to each person in an exchange
  - Each person in an exchange seek to maximize his or her return
  - "A" and "C"
  - None of the above
11. The Ego is responsible for which of the following behavioral activities?
- Development of morality
  - Managing defense mechanisms
  - All of the above
  - B" and "C"
12. Which of the following statements is not true about the "id"?
- It is the conscious part of the human mind
  - It Manages defense mechanisms
  - It is the rational part of the human mind
  - All of the above
  - "B" and "C"
13. Pushing Ego threatening impulses or ideas into the unconscious is known as :
- Regression
  - Repression
  - Displacement
  - All of the above
14. Attributing unacceptable characteristics of one-self to another person is known as:
- Identification
  - Rationalization
  - Denial
  - "A" and "C"
  - None of the above
15. Which of the following statements is not true about Empowerment-based theories?
- Focus on issues of discrimination and oppression
  - Concerned with description and prediction of human behavior
  - Used to help people to realize their aspirations and strengths
  - Tend to blame the victims for being poor
  - "B" and "D"

16. Which of the following statements is not true about Oedipal conflict?
- a. A boy child identifies with the father and develops hatred of the mother
  - b. A girl child identifies with the father and dislikes the mother.
  - c. A girl child identifies with the mother and develops hatred of the father.
  - d. A boy child identifies with the mother and dislikes the father.
  - e. "A" and "B"
  - f. "A" and "C"
17. Patriarchy culture is a key concept for which of the following feminist-based empowerment theories?
- a. Theories of gender oppression
  - b. Theories of gender differences
  - c. Theories of gender inequalities
  - d. None of the above
  - e. "A" and "C"
18. Which of the following statements is true about Remedial model of social work practice with social groups?
- a. It focuses on helping group members to change their behavior and restore their social functioning
  - b. Group members take on responsibility for changing oppressive social structure for their own betterment and for welfare of larger community
  - c. All of the above
  - d. None of the above
19. Which of the following activities are associated with the middle stage of intervention with therapy social groups?
- a. Formulating group guidelines
  - b. Evaluating individual and group goal achievement
  - c. Identification of intervention technology
  - d. All of the above
  - e. "A" and "C"
20. Which of the following is not an empowering role of a social worker?
- a. Resource consultant
  - b. Coach
  - c. Sensitizer
  - d. "A" and "C"
  - e. All of the above



**SECTION (B):BRIEF ANSWERS (3 X 20 PTS = 60 PTS)**

1. Discuss the three (3) major activities undertaken by the group leaders at the beginning stage of intervention with treatment groups. Give examples to illustrate your answer.
2. Discuss how theories of human behavior are used to assess the presenting problems in social work practice with social groups. Give examples to illustrate your answer.
3. Discuss how the Superego regulates human behavior. Give examples to illustrate your answer.
4. Discuss the rationale for the technological innovations in social work practice with social groups. Give three (3) examples of some of the information technologies used in social work practice with social groups.
5. Discuss the differences between the Reciprocal Model and Remedial Model of social work practice with social groups. Give examples to illustrate your answer.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

SS 242: STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION 1 IN SECTION A; ANY TWO QUESTIONS IN SECTION B ; AND ALL QUESTIONS IN SECTION C.

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SECTION A

ANSWER THIS QUESTION (COMPULSORY)

THIS SECTION CARRIES 20 POINTS

1. Given below are data on the performance of students in a Psychology examination. Use the data to compute and interpret the following:

- a) The mean
- b) The median
- c) The mode
- d) The standard deviation
- e) The coefficient of skewness
- f) What is the score below which 66% of the students were located?
- g) What is the percentage of students who scored above 37.5?

Age	Number
18 -20	1
21 - 23	2
24 - 26	3
27 - 29	6
30 - 32	7
33 - 35	8
36 - 38	8
39 - 41	6
42 - 44	4
45 - 47	3
48 - 50	2

## SECTION B

### ANSWER ANY TWO QUESTIONS

#### EACH QUESTION CARRIES 20 POINTS

1. A media firm is carrying an evaluation of accounts executive trainees. The managing director wishes to test the effectiveness of two methods for training the accounts executives. The company selects 22 trainees, who are randomly divided into two experimental groups. One receives Method A and the other Method B training. The trainees are then assigned and managed without regard to the training they have received. At the year's end, the manager reviews the performances of employees and finds the following results:

	Method A	Method B
Mean hourly sales	1,500	1,300
Standard deviation	225	251

Would you agree with the manager's assertion that Method A is superior to Method B? Use 1% level of significance to test this assertion?

2. A company is implementing a smoke-free workplace policy and is interested in whether smoking affects worker accidents. Since the company has complete reports on on-the-job accidents, a sample of names of workers is drawn from those who were involved in accidents during the last one year. A similar sample from among workers who had no reported accidents in the last year is also drawn. Members of both groups are interviewed to determine if each is a smoker or non-smoker and if a smoker, whether the person classifies himself or herself as a heavy or moderate smoker. The results are shown in the table below:

	On the job accident		
Smoker	Yes	No	Total
Heavy smoker	12	4	16
Moderate	9	6	15
Nonsmoker	13	22	35
Total	34	32	66

Handwritten calculations and corrections are visible on the right side of the table, including a vertical list of numbers: 16, 15, 35, and a horizontal list of numbers: 34, 32, 66. There are also some scribbles and a large 'X' mark over the table.

Use 1% level of significance to determine if there is relationship between smoking and accidents. Would you agree with the workers' argument that smoking does not necessarily result in accidents? Demonstrate how you arrived at this conclusion.

3. The manufacturer of a patent medicine claimed that it was 90% effective in relieving an allergy for a period of 8 hours. In a sample of 200 people who had the allergy, the medicine provided relief for 160 people. Use 5% level of significance to determine whether the manufacturer's claim is legitimate.

4. The Dean of HSS wants to know if the number of study hours spent by students outside of class during a three week period for a course in SS 242 has any influence on their examination scores at the end of the period. The coordinator of the course collects the data that is presented below:

Sampled student	1	2	3	4	5	6	7	8
Study hours	20	16	34	23	27	32	18	22
Examination grade	64	61	84	70	88	92	72	77

- a) Compute a least squares regression equation to show the dependence of examination grade on study hours.
- Interpret the meaning of the observed regression coefficients within the context of the question.
  - Interpret the meaning of the intercept within the context of the question.
  - If a student spends 30 hours studying, what would be her expected performance in the course?
  - If a student has a grade of 75 in the course, how many hours could he have spent studying?
- b) Compute the correlation coefficient and interpret the result.
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### SECTION C

ANSWER ALL QUESTIONS FROM THIS SECTION

THIS SECTION CARRIES 40 POINTS

1. Given below are data on sex and preference for different brands of beer.

	Preference		
Sex	Mosi	Castle	Total
Male	43	10	53
Female	71	93	164
Total	114	103	217

- What is the probability of preferring Mosi?
  - What is the probability of being female or preferring Castle?
  - What is the probability of being male and preferring Mosi?
  - What is the probability of preferring Castle given that one is female?
2. Given a situation where you have collected the data given below, indicate the type of graph that would be appropriate for the graphical representation of the data:
- Distribution of examination results in EC 215
  - Distribution of students in S 412 by sex
  - Racial classification of students
  - Lecturers' salaries at CBU.
3. Respond to these questions briefly and to the point:
- Under what circumstances should a t-distribution be used instead of a normal distribution?
  - Give one property the t – distribution shares with the normal (or z) distribution.
  - Give one property that distinguishes a t – distribution from the normal (or z) distribution.
  - In hypothesis testing, when can you use:
    - A one-tailed test
    - A two-tailed test
4. Indicate which the examples below refers to (i) descriptive (ii) inferential statistics (iii) none of the above.

- a) A social scientist concluding on the basis sample information, that the performance of university students has improved since the introduction of computer aided instruction and internet facilities.
  - b) The social scientist giving a statistical breakdown of university students' performance in the form of grade distributions given in the form of bar charts, histograms and frequency distribution for presentation to the University Senate.
5. A random sample of 250 students from a normally distributed population of 962 SS 241 students was found to have mean score at the end of the semester 57.7 with a standard deviation of 10.7. Based on this information and the grading system given below answer the questions that follow:

Grade	Mark
A+	86 -99.5
A	76-85.5
B+	66-75.5
B	56-65.5
C+	46-55.5
C	40-45.5
D+	35-39.5
D	0-34.5

- a) Find the point estimate of the mean score performance in the course.
- b) Find the 95% confidence interval estimate of the students' mean performance and interpret the result.
- c) If the score of 39.5 is the cut – off point for a pass grade with those below designated as failures, what was the number of failures in the course?
- d) How many students passed the test?
- e) Given that the lower limit for a grade of B is 56 and the upper limit for B+ is 75.5, how many students obtained grades between a B and a B+?
- f) How many got a lower grade than a B?
- g) How many obtained a better grade than a B+?
- h) What was the probability of getting a grade better than A?

6. Very briefly, what do you understand by the following:

- a) Significance level
- b) Standard normal deviate
- c) Type II error
- d) Dependent events
- e) Independent events

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**END OF EXAMINATION**