

# **THE UNIVERSITY OF ZAMBIA SCHOOL OF HUMANITIES**

## **2007 FIRST SEMESTER**

1. DE 211- MAIN SOURCES OF DEMOGRAPHIC DATA
2. DE211- MAIN SOURCES OF DEMOGRAPHIC DATA
3. DE321- METHODS OF DEMOGRAPHIC DATA COLLECTION AND  
EVALUATION
4. DE401- RESEARCH METHODS IN DEMOGRAPHY
5. DE411- ADVANCED METHODS OF INDIRECT DATA EVALUATION,  
ADJUSTMENT AND ESTIMATION
6. DE411- INDIRECT TECHNIQUES OF DEMOGRAPHIC ANALYSIS
7. DE901- POPULATION CHANGE AND DEVELOPMENT
8. DS101- INTRODUCTION TO DEVELOPMENT STUDIES 1
9. DS201- THEORIES OF SOCIAL AND POLITICAL CHANGE IN  
DEVELOPING COUNTRIES
10. DS301- AGRICULTURE AND RURAL DEVELOPMENT IN  
DEVELOPING COUNTRIES
11. DS401- TECHNOLOGY AND DEVELOPMENT 1
12. DS911- WOMEN AND DEVELOPMENT
13. DS925- PROJECT APPRAISAL AND IMPLEMENTATION IN  
DEVELOPING COUNTRIES
14. DS965- ECONOMIC POLICY,GROWTH AND DEVELOPMENT
15. E121- INTRODUCTION TO PROSE FICTION AND WRITING  
SKILLS
16. E211- THE STRUCTURE OF MODERN ENGLISH 1; PHONETICS  
AND PHONOLOGY

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AND PHONOLOGY

17. E351- AFRICAN FICTION UP TO LATE 1960S
18. E415- THEORETICAL PHONOLOGY AND MORPHOLOGY
19. E461- EARLY MODERN LITERATURE UP TO 1930
20. EC115- INTRODUCTION TO MICRO ECONOMIC THEORY
21. EC125- INTRODUCTION TO MACRO ECONOMIC THEORY
22. EC225- INTERMEDIATE MACRO ECONOMIC THEORY
23. EC325- MONEY AND BANKING
24. EC455- DEVELOPMENT ECONOMICS
25. EC955- HEALTH ECONOMICS
26. E/LAL 111- COMMUNICATION AND STUDY SKILLS
27. E/LAL 415- THEORETICAL PHONOLOGY AND MORPHOLOGY
28. E/PS/LAL911- PSYCHOLINGUISTICS 1
29. FR131- INTRODUCTION TO FRENCH 1
30. FR311- INTERMEDIATE FRENCH LANGUAGE
31. FR411- ADVANCED FRENCH LANGUAGE
32. FR421- ADVANCED AFRICAN LITERATURE IN FRENCH
33. H111- INTRODUCTION TO THE STUDY OF HISTORY
34. H231- HISTORY OF MODERN AFRICA;1750 TO 1900
35. H411- LAND AND LABOUR IN CENTRAL AFRICA, 1750-1900
36. H911- PRE-COLONIAL HISTORY OF ZAMBIA
37. H925- HISTORY OF PORTUGUESE SPEAKING AFRICA
38. H945- THEMES IN WEST AFRICAN HISTORY,1800 TO THE  
PRESENT
39. H961- ARCHAEOLOGICAL PRINCIPLES AND TECHNIQUES
40. H971- LATIN AMERICAN HISTORY TO 1825
41. LAL211- THE STRUCTURE OF BANTU LANGUAGES
42. LAL221- INTRODUCTION TO LITERARY STUDIES
43. LAL915- TERMINOLOGY AND TRANSLATION

44. MC101- HISTORY OF MASS COMMUNICATION
45. MC125- INTRODUCTION TO MEDIA ETHICS
46. MC215- INTRODUCTION TO RADIO PRODUCTION
47. MC901- PRINCIPLES OF ADVERTISING
48. MC911- PRINCIPLES OF PUBLIC RELATIONS
49. MC941- BROADCAST NARRATION
50. PA125- INTRODUCTION TO PUBLIC RELATIONS
51. PA321- PRINCIPLES OF LOCAL GOVERNMENT

#### ADMINISTRATION

52. PA341- HUMAN RESOURCE MANAGEMENT
53. PA411- THEORIES IN DEVELOPMENT ADMINISTRATION
54. PA955- STRATEGIC MANAGEMENT
55. PH101- INTRODUCTION TO PHILOSOPHY
56. PH305- ETHICS
57. PH415- EPISTEMOLOGY
58. PL321- REGIONAL INTERGRATION AND INTERNATIONAL

#### COOPERATION

59. PL332- FOREIGN POLICY ANALYSIS
60. PS101- INTRODUCTION TO PSYCHOLOGY 1
61. PS101-INTRODUCTION TO PSCHOLOGY 1
62. PS241- CHILD DEVELOPMENT
63. PS311- SOCIAL PSCHOLOGY
64. PS451- PSCHOLOGY OF THE WORK ENVIRONMENT
65. PS461- RESEARCH METHODS IN PSYCHOLOGY
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70. S311- URBAN SOCIOLOGY
71. S421- SOCIOLOGY RESEARCH METHODS
72. S911- REFUGEE STUDIES
73. S915- DISASTER PREPAREDNESS AND MANAGEMENT
74. S931- THEORIES OF SOCIAL CHANGE
75. S931- THEORIES OF SOCIAL CHANGE
76. S995- SOCIAL IMPACT ASSESSMENT
77. SS241- RESEARCH METHODS IN THE SOCIAL SCIENCES
78. SS241- RESEARCH METHODS IN THE SOCIAL SCIENCES
79. SW111- INTRODUCTION TO SOCIAL WORK
80. SW111- INTRODUCTION TO SOCIAL WELFARE
81. SW211- SOCIAL DEVELOPMENT AND SOCIAL WELFARE
82. SW211- INTRODUCTION TO SOCIAL POLICY ANALYSIS
83. SW212- CONTEMPORARY ISSUES IN SOCIAL POLICY
84. SW231- INTRODUCTION TO MICRO SOCIAL METHODS
85. SW311- SOCIAL POLICY ANALYSIS
86. SW321- SOCIAL RESEARCH METHODS
87. SW321- SOCIAL RESEARCH METHODS
88. SW331- ANALYSIS OF SOCIAL WORK INTERVENTION
89. SW331- ANALYSIS OF SOCIAL WORK INTERVENTION
90. SW411- SOCIAL PLANNING
91. SW421- EVALUATIVE RESEARCH
92. SW475- COMMUNITY CHANGE AND DEVELOPMENT

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

**DE 211: MAIN SOURCES OF DEMOGRAPHIC DATA  
2007/2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY TWO IN SECTION B**

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**SECTION A (50 MARKS)**

1.
  - a. Give (with examples) the two main sources of demographic data.
  - b. State the difference between the Conventional and Non-conventional sources of demographic data.
  - c. Briefly explain the De-jure and De-facto methods of Enumeration.
  - d. Explain the terms Single Round Surveys and Multi-Round Surveys in the Demographic Sample Surveys.
  - e. State some advantages of the Multi-Round surveys over the Single-Round Surveys.

**SECTION B (50 MARKS)**

2.
    - a. State and briefly explain the essential features of a Census.
    - b. Briefly state and explain the procedures followed in undertaking a Census enumeration.
  3.
    - a. Briefly explain the Vital Registration System (VRS) and give the two major methods of collecting the VRS data.
    - b. What are some of the factors that hinder the successful implementation of the VRS in a developing country like Zambia?
  4.
    - a. Explain why the Demographic Sample Survey is more suitable in most developing countries as a source of demographic data than the other sources of data.
    - b. Explain the uses of the Population Registers.
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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2007 ACADEMIC YEAR  
FIRST SEMESTER FINAL EXAMINATION**

**DE211: SOURCES OF DEMOGRAPHIC DATA**

**TIME: THREE (3) HOURS**

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

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**SECTION A**

1.

A.

(i) Distinguish between conventional and non-conventional sources of demographic data.

(ii) List any four conventional sources of demographic data.

(iii) List any four non-conventional sources of demographic data.

B. Write very brief notes on the following methods of enumeration:

(i) Canvasser

(ii) Householder

(iii) Passive

(iv) Active

(v) Continuous Registration

(vi) Periodic Household Enumeration

**(40 Marks)**

**SECTION B (ANSWER ANY TWO QUESTIONS)**

2. Give a detailed description of the procedures followed in Census enumeration.

3. Distinguish between a census and a sample survey as sources of demographic data.

4. (i). Describe the operations of the Population Register.

(ii). State the advantages of the Population Register as a source of demographic data over the other sources.

**(60 Marks)**

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**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2007 ACADEMIC YEAR  
FIRST SEMESTER FINAL EXAMINATION**

**DE211: SOURCES OF DEMOGRAPHIC DATA**

**TIME: THREE (3) HOURS**

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

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**SECTION A**

1.

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(i) Distinguish between conventional and non-conventional sources of demographic data.

(ii) List any four conventional sources of demographic data.

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**SECTION B (ANSWER ANY TWO QUESTIONS)**

2. Give a detailed description of the procedures followed in Census enumeration.

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**END OF EXAMINATION**

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

**2007/2008 ACADEMIC YEAR  
FIRST SEMESTER FINAL EXAMINATIONS**

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

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**TIME: THREE HOURS**

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

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**SECTION A (60 MARKS)**

1.
  - (i) Give (with examples) the two main sources of demographic data.
  - (ii) State the difference between the Conventional and Non-conventional sources of demographic data.
  - (iii) Briefly explain the De-jure and De-facto methods of Enumeration.
  - (iv) Describe required proceedings used in smoothing data by means of UN-Joint Score. List score ranges defining the accuracy of data.
  
2. The mid-year population of Kenya was 18 million in 1982. Between 1970 and 1982, the average annual growth rate was 4%. The World Bank estimated that in mid-1990, Kenya's population was 26 million and that by mid of the year 2000, it would be 40 million.
  - (i) Assuming that the growth in the population of Kenya between 1982 and 1990 and between 1990 and 2000 is exponential, calculate the annual growth rates using the World Bank's estimates of the population.
  - (ii) Assume that the World Bank's estimate of 40 million in 2000 is correct, if Kenya's population continues to increase after 2000 at the same rate as the World Bank assumed it would increase between 1990 and 2000, when will it reach 80 million.
  
3.
  - (i) Demographic Data can sometimes be erroneous due to digital preference. What steps does one need to follow to calculate the Myer's Index?

- (ii) Smooth the data in Table 1 using the Carrier- Farrag ratio method for ages 60 – 64 for both males and females.

**Table 1.**

	Males	Females
Age Group		
5-9	736169	734371
10-14	573723	522759
15-19	415970	415243
20-24	338311	382283
25-29	352284	380901
30-34	305756	300463
35-39	259617	238729
40-44	199129	192470
45-49	170264	150312
50-54	149483	144965
55-59	98073	81673
60-64	99448	91182
65-69	62115	49605
70-74	54992	46256
75-79	28013	20516
80-84	26746	20963
85+	34041	22218

**SECTION B (40 MARKS)**

4. Given is the information for Country X in Table 2 below;

**Table 2**

Quarter	Deaths	Births	Arrivals	Departures
1	24,292	55,318	610,666	573,107
2	27,009	59,124	509,066	545,480
3	31,024	56,641	563,508	524,615
4	26,370	54,444	600,380	525,353
Total	108,695	225,527	2,283,614	2,168,555

- (i). Use the assumptions below to calculate the total Person-years of exposure for Country X in 2001.

Assumptions:

- Population at 1<sup>st</sup> January 2001 is 14,554,264.
- No one experiences more than one of the events.
- All ~~deaths~~<sup>events</sup> and departures involve persons who were members of the population at the beginning of 2001.
- Deaths occurred in the middle of each quarter.
- The months have 30 days.

5. The data in Table 3 refers to the population of Zambia from the 2000 census.

- Calculate the Sex Ratio Score.
- Calculate the Age Ratio Scores for both males and females using the UN formula.
- Calculate and interpret the United Nations Joint Score.

**Table 3: Population for Zambia 2000**

	Both <sup>3</sup>	<sup>3</sup>	<sup>3</sup>
Age	Sexes <sup>3</sup>	Males <sup>3</sup>	Females <sup>3</sup>
ZAMBIA Total	9,885,591	4,946,298	4,939,293
00 – 04	1,695,416	846,245	849,169
05-09	1,517,091	758,273	758,817
10-14	1,266,503	633,408	633,096
15 – 19	1,149,553	557,185	592,353
20 – 24	977,170	458,679	518,465
25 – 29	797,454	400,109	397,345
30 – 34	601,203	314,116	287,098
35 – 39	467,142	238,258	228,887
40 – 44	354,416	182,756	171,665
45 – 49	268,578	140,331	128,252
50 – 54	221,305	111,923	109,383
55 – 59	157,467	82,383	75,087
60 – 64	141,272	71,221	70,052
65 – 69	107,750	59,086	48,668
70 – 74	73,184	41,073	32,114
75 – 79	42,875	25,459	17,419
80 – 84	25,399	14,378	11,022
85+	21,815	11,414	10,401

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END OF EXAMINATION

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

**2007/2008 ACADEMIC YEAR FIRST SEMETSER EXAMINATIONS**

**DE 401: RESEARCH METHODS IN DEMOGRAPHY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION. EACH  
QUESTION MUST BE ANSWERED USING A SEPARATE  
ANSWER SHEET.**

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**SECTION A**

- Q1(a). Using an appropriate diagram, demonstrate that the scientific research process is cyclical in nature.  
(b). Give a brief discussion of all the characteristics of a good research report.

**SECTION B**

- Q2. Indicate explicitly the stages at which validity and reliability are threatened in the research process. State examples of threats to validity.

**OR**

- Q3. Study design selection depends on the type of information you want to collect and thereafter design strategies to enable you obtain that information. Explain how you would go about selecting an appropriate research design.

**SECTION C**

- Q4. Briefly discuss the various methods of data collection and their limitations.

**OR**

- Q5(a). What is a questionnaire?  
(b). Discuss any five (5) characteristics of a good questionnaire.  
(c). Discuss any ten (10) "Dos and Don'ts" during interview.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATION**

**DE 411: ADVANCED METHODS OF INDIRECT DATA EVALUATION, ADJUSTMENT  
AND ESTIMATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

1. ANSWER ALL QUESTIONS IN SECTION A.
  2. ANSWER ONLY ONE QUESTION FROM SECTION B AND ANOTHER ONE QUESTION IN SECTION C.
  3. AS A WAY OF SAVING TIME, [I.] BE BRIEF BUT TO THE POINT [II.] DO NOT SPEND MORE THAN ONE (1) HOUR ON EACH SECTION
- 

**SECTION A**

**ANSWER ALL QUESTIONS IN THIS SECTION.**

1. Discuss the following:
  - a) The importance of interpolation in demographic analysis.
  - b) The shortcomings of interpolation
2. Discuss the following:
  - a) The importance of smoothing in demographic research and planning
  - b) The methods of smoothing used handling younger and older age groups
  - c) The advantage(s) and shortcoming(s) as well as the similarities and differences between the Carrier – Farrag and the UN smoothing techniques..
3. Obtain the graduated or smoothed values for the age 5-9 below using the UN Three point formula.

Age group	Population
0 – 4	741,472
5 – 9	685,200
10 – 14	616,170

4. Discuss, with examples the major(i) advantages (ii), the shortcomings of the following methods of data collection:
    - a) Censuses
    - b) Demographic sample surveys
    - c) Vital statistics Registration systems
  
  5. Briefly describe the purposes for which you would require the following types of information:
    - a) Physiological or biological characteristics.
    - b) Fertility.
    - c) Mortality and Health.
    - d) Migration and Spatial Mobility.
    - e) Social characteristics
    - f) Economic characteristics
    - g) Household and family characteristics
- 

### SECTION B

**ANSWER ONLY ONE QUESTION IN THIS SECTION**

1.
  - a) Briefly describe the circumstances under which you would use the following methods of interpolation and why.
  - b) Linear interpolation
  - c) Polynomial interpolation.
  - d) Given the data below, use Waring's quadratic polynomial to interpolate for the following years:
    - a) 1984
    - b) 1987

	1970	1,697
a	1975	4,183
b	1980	7,026
c	1985	10,179
	1990	13,626

Waring's quadratic polynomial formula

$$f(x) = f(a) \frac{(x-b)(x-c)}{(a-b)(a-c)} + f(b) \frac{(x-a)(x-c)}{(b-a)(b-c)} + f(c) \frac{(x-a)(x-b)}{(c-a)(c-b)}$$

2. Briefly describe:

- a) The circumstances under which you would use the osculatory interpolation rather than linear or polynomial interpolation and why.
- b) Describe the steps used in splitting up age groups using osculatory interpolation.
- c) Use the Karup - King multipliers given to split the age groups below into single years:

15-19	35,700
20-24	30,500
25-29	32,600

---

SECTION C

ANSWER ONLY ONE QUESTION IN THIS SECTION

3.

- (a) Briefly discuss the rationale and assumptions underlying Brass fertility estimation procedure.
- (b) What are the major limitations of this procedure?
- (c) Briefly discuss the kind of distortion that occurs in information on children ever born.
- (d) Briefly describe how multipliers are obtained.
- (e) Complete columns of the table below (assume the mean age of fertility of 29.4 years).



	Average number of births in 12 months preceding the survey per woman	Average number of children ever born
15-19	0.121	0.301
20-24	0.357	1.842
25-29	0.338	3.475
30-34	0.280	4.956
35-39	0.228	5.916
40-44	0.118	6.370
45-49	0.058	6.498

4.

- Discuss the rationale and assumptions underlying the method of indirect estimation of mortality.
- What are the limitations of this approach?
- What is the difference between the Brass and the Trussel approaches to indirect estimation of mortality?
- Given below are data on average parities and average surviving children in a country called Izwe. Use these data to derive estimates of  $q_x$  and  $l_x$  values and the number of years these estimates refer
- Comment on the results in (d)

	Average number of children ever born	Average number of women surviving per woman
15-19	0.301	0.236
20-24	1.842	1.374
25-29	3.475	2.568
30-34	4.956	3.608
35-39	5.916	4.215
40-44	6.370	4.392
45-49	6.498	4.407

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END OF EXAMINATION

	Karup - King		
	Subdivision Of Groups Into Fifths		
First fifth of G1	0.344	-0.208	0.064
Second fifth of G1	0.248	-0.056	0.008
Third fifth of G1	0.176	0.048	-0.024
Fourth fifth of G1	0.128	0.104	-0.032
Last fifth of G1	0.104	0.112	-0.016
First fifth of G2	0.064	0.152	-0.016
Second fifth of G2	0.008	0.224	-0.032
Third fifth of G2	-0.024	0.248	-0.024
Fourth fifth of G2	-0.032	0.224	0.008
Last fifth of G2	-0.016	0.152	0.064
First fifth of G3	-0.016	0.112	0.104
Second fifth of G3	-0.032	0.104	0.128
Third fifth of G3	-0.024	0.048	0.176
Fourth fifth of G3	0.008	-0.056	0.248
Last fifth of G3	0.064	-0.208	0.344

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

2007/2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 411: INDIRECT TECHNIQUES OF DEMOGRAPHIC ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

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- 1a. List all the data required to estimate the birth rate using the Brass P/F ratio method based on data about children ever born. In your opinion, what are the limitations of this method?

OR

- b. List all the data required to estimate child mortality rates using Brass' method based on data classified by age of the mother. In your opinion, what are the limitations of this method?
- 2a. What are the major roles of interpolation in demographic analysis?
- b. What are the main elements in the choice of a polynomial in demographic analysis?
- c. Compare and contrast the following:
- (i) West model and East Model
  - (ii) Exponential functions and Geometric curves
3. Complete the table below and answer the following questions:

Age [1]	r(a) [2]	n(a) [3]	r(a)/M.na [4]	ln (4) [5]	v(a) [6]	m(a) [7]
20-24	0.327	0.460	1.000	0.000	0.000	
25-29	0.256	0.431			-0.279	
30-34	0.203	0.395			-0.677	
35-39	0.146	0.322			-1.042	
40-44	0.068	0.167			-1.414	
45-49	0.022	0.024			-1.671	

**Note:** r(a)=observed marital fertility rate for the five-year age group a; n(a)=the marital fertility rate for age group a in the natural fertility schedule; v(a) an empirically derived value expressing the typical departure from natural fertility at age a due to voluntary fertility control; m=a measure of the extent of fertility control within marriage; M=a scale factor.

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- a. Calculate the value of  $M$ .
  - b. Calculate the value of  $m$  and comment on your result.
  - c. What are the uses of  $m$  in fertility analysis?
  - d. How relevant is this method in fertility analysis?
4. The Food and Agriculture Organisation of the United Nations (FAO) and the Food Reserve Agency (FRA) of Zambia have asked you as a demographic expert to review the national population estimates as prepared by the Central Statistical Office (CSO) within the context of national food consumption estimates.

Given the following information on Zambia:

Year	Population without AIDS (in millions)	Population with AIDS (in millions)
2000	9.8	9.8
2002	10.5	10.4
2004	11.2	11.1
2006	12.0	11.8
2008	12.8	12.5

Using principles of a straight line,

- a. Solve for  $a$  and  $b$  for both populations
- b. Interpret the values of  $a$  and  $b$
- b. Interpolate for years 2001, 2003, 2005 and 2007 for both populations
- c. Extrapolate for the populations in year 2010 and comment on the final figures with and without AIDS.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR**  
**FIRST SEMESTER FINAL EXAMINATIONS**  
**DE 901: POPULATION CHANGE AND DEVELOPMENT**

**Time:** Three hours

**Instructions:** Attempt Question 1 and any other two. All Questions carry equal marks

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1. Expound how Demographic Variables are intertwined with Development in Zambia.
  2. On 16<sup>th</sup> August, 2007, Zambia through H.E. The President, Mr. Levy Patrick Mwanawasa, SC, took over the Southern Africa Development Community (SADC) Chair. The Community wants a document to address food insecurity. Write this document for the President.
  3. Address how Zambia can engender its developmental plans and programmes.
  4. What ingredients are lacking in the Reproductive Health Services in Developing Countries?
  5. Zambia hosts Common Market for Eastern and Southern Africa (COMESA). How can COMESA countries attain Environmental Sustainable Development?
- 

**END OF EXAMINATIONS**

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

**FIRST SEMESTER EXAMINATIONS 2007**

**DS 101: INTRODUCTION TO DEVELOPMENT STUDIES I**

**TIME: THREE HOURS**

**ANSWER ANY THREE QUESTIONS**

1. Headman Sililo Hopani Hopani was not happy. He could not understand why, despite pronouncements by Hon. Ng'andu Magande, the Minister of Finance, that the Zambian economy has been growing over the past five years, there was no improvement in the living conditions of his people. As a DS 101 student, what would you tell Headman Hopani Hopani?
2. The Chief Planning officer (CPO) in the Ministry of Finance and National Planning (MoFNP) was very optimistic about Zambia's future development prospects. With the high production and price of copper on the international market, abundant agricultural land, and other natural resources, the CPO was convinced that Zambia would now become a middle income country by 2030. To what extent can the CPO's optimism about Zambia's future development prospects be justified?
3. "Viva, student power!" shouted Tadpole Rhino Mbewe as he presented his manifesto to students gathered in the Sports Hall. Tadpole was seeking re-election as an UNZASU official. "Comrades", continued Tadpole, "We should support a workers revolution in Zambia so that we can create a classless society – a paradise for all". "Liar!" shouted back an annoyed student in the audience. "Zambia can only develop if people like you change the way you think!" As a DS 101 student, what is your view on the utterances by these students?
4. Chipompo ca Ng'ombe Mpumpupu, a first year student in the School of Natural Sciences, was looking for a DS 101 student in the School of Humanities and Social Sciences to explain whether it was true that if a poor country cut off ties with rich countries it could develop. If you were that DS 101 student, what would you tell Chipompo?
5. The Church elder was very disturbed as he knelt down to pray for forgiveness from God. Floods everywhere in the world – in America, China, England and continental Europe; a heat wave across southern Europe; a devastating earthquake in Peru; wild fires in Greece; drought in southern Africa! "Hallelujah!" shouted the Church Elder in his prayer, "This is God's wrath against mankind for sinning!" As a DS101 student, what would you say about the problems over which the Church elder was praying?

**End of Examination!**

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

**UNIVERSITY EXAMINATIONS**

**END OF SEMESTER 2007 EXAMINATIONS**

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

**Time: 3 Hours**

**INSTRUCTIONS:**

This paper is divided into THREE sections. Section ONE is COMPULSORY. Answer only ONE question from section TWO, and only ONE question from section THREE.

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**SECTION ONE**

There are TEN questions in this section. Answer ALL of them.

1. Give BRIEF answers to each of the following questions. Present your answers in outline form. As much as possible avoid giving unnecessary details.
  - (i) Give at least two reasons why, according to liberals and two reasons why according to radical scholars, Developing nations are not developing at a desirable pace.
  - (ii) State the fundamental Difference between Neo Marxists and Classical Marxists with regard to the analysis of the role of Imperialism in Developing Nations.
  - (iii) Define neo Colonialism according to Achille Mbembe and briefly state why Kwame Nkrumah called it the last stage of Imperialism.
  - (iv) Define a Social Formation and briefly explain the Law of Correspondence between the Mode of production and the Superstructure.
  - (v) Define the concept of class according to (a) Marx Weber and according to (b) Karl Marx and Frederick Engels. Briefly state also how according to Marx and Engels Class struggle is responsible for the development of productive forces in Human Society.
  - (vi) Give at least three reasons for Imperialism according to Liberal Scholars and three reasons for Imperialism according to radical Scholars.

- (vii) Explain the role of the State in human Society according to Marxist Scholars and contrast this view with that of liberal Scholars.
- (viii) Define Nationalism and give at least three reasons why according to Dr. Peter Matoka's Lecture, Africans in the then Northern Rhodesia decided to fight for the liberation of their country from British colonial rule.
- (ix) What according to radical view are classes that influence the post colonial state in Africa? Mention where these classes are and the interest they have in the post colonial societies.
- (x) Define the concept of relative autonomy as it applies to the post Colonial State in Africa. Briefly state also its necessity in post colonial societies.

### **SECTION TWO**

Chose only one question from this section and write an Essay on it.

- 2. Describe pre colonial social formations in Africa and explain how they became distorted by long distance trade with Europe, the Atlantic Slave Trade, Colonialism, Neo Colonialism and Finally Globalisation.
- 3. What does the Christian Religion say is responsible for the failure of development in countries that fail to develop and what solutions does this religion provide? In your own assessment is the Christian approach valid? Give good reasons for your answer.
- 4. What do liberal scholars say is the reason behind present economic problems developing nations face? Is there view a correct analysis of the objective reality in developing nations? Give good reasons for your answer.

### **SECTION THREE**

Chose only one question from this section and write an Essay on it.

- 5. Explain Liberal Democracy in Classical Marxian terms and state the specific role it plays in the capitalist society. Also explain in detail how liberal democracy performs this role. In your answer, give examples from any county of your choice.
- 6. Are Developing nations that were under direct colonial rule truly liberated today? Answer this question in relation to current international economic trends such as economic liberalism and globalisation.
- 7. Describe in detail the type of economic crisis Developing countries are facing today and identify root causes of this crisis.

**END OF EXAM**



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

**UNIVERSITY EXAMINATIONS**

**2007 FIRST SEMESTER EXAMINATIONS**

**DS 301:        AGRICULTURE AND RURAL DEVELOPMENT IN DEVELOPING COUNTRIES**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

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

1. Compare and contrast the concepts of 'agricultural development' and 'rural development'. In your opinion, which of these two is more embracing in dealing with rural poverty and why?
2. Compare and contrast the nature of peasant or small-scale agriculture in Africa, Asia and Latin America. How do overall agricultural systems differ among these regions? What are the common characteristics?
3. Why is land reform necessary in some regions of the developing countries? What are some of the supportive policy measures that might accompany land reforms for the elimination of poverty in developing countries?
4. Critically analyse the impact of Structural Adjustment Programmes on the agricultural sector. Illustrate your answer with examples from Zambia.
5. "A slight upturn in terms of trade for African countries should not disguise the profoundly unequal and unfair system of export-led growth, which has impoverished Africans in many ways". Critically analyse this statement with regard to the export of primary agricultural exports from African countries to the international market.

**END OF EXAMINATION**



# **THE UNIVERSITY OF ZAMBIA**

## **DEPARTMENT OF DEVELOPMENT STUDIES**

### **2007 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

#### **DS 401: TECHNOLOGY AND DEVELOPMENT I**

**TIME: 3 HOURS**

#### **INSTRUCTIONS:**

There are **FOUR** questions in this paper. Pick **ANY THREE** questions of your choice and write brief essays on them.

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1. In the context of technology choice, you have two decision-makers (a government official and an Executive of a private MNC) desiring to import technology from a developed country. Advise these decision-makers on the challenges they are likely to face and how their selection mechanisms are likely to differ and why?
2. Discuss three main aspects in which developed country technologies are bound to be out of touch with less developed countries' needs and conditions. How can less developed countries ensure that the technologies they use are appropriate for their needs and conditions?
3. Technical assistance has been flowing from the developed countries to the less developed countries of Africa since the early 1960s. In spite of this, not much progress has been achieved in science and technology development in most less developed countries. Critically discuss the concept of technical cooperation and its role in the transfer of scientific and technological innovations from developed to the less developed countries.
4. Dependence has been cited as a major hindrance to indigenous scientific and technological development in most less developed countries. To what extent do you agree? Recommend the most effective options out of dependence for a country like Zambia.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
DEPARTMENT OF DEVELOPMENT STUDIES**

**COURSE: DS 911      WOMEN AND DEVELOPMENT**

**DATE:    27<sup>TH</sup> AUGUST 2007  
ROOMS**

**VENUE:    LAW LECTURE**

**TIME: 09:00 HRS TO 12:00 HRS**

**INSTRUCTIONS:**

**ANSWER ANY THREE QUESTIONS.**

Your answer must be written in clear and concise English. The handwriting must be legible. Do not use one example in more than one answer.

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**QUESTIONS**

1. Zambian law guarantees equal opportunity in employment in the public sphere. Yet there are fewer women in the public sphere as compared to agriculture. What is the explanation for this?
2. Government and other stakeholders recently held a conference on gender mainstreaming. In what sectors of the economy has gender mainstreaming been successful?
3. A party cadre was heard shouting at a woman's rally:  
"Women should not fight with men for the few jobs in the formal sector. The informal sector suits them better." Discuss.
4. Traditionalists argue that "wife inheritance" guarantees protection to a widow and her dependent children. Discuss.
5. Compare the Equity and Human rights approach Vs the Human resource development. Why are women in less developed countries, a bit sceptical about the equity and human rights approach?
6. What facilities can be made available to women working in the productive sphere that will contribute to their efficiency at work especially in the context of exclusive breastfeeding during the first six months of a baby's life?
7. Maternal morbidity and mortality rates are high in Less Developed Countries especially in rural areas where the majority of women live. Discuss the infrastructural constraints and risks in pregnancy that underlie these conditions.

**UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF DEVELOPMENT STUDIES**

**2007 ACADEMIC YEAR FIRST SEMESTER DEFERED**  
**FINAL EXAMINATION**

**COURSE:** DS 925 – PROJECT APPRAISAL AND IMPLEMENTATION  
IN DEVELOPING COUNTRIES

**TIME:** THREE (3) HOURS

**INSTRUCTION:** ANSWER QUESTION NUMBER ONE (1) PLUS ANY TWO  
(2) QUESTIONS

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**QUESTION ONE (COMPULSORY)**

1. ZAMTEL Ltd is considering extension of its mobile phone market in North Western Province of Zambia a project, which is estimated to cost 5000 pounds, now since most of the equipments are being sourced from British Telecom. The estimated annual benefits, for 4 years, would be in the range of 2,500 pounds, plus other savings of 500 pounds a year in year 1, rising by 5% each year because of inflation and tax. Running costs including subsidies to rural districts will be 1,000 pounds in the first year, but would increase at 10% each year because of inflating labour costs.

The general rate of inflation is expected to be  $7\frac{1}{2}\%$  and the company is required to trade its investment in Government bonds currently earning its treasury approximately 16%. The Government has expressed concern in terms of risk factor and marketing portfolio in North Western Province and would not risk jeopardizing ZAMTEL's current investment stock.

As a new graduate in Developing Studies with a distinction in "Project Appraisal and Implementation in Developing Countries" DS925 course, freshly recruited as Special Assistant to the Secretary of the Treasury in the Ministry of Finance and National Planning, you have been asked to critically evaluate the proposed investment and prepare a detailed project appraisal report to enable the ever busy Secretary to the Treasury advise the Minister of Finance and the Republican President on the merit of the investment.

Although it has been recognised that taxation increases project's running costs, Government projects are generally exempted from taxation. In your evaluation you should consider the time adjusted Net Present Value and the Payback period among other things.

2. (a) Nitrogen Chemicals (Z) Ltd (NCZ) a fertiliser supplier company wholly owned by the state intends to acquire a new production line to improve its production of fertilizer in Zambia in view of the projected bumper harvest. The new production line project would involve a capital outlay of 50,000 pounds. Expected profit (before depreciation) would be 12,000 pounds per year.

The company intends to use some funds from its internal generated funds whose alternative investment in bonds with ZANACO currently amounts to 10% provided year to year inflation currently running at 7% remains constant and the prevailing corporate tax of 55% will be at the level it was in 2001 at the end of the investment period.

Would the investment be worthwhile if it lasts, the following numbers of years?

- (i) Five years
  - (ii) Seven years
- (b) Discuss why analysts consider employment a key objective in project selection and choice?
3. (a) Why are the future net benefits of a project discounted?
- (b) Why do Little and Mirlees choose to measure the net benefits of a project in terms of savings rather consumption.
4. (a) Discuss the extent to which the Little and Mirlees approach to project evaluation has attempted to resolve the nature of distortions in the project market.
- (b) Critically discuss the criteria for selection of project investment and state to what extent these can be applied in Zambia.
5. (a) Critically discuss the needs and importance of monitoring and evaluation taking into account the following:
- (i) Why is the exercise necessary?
  - (ii) What are the objectives of the exercise?
  - (iii) Who is it for?
- (b) Critically discuss the limitations of income distribution and aggregate consumption as measures of welfare and standard of living.

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

**UNIVERSITY EXAMINATIONS**

**2007 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**DS 965: ECONOMIC POLICY, GROWTH AND DEVELOPMENT**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

Answer three (3) questions.

Question one (1) is **compulsory**.

Then answer **any other two questions** from the questions that follow the statement from the outgoing World Bank representative.

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**ZAMBIA ON AN ECONOMIC GROWTH PATH**

The outgoing World Bank Country Representative has just issued the following statement on Zambia's Economic Growth.

“A **growing economy** is absolutely crucial for poverty reduction. Poverty cannot be reduced in a stagnant economy. You **need investments, both private and public investments to generate economic activities** in various parts of the country; in various sectors, to create jobs which in turn bring new incomes to many households.

It is incomes that will determine demand for **goods and services** in an economy. It is the investments that will bring in **new technologies, new capital equipment**, which will change the levels of **production**; which will create new skills – i.e. planners, engineers, economists, development experts, sociologists, political scientists, lawyers, teachers, doctors, psychologists artisans, plumbers etc – People needed in the production process.

The growth of the economy, its monetisation and the change in the **Gross Domestic Product (GDP)** will depend on the amount of investment in the economy. This obvious fact has been foretold from time immemorial but in modern economics, it can be traced to Classical Theories of Development associated with names **Adam Smith, David Ricardo, Karl Marx, Thomas Malthus** and others.

Any country's or National's Economic Development process however depends on various **factors and variables** such as Natural resource Endowments, **population growth**, the nature and extent of its **international trade**; its **Balance of Payments, Gross National Product or Gross national Income, its Economic Policies**, and whether such policies open up and promote opportunities for individuals economic empowerment and prosperity; whether individuals and communities will have access to

**public goods and common resources**, and the conducive Financial-Fiscal and **Monetary Policies** that facilitate investments; and make things work in the Economy”.

**The Royal Foundation (a foundation of All Kings, Paramount and Senior Chiefs) have gathered at the sacred Mwalule – in a convocation meant to spearhead development throughout the country, from their respective areas. The Chairman, King Litunga of Lealui, asks you, the fresh graduate of Development Studies (a descendant of the Kapijimpanga Royals) to explain the economic Technical Terms used by the World Bank Representative, to the Royal Foundation and show exactly how the economic terms translate to real life of an ordinary Zambian.**

## **QUESTIONS**

1. (Compulsory) Explain to their Royal highnesses how economic growth can lead to economic development and a general improvement in the standards of living for the people. What factors need to be taken into account to ensure that economic growth benefits the people?
2. Natural resource endowments as Ricardo observed, plays a crucial role in the country's economy, especially in international trade. What are the benefits of natural resource endowment to the national economy and to international trade?
3. How can monetization of the economy and good financial policies help to raise the level and productivity of capital accumulation in developing countries like Zambia?
4. Explain fully what makes the balance of payments of a country. Show why a balance of payments surplus of a country is good for a country's economy.
5. The World Bank and the IMF have played and continue to play a central role in Zambia's economy. Discuss the role of the World Bank and the IMF in Zambia's economy.
6. A high population growth depresses human welfare especially when the population growth rate is higher than economic growth rate. State and explain the reasons why using examples from any country you know.

## **END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND LANGUAGES**  
**2007 SEMESTER 1 EXAMINATION**

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

3 HOURS EXAM.

INSTRUCTIONS:    Answer any THREE questions  
                         Candidates may bring a copy any English Dictionary  
                         Prescribed texts are not allowed in the Examination Room.

1.     “The Novel **Maru** by Bessie Head is a typical example of the nocturnal regime finally giving way to the solar regime.” If you agree with the foregoing statement, what do you understand by these regimes and how are they employed in the text?
2.     **Writing Skills**: Give the basic meaning of the terms without illustrations. (20 marks)

Describe

Account for

Discuss

Classify

Examine

Specify

Compare

Explain

Define

Summarise



3. Ernest Hemingway : **The Short Happy Life Of Francis Macomber**  
“Francis was simply murdered by his wife” Agree for OR against the above statement. Give good supporting reason for views from the story
4. In **The Snows of Kilimanjaro**, Harry\_ seems to represent Ernest Hemingway in some ways. Explain briefly how this is so.
5. Ayi Kwei Armah : **The Beautiful Ones are Not Yet Born**  
Explain how money gives the illusion of power and corruption in the case of the
- Bus conductor
  - Timber man
  - Loved ones of the man
  - Wife of Koomson
  - Lottery winner
6. “Although Odysseus is one epic hero with a lot of strengths, he also has his own weaknesses”  
Do you agree with this statement? If so, what moral lessons do you draw from them?

**END OF EXAM  
SHALOM.**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**E 122: INTRODUCTION OF POETRY AND DRAMA**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: READ 'LIGHTS OUT' BY EDWARD THOMAS A NUMBER OF TIMES AND THEN ANSWER THE QUESTIONS BELOW.**

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**THREE THEBAN PLAYS BY SOPHOCLES**

I have come to the borders of sleep,  
The unfathomable deep  
Forest where all must lose  
Their way, however straight,  
Or winding, soon or late;  
They cannot choose. 5

Many a road and track  
That, since the dawn's first crack,  
Up to the forest brink,  
Deceived the travelers, 10  
Suddenly now blurs,  
And in they sink.

Here love ends,  
Despair, ambition ends;  
All pleasure and all trouble, 15  
Although most sweet or bitter,  
Here ends in sleep that is sweeter  
Than tasks most noble.

There is not any book  
Or face of dearest look 20  
That I would not turn from now  
To go into the unknown  
I must enter, and leave, alone  
I know not how.

The tall forest towers; 25  
 Its cloudy foliage lowers  
 Ahead, shelf above shelf;  
 Its silence I hear and obey  
 That I may lose my way  
 And myself. 30

- (a) Think about how the word 'sleep' is used in the first line.
- (b) Would it be helpful to describe the forest as a symbol; if so, of what is it symbolic?
- (c) Throughout the poem there are images of travelling. Think about what they mean in the poem, and consider whether the image is a traditional or a new one.
- (d) Do all the images stem from one basic idea, and if so what is that idea?

### SECTION B DRAMA: The Three Theban Plays

2. ISMENE:

What's the matter? Trouble, clearly... you sound so dark, so grim.

ANTIGONE:

Why not? Our own brothers' burial! ...

... he has no right to keep me from my own.

### Question

Comment on arguments advanced by both Ismene and Antigone, and discuss the implications of the same argument.

\*\*\* END OF EXAMINATION \*\*\*



UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL  
SCIENCES

2007 DISTANCE EDUCATION FIRST SEMESTER  
FINAL EXAMINATIONS

E211 THE STRUCTURE OF MODERN ENGLISH I:  
PHONETICS AND PHONOLOGY

Time: 3 hours

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Instructions

- ☐ Answer all questions in this paper.
  - ☐ If a question is divided into parts or subsections, kindly answer all the parts or subsections.
  - ☐ Clearly indicate the order in which you have answered the questions on the cover(s) of the answer booklet(s).
-

1. Describe the phonemes below:

- a. /b/
- b. /g/
- c. /f/
- d. /z/
- e. /ə/
- f. /ʃ/
- g. /æ/
- h. /θ/
- i. /ɜ:/
- j. /ŋ/
- k. /ʌ/
- l. /p/
- m. /k/
- n. /m/
- o. /w/
- p. /ð/
- q. /j/
- r. /ɛ/
- s. /n/
- t. /t/
- u. /s/
- v. /d/
- w. /tʃ/
- x. /v/
- y. /h/
- z. /ʊʊə/

[25 Marks]

2. **Transcribe and describe the phone(s) represented by the bold underlined letter(s) in each word below.**

If the letter(s) represent more than one phone and the sounds represented do not constitute a diphthong or triphthong, the sounds should be transcribed as below:

Example:

Next

X = /ks/

/ks/ = /k/ Voiceless Velar Plosive

= /s/ Voiceless Alveolar Fricative

If, on the other hand, the letter(s) is silent in the pronunciation of the word in which it is found, it will be represented by the Zero phone symbol - /Ø/

Example: plumber

b = /Ø/ - Phone

- a. fancy
- b. post

- c. hymen
- d. Psychopath
- e. Thank
- f. Exect
- g. Lose
- h. Fuse
- i. Cease
- j. protége

[20 marks]

3. Give a phonetic rendition of the words below:

- a. Abandon
- b. Recapitulate
- c. Cease
- d. Conscience
- e. Abrogate
- f. Sale
- g. Coat
- h. Zero
- i. Escape
- j. Money

[20 Marks]

4. Mark RP stress on the words below. Please use the correct marks.

- a. insinuate
- b. interesting
- c. caricature
- d. exasperate
- e. credibility
- f. immediately
- g. sophisticated
- h. shepherd
- i. insignia
- j. calibrate

[10 Marks]

5. Stress the sentences below in such a way that each gives the meaning indicated in the brackets after it. Please note that the main sentences are not punctuated because stress can be grammatical – it can change the type of sentence from one type to another:

- a. I want to know what you did (Stop telling me about what others did.)
- b. I went to the fields (Did anybody tell you that I had gone to town?)
- c. You're welcome in here (You are persona non-grata in here.)

- d. You can come any time (Don't worry about when you come, just come.)
  - e. You passed with flying colours (Tell me you had some 'leakage'!)
- [05 Marks]

6. Discuss the place of breathing in English speech.
- [20 Marks]

**Grand Total: 100 Marks**



# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATIONS**

**E351 – AFRICAN FICTION UP TO LATE 1960s**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTIONS IN SECTIONS A AND B**

**NO TEXTS ALLOWED APART FROM A DICTIONARY**

---

**SECTION A: This section carries 40 marks**

**Answer all questions in this section**

1. One of the major issues in 'The Grass is Singing' is racism. Briefly discuss:
  - (a) How Charlie Slater maintains white superiority (10)
  - (b) Why the Turners fail to avoid status of 'poor whites'. (10)
2. Briefly explain the function of each of the following in Achebe's writing style in 'War of God':
  - (a) Proverbs (4)
  - (b) Flashbacks (4)
  - (c) Pidgin English (4)
  - (d) Stream of consciousness (4)
  - (e) Igbo beliefs and practices (4)





# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

E351 – AFRICAN FICTION UP TO LATE 1960s

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTIONS IN SECTIONS A AND B

NO TEXTS ALLOWED APART FROM A DICTIONARY

---

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Answer **all** questions in this section

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  - (b) Flashbacks (4)
  - (c) Pidgin English (4)
  - (d) Stream of consciousness (4)
  - (e) Igbo beliefs and practices (4)



# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATIONS**

**E351 – AFRICAN FICTION UP TO LATE 1960s**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTIONS IN SECTIONS A AND B**

**NO TEXTS ALLOWED APART FROM A DICTIONARY**

---

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**Answer all questions in this section**

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  - (b) Flashbacks (4)
  - (c) Pidgin English (4)
  - (d) Stream of consciousness (4)
  - (e) Igbo beliefs and practices (4)

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007-8 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS**

**E 415: THEORETICAL PHONOLOGY AND MORPHOLOGY**

**TIME: THREE (3) HOURS**

**415 – Phonology**

**Answer all questions**

1. Discuss the following statement

Phonology begins where phonetics leaves off

2. (a) Name, explain and exemplify any two (2) physical properties of sounds that are relevant to and used in phonetics.

(b) Most phonological rules fall into the following two categories

Allomorphic rules

Morphophonological rules

Define and exemplify these two types of phonological rules.

3. An analogy has been made between a molecule, on the one hand, and a segmental phoneme or sound, on the other. Comment.

4. After defining the terms vocalic (voc), consonantal (cons), anterior (ant), nasal (nas) and voice as they are used to refer to phonetic features, fill in the following matrix in which letter symbols have IPA phonetic values.

i      i      p      d      k      ŋ

voc

cons

ant

nas

voice

**Part Two**

**415 – Morphology**

**Answer all questions.**

**All questions carry equal marks (10 marks).**

- 1. What are the similarities and the differences between a morph and a morpheme. Examples must be given in the essay.
- 2. Consider the following words and then divide them – where possible – into the following categories: derivational morphemes, roots, and inflectional morphemes as in the following Table:

Derivational Morpheme	Root	Derivational Morpheme	Inflectional Morpheme
a. custodian	b. abrogated	c. deteriorated	d. bayonets
e. predetermination	f. depose	g. apparently	h. conception
i. festive	j. season		

- 3. Discuss the ways in which languages borrow words from other languages. Use English as one of the models of a language which has borrowed many words.
- 4. Is morphology an area of linguistics worth studying? Give reasons for your answer.

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

FIRST SEMESTER EXAMINATION: 2007

E 461: EARLY MODERN LITERATURE UP TO 1930

INSTRUCTIONS: Answer FOUR questions in all . Candidates may bring into the examination room an English Dictionary

1. Water is an important symbol in *The Wasteland*. Discuss the symbolism of water in this poem.
2. Each character in the novel, *Light in August* is isolated. Choose THREE characters and show how their isolation influences their actions.
3. Apply the concept of the Oedipus complex in analyzing D.H. Lawrence's *Sons and Lovers* .
4. Kafka's *Metamorphosis* is about change in the human condition. Clearly identify these changes and indicate their significance to the meaning of the story.
5. Write brief notes on FOUR of the following characters:  
[a]. Lena Grove  
[b]. Gail Hightower  
[c]. Baxter Dawes  
[d]. Paul Morel  
[e]. Gregor Samsa

6. Read the following passage and answer the question that follows:

"No. Aint nobody done anything to him yet. He aint dead yet. He's in the jail. He's alright."

"All right. You say that he is all right. Byron says that he is all right—Byron Bunch helped the woman's paramour sell his friend for a thousand dollars, and Byron says that it is all right. He has kept the woman hidden from the father of her child; while that—shall I say, other paramour, Byron? Shall I say that? Shall I refrain from the truth because Byron Bunch hides it?"

"If public talking makes truth, then I reckon that is truth. Especially when they find out that I have got both of them locked up in jail."

"Both of them?"

"Brown too. Thought I reckon most folks have about decided that Brown wasn't anymore capable of doing that killing or helping in it than he was in catching the man that did do it or helping in that. But they can all say that Byron Bunch has now got him locked up safe in jail."

"Oh, yes." Hightower's voice shakes a little, high and thin. "Byron Bunch, the guardian of public weal and morality. The inheritor of rewards, since it will now descend upon the morganatic wife of—shall I say that too? Shall I read Byron here too?" Then he begins to cry, sitting huge and lax in the sagging chair. "I don't mean that .

You know I don't. But it is not right to bother me, to worry me, when I have—when I have taught myself to stay—have been taught by them to stay—that this should come to me, taking me after I am old, and reconciled to what they deemed—” Once before Byron saw him sit while sweat ran down his face like tears; now he sees the tears themselves run down the flabby cheeks like sweat.

“I know. It's a poor thing. A poor thing to worry you. I didn't know. I didn't know, when I first got into it. Or I would have...But you are a man of God. You cant dodge that.”

“I am not a man of God. And not through my own desire. Remember that. Not of my own choice that I am no longer a man of God. It was by the will, the more than behest, of them like you and like her and like him in jail yonder and like them who put him thereto do their will upon, as they did upon me, with insult and violence upon those who like them were created by the same God and were driven by them to do that which they now turn and rend them for having done it. It was not my choice. Remember that.”

“I know that. Because a man aint given that many choices. You made your choice before that.” Hightower looks at him. “You were given your choice before I was born, and you took it before I or her or him either was born. That was your choice. And I reckon them that are good must suffer for it the same as them that are bad. The same as her, and him, and me. And the same as them others, that other woman.”

“That other woman? Another woman? Must my life after fifty years be violated and my peace destroyed by two lost women, Byron?

**Analyze this passage in terms of subject matter and treatment**

**END OF EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**EC 115: INTRODUCTION TO MICRO ECONOMIC THEORY**

**TIME: TWO HOURS**

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

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**SECTION A**

**Question 1**

Perfect competition has been said to be 'economically efficient'. This may be understood to mean 'efficiency in the Pareto sense'.

- a) State three conditions necessary for Pareto optimality to be achieved
- b) Define the terms productive efficiency and allocative efficiency
- c) Assuming you are dealing with only two goods, say Good X and Good Y and two factors of production, capital, K, and labour, L, and two consumers, A and B, state and derive the conditions necessary for showing that under perfect competition in all markets with no externalities, there will be efficiency in the Pareto sense (clearly define the key terms you are using).

**Question 2**

- a) Define the terms, producer surplus and consumer surplus.
- b) Show, with the assistance of diagrams how output, Q and price, P, is determined in the short run under a perfectly competitive market structure. Compare this to the same decision making process facing a monopolist. What are the major differences facing the firms in the two market conditions?

**SECTION B**

**Question 3**

It has been argued that the Zambian economy faced a severe recession during the 1990s and has subsequently faced an economic expansion or boom during the 2000s. In the Zambian agriculture sector, there many small-scale farmers producing maize. The recession of the 1990s apparently caused one such farmer producing maize to seek and obtain financial support as a measure to prop up his

family business that had been facing short-term economic losses due to diminished demand. Since then the farmer has continued in production.

- a) With a carefully labelled series of diagrams show the situation faced by the farmer, explaining the type of industry he is operating in during the recessionary period.
- b) Explain how the financing has made it possible for the farmer to continue in operations to this day and the likely situation his firm is now experiencing.

**Question 4**

A textile firm has the choice of deciding on a given production technique. In order to make the decisions, the following information has been provided:

- i. The wage rate for a given firm is \$20 per day
- ii. The cost of hire of equipment and machinery which the plant uses is \$8 per day

At these rates the firm has the following operational options for its production process

INPUT	Output Options					
Labour (L)	16	8	28	16	44	32
Capital (K)	20	24	40	36	60	64
OUTPUT (Q)	16	16	32	32	48	48

- a) Calculate the lowest cost method of producing 16 units; 32 units and 48 units of output, Q.
- b) Describe the nature of the returns to scale obtaining between the outputs (constant, decreasing or increasing returns to scale)?
- c) Define the following: Factor intensity; Economies of scale; constant returns to scale; increasing returns to scale; decreasing returns to scale. Explain why these may exist.

**Question 5**

Write short explanatory notes, aided by diagrams where appropriate, on the following:

- a) Income effect and substitution effect, Giffen good and normal good
- b) Show how the derivation of the consumer equilibrium position and demand curve is determined based on both the ordinalist and cardinalist approaches



**Question 6**

- (a) If total profit equals total revenue minus total costs, average profit equals average revenue minus average total cost. In order to maximise total profits, one can simply maximise average profit. In any event one is producing at the level that yields the maximum profit margin per unit of output. Show with the use of a graph whether this is true or not.
- (b) What is the significance of the Minimum Efficiency Scale (MES)? Provide a detailed graphical analysis in making this explanation.

**END OF FINAL EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATION**

**EC 125: INTRODUCTION TO MACROECONOMICS**

**TIME: TWO (2) HOURS**

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

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**SECTION A**

**Question 1**

Write short notes on the following:

- a) The mercantilist view of trade
- b) The anti-dumping argument for trade protectionism
- c) The long-run dynamic benefits from trade
- d) The natural rate of unemployment

**Question 2**

Distinguish between:

- a) Real and Nominal GDP
- b) Frictional and structural unemployment

**Question 3**

Zambia is experiencing an economic slump – there is low output and the unemployment level is high. Outline and explain the fiscal policy measures that can be used to remedy the situation?

## **SECTION B**

### **Question 4**

Explain what is meant by the following statement and outline the factors that determine credit creation in the banking sector: "Every loan creates a deposit".

### **Question 5**

The Minister of Finance is trying to understand why there was a sustained increase in the general price level in Zambia in the late 1980s and the early 1990s so that he can plan to avoid a similar thing happening in future. As a young economist working for the Ministry, what explanation can you give to the Minister to make him understand the possible causes of the sustained increase in the general price level?

### **Question 6**

Clearly illustrate using a well labeled diagram, why unemployment cannot be completely eliminated, ensure to briefly explain your answer (Hint: examine labour supply and demand conditions).

**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**2007 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATION**

**EC 225: INTERMEDIATE MACROECONOMIC THEORY**

**TIME: TWO HOURS**

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

1. Consider a simple economy in which only three items are in the Consumer Price Index (CPI): food, housing and entertainment (fun). Assume in the 1987 and 1994, the household consumed the following quantities at the then prevailing prices:

1987			1994	
Item	quantity	Price,\$ per unit	quantity	Price,\$ per unit
Food	5	14	10	30
Housing	3	10	6	20
Fun	4	5	5	6

- a) Define the nominal GDP and GDP deflator
  - b) Calculate the nominal GDP in 1987 and 1994.
  - c) Using 1987 as a base year, calculate the real GDP in 1987 and 1994. Calculate the percentage increase in real GDP between 1987 and 1994.
  - d) Assume that GDP is \$6, 000, personal disposable income is \$5,100 and that government budget deficit is \$200. Consumption is \$3,800 and the trade deficit is \$100. How large are saving(S), size of investment (I) and government spending (G)?
2. The following questions refer to the aggregate supply function modelling
- a) Discuss the properties of a well-behaved production function and derive the average product (AP) and marginal product (MP) functions for the following cob-Douglas production function:  $Y = AY(K, L)$ .
  - b) Given  $Y = Y(K, L)$ , derive the profit maximising level of labour employment (use the profit model).
  - c) Show that the value of marginal productivity of labour (VMPL) is the demand curve for labour.
  - d) Show that at the optimal,  $MULE/MUY = w_0$ .

3. The following questions refer to the IS-LM model.
- a) Use graphical and algebraic methods to derive the IS and LM curves. What are the equilibrium levels of income and interest rates?
  - b) Use algebra to establish the real sector and money markets multipliers and demonstrate that the LM curve is positively sloped.
  - c) Under what conditions are monetary policy and fiscal policies said to be most potent and completely impotent?
  - d) Use both mathematical and graphical methods to derive the aggregate demand (AD) curve and its slope.

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**END OF FINAL EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATION S**

**EC 325: MONEY AND BANKING**

**TIME: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A, ONE QUESTION FROM SECTION B AND ONE QUESTION FROM SECTION C**

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**SECTION A**

**Question 1**

In the light of recent market intelligence, you have, as Managing Director of Kabulonga Bank Plc, decided to hold precautionary (excess) reserves to the tune of 50% of statutory reserves. The bank has bank capital of K20 billion, deposits of K150 billion, discount loans from the Bank of Zambia of K30 billion and Government bonds of K50 billion. The Bank of Zambia reserve ratio is 10%. Within these given parameters, you seek to maximise your loan portfolio. Show the balance sheet that you will present to your Board using the t-account.

**Question 2**

Briefly discuss the following:

- a) Factors that affect exchange rates in the long run
- b) Common ground and point of departure between quantity theory and Keynesian liquidity preference theory
- c) Phillip's curve
- d) Cost push inflation

**SECTION B**

**Question 3**

Briefly discuss the following:

- a) Credit risk management strategies of commercial bank,
- b) Eight (8) insurance management strategies that mitigate adverse selection and moral hazard,
- c) Financial system in Zambia (i.e., types of players in the market).

**Question 4**

Briefly describe and indicate disadvantages and advantages of the three major tools of monetary policy at the disposal of central banks.

**SECTION C**

**Question 5**

“In an efficient financial market it is not easy to make economic profits.” Use the theory of rational expectations and its financial market counterpart and the efficient markets theory to comment on this statement.

**Question 6**

Empirical studies have not linked inflation in Zambia to money supply growth. Can you suggest factors that could possibly explain inflation in Zambia?

**END OF THE FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATIONS**

**EC 455: DEVELOPMENT ECONOMICS**

**TIME: TWO HOURS**

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

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**Section A**

**Question 1**

Using short explanations:

- a) Describe a 'Solow – type' neoclassical economic growth model using an aggregate 'Cobb – Douglas' production function, Ensure to;
  - i. Highlight the determinants of output both in the short and long run.
  - ii. State the conditions for 'steady – state level' growth and trends in inter country per capita incomes.
- b) Comment on the policy implications of this growth model with regard to Zambia's quest for economic growth and development.

**Question 2**

Imagine that you are a consultant engaged by the World Bank to analyse the data on the state of economies in three countries A, B and C below:

	Country A	Country B	Country C
Population	8 million	6 million	10 million
GDP at current prices	Francs 100 million	Pula 950 million	Shilling 500 million
Price of beef per Kg	Francs 33	Pula 8.50	Shilling 35
Exchange rate to US \$	12.50	6.00	15.50
Current account balance	(-) 8.5 million Francs	(+) 25 million Pula	(-) 12 million Shillings

- a) Given that the price of beef in the USA is \$2.50 per Kg, calculate the implied Purchasing Power Parity (PPP) for each country and rank them in order of level of development relative to per capita income (PCY) method.
- b) State and explain two reasons why the PPP would be preferred to the PCY in analysing economic development in the three countries.
- c) According to the current debate on the measurement of development what is the 'best of all' methods commonly used and why?
- d) Using the parity of the exchange rate to the US \$, explain the policy options available to countries A and C to improve their current account balances.



## Section B

### Question 3

Discuss the policies and reforms dubbed 'The Washington Consensus' and the resultant stabilisation and adjustment programmes that were prescribed to various developing countries seeking assistance from the International Monetary Fund and the World Bank.

### Question 4

Write short notes on the following:

- c) The relevance of economic planning in the process of economic development in market – based developing countries.
- d) The actual growth rate, warranted growth rate and natural growth rate under the Harrod - Domar growth model.
- e) Ricardo's comparative advantage theory on international trade.
  - i. How the theory can be a basis for long term prospects for economic growth and development in the developing countries
  - ii. Why the theory is held responsible for perpetuating international inequalities in incomes between the developed and the developing countries.
- f) The basis for endogenous growth theories' argument against the neoclassical theorists' prediction of convergence in per capita incomes among different countries sharing similar fundamentals.
- g) The Enhanced Highly Indebted Poor Country Debt Relief Initiative.

**END OF FINAL EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**EC 955: HEALTH ECONOMICS**

**TIME: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTIONS A AND B  
AND CHOOSE ONE (1) QUESTION FROM SECTION C.**

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**SECTION A**

**Question 1**

Briefly discuss the relationship between Health and Development.

**Question 2**

- a) Explain how the Grossman model for health care differs from the standard economic model of individual consumer demand.
- b) Why might older people's health care expenditures increase in the Grossman model even though their desired health stock may be lower? From your experience, do you think the typical person becomes less healthy upon or shortly after retirement? What does the Grossman model predict?

**SECTION B**

**Question 3**

Compare and contrast Private and Public Insurance as health care financing mechanisms. Which one do you think is a superior method? Briefly justify your answer.

**Question 4**

- a) What was the rationale for Zambia's 1992 health reforms?

- b) Outline the key principles of Zambia's health policies and strategies for reforming the health sector.
- c) Do you think the reform effort has achieved its intended objectives?

## SECTION C

### Question 5

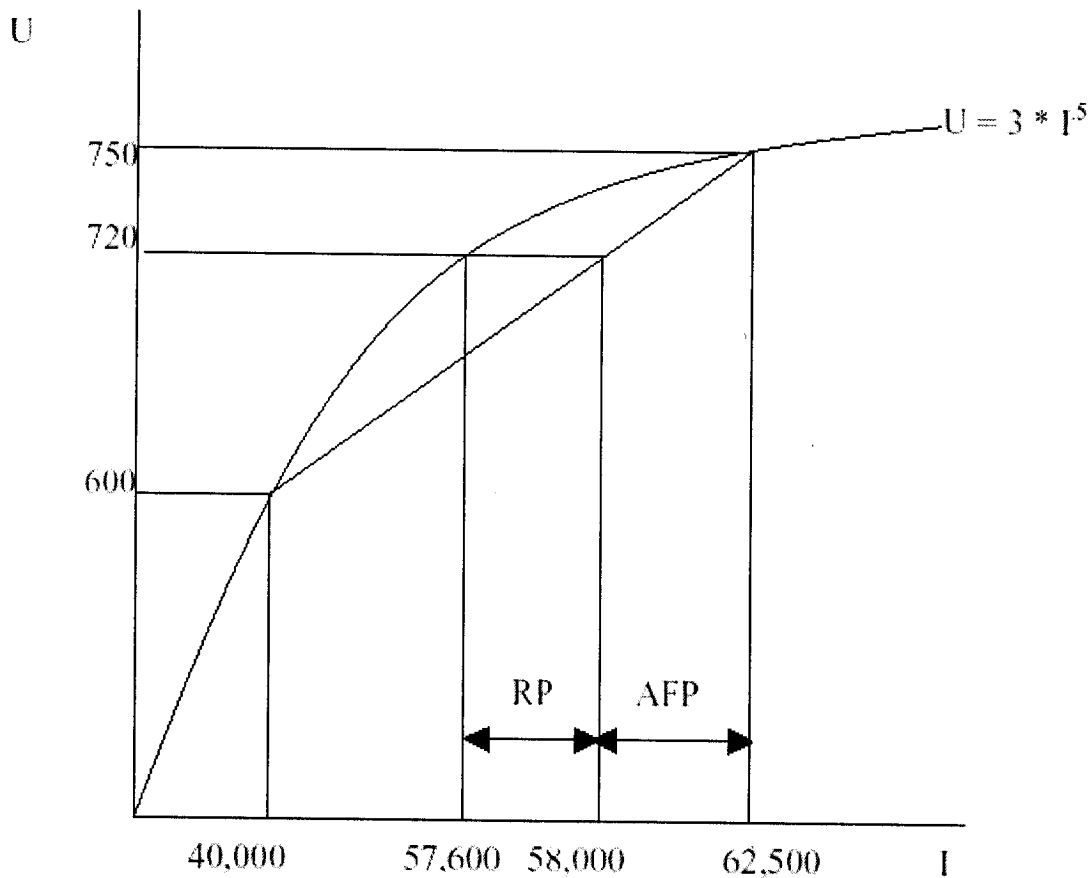
Consider Kara Hanson's paper: "AIDS: what does economics have to offer?"

- a) Briefly discuss the impact of HIV/AIDS on macroeconomic conditions in a typical developing country's health sector.
- b) Do you think the impact of HIV/AIDS on the health sector (as argued in the paper) is applicable to Zambia today? Briefly justify your answer.

### Question 6

- a) Jane is considering buying health insurance. She has the following consumer characteristics: her utility function is described as,  $U = 3 \cdot (I)^{1/2}$ ; her kwacha income is equivalent to \$62,500; she faces a 20% probability of suffering from chest infection as a result of inhaling some poisonous gas at her work place and her medical expenses for being treated for such infection would amount to \$23,000.

(The figure below shows her utility and expected utility graphs. The figure will help you answer the questions below but you must show your working or explanation clearly).



Where  $U$  = utility and  $I$  = sum insured

- i. What do RP and AFP represent?
  - ii. What is her expected utility from her uninsured situation?
  - iii. What is the certainty level of income that would leave her as well off as facing the risk.
  - iv. Calculate the pure premium?
  - v. Explain the intuition behind why Jane would be willing to pay a premium that is higher than her expected loss for insurance.
  - vi. If, instead, Jane was a “risk lover”, how would you expect her utility and expected utility graphs to be (use a graph to illustrate)
  - vii. What is the maximum premium Jane is willing to pay for the insurance?
- b) Explain the adverse selection problem (an example may help). Be sure to explain the primary cause of the problem and who is hurt by the problem.

**Question 7**

- a) Briefly describe how the principal-agent problem applies to health care.
- b) Does the fact that private doctors generally make a lot of money prove that they are acting as imperfect agents? Why or why not?
- c) In terms of economic incentives, who is more likely to prescribe excessive care: a physician paid by fee-for-service or one paid by capitation? Briefly defend your answer.

**END OF FINAL EXAMINATION**

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007-8 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS

E/LAL 111: COMMUNICATION AND STUDY SKILLS

TIME: THREE (3) HOURS

INSTRUCTIONS: *Answer ALL the questions*

*Marks will be awarded for a well-presented and well-written answer paper*

**ESSAY** (40 Marks)

Write an essay of three (sides) in which you comment on what you have found good about the University of Zambia (UNZA) and what you have found not so good about the place. Come to a conclusion in which you state what you really think about UNZA.

Your essay should have an Abstract; and, if you use your imagination an Appendix, End Notes and Bibliography but the latter three are **NOT** necessary for the essay. These latter three, if you do use them can come on a fourth side.

Marks will be awarded primarily for

- correct EL grammar and spelling
- an academic style

but also paragraphing and presenting a logical argument will be taken into consideration.

2. **Note-taking** (20 marks)

Using the passage immediately below write a formal set of notes on **Words**.

- Remember
- (a) to use the correct style – but do not overabbreviate
  - (b) to lay the notes out in the manner discussed in lectures
  - (c) not to include irrelevancies nor redundancies and do not be verbose

**WORDS**

For the moment – but only for the moment it will be safe to assume that everyone knows what is meant by the word *word*. One may even consider that one's typing fingers know it, defining a word (in a whimsical conceit) as what comes between two spaces. The

Greeks saw the word as the minimal unit of speech; to them, too, the atom was the minimal unit of matter. Our own age has learnt to split the atom and also the word. If 5  
If atoms are divisible into protons, electrons, and neutrons, what are words divisible into?

Words as things uttered split up into *phonemes*, but phonemes do not take *meaning* into account. One does not play on the phonemes of a word as the keys of a piano are played on, being content with the mere sound; when a word is uttered, one is concerned with the transmission of meaning. An appropriate kind of fission is needed and that is one that 10  
is *semetic* and not *phonemic*. Will division into syllables do? Obviously not, for syllables are mechanical and metrical, mere equal ticks of a clock or beats in a bar. If the word *metrical* is divided (as if for a children's reading primer) into *met – ri – cal*, nothing new has been learned about the word: these three syllables are not functional as neutrons, protons and electrons are functional. But if the word were to be divided as “metr”; 15  
“ic”; “al” something rather different has been done. Now the root of the word is “metr”, which refers to a measurement and is found in “metronome” and, in a different phonemic guise, in “metre”, “kilometer” and the rest; “-ic” which is an adjectival ending also found in “toxic”, “psychic” and so on, but can sometimes indicate a noun, so that “metric” itself can be used in a phrase such as “Soyinka's metric” with full noun status; “-al”, which 20  
is an unambiguous adjectival ending, as in “festal”, “vernal” and “partial”. “Metrical” has been split into three contributory forms which (remembering that Greek *morph-* means “form”) are called *morphemes*.

Moving on to a collocation of words – a phrase or sentence – one will now attempt to extend the analysis. Here is an example: “Jack's father was eating his dinner very 25  
quickly”. The following fission could be suggested: (1) “Jack”; (2) “-s”; (3) “father”; (4) “was”; (5) “eat”; (6) “-ing”; (7) “hi-”; (8) “-s”; (9) “dinner”; (10) “very”; (11) “quick”; (12) “-ly” – making a total of twelve morphemes. “Jack” can exist on its own, but the addition of “-s” (a morpheme denoting possession) turns a proper noun into an adjective. “Father” cannot be reduced to smaller elements, for, although “-er” is an ending 30  
an ending common to four nouns of family relationship, “fath-” on its own has no more meaning than “moth-” or “broth-” or “sist-”. “Eat” can be an imperative or an infinitive, but the suffix “-ing” makes it into a present participle. “Hi-” signals an aspect of the singular masculine personal pronoun, but it can have no real meaning until it is completed by the objective ending “-m” or, as here, the “-s” denoting possession 35  
“Dinner” is indivisible for “din” on its own belongs to a very different semantic area, and to use “din” for dinner (as some facetious people do) or to make a duplicated child's form “din-din” is merely to use a truncated form of a whole word, implying the prior existence of that word. Finally, “quick” is an adjective; the morpheme “-ly” turns it into an adverb.

It will be seen from the above that morphemes fall into two classes. There are those 40  
which cannot stand on their own but require to be combined with another morpheme before they can mean anything – like “-s”, “-ing”, “hi-” and “-ly”. We can call these *bound forms*. The other morphemes are those which can stand on their own, conveying a meaning, and these can be called *free forms*. “Jack”, “father”, “was”, “eat”, “dinner” and “quick” are of this order: these are simple free forms, because they cannot be sub- 45

divided into smaller elements. But words like “Jack’s”, “his” and “quickly” **can** be subdivided, each into either (a) a free form + a bound form or (2) two bound forms (like “hi-” and “-s”).

I have used the term word so far without attempting to define it, yet the fact that one has been able to analyse words into morphemes shows that there is no difficulty in 50 recognizing a word. But the time has come for a definition, and the linguist Bloomfield who arguably may be regarded as the father of modern linguistic theory, suggested that a word was a “minimum free form”, meaning a form unlimited as to the number of bound forms but strictly limited to one free form only. This would make words of “John” (one free form), “John’s” (one free form and one bound form), “its” (the same), “his” (two 55 (two bound forms adding up to one free form). It would not, however, make words of compounds such as “penknife” and “manhole-cover”. There would have to be a new term, such as “word-compound”, to cover these and the following fantastic verb coined by Robert Browning:

While treading rose and ranunculus, 60  
You Tommy-make-room-for-your-uncle us.

But these compounds frequently set into what are, at least phonemically, simple entities – “breakfast” not “break fast” and “cupboard” not “cup board”. It is difficult to draw a line, and the need for Bloomfield’s limited definition is not at all clear: a compound word is still a word, doing a words job. 65

It can be argued that the articles “the”, “a” and “an” – are bound forms and so theoretically they cannot be words, yet people do say they are words: they have a space before and after; they are defined in dictionaries. It is proposed that the morpheme is allowed in its two forms – the morpheme expressing meaning; and the morpheme which merely helps to modify meaning or create larger structures – to rest as our scientific 70 unit. The term “word” cannot have any *significant* denotation: a word is what the typing fingers think it is – a cluster of symbols or even a single symbol separated by space from other clusters or single symbols. The symbols represent phonemes. The words of connected speech do not even have a frame of silence around them: they are all glued together in a single act of communication. But it is convenient to assume that words 75 have real existence and even to create a science of word-study called *lexicology* (not to be confused with *lexicography*, which is the harmless drudgery of dictionary making). Not delving too deeply into what a word is, it is possible to embrace the single phoneme / / (the indefinite article ‘a’) or /o/ (French for “water” – *eau*) as easily as the word monsters of the so-called agglutinative languages: *nakomajn’ytam’n’ybolamyk*, for instance, 80 which is the Koryak, a Siberian language, for “They’re always telling lies to us”. It appears to be a good language for telegrams.

Every human being has a “word store”, which is normally referred to as the *mental lexicon*. But what is stored in this “mental lexicon”, in this “word store”? Obviously, words must be stored in this store but what is a word? 85



Everyone **thinks** that they know what a word is. But this matter which seems so simple is in fact enormously problematical. Consider the rhyme below

There once was a fisher named Fisher  
Who fished for a fish in a fissure.  
But the fish with a grin  
Pulled the fisherman in  
Now they all fish the fissure for Fisher.

90

How many words does this rhyme contain? This is easy to answer if one is dealing with a written version of the rhyme, since English conventionally leaves gaps between written words. Therefore one can simply count the overall total, which is 33. But the overall 95 overall number of words in a passage (word-tokens) does not necessarily correlate with the number of different words (word-types).

How many different words are there in the limerick from the point of view of those stored in the mental lexicon? Presumably *fish* (noun) needs to be distinguished from *fish* (verb), since they have different roles in the sentence, even though they sound the same. 100 same. However, what about *fished* and *fisher*? Do these have entries to themselves? Or is *fished* listed under the verb *fish*? And what about *fisher*?

Surely, some people might say, one could simply consult a dictionary. But book dictionaries are quite unlike the mental lexicon. Moreover, book dictionaries disagree over which words should have entries to themselves and which should not. *Fisher* is 105 given an entry to itself in one well-known dictionary (*CCED*), but is listed under *fish* in another (*LCED*). Yet both dictionaries give a similar word *runner* a separate entry. In short, “Dictionaries not only differ from one another as to which words they have the space or inclination to recognize but also tend to be inconsistent among themselves within their own covers.” And theoretical linguists show similar disagreements 110 among themselves over what counts as a word.

At the very least, humans must know three things about a word in order to be able to use it: its meaning, its role in a sentence (whether it is a verb or a noun, for example) and what it sounds like.

3. READING COMPREHENSION

(30 Marks)

**You should spend about ONE (1) hour on this Section.**

Answer the questions which follow as instructed and using, where necessary, information from the passage above.

Again marks will be deducted if the language of the answer is flawed, that is, not in the correct grammatical and academic style.

1. Present Bloomfield's definition of the word in your own words. (3 marks)
2. Explain how, according to the passage, a book dictionary is different from the mental lexicon. (5 marks)
3. State the classes of morphemes identified in the passage. (2 marks)
4. Give an example of each of the following from line 91 to line 110 in the passage

- (a) an interrogative sentence
  - (b) a subject
  - (c) a complex sentence
  - (d) a signpost word
  - (e) an adverb
- (5 marks)

5. Briefly discuss the notions of cohesion and coherence and explain their relevance to reading. (10 marks)
6. Give an outline of the methods of paragraph development. (5 marks)

4. **MISCELLANEOUS** (10 Marks)

Paraphrase the following sentences

- (i) He traveled to the town which was some distance from his place of abode
- (ii) She went into the shop to purchase a blouse but she came out with a dress
- (iii) They were all scribbling furiously in note books apart from one young female who looked extremely bored.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS – AUGUST/SEPTEMBER 2007**

**E/LAL415 - THEORETICAL PHONOLOGY AND MORPHOLOGY**

**TIME ALLOWED :** Three (3) hours

**INSTRUCTIONS :** (a) Answer all questions..  
answer (b) There are two sections, A and B. Use separate books for Section A and Section B  
(c) *Marks will be awarded for a well-presented and well-written answer paper*

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

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**SECTION A**  
**MORPHOLOGY**

1. In an essay explain the differences and similarities between inflection and derivation.
2. Discuss morphology and the typology of language.
3. Show that you know the differences and similarities between
  - (a) a morph and a morpheme
  - (b) a zero morph and a portmanteau morph
  - (c) a lexeme, a word form and an orthographic morph (d) an exocentric compound and endocentric one
  - (e) conversion and reduplication
4. Divide the following words into roots, derivational morphemes and inflectional morphemes. Lay your answer out in four columns as follows:

Derivational morphemes	Roots	Derivational morphemes	Inflectional morphemes

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

5. How did the following words enter the English language?

- (a) mini                      (b) deprivation                      (c) discotheque                      (d) MP  
 (e) climb                      (f) tick-tock                      (g) slow coach                      (h) Morena  
 (i) donate                      (j) guesstimate

## SECTION B PHONOLOGY

6. Phonology begins where phonetics leaves off. Discuss.
7. Describe the segments symbolized in IPA, in traditional phonology, by [i], [p], [m], [ʃ], [ã]

Examples:

[ɔ] = vowel, back, high-mid, oral

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

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

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

8. (a) Define and exemplify each of the following phonetic features:

- (i) vocalic  
 (ii) anterior  
 (iii) coronal  
 (iv) high  
 (v) delayed release

(b) Fill in the folowng matix:

	i	e	a	o	u	p	b	T	d	K	g	β	f	v	s	z	t	ʃ	dʒ	m	n	ɲ	ŋ	h	l	j	w
voc																											
cons																											
cont																											
strid																											
nas																											
ant																											
back																											
cor																											
high																											
low																											
del																											
voice																											

Key:

- voc = vocalic
- cons = consonantal
- cont = continuant
- nas = nasal
- ant = anterior
- cor = coronal
- del = delayed release
- voice = voiced

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

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**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007-8 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS**

**E/PS/LAL 911: PSYCHOLINGUISTICS I**

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

**INSTRUCTIONS:** *Answer ALL the questions*

*Marks will be awarded for a well-presented and well-written answer paper*

1. Using your knowledge of the bilingual and of bilingualism itself, what do you know of the several types of bilinguals that have been identified.
2. Are lateralisation and the critical period in any way linked? If they are, what are your arguments for saying this? If they are not, again what are your arguments for saying this?
3. How do polyglot aphasics recover? Where possible, give examples to support the recovery processes which polyglot aphasics seem to go through.
4. Draw a possible model of the long term memory and explain what the different parts of your model are supposed to control.
5. Explain how, if they are, the following are or are not linked:

“fixed” meaning  
“fuzzy” meaning  
semantic fields  
prototype theory



# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### DEPARTMENT OF LITERATURE AND LANGUAGES

#### 2007 ACADEMIC YEAR FIRST SEMISTER EXAMINATION

FR 131: INTRODUCTION TO FRENCH ONE

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE NOT ALLOWED  
- ANSWER ALL QUESTIONS ON THE ANSWER SHEET PROVIDED.  
- THIS PAPER COMPRISES FOUR(4) PAGES

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#### SECTION A

1. Donnez et expliquez par des exemples types tous les articles utilisés dans la grammaire Française. Donnez toutes les combinaisons possibles entre eux et les prépositions à et de.
2. Ecrivez en Français les mots suivants : Tail, Island, Comb, Interesting, Toe, Throat, Eyebrows, chalk, ginger, Thirteen
3. Ecrivez en Anglais les mots suivants : Boulanger, Pâtisserie, feu, plafond, plancher, pupitre, viande, rester, cour, crayon.
4. Donnez le genre des mots suivant en considérant les terminaisons :  
Cellulaire, Charité, Rupture, reportage, promptitude, jeu, Eventail, tribunal, <sup>pe</sup>richesse, antagonisme. - m
5. Présentez-vous et parlez de vous-même en quelques lignes en Français.

## SECTION B

Mettez au singulier les phrases suivantes :

- I
1. Nous buvons toujours de l'eau.
  2. Nous allons manger à midi.
  3. Ces femmes n'ont pas d'enfants.
  4. Vous êtes arrivés.
  5. Ces hôtels sont confortables

Je buve ~~roy~~ toujours de l'eau

Cette fille n'

Tu es arrivé'

Cet hôtel ont confortables

Mettez au pluriel :

- II
1. Je travaille tous les jours.
  2. Il doit travailler lui aussi.
  3. Elle pense qu'elle va manger tard.
  4. L'étudiant monte au deuxième étage
  5. Il est parti hier.

Nous travaillions tous les jours.

ils doivent travaillent leurs aussi.

Elles pensent qu'elles

les étudiants sont monte au deuxiem  
etage.

ils ~~passer~~ sont partent hier.

## SECTION C

### parler

Présent	passé composé	Imparfait	Futur
Je <u>parle</u>	<u>J'ai parlé</u>	<u>Je parlais</u>	<u>Je parlerai</u>
Tu <u>parles</u>	<u>Tu as parlé</u>	<u>Tu parlais</u>	<u>Tu parleras</u>
Il <u>parle</u>	<u>il a parlé</u>	<u>il parlait</u>	<u>il parlera</u>
Elle <u>parle</u>	<u>Elle a parlé</u>	<u>Elle parlait</u>	<u>Elle parlera</u>
Nous <u>parlons</u>	<u>Nous avons parlé</u>	<u>Nous parlions</u>	<u>Nous parlerons</u>
Vous <u>parlez</u>	<u>Vous avez parlé</u>	<u>Vous parliez</u>	<u>Vous parlerez</u>
Ils <u>parlent</u>	<u>ils ont parlé</u>	<u>ils parlaient</u>	<u>ils parleront</u>
Elles <u>parlent</u>	<u>Elles ont parlé</u>	<u>Elles parlaient</u>	<u>Elles parleront</u>

### Aller

Je <u>vais</u>	<u>Je suis allé</u>	<u>Je allais</u>	<u>Je irai</u>
Tu <u>vas</u>	<u>Tu es allé</u>	<u>Tu allais</u>	<u>Tu iras</u>



Il	<u>a</u>	<u>il est allé</u>	<u>ils alla</u>	
Elle	<u>a</u>	<u>elle est allée</u>	<u>elle</u>	
Nous	<u>allons</u>	<u>Nous sommes allés</u>	<u>Nous</u>	
Vous	<u>allez</u>	<u>vous êtes allés</u>		
Ils	<u>ont</u>	<u>ils sont allés</u>		
Elles	<u>ont</u>	<u>elles sont allées</u>		

## SECTION D.

### I. Posez des questions.

- Qu'est ce que C'est un stylo.
- Où va tu Je vais au village.
- J'ai deux frères et trois sœurs.
- Nous mangeons des bananes.
- Où est ce que tu regarde? Elle regarde la télé.

### II. METTEZ à, à la, au, aux, à l'

- Nous allons  Kitwe.
- Elles sont  école.
- Vous allez au marché.
- La fille parle au garçons. au en
- Les touristes sont à l' hôtel

## SECTION E

Mettez cet, ces, cette,

- Cet enfant va à la maison.
- Cette fille est ma cousine
- Cet église est catholique.
- Ces étudiants vont au collège.

5. Ce  
Cet  $C_e$  garçon est fatigué.  
C'est

*END OF EXAMINATION*



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

**2007 ACADEMIC YEAR FIRST SEMISTER EXAMINATION**

**FINAL EXAMINATION**

**FR 311 PAPER 1I: INTERMEDIATE FRENCH LANGUAGE**

**TIME : 3 HOURS**

**INSTRUCTIONS**

**No dictionaries or any document allowed.**

**Answer all questions of both sections on the answer sheet provided.**

**SECTION A: LA COMPOSITION**

1. Rédigez, en 250 mots un des sujets suivants:

- a) « La raison principale de faire des études c'est de gagner de l'argent plus tard. »  
 Qu'en pensez-vous ?

ou

- b) Expliquez pourquoi l'éducation formelle est aussi importante pour les filles que pour les garçons.

2. Un ami camerounais aimerait savoir ce qu'il y a d'intéressant à visiter en Zambie.  
 Ecrivez-lui une lettre en 250 mots.

## SECTION B : LA COMPRÉHENSION ÉCRITE

### A. Le Texte

#### Viens dîner, on fera la vaisselle...

Qui a dit que les Français étaient des égoïstes repliés sur eux-mêmes ? Ils sont 93 % à «*aimer recevoir chez eux pour un repas*», affirme le Credoc\* dans une enquête effectuée à l'initiative du Comité des arts de la table. Mieux, la convivialité est une valeur en hausse : les trois quarts des 25-70 ans invitent au moins une fois par mois, un taux en progression.

On s'invite, donc, mais différemment. [...] Si le dîner assis reste un modèle largement dominant, 3 personnes sur 10 tendraient à lui préférer l'apéritif, «*qui requiert nettement moins de travail et d'expertise*». De fait, l'olive et la cacahuète ont les faveurs des hommes et des célibataires. Mais la nouveauté vient surtout de la réhabilitation de pratiques tombées en désuétude. Il y a quelques années, qui aurait pensé inviter ses amis à un goûter, par exemple ? Aujourd'hui plus d'un tiers des Français y voient un concept furieusement tendance. Idem pour les pique-niques : 35 % des Français manient de nos jours canif et thermos, ils n'étaient qu'un quart à la fin des années 80.

Inauguré par les soirées foot, [...] le plateau-repas tend à devenir un mode d'invitation comme un autre. Il convient particulièrement aux célibataires (23 %) et aux jeunes (21 % des 25-34 ans), lesquels ne semblent pas s'émouvoir de devoir manger [...] sur leurs genoux, pourvu que ce soit en compagnie de Zidane [...]. Autant l'annoncer tout de suite aux adeptes de Jean-Pierre Coffe\*, «*cette tendance ne va pas cesser de s'étendre*», prophétise le Credoc. Avec un «*temps moyen passé devant la télévision en perpétuelle augmentation*» et la floraison\* d'émissions cultes, «*se retrouver pour les regarder tout en mangeant va vraisemblablement progresser à l'avenir*».

Si Jean-Pierre Loisel reconnaît un «*effritement des schémas traditionnels*» (diminution du temps passé pour préparer un repas, recours croissant aux aides culinaires industrielles), c'est pour mieux souligner une «*convivialité qui se "dénude" et devient plus chaleureuse*». Portée par les jeunes générations, celle-ci se concentre exclusivement sur l'impératif d'«*être bien ensemble*». De là une décontraction inédite pour tout ce qui ne relève pas de cet objectif. L'invité qui autrefois mettait les pieds sous la table peut désormais s'attendre à devoir porter la main à la pâte. Il a même une (mal)chance sur dix de se voir réquisitionné pour la vaisselle. Avis aux fainéants : les jeunes, les célibataires et les hommes ont le moins de scrupules en la matière. Cela tiendrait à leur «*vision moins "sacralisée" de la réception*», enseigne le Credoc.

La désacralisation ne remet pas en question le souci des autres, resté quant à lui intact. Un Français sur deux tient à décorer sa table, mais aussi sa maison, avant d'enfiler une toilette raffinée pour recevoir ses convives. Des convives qui, eux-mêmes, se prêtent volontiers au jeu des bienséances. Presque tous arrivent à l'heure (9 sur 10), la plupart un cadeau à la main (plus de 2 sur 3). Et qu'importe ce que l'hôte leur servira (plat traditionnel français ou, plus rare, spécialité exotique, qu'il aura élaborés lui-même), ils sont généralement prêts à tout engloutir, histoire de ne pas le froisser. À noter : deux sur trois poussent la civilité jusqu'à éteindre leur téléphone portable pendant le repas. De ce tableau idyllique, où il s'agit de «*permettre au plaisir et à l'agrément de s'épanouir*», suivant les termes du Credoc, toute fausse note est bien entendu bannie. À éviter absolument : les sujets qui fâchent, mais surtout les conversations qui ennuiant (et font fuir 4 invités sur 10). Pour préserver la sacro-sainte «*ambiance conviviale*» citée par 63 % des Français comme premier gage d'un repas réussi, il est recommandé d'égrener\* banalités et platitudes. Sujets d'actualité consensuels, enfants

famille, loisirs font partie, avec les récits de vacances (plus rares), du top 5 des thèmes pour une soirée réussie.

Quant aux invités, on préfère rester dans son nid : ils se recrutent le plus souvent dans la famille ou les amis.

France VIOLLET, *Libération*, 25 février 2000

**\* Credoc : Centre de Recherche pour l'Etude et l'Observation des Conditions de vie**

- \* Jean-Pierre Coffé : animateur d'émissions culinaires à la télévision française
- \* floraison : épanouissement
- \* effritement : dégradation, diminution, affaiblissement
- \* porter la main à la pâte : aider
- \* bienséance: politesse, savoir-vivre
- \* égrener : passer en revue, présenter un à un

**Répondez aux questions en écrivant en bon français et soyez brefs et clairs dans vos réponses.**

1. Selon Jean-Pierre Loisel, lorsque les Français invitent, ce qui compte avant tout, c'est :  
a) privilégier la convivialité.  
b) respecter l'aspect formel de la réception.  
c) surprendre ses invités.  
( Écrivez la lettre de la bonne réponse)
2. Quelles sont les nouvelles tendances en matière d'invitation?  
.....
3. Quelles sont les caractéristiques des personnes les plus portées vers ces nouvelles formes de convivialité ?  
.....
4. En quoi les programmes télévisuels influencent-ils les formes d'hospitalité?  
.....
5. Dites si les affirmations suivantes sont vraies ou fausses, en cochant la case correspondante. Si le texte ne donne pas l'information, cochez la case « ? »  
( Copiez ce tableau et complétez-le)

	VRAI	FAUX	
Les Français invitent plus souvent qu'au passé.			
Les Français préfèrent inviter qu'être invités.			
Les Français ont du plaisir à inviter de nouvelles personnes.			
Malgré les évolutions qui se dessinent, le temps et le savoir-faire consacrés à cuisiner pour ses invités se maintient.			

Les Français accordent de moins en moins d'importance aux règles de la bienséance.			
--	--	--	--

6. Qu'est-ce qui illustre particulièrement bien l'expression "décontraction inédite" ?  
.....
7. Quel est le secret d'un repas réussi selon une majorité de Français ?  
.....

**B. Complétez avec la bonne réponse. (Ecrivez la lettre de la bonne réponse)**

1. Ta conduite..... ; elle est inadmissible.  
A. m'amuse    B. me déplaît    C. me rassure    D. me ravit
2. Madame Richard lit le mode d'emploi de sa nouvelle machine : « brancher la machine, puis choisir le programme approprié et verser la poudre à lessive requise. »  
Madame Richard utilisera sa nouvelle machine pour.....  
A. regarder son programme favori    B. coudre une robe    C. faire la vaisselle    D. laver le linge
3. En ouvrant sa trousse de toilette, il a vu qu'il avait oublié.....  
A. ses clefs    B. son dentifrice    C. sa serviette    D. son trousseau
4. Ces Vêtements sont si démodés maintenant que je ne veux plus les porter. Je vais les.....  
A. jeter    B. acheter    C. laver    D. porter
5. Monsieur Duclos veut faire un voyage en chemin de fer. Il va donc consulter ..... avant de partir.  
A. un agenda    B. un annuaire    C. une carte routière    D. un horaire.

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



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

**2007 ACADEMIC YEAR FIRST SEMISTER EXAMINATION**

**FINAL EXAMINATION**

**FR 411 PAPER 1I: ADVANCED FRENCH LANGUAGE**

**TIME : 3 HOURS**

**INSTRUCTIONS**

**No dictionaries or any document allowed.**

**Answer all questions of both sections on the answer sheet provided.**

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**SECTION A: LA GRAMMAIRE**

1. Ecrivez une phrase avec des homophones suivants:
  - a) qu'en / quand
  - b) quoi que/ quoique
  - c) quel / qu'elle
  - d) scie/ si
  - e) signal/signale
2. Qu'est-ce qu'un homographe ? Donnez-en cinq exemples dans une phrase.
3. L'expression « il y a » est un phénomène linguistique assez intéressant car il peut représenter différents sens et fonctions. Donnez cinq phrases tout en prouvant ce phénomène avec des tests valables.

4. Caractérisez les homonymes dans les phrases suivantes et faites des tests pour mieux interpréter le sens.
- a) Le vol s'est produit pendant la nuit.
  - b) Elle a chassé les enfants du meuble.
  - c) La belle ferme le voile.
  - d) La crainte que certains exagèrent s'est manifestée.
  - e) Le professeur a trouvé la réponse correcte.
5. La terminaison des participes passés est variée en français. Citez-en 10 à partir d'un verbe à l'infinitif.
6. Donnez une règle et un exemple qui concernent les accords des participes passés :
- a) employés avec l'auxiliaire « avoir ».
  - b) employés avec l'auxiliaire « être ».
  - c) d'un verbe accidentellement pronominal.
  - d) employés sans auxiliaire.
  - e) avec un complément d'objet indirect.
7. **Accordez le verbe entre parenthèse, si nécessaire.**
- 1. Au fil des années, les projets ambitieux ont ( disparaître ) et ont été ( ramener ) à des proportions plus modestes.
  - 2. Combien de joueurs cet entraîneur a-t-il ( recruter ) ?
  - 3. Une dizaine d'annonces ont été ( présenter ) durant cette émission.
  - 4. Toute la famille est ( venir ) à la soirée que ma tante avait ( organiser ) pour fêter mon anniversaire.
  - 5. Les amoureux se sont ( téléphoner ) hier parce que le facteur ne leur avait pas ( livrer ) les lettres qu'ils avaient ( écrire ).
  - 6. Des coups de feu ont été ( tirer ) dans un théâtre de Moscou par des rebelles tchéchènes qui avaient ( prendre ) des centaines d'otages.
  - 7. Cette vieille maison est la plus belle que j'aie jamais ( admirer ).
  - 8. Marie et François se sont ( plaire ).
  - 9. Ma sœur et moi nous sommes ( rendre ) compte de notre erreur.
  - 10. Ta sœur s'est -elle ( faire ) faire cette robe sur mesure ?

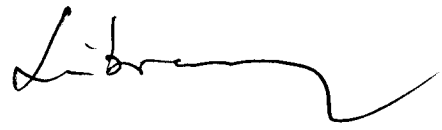
## **SECTION B : LA COMPOSITION**

Ecrivez un article de 350 mots pour « *Le Français dans le Monde* » des problèmes que vous rencontrez en apprenant le français à l'université. Quelles solutions proposeriez-vous ?

.....

**END OF EXAMINATION**





# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

END OF FIRST SEMESTER 2007 FINAL EXAMINATIONS

**FR 421: ADVANCED AFRICAN LITERATURE IN FRENCH**

TIME: THREE HOURS

**INSTRUCTIONS: ANSWER THREE QUESTIONS, AT LEAST ONE QUESTION FROM SECTION A AND TWO QUESTIONS FROM SECTION B OR ONE FROM SECTION B AND TWO FROM SECTION A**

## **SECTION A: SENGHOR ET CAMARA LAYE**

1. Dans le poème « Prière de paix » de Senghor, isolez les éléments qui, d'une part, évoquent l'histoire de la méchanceté, la cruauté humaine et l'amertume de l'Africain-victime, et d'autre part la réconciliation entre l'Occident et l'Afrique.
2. Comment les principes de la NÉGRITUDE se manifestent-elles dans la poésie de Senghor ? Illustrez votre réponse avec quelques exemples poétiques.
3. « Le dedans est souvent associé à l'intimité maternelle ». En quoi, cette constatation serait-elle valable dans le contexte du poème « À ma mère » de Camara Laye ? (Poème ci-joint).

## **B. La carte d'Identité de Jean-Marie Adiaffi**

4. Étudiez le conflit dans la carte d'identité
5. Donnez le portrait de Méléoudouman
6. si nous enterrons nos langues, dans le même cercueil, nous enfouissons à jamais nos valeurs culturelles, toutes nos valeurs culturelles, d'autant plus profondément que, n'ayant pas d'écriture, la langue reste l'unique archive. La même pelle qui jettera la dernière pierre sur la tombe de nos langues, fera une croix sur nos valeurs.

Commentez et discutez .

FIN DE L'EXAMEN

## PRIÈRE DE PAIX

(pour grandes orgues)

A GEORGES ET CLAUDE POMPIDOU

« ... Sicut et nos dimittimus debitoribus nostris »

Seigneur Jésus, à la fin de ce livre que je T'offre comme un ciboire de souffrances

Au commencement de la Grande Année, au soleil de Ta paix sur les toits neigeux de Paris

— Mais je sais bien que le sang de mes frères rougira de nouveau l'Orient jaune, sur les bords de l'Océan Pacifique que violent tempêtes et haines

Je sais bien que ce sang est la libation printanière dont les Grands-Publicains depuis septante années engraisent les terres d'Empire

Seigneur, au pied de cette croix — et ce n'est plus Toi l'arbre de douleur, mais au-dessus de l'Ancien et du Nouveau Monde l'Afrique crucifiée

Et son bras droit s'étend sur mon pays, et son côté gauche ombre l'Amérique

Et son cœur est Haïti cher, Haïti qui osa proclamer l'Homme en face du Tyran

Au pied de mon Afrique crucifiée depuis quatre cents ans et pourtant respirante

Laisse-moi Te dire Seigneur, sa prière de paix et de pardon.

## II

Seigneur Dieu, pardonne à l'Europe blanche !  
Et il est vrai, Seigneur, que pendant quatre siècles de lumières elle a jeté la bave et les abois de ses molosses sur mes terres

Et les chrétiens, abjurant Ta lumière et la mansuétude de Ton cœur

Ont éclairé leurs bivouacs avec mes parchemins, torturé mes talbés, déporté mes docteurs et mes maîtres-dé-science. Leur poudre a croulé dans l'éclair la fierté des tatas et des collines

Et leurs boulets ont traversé les reins d'empires vastes comme le jour clair, de la Corne de l'Occident jusqu'à l'Horizon oriental

Et comme des terrains de chasse, ils ont incendié les bois intangibles, tirant Ancêtres et génies par leur barbe paisible. Et ils ont fait de leur mystère la distraction dominante de bourgeois somnambules.

Seigneur, pardonne à ceux qui ont fait des Askia des maquisards, de mes princes des adjutants  
De mes domestiques des boys et de mes paysans des salariés, de mon peuple un peuple de prolétaires.

Car il faut bien que Tu pardonnes à ceux qui ont donné la chasse à mes enfants comme à des éléphants sauvages.

Et ils les ont dressés à coups de chicotte, et ils ont fait d'eux les mains noires de ceux dont les mains étaient blanches.

Car il faut bien que Tu oubliés ceux qui ont exporté dix millions de mes fils dans les maladreries de leurs navires

Qui en ont supprimé deux cents millions.

Et ils m'ont fait une vieillesse solitaire parmi la forêt de mes nuits et la savane de mes jours.

Seigneur la glace de mes yeux s'embue  
Et voilà que le serpent de la haine lève la tête dans mon  
cœur, ce serpent que j'avais cru mort...

## III

Tue-le Seigneur, car il me faut poursuivre mon chemin,  
et je veux prier singulièrement pour la France.

Seigneur, parmi les nations blanches, place la France à la  
droite du Père.

Oh ! je sais bien qu'elle aussi est l'Europe, qu'elle m'a ravi  
mes enfants comme un brigand du Nord des bœufs, pour  
engraisser ses terres à cannes et coton, car la sueur nègre  
est fumier.

Qu'elle aussi a porté la mort et le canon dans mes villages  
bleus, qu'elle a dressé les miens les uns contre les autres  
comme des chiens se disputant un os

Qu'elle a traité les résistants de bandits, et craché sur les  
têtes-aux-vastes-desseins.

Oui Seigneur, pardonne à la France qui dit bien la voie droite  
et chemine par les sentiers obliques

Qui m'invite à sa table et me dit d'apporter mon pain, qui  
me donne de la main droite et de la main gauche enlève  
la moitié.

Oui Seigneur, pardonne à la France qui hait les occupants  
et m'impose l'occupation si gravement

Qui ouvre des voies triomphales aux héros et traite ses  
Sénégalais en mercenaires, faisant d'eux les dogues noirs  
de l'Empire

Qui est la République et livre les pays aux Grands-Conces-  
sionnaires

Seigneur, de mon Congo, ils ont fait un grand  
cimetière sous le soleil blanc.

## IV

Seigneur, éloigne de ma mémoire la France qui n'est  
pas la France, ce masque de petitesse et de haine sur le  
visage de la France

Ce masque de petitesse et de haine pour qui je n'ai que haine  
— mais je peux bien haïr le Mal

Car j'ai une grande faiblesse pour la France.

Béni ce peuple garrotté qui par deux fois sut libérer ses  
mains et osa proclamer l'avènement des pauvres à la  
royauté

Qui fit des esclaves du jour des hommes libres égaux fra-  
ternels

Béni ce peuple qui m'a apporté Ta Bonne Nouvelle, Sei-  
gneur, et ouvert mes paupières lourdes à la lumière de la  
foi.

Qui a ouvert mon cœur à la connaissance du monde, me mon-  
trant l'arc-en-ciel des visages neufs de mes frères.

Je vous salue mes frères : toi Mohamed Ben Abdillah, toi  
Razafimahatratra, et puis toi à bas Pham-Manh-Tuong,  
vous des mers pacifiques et vous des forêts enchantées  
je vous salue tous d'un cœur catholique.

Ah ! je sais bien que plus d'un de ces messagers a traqué  
mes frères comme gibier et fait un grand carnage d'images  
pieuses.

Et pourtant on aurait pu s'arranger, car elles furent, ces  
images, de la terre à l'arc-en-ciel l'échelle de Jacob

### HOSTIES NOIRES

La lampe au beurre clair qui permet d'attendre l'aube, les  
étoiles qui préfigurent le soleil.  
Je sais que nombre de Tes missionnaires ont béni les armes  
de la violence et pactisé, avec l'or des banquiers  
Mais il faut qu'il y ait des traîtres et des imbéciles.

### V

O bénis ce peuple, Seigneur, qui cherche son propre visage  
sous le masque et a peine à le reconnaître  
Qui Te cherche parmi le froid, parmi la faim qui lui rongent  
os et entrailles  
Et la fiancée pleure sa viduité, et le jeune homme voit sa  
jeunesse cambriolée  
Et la femme lamente oh ! l'œil absent de son mari, et la  
mère cherche le rêve de son enfant dans les gravats.  
O bénis ce peuple qui rompt ses liens, bénis ce peuple aux  
abois qui fait front à la meute boulimique des puissants  
et des tortionnaires.  
Et avec lui tous les peuples d'Europe, tous les peuples  
d'Asie tous les peuples d'Afrique et tous les peuples  
d'Amérique  
Qui suent sang et souffrances. Et au milieu de ces millions  
de vagues, vois les têtes houleuses de mon peuple.  
Et donne à leurs mains chaudes qu'elles enlacent la terre  
d'une ceinture de mains fraternelles  
DESSOUS L'ARC-EN-CIEL DE TA PAIX.

*Paris, janvier 1945.*

ÉTHIO

## HOSTIES NOIRES

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O bénis ce peuple qui rompt ses liens, bénis ce peuple aux  
aboïs qui fait front à la meute boulimique des puissants  
et des tortionnaires.

Et avec lui tous les peuples d'Europe, tous les peuples  
d'Asie tous les peuples d'Afrique et tous les peuples  
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Qui suent sang et souffrances. Et au milieu de ces millions  
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Et donne à leurs mains chaudes qu'elles enlacent la terre  
d'une ceinture de mains fraternelles

DESSOUS L'ARC-EN-CIEL DE TA PAIX.

*Paris, janvier 1945.*

## A MA MÈRE

Femme noire, femme africaine, ô toi ma mère je pense à toi...

\*

O Dâman,\* ô ma mère, toi qui me portas sur le dos, toi qui m'allaitas, toi qui gouvernas mes premiers pas, toi qui la première m'ouvris les yeux aux prodiges de la terre, je pense à toi...

\*

Femme des champs, femme des rivières, femme du grand fleuve,\* ô toi, ma mère, je pense à toi...

\*

O toi Dâman, ô ma mère, toi qui essuyais mes larmes, toi qui me réjouissais le cœur, toi qui, patiemment supportais mes caprices, comme j'aimerais encore être près de toi, être enfant près de toi!

\*

Femme simple, femme de la résignation, ô toi, ma mère, je pense à toi...

\*

O Dâman, Dâman de la grande famille des forgerons, ma pensée toujours se tourne vers toi, la tienne à chaque pas m'accompagne, ô Dâman, ma mère, comme j'aimerais encore être dans ta chaleur, être enfant près de toi...

\*

Femme noire, femme africaine, ô toi, ma mère, merci; merci pour tout ce que tu fis pour moi, ton fils, si loin, si près de toi!

## A MA MÈRE

Femme noire, femme africaine, ô toi ma mère je pense à toi...

\*

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\*

Femme noire, femme africaine, ô toi, ma mère, merci; merci pour tout ce que tu fis pour moi, ton fils, si loin, si près de toi!

Mon père s'y tenait généralement, dir

## I

J'étais enfant et je jouais près de la. Quel âge avais-je en ce temps-là? J'exactement. Je devais être très jeune ans peut-être. Ma mère était dans le père, et leurs voix me parvenaient, mêlées à celles des clients de la t l'enclume.

Brusquement j'avais interrompu. Sute mon attention, captée par un. de la case, qui vraiment pa. de la case; et je m'étais bien. un roseau qui traînait dans le. toujours, qui se détachaient de la. liesses qui enclôt notre concession\* —. l'ais ce roseau dans la gueule de la b. dérobait pas: il prenait goût au jeu; roseau, il l'avalait comme une proie. me semblait-il, les yeux brillants de. petit à petit, se rapprochait de ma ma. où le roseau se trouva à peu près engl. serpent se trouva terriblement proch. Je riais, je n'avais pas peur du tout. serpent n'eût plus beaucoup tardé à n. dans les doigts si, à l'instant, Dama. ne fût sorti de l'atelier. L'apprenti f. presque aussitôt je me sentis soulev. les bras d'un ami de mon père!

Autour de moi, on menait grand t. criait fort et elle me donna quelques



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**UNIVERSITY OF ZAMBIA SEMESTER EXAMINATIONS**

**5 SEPTEMBER 2007**

**H111: INTRODUCTION TO THE STUDY OF HISTORY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

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

---

**SECTION A: 20 MARKS [one for each answer]**

**ANSWER ALL QUESTIONS FROM THIS SECTION. WRITE YOUR  
ANSWERS IN THE SPACES PROVIDED ON THE QUESTION PAPER**

1. Yizenge Chondoka, "Growing Winter Maize in Chama North", Journal of Chama North Studies, 6, 4 (2004), 80.
  - (i) In the citation above, what does 80 stand for? .....

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  - (i) In the citation above, what does 80 stand for? .....

(ii) In the citation above, what does 4 stand for?.....

(iii) Write the title of the article in the citation above .....

(iv) Name the **only** mistake in the citation above.....

2. Chondoka, Jodi. Chama North. Thokozile Printers, 2006. p.20.

(i) What type of a reference is this one?.....

(ii) Identify the only **three** mistakes in this reference:

(a).....

(b).....

(c).....

3. "Life in State College, Pennsylvania, USA", pp.30. Lecturing at PennState University in the USA (Chama: Wajisuzga Printers, 2006), Chomola Chondoka, Jodi Chondoka (ed.), pp. 30.

(a) Write below the correct order of this citation (2 marks)

.....  
.....  
.....

(b) What does the statement "Life in State College, Pennsylvania, USA" represent in the citation?.....

(c) What does the name Wajisuzga Printers represent in this citation?.....

(d) What is the title of the book?.....

(e) Which name represents the author of the book?

.....

(f) What is the evidence from the citation for your answer in (e) above?

.....

4. What are the uses of Class Marks?.....

.....

5. Where can you locate *Area Studies* books in the University of Zambia library?

.....

6. Why is the Vertical File less useful than the Strip Index to students?.....

.....

.....

7. If you were researching on Colonial History of Zambia, where are you likely to find District Note Books?.....

8. What is an edited book?.....

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## **SECTION B: ESSAYS 30 MARKS [10 marks for each question]**

### **INSTRUCTION:**

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

1. What is the difference between *Conservative* and Liberal history?
2. How important are oral traditions in African histories?
3. Yesterday two villagers were discussing important issues in H111. In their discussion, a villager from Monze told his friend from Lealui that oral interviews are more important than questionnaires in history. Which of the two arguments do you think is more valid than the other?
4. Review any book on African history that you have read since you started this course.
5. Early this morning two villagers in H111 were arguing about what was more important than the other. In his argument, the villager from Chama North told his friend from Kasama South that Primary sources are more important than Secondary sources in history. Which of the two arguments do you agree with?

**THIS SECTION B SHEET OF PAPER IS YOURS. TAKE IT HOME FOR  
ZAMBIA'S INDEPENDENCE DAY CELEBRATIONS AND SHARE IT  
WITH YOUR FAMILY**

**\*\* NOW, READ INSTRUCTION NUMBER 5 ON PAGE 1 AGAIN \*\***

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATION-2007**

**H 231**

**ISTORY OF MODERN AFRICA: 1750 TO 1900**

**TIME: THREE HOURS**

**Thursday 6<sup>th</sup> Sep., 2007**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

---

1. 'Although environment is not the automatic course of the historical process, it is one of the conditions governing it.' Discuss.
2. How did African societies react to European partition and eventual colonization of Africa?
3. Examine the assertion that 'African history was seriously neglected until the 1950s because in the nineteenth and the early twentieth century Europe dominated the world and a Eurocentric view of history was presented through the educational system.'
4. What led to European Scramble for Africa?
5. What factors were responsible for rise and decline of pre-colonial African between 1850 and 1900?
6. Were there any long term results to African primary resistance against European colonization?
7. Critically examine the theories of imperialism. Which of these theories are convincing when considering the partition of Africa?
8. Discuss the importance of the Mineral Revolution in the development of South Africa.
9. What was the impact of Natural Disasters on Africa during the late nineteenth century?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATION-2007**

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**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
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UNIVERSITY FIRST SEMESTER EXAMINATION—2007**

**H411: LAND AND LABOUR IN CENTRAL AFRICA, c. 1750-1900**

**Instruction:** Answer **only three** of the following questions

**Time:** Three Hours

1. In what ways did ecology influence trade in pre-colonial Central Africa?
2. Examine the main features of domestic economies in Central Africa before 1900.
3. To what extent is it tenable to argue that political power was crucial in the mobilisation of labour in the Lozi kingdom prior to 1900?
4. Discuss how labour was negotiated in **any** matrilineal society in pre-colonial Central Africa.
5. Compare and contrast how Africans and European settlers acquired land in **either** Zambia **or** Zimbabwe on the eve of colonial penetration.
6. Why did early white settler farming fail in Zambia between 1890 and 1900?
7. Explore three major natural calamities in 19<sup>th</sup>-century Central Africa and show how people coped with them.
8. Examine the major social, economic and political factors that shaped the colonisation of Central Africa in the 19<sup>th</sup> century.
9. In what ways did colonialism transform ecology in eastern Zambia before 1900?

**End of Examination**

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**UNIVERSITY FIRST SEMESTER EXAMINATIONS, AUGUST – SEPTEMBER  
2007**

**H911**

**PRE-COLONIAL HISTORY OF ZAMBIA**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

---

1. Archaeology is the most important source available in reconstructing the pre-colonial history of Zambia. Discuss.
2. Is there really a controversy on the Bantu origins in African Historiography?
3. The Portuguese were attracted to Central Africa by the latter's mineral and human resources and ivory. What were the effects of this on pre-colonial Zambia?
4. The Mfecane occurred so far away, yet it was so near as to affect pre-colonial Zambia. Discuss.
5. Examine the relationship between ecology and social and political evolution of pre-colonial Zambian Kingdoms.
6. How was pre-colonial Zambia incorporated into the capitalist world economy and what were the consequences of the incorporation?
7. Critically examine the assertion that iron was a more revolutionary tool than stone.

**END OF EXAMINATION**

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DEPARTMENT OF HISTORY**

**2007 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**H925: HISTORY OF PORTUGUESE SPEAKING AFRICA**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS AT LEAST ONE QUESTION  
FROM EACH SECTION.**

**SECTION ONE**

1. Recently, and for the first time, three Presidents from Zambia, Mozambique and Malawi attended the *Kulamba* ceremony of the Chewa at Mkaika in Katete District. In your view, why was this ceremony important in understanding the history of the Chewa and the historical links between the three countries?
2. What was the significance of the Portuguese-Kongo relations between 1483 and 1600?

**OR**

After a very good beginning of relations between the Portuguese and the Ba Kongo, why was the end so bitter?

3. Compare and contrast the differences in the early settlements by the Portuguese in Mozambique and Angola.
4. Discuss why the Portuguese found it difficult to compete with Arab, Swahili and Indian traders in gold trading in the Shona Kingdoms.
5. Highlight the reasons why the Portuguese settlers in Angola faced a lot of resistance in their efforts to penetrate Eastern Angola.

**OR**

Why was the trade in slaves so important in Angola between 1575 and 1880?

**OR**

Discuss the origins, successes and failures of the Prazo institution in Mozambique and highlight its successes and failures.

6. How did the trade in slave influence the political and economic well being of the states in the interior of Central Africa?

## **SECTION TWO**

7. How was legitimate trade from slave trade? What were the successes and failures?
8. In the scramble for African colonies, why did Portugal fail to acquire the whole Central Africa from Angola to Mozambique?
9. Analyze the importance of the policy of Assimilation in Angola and Mozambique and indicate its successes and failures.
10. Discuss the reasons why the nationalists in Angola and Mozambique turned to armed struggle to gain their independence.

**OR**

Choosing **EITHER** Angola **OR** Mozambique, analyze the reasons why there was a post-colonial civil war that lasted for so many years and indicate the failure or success of the peace.

**END OF EXAMINATION**

XX

**THE UNIVERSITY OF ZAMBIA  
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UNIVERSITY FIRST SEMESTER EXAMINATION—2007**

**H945: THEMES IN WEST AFRICAN HISTORY, 1800 TO THE PRESENT**

**Instruction:** Answer **only three** of the following questions

**Time:** Three Hours

1. Explain why there was an Islamic revolution in West Africa in the 19<sup>th</sup> century.
2. What led to the consolidation of state power in the Asante kingdom before 1900?
3. Discuss the rise of the Sokoto caliphate in the 19<sup>th</sup> century.
4. What major constitutional experiments did Western educated elite carry out in West Africa in the second half of the 19<sup>th</sup> century?
5. What theory or theories best explain the partition of West Africa prior to 1900? Why?
6. Analyse why West African societies failed to contain European intrusion in the 19<sup>th</sup> century
7. Western educated elite in West Africa are said to have engaged in accommodationist politics before 1945. Do you agree?
8. Would you say that Blaise Diagne betrayed African interests during the First World War?
9. Why is Samori Toure regarded as the bitterest enemy of French interests in West Africa on the eve of European penetration?

**End of Examination**

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

UNIVERSITY FIRST SEMESTER EXAMINATIONS, AUGUST -  
SEPTEMBER 2007

**H961**  
**ARCHAEOLOGICAL PRINCIPLES AND TECHNIQUES**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION ONE AND THREE QUESTIONS FROM SECTION TWO. YOUR ANSWER FROM THIS SECTION SHOULD BE OF NOT LESS THAN ONE PAGE**

**SECTION ONE**

1. Name four steps that are basic to Archaeological research.
2. What is the main difference between an Archaeologist and a Pre-historian?
3. Name four aspects of archaeological research that dominated the culture – historic period.
4. Cite four problems that were faced by Archaeologists working in Africa before 1960.
5. What are the essential steps to be taken to ensure a successful field survey?
6. Which one of the following is based on the Law of Superposition: Stratigraphy or Stratification? How is the Law of Superposition relevant to archaeological deposition?
7. Name four factors that are important in selecting a site for excavation.
8. In any excavation, archaeological finds are useless if they lack context. Name three attributes that characterize context.
9. Name four typological categories that result from excavated artifacts that are analysed as types.
10. Match the following six (6) sets of corresponding items – match letter and number: e.g. A-1

A..... established that the artifacts excavated by peasants were man-made

and that they belonged to ancient time

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

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

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

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

F ..... concerned with the land of the Pharaohs.

1. Giovanni Battista Belzoni
2. Three Age System
3. Diluvial Theory
4. Egyptology
5. Michael Mercati
6. Boucher de Perthes

## SECTION TWO

11. The development of radiocarbon dating method in the late 1950s revolutionised archaeology. How has this dating technique contributed to the interpretation of Zambia's prehistoric past?
12. What new innovations in archaeological methods and techniques contributed to the success and acceptance of New Archaeology?
13. Why is Archaeology taught as a sub-discipline of History in many African Universities? What are the major differences and similarities between the two disciplines?
14. Discuss the importance of any three interpretive tools in Archaeology to our understanding of the discipline.
15. How was the new Archaeology of the 1960s and 1970s a break from the culture – historic approach?
16. Archaeological sites in Zambia such as Mumbwa Caves and Gwisho Springs have yielded substantial quantities of animal and plant remains. What is the importance of these remains to the reconstruction of Zambia's prehistoric past?

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

**FIRST SEMESTER UNIVERSITY EXAMINATIONS, AUGUST – SEPTEMBER  
2007**

**H971**

**LATIN AMERICAN HISTORY TO 1825**

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

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS FROM THE  
FOLLOWING:**

1. Choose three (3) from the following physical features in Latin America: the mountain range stretching from Chile to Mexico, grasslands, rivers and forests; discuss how each influenced settlement and the economies.
2. In around 1500, the indigenous population in the pre-Columbian period in what became Latin America was estimated at 25 million. Picking the Maya and the Incas, discuss the similarities and differences in their social and economic structures.
3. (a) "Fortune hunting was the primary occupation of the Spanish Conquistadors on arrival in the New World. Is this a correct description?"

**OR**

(b) In The Open Veins, Galliano argues that "the Spanish Empire in the New World was based on violence against the Amerindian populations". Is this a true observation?

**OR**

(c) Why were the Portuguese so slow or delayed in settling in Brazil after its discovery in 1505?

(d) Discuss the importance of Latin America's contribution to food and nutrition to the world.

4. (a) The exploitation of valuable minerals and agricultural produce in the Spanish Colonies benefited Portugal. Do you agree?



(b) Analyse the post –Columbian land tenure system and show how it affected Amerindian populations.

**OR**

(c ) Discuss the processes of labour mobilization in the mining and agricultural economies.

**OR**

5. How did miscegenation affect the social stratification in Latin America
6. (a) The growing of sugar cane was introduced in Brazil from the East Indies via India and Europe on an experimental basis and was found to be extremely labour intensive. Account for the success Brazilian Economy.

**OR**

(b) What was the role and contribution of slavery in the agricultural economy of Brazil?

7. Why did Spain and Portugal insist on the monopoly of trade with their colonies?
8. Is there any justification in the reasons given by the Creoles for embarking on the fight for independence in the Spanish Colonies between 1806 and 1825?
9. (a) Why did the forces fighting for the independence in all the viceroyalties find it difficult to achieve their objectives quickly when a large number of Spanish forces were pinned down by Napoleon in Europe?

**OR**

(b) Pick one nationalist leader in the war of independence and discuss his role in winning independence from Spain.

**OR**

(c ) Why was the path to Brazilian Independence so different from that of the Spanish colonies?

**END OF EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**FIRST SEMESTER FINAL EXAMINATIONS - 2007**  
**(INTERNAL STUDENTS)**

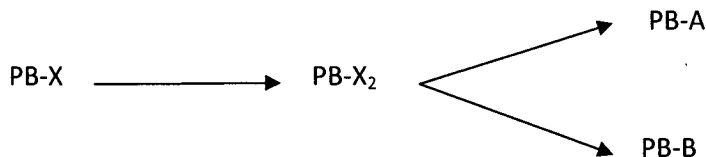
**LAL 211: THE STRUCTURE OF BANTU LANGUAGES**

**TIME: THREE HOURS**

**INSTRUCTIONS**

Attempt any ten (10) questions. All questions are equally weighted.

1. Make a brief comment on the status of Bantu languages in Africa.
2. Describe with clear examples how Guthrie has classified Bantu languages.
3. Use the following diagramme to explain Proto-Bantu.



4. Use the features [Consonantal] and [vocalic] to group the following sounds:
  - a. Consonants
  - b. Vowels
  - c. Glides
  - d. Nasals
  - e. Liquids
5. Illustrate the assertion that Bantu languages are generally tone languages.
6. Show the difference between the phonological and morphophonological rule.
7. Syllabify the following words in Kaonde.
  - a. Kujima [kudʒima] 'to cultivate'
  - b. Kulembulula [kule:mbulula] 'to rewrite'
  - c. Kuzhingila [kuʒi:ngila] 'to be annoyed'
  - d. Kanwa [ka:nwa] 'mouth'
  - e. Kajo [kadʒo] 'food'

8. Discuss the role of the independent prefix in Bantu.
9. Comment on the semantics of noun classes in Bantu.
10. What determines the shape of augments in Bantu?
11. Give the morphological (and morphophonological ) analysis of any two adjectives in Bantu.
12. What could be the best way of analyzing verbals in Bantu?
13. Write brief notes on pronouns in any Bantu language of your choice.

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

### FIRST SEMISTER EXAMINATIONS 2007 LAL 221 INTRODUCTION TO LITERARY STUDIES

TIME: 3 HOURS

#### INSTRUCTIONS TO CANDIDATES:

1. Answer all questions in this paper.
2. Please take note of the marks allocated to each question to plan your time well.
3. Clearly indicate the numbers of the questions you have attempted on the answer book cover.

- |   | MARKS |
|---|-------|
| 1. What are the six methods of revealing characters' thoughts?  | (6)   |
| 2. Write brief notes on imagery, symbolism, and figurative language.  | (5)   |
| 3. Explain how Deconstruction can be used to critique human relations   | (5)   |
| 4. What do you understand by;<br>a. Connotation<br>b. Denotation<br>c. Imagery<br>d. Synecdoche                   | (4)   |
| 5. Discuss the role of orature in your culture  | (5)   |
| 6. Define and exemplify:<br>a. Alliteration<br>b. Metonymy<br>c. Vehicle and tenor<br>d. Metaphor<br>e. Assonance | (5)   |

7. Give definition and examples of ;  
a. Epic  
b. Saga  
c. Elegy  
d. Lyric  
e. Panegyric (10)
8. Write two proverbs in your language with a simple parallelism structure  
(Show translation in English from your languages). (2)
9. Give four (4) characteristics of riddles. (4)
10. Write and exemplify the two types of riddles you know. (4)

**END OF EXAM**



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS – AUGUST/SEPTEMBER 2007**

**LAL915 - TERMINOLOGY AND TRANSLATION**

**TIME ALLOWED :** Three (3) hours

**INSTRUCTIONS :** Answer any all questions..

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

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1. With reference to the following statements by Mateene Kahombo<sup>1</sup>, discuss the relationship between language development (in the sense of language enrichment) and translation;
  - (a) *"It is said that African languages are underdeveloped, and it is true; it is also true that they are developable."*
  - (b) *"The poverty or underdevelopment of African languages is quite voluntary. These languages are poor because we do not want to enrich them, by not wanting to use them in certain fields, such as education, translation, which are all factors of language enrichment and development. The Index Translationum published annually by UNESCO reveals that out of a total of about 40,000 books translated every year, almost none is translated into an African language. On the other hand, German, Spanish, Japanese, English, Dutch, Norwegian, Danish, Hebrew and the [former] USSR languages come on top of the list of languages used in translation of books which have appeared in other languages. It depends upon our free will to develop and enrich our languages by means of translation."*

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<sup>1</sup> Kahombo Mateene (1980) 'Failure in the obligatory use of European languages in Africa and the advantages of a policy of linguistic independence'. In *Reconsideration of African Linguistic Policies*, pp.9-41. Kampala: OAU Bureau of Languages, 1980.

- 2. According to Wilhelm von Humboldt (1767-1835): language is not an *ergon* but an *energeia*. What did he mean by these Greek terms?
- 3. Comment on the following data:

LANGUAGE	TERM FOR 'HYDROGEN'
Dutch	Waterstof (literally: 'material for water')
English	Hydrogen
French	Hydrogène
German	Wasserstoff Waterstof (literally: 'material for water')
Portuguese	Hidrogénio
Spanish	Hidrógeno

- 4. Translate into a Bantu language of your choice the English terms below, denoting parts of the human body, and for each of them draw a index card and enter the term as an entry in the drawn index card, giving the necessary information as if the drawing was a true index card, the cards being meant for a bilingual dictionary English-Bantu (e.g. English-Bemba, English-Lozi, English-Nyanja, English-Tonga. English-Tumbuka).

English terms (to be entered as entries in the drawn index cards):

ANKLE  
BREAST  
CHEEK  
CHEST  
HEAD

- 5. With examples, give an account of all rules involved loanwords obtained in your answer to question 5 above when you compare the source words with the target words (i.e. the loanwords)

6. In not more than one page, discuss terminological research as part of a state's language policy.
7. Explain the connection between terminology and translation.
8. (a) Explain the following:
  - (i) Translation and interpreting
  - (ii) Consecutive interpreting
  - (iii) Simultaneous interpreting
  - (iv) Source and target languages
- (b) Translation and interpreting require not only linguistic competence (knowledge of vocabulary and grammar but also 'cultural competence' and the 'context of communication'. Discuss and exemplify.

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**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER FINAL EXAMINATION**

**AUGUST\SEPTEMBER 2007**

**MC 101**  
**HISTORY OF MASS COMMUNICATION**

**TIME THREE (3) HOURS**

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

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**SECTION A: (Answer All Questions)**

1. Define Mass Communication? (5 marks)
2. Distinguish between Tabloid Newspapers and Quality Newspapers found in Britain? (5 marks)
3. What is yellow Journalism? (5 marks)
4. Who invented Television? (5 marks)
5. Discuss briefly the beginning and Development of the British Broadcasting Corporation? (5 marks)
6. Discuss briefly the beginning of the Press in the U.S.A? (5 marks)
7. Discuss briefly the first Government Newspapers in Zambia? (5 marks)
8. Comment on Development of Broadcasting in Zambia? (5 marks)

**SECTION B: (Answer Three (3) Questions Only)**

1. Compare and contrast Government policy on Radio and Television broadcasting under Presidents Kaunda, Chiluba and Mwanawasa. (20 marks)
2. Explain the management, neutrality and funding of the B.B.C as provided for in the Royal Charter. (20 marks)
3. Outline in detail, the common characteristics of the early white settler Newspapers in Zambia (Northern Rhodesia). (20 marks)
4. Comment on Peter Zenger's trial and analyse its relevance to the Journalism Profession. (20 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**FIRST SEMESTER FINAL EXAM**  
**INTRODUCTION TO MEDIA ETHICS**

**MC 125**

**SEPTEMBER 2007**

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**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**SECTION A – COMPULSORY**

**SECTION B – ANSWER ANY THREE (3) QUESTIONS**

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**SECTION A: ANSWER ALL QUESTIONS (40 MARKS)**

1. Write brief explanatory notes on ethics and morality? (5 marks)
2. What does the McBride Commission say on journalists who find themselves in situations that call on them to make moral choices? (10 marks)
3. Why should a journalist be wary with information stored in data banks? (5 marks)
4. Why should African journalists be concerned about observance of professional codes of ethics? (5 marks)
5. What ethical principles should guide journalists in newsgathering? (5 marks)
6. How should a reporter deal with hated and close sources? (10 marks)

**SECTION B: ANSWER THREE QUESTIONS (60 MARKS)**

7. “Nakedness is a crucial issue for African photojournalists”. Discuss? (20 marks)
8. Analyse various unorthodox ways of newsgathering? (20 marks)
9. With an example describe the main stages in the process of ethical decision-making? (20 marks)
10. Outline the MECOZ code of ethics for journalists in Zambia? (20 marks)

**END OF EXAM AND GOOD LUCK!**

**THE UNIVERSITY OF ZAMBIA  
2007 FIRST SEMESTER FINAL EXAMINATIONS**

MC215: INTRODUCTION TO RADIO PRODUCTION

TIME: THREE HOURS

**INSTRUCTIONS:** There are two sections in this paper; answer only 15 questions in section A and all questions in section B.

**Section A**

Answer 15 questions only in this section. Each question carries 2 marks

1. Why do broadcast stations use the short wave in international broadcasting?
2. Explain what a radio frequency is.
3. Explain the difference between studio and control room in a broadcasting set up
4. What is a racks room?
5. Why is it necessary for a broadcaster to have knowledge of both geography and history?
6. Write for a radio broadcast the following:
  - a. James stole K3, 282,126
  - b. Mary had K799, 110 in her bag
7. Why is the sequence of reporting title, name, age and residential address important in broadcasting?
8. How can a radio producer avoid distracting his audience with 'pleasant' distractions in his productions?
9. Why shouldn't an interviewer be afraid of looking ignorant during an interview?
10. What is the essence of a lead in broadcasting presentation?
11. Why is a tie-in, important in news writing?
12. How can you use a scene setter as a broadcast reporter?
13. Why is the pleasure principle important to an interviewer?

14. How do broadcasters use icebreakers?
15. Why is the long wave weaker than the short wave?
16. What is jargon?
  - b. What can a jargon do to a communication?
17. What is an interview?

## **Section B**

Attempt all questions in this section. Each question carries 10marks.

18. Victoria Haanzala, 25, was last night arrested for defiling a 12-year-old boy in Lusaka's Ng'ombe Township. Victoria Haanzala has been defiling the 12-year-old boy for the past one year and the boy has contracted syphilis and HIV. The 12-year old boy is now admitted to the University Teaching Hospital for medication. Victoria Haanzala who is an aunt of the boy is at Chimbokaila Remand Prison awaiting trial. Write a clean radio script

19. Swathulani Munthali, 63-years-old of 44 Kabanana site and service in Lusaka has swindled his employers a total of K12, 142, 243 from the company's daily sales. Swathulani Munthali works for Thavupa crushed stones Zambia Limited of Lusaka. Swathulani Muthali is currently on the run. Write an identification script for radio.

20. Yesterday you featured as top news, a luxury bus accident that happened at the infamous kapiro ngozi on Chirundu road. The accident involved a Madalitso bus services bus. In the accident two people died including the driver several passengers were injured. The injured were rushed to Kafue district hospital. The bus was not insured.

Write two incidental stories, which you think, would arise from the first story on the accident. The stories should be at least six paragraphs each.

21. In your opinion, why do you think 'time-shift' listening complicates surveys aimed at determining sizes of listeners to a programme or channel?

22. Explain the difference between:

- a. Audience as a mass
- b. Audience as a cohesive group

State how as a marketer, you can plan to sell your product to these two groups.

23. One of the requirements in radio news writing is the timeliness concerning scheduled or expected events, but not confirmed.

Write a timely news item to announce the scheduled police action on street vendors in Lusaka.

The action is expected to take place at 1200hrs, the time of the news broadcast. The item should cover at least three paragraphs.

24. Explain the importance of asking the why and how questions when conducting interviews.

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

**FIRST SEMESTER FINAL EXAMINATIONS**  
**AUGUST/SEPTEMBER 2007**

**MC 901: PRINCIPLES OF ADVERTISING**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A.**  
**ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2)**  
**FROM SECTION B.**

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**SECTION A**

1. Define advertising (4)
2. State five major objectives of advertising (5)
3. What is market segmentation? (4)
4. What do you understand by psychographics in advertising? (3)
5. Describe the marketing process (5)
6. Describe the advertising concept? (5)
7. Explain any three ways in which advertising agencies make money. (6)
8. What is meant by concept of radio as a 'theater of mind'? (5)
9. List the tools of radio advertising. (3)
10. Media selection is based on three factors. List them. (3)
11. What is outdoor advertising? Give example. (3)
12. State two advantages and two disadvantages of outdoor advertising. (4)

**SECTION B ( QUESTION ONE (1) IS COMPULSORY)**

1. A foreign investor wishes to establish a chain of retail shops and supermarkets scattered all over Zambia. His advertising budget is limited and can only buy one major medium. He has a choice between the Times of Zambia and Radio Phoenix. He seeks your advice. What would you tell him about the merits and demerits of each and, in the final analysis which one would you recommend over the other. (20)
2. Most advertisements are be considered as belonging to a 'class' or category. Describe the various classifications of advertisements. (15)
3. Describe Maslow's hierarchy of needs pyramid.  
Advertisers must be aware of changing needs trends in consumer behaviour. How would an advertiser influence and appeal to the different categories of need in the pyramid. (15)
4. Discuss the merits and demerits of using and in-house department to develop and handle a company's product advertising.  
What are the advantages of using an advertising agency? (15)

**END OF EXAM**

# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY FIRST SEMESTER FINAL EXAMINATIONS AUGUST/SEPTEMBER 2007

### MC 911: PRINCIPLES OF PUBLIC RELATIONS

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** ANSWER ALL QUESTIONS IN SECTION A, AND ANY THREE (3) FROM SECTION B.

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#### SECTION A

1. Ivy Lee is regarded as the father of modern public relations. What four important contributions did he make to public relations? (8)
2. Define public opinion and then state whether “monolithic” is a suitable adjective to describe public opinion. (12)
3. It is often stated that public relations are as old as human civilisation. What are some of the early antecedents of today’s public relations practice? (8)
4. In as far as public relations are concerned, first define “Cybernetics” and explain the role it plays in organisational communication processes. (12)

#### SECTION B

5. Critic the statement, “Good public relations are impossible without communications.” (20)
6. State and discuss the management theory of public relations as advanced by communication professors James Grunig and Todd Hunt. (20)
7. Among public relations practitioners, there are considerable differences of opinion whether public relations are a craft, a skill, or a developing profession. In your reasoned opinion, where does it belong? (20)
8. Public relations practitioners work and do different jobs for different types of organisations. What are the primary areas of corporate public relations work? (20)
9. According to Prof. Edgar Trotter of California State University, “Effective public relations are a process and ‘Research’ is where public relations start.” What can research accomplish on behalf of an organisation? (20)

**End of Exam.**

UNIVERSITY OF ZAMBIA FINAL EXAMINATIONS  
DEPARTMENT OF MASS COMMUNICATION  
FIRST SEMESTER SEPTEMBER 2007  
MC 941 BROADCAST NARRATION

Time: 3 hours

Answer ALL questions in section one and FOUR questions in section two

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SECTION ONE: 60 MARKS

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1. Briefly write on the following elements of Broadcast Narration and explain their importance writing techniques

- a) Motifeme
- b) Pragmatism
- c) Chatarsis
- d) variants
- e) Consequences
- f) Versions

15 marks

- 2.a) How does John Shea Explain the meaning of stories?
2. b) How does Corey the Executive producer of the TEN Commandments explain the meaning of stories?

15 marks

Read the attached story of Asdiwal and answer the following questions.

- 3. What are the elements of Asdiwal's story that lime with the elements of a Traditional Hero?
- 4. Explain the geographical **economic** schema of the Tsimshian people in Asdiwal's story.?
- 5. Explain the different epic laws that are manifested I andiwal's whole story .
- 6. Asdiwal's cosmological visits to heaven and below the earth in the Subterranean are symbols of what?



7. Draw and explain the different structures in which this story can find meaning.
8. According to the Skeena valley people Asdiwal's story is a story of a real Traditional Hero in the history of their culture. Explain the elements and schemata that are tied to their way of life at that time.  
20 marks

**SECTION TWO: ANSWER FOUR QUESTIONS ONLY:  
40 MARKS**

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9. What are the functions of Storytelling and drama in society?  
10 marks
10. Explain the different type of "FORM" and their use in broadcast media  
10 marks
11. Discuss the ten epic laws of narratives?  
10 marks
12. Discuss the elements usually found in the pattern of the Traditional Hero story.  
10 marks
13. Explain and discuss Lord Raglan's arguments on the traditional hero's pattern of life.  
10 marks

**END**

### **Analysis of the story**

One winter's day, Asdiwal boasts that he can hunt sea lions better than his brothers-in-law. They set out to sea together, Thanks to his magic objects, Asdiwal has a miraculously successful hunt on a reef, but is left there without food or fire by his angry brothers-in-law . A storm gets up and waves sweep over the rock. With the help of his Father (The Bird of the Good Omens ) who appears in time to save him, Asdiwal, transformed into a bird, succeeds in keeping himself above the waves using his magic objects as a perch.

After two days and two nights the storm is calmed, and Asdiwal falls asleep exhausted. A mouse wakes him and leads him to the subterranean home of the sea lions whom he has wounded, but who imagine (since Asdiwal's arrows are invisible to them) that they are victims of an epidemic. Asdiwal extracts his arrows and cures his hosts whom he asks, in return, to guarantee his safe return. Unfortunately, the sea lions' boats, which are made of their stomachs, are out of use, pierced by the hunter's arrows. The King of the sea -lions therefore lend Asdiwal his own stomach as a canoe and instructs him to send it back without delay. When he reaches land, the hero discovers his wife and his son alike, inconsolable. Thanks to the help of his good wife, but bad sister( for she carries out the rites which are essential to the success of the operation) Asdiwal makes killers-whales out of carved wood and brings them to life. They break open the boats with their fins and bring about the shipwreck and death of the wicked brothers-in-law.

But once again Asdiwal feels an irrepressible desire to revisit the scenes of his childhood. He leaves his wife and returns to the Skeena valley. He settles in the town of Ginadaos, where he is joined by his son, to whom he gives his magic bow and arrows, and from whom he receives a dog in return.

When winter comes, Asdiwal goes off to mountains to hunt, but forgets his snow-shoes. Lost, and unable to go either up or down without them, he is turned to stone with his lance and his dog, and they can still be seen in that form at the peak of the great mountain by the lake of Ginadaos (Boas, 1912, pp 71-146).

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: Answer Any THREE Questions**

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1. Discuss the conflict between Participation and Bureaucracy in Public Administration. Suggest a number of ways to minimize the conflict.
2. With the help of appropriate examples from Zambia discuss the view that “there is a clear distinction between Public and Business Administration”.
3. Give a Summary of Dwight Waldo’s views on the following:
  - a) Politics Administration Dichotomy
  - b) Generic Management Orientation
  - c) The Search for the Science of Administration
4. Classical Scholars view Public Administration as a Science. Do you agree with their view? Give well thought Arguments for your answer.
5. The Economic man Model of Decision Making has been criticized for being unrealistic in explaining how decisions are made. Is the Limited Rationality Model a better alternative for Zambia? Discuss.

**END OF EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PA 321: PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION**

**TIME: THREE (3) HOURS**

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

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1. Using Fillipo's 9-Box Scenario for illustration, discuss in detail the importance of designing a reward system that can attract, retain and motivate employees in a local authority.
2. Write short notes on the following:
  - (a) Validity of by-laws
  - (b) The *portfolio* committee system
  - (c) Special purpose bodies
  - (d) Intrinsic effects of participation
  - (e) The *utilitarian* theory of local government
3. Identify and explain the major roles of elected Councillors in a local authority. Using examples critically assess the view that there are potential conflicts between these roles.
4. Cross-national comparisons of decentralisation levels may be difficult to make due to the fact that most aspects of decentralisation do not lend themselves to statistical analysis. It is, however, possible to gain insights of the extent of decentralisation by looking at central government expenditure as well as local government revenue patterns. Discuss.
5. Briefly discuss: (i) the basic budgetary process in a local authority, and (ii) as many features as possible which constitute the basis for a sound financial administrative system in a local authority.

**END OF EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PA 341: HUMAN RESOURCE MANAGEMENT**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

**TIME: THREE (3) HOURS**

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1. With the help of relevant examples from Zambia, discuss the view that "Normal Retirement is the most appropriate form of Employee Separation from an organization".
2. You have just been appointed Human Resource Director for a large government ministry. Your first task is to advise the Permanent Secretary on how to reduce the labour force from 2,500 to about 1,000 within five years effective 2008. What steps would you recommend in order to effectively accomplish the task?
3. Discuss the steps you would take in order to minimize the Recruitment of an incompetent worker or a liability. In your answer, explain the relevance of every step you will take.
4. What advice would you give a Job Analyst to ensure proper Job Analysis?
5. It is generally argued that Human Resource Planning though important for large organizations like the Civil Service; it is not a panacea to its problems of human resource deficits and surpluses. Do you agree with this argument? Give well thought arguments to justify your answer.

**END OF EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PA 411: THEORIES IN DEVELOPMENT ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: Answer THREE QUESTIONS only. QUESTION ONE (1) is  
COMPULSORY**

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1. Discuss the view that a Development Plan is essentially a set of guesses about the future, since the assignment of priorities requires uncertain estimates of likely results, benefits and costs. Give examples for your answer.
2. Gender equality is now being captured in most development strategies. Why do you think this is so, and can this awareness stimulate any meaningful development.
3. How would you counter the argument that Rastow's stages model of development is appropriate and relevant to third world countries.
4. Discuss the argument that economic and social development will often be impossible without corresponding changes in the social, political and economic institutions of a nation. Illustrate your answer.
5. Critically analyse the statement that, to become an agent of change public bureaucracy must have the potential to give direction and dynamism to the pace of change and have the capacity to adapt itself to changes demanded or planned by the political authority and also initiate its own changes.

**END OF EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PA955: STRATEGIC MANAGEMENT**

**TIME: THREE (3) HOURS**

**CLOSED BOOK**

**INSTRUCTIONS: ANSWER SECTION A AND TWO QUESTIONS FROM SECTION B**

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**SECTION A (30 MARKS)**

1. Read the Lipton case study very carefully, and then proceed to answer all the six (6) questions on this section.

**LOOK OUT LIPTON, HERE COMES OoLONG!**

Strategic planning involves developing a strategy for long run survival and growth of a company. Marketing helps in strategic planning and the overall strategic plan defines the overall direction of a company. In brief, strategic planning sets a stage for the rest of the company's planning. The successful implementation of a strategy is due to effective and efficient planning. Good planning provides a company with a competitive advantage to compete in the global environment.

Every organization must decide its orientation toward growth. All organizations that do business in expanding industries must themselves grow in order to survive.

Today's hot drink is iced tea. Yes, iced tea. Infact, it is iced tea in a bottle or can, already prepared and ready to drink. No fuss, no boiling and no tea bags.

Thomas J. Lipton Company has been in the tea business ever since Cutty Sark and other tea clippers raced Cape Horn and the Cape of Good Hope to be the first to the European and American coffee houses their crop from the Orient. By the 1990s the excitement had left the declining tea market. To enliven the old fashioned product market leader, Unilever resorted to selling Lipton, along with its other leading brands, Brook Bond, PG Tips, Red Label and Taaza, using

frantic sales promotions and comical characters. Then, the boring business heated up by cooling down.

Chalk up the change to those fickle consumers. Forget soft drinks. They were the rage of the 1980s, as the cola companies added 'diet everything' to their lines and experimented with all sorts of flavours. Forget sports drinks. They became the glamour drinks of the late 1980s and early 1990s as the soft-drink market leveled and the cola companies searched for growth opportunities. Forget those flavoured sparkling waters, like Oasis and Perrier. They had a wild ride in the early 1990s and became a health sensation. Forget coffee. After being battered by soft drinks, the venerable standby has risen as people have begun to turn away from alcoholic drinks and entrepreneurs have rediscovered the coffee house.

Iced tea is not new. We can trace iced tea's invention to the 1904 World's Fair in St. Louis. Richard Blechynden, a promoter of Indian and Ceylon tea, found it impossible to peddle his hot tea in the stifling Missouri heat. In desperation he dumped some ice cubes into his tea and discovered that the spectators were willing to gulp anything cold. Iced tea in a can isn't new either. That's been around since the early 1970s, but it had never been more than a blip on the beverage market's radar screen.

Flavour is what's new. In the USA, Snapple started the trend by building a regional cult following based on bottled iced teas that featured zany flavours like Cranbury, peach and raspberry. Snapple's flavoured, hot-filled tea (the manufacturer bottles the tea while it is warm from brewing) offered consumers a better-tasting tea. Before Snapple, Lipton and others offered iced teas in plain and lemon flavour. Young, trend-setting consumers bought Snapple directly from ice cabinets in convenience stores and delicatessens and drank it straight from the bottle.

The flavoured teas hit a bull's-eye with consumers. They were willing to move away from traditional colas in search of new flavours. Consumers seemed to have a short attention span for new products and were willing to try new drinks. They were interested in so-called 'New Age' beverages – Consumers responded to the all natural, no calories, responded to the natural, no-calorie, relaxing and refreshing claims that the new-age beverages made. Increasingly on the go, consumers also liked the convenience and availability of ready-to-drink teas.

Despite the small size of the iced tea market, the big players noticed the growth rate and jumped in. Coca-cola made the first move by teaming up with Nestle to form Coca-cola Nestle Refreshments, combining Coca-cola's powerful distribution network with Nestle's tea expertise and its Nestea brand. Pepsi-Cola followed by joining forces with Thomas J. Lipton would make and distribute Tetley tea, Cadbury uncovered little-known All Seasons to serve as its tea partner and Perrier joined forces with Celestial Seasonings.



Lipton was already number 1 in the tea market, but like Coca-cola, Pepsi's top management argued that the company's alliance with Lipton would leverage Pepsi's distribution strength with Lipton's leadership in tea to produce a can't – miss proposition. Lipton's president observed that the new partnership would make Lipton 'as widely available as Pepsi'.

The entrance of Pepsi, Coca-cola and their competitors should invigorate the ready-to-drink tea market. One observer noted that the iced-tea market was still a small market despite growing 50 per cent between 1990 and 1991. And it was getting very overcrowded. Indeed, all this attention produced almost 200 new ready-to-drink teas during 1991 and 1992. The tea category leaped another 50 per cent in 1992 and the same again in 1993. The competitors generated this growth by dusting off tea's boring image and recasting it as a natural, better-for-you beverage. Further, scientific evidence emerged that tea inhibited certain types of cancer in laboratory mice and seemed to be linked to lower cholesterol rates. Lipton, Nestea and Snapple lured customers with new flavours and pointed out that lack of carbonation makes iced tea easier to drink rapidly and in quantity.

Although Coca-cola/Nestlé's Nestea sales soared, Snapple's and Lipton's grew even faster. As a result, Nestea narrowed its promotion to target 18 to 29 years olds with a promotional blitz consisting of sponsorships and sampling. It dispatched five 18 wheeler demonstration trucks, which it called its 'Cool Out Caravans' to sporting events, theme parks and beaches in 60 markets.

Pepsi continued its cola-style marketing for Lipton teas. Its radio ads argued that Snapple is 'mixed up from a powder', but Lipton is 'real brewed'. Pepsi also promoted Lipton in supermarkets by offering customers 'value packs' that contained one bottle each of three new drinks: Lipton Original, Ocean Spray Lemonade and AllSport sports drink. Pepsi also pursued sponsorships of a Rolling Stones concert tour, to which it would link a massive sampling programme.

Because of its efforts, Lipton's teas seemed ready to unseat Coca-cola/Nestle, despite its early market entry, was falling behind in the iced-tea wars. Lipton was taking market share from both Snapple and Nestea. One observer noted that Pepsi had done a better job with Lipton and new-age beverages than the Coke system had. Perhaps as a result, Coca-cola and Nestle announced they were dissolving their relationship.

Just as Lipton seems to be pulling ahead in the 'new tea' market, a threat looms from tea's homeland. Shin Shii Industrial Company, a little-known beverage company based in a dusty industrial city in southern Taiwan, has emerged as a giant-killer in the Taiwanese beverage market. In 1985 Shin Shii launched Kai Shii oolong tea, a canned ready-to-drink iced tea. Although iced was popular in other Pacific Rim countries like Japan, the Taiwanese had never heard of iced tea. They drank only fresh-brewed hot tea.

Beginning in 1991, Shin Shii and its advertising agency Metaphysical Punctuality Advertising Company used an offbeat multimillion dollar advertising campaign to propel Kai Shii from back shelves in mom-and-pop stores to prominent spots in rapidly growing convenience-store chains, grocery stores, hypermarkets and warehouse clubs. The ads proclaimed that Kai Shii was the choice of a 'new breed of people' in a 'new world' and featured 'neo-people' who spanned all age groups, even the tradition-bound older generation. The ads presented Kai Shii as a natural drink that fits with people's concerns for their health and the environment.

Through aggressive advertising, Kai Shii now dominates the nearly 100 brands in the Oolong sector of Taiwan's ready-to-drink tea market. Kai Shii doubled its share to 25 per cent of the overall market and 70 per cent of the Oolong tea segment.

Furthermore, consumer demand for ready-to-drink iced tea has cut sharply into sales of carbonated soft drinks. Soft-drink sales in Taiwan plummeted by 16 per cent, while ready-to-drink sales have more than doubled. The sales trend hit Coke and Pepsi especially hard, and Pepsi said it would move to reduce costs.

Next Kai Shii's ads went global, featuring young Chinese living in New York City and Europeans living in London and Paris. These ads were just the opening salvos as Shin Shii turned its sights on foreign markets. Its managers plan to use the skills they have honed in Taiwan to enter the US market.

In entering western markets, Shin Shii will face the challenge of introducing consumers to the smooth-tasting, amber-coloured oolong tea. Lipton and Pepsi will face the challenge of a new competitor that has already shown it can succeed in selling iced tea and in taking share from soft drinks. The local producers are not standing still. They now intend to use hot tea to displace colas and other soft drinks sold to people to consume 'on the hoof'. In late 1997 Unilever was adding to its Liptonice with a radical new way of selling hot tea. Having spent \$10 million developing hot cans to be sold in convenience stores and petrol stations, it was ready to test market the product in Manchester, England, Brooks Bond's PG Tips will be sold in ring-pull tins kept at 56°C in a heated cabinet on shop counters. On sale alongside PG Tips, with or without sugar, will be Red Mountain coffee, sweetened or unsweetened, and Choky, the leading French hot chocolate brand. Watch out Oolong, Brook Bond's waiting.

## **QUESTIONS**

- a) Based on the case study, clearly identify Lipton's competitors. Name the substitute products for tea and; briefly discuss how substitute products may place a ceiling on the profit margins of an industry.

- b) Taking into account Lipton's case study, what are the motives for collaborative arrangements? Explain what you understand by the term "strategic alliance." What other collaborative options are available for a growing firm?
- c) Using marketing "tools" that you are familiar with, clearly explain how you would "heat-up" an old product whose sales have fallen to low levels.
- d) As a newly appointed manager at Lipton, what (i) offensive and (ii) defensive marketing tactics may you apply in this hypercompetitive environment?
- e) What made Lipton to diversify away from its traditional tea business? Comment on why diversification as a growth strategy was particularly favourable for Lipton's situation.
- f) From a well informed stance, what external strategic factors are influencing the tea business?

## **SECTION B (20 MARKS)**

- 2. Providing clear examples, explain how a corporation attempt to achieve synergy among functions and business units. Show how the concept of synergy is related to corporate parenting?
- 3. Critically discuss the integration of business strategy with its human resource strategy and practices. Providing recommendation as to how HRM could provide better support for any organization growth strategy.
- 4. Tools of statistical process control (SPC) are the most popular techniques for identifying the causes of quality problems. Using a "cause-and-effect" diagram, sometimes called a "fish borne", sketch, and show the different categories of problem causes.
- 5. Write a readable essay on Henry Mintzberg's theory on strategic planning and justify the conditions under which this form of planning will be most applicable. In your concluding remarks show how relevant Mintzberg's ideas are to strategy formulation in a business competitive environment.
- 6. Support the argument that "strategic planning has not only never amounted to strategic thinking, but has, in fact often impended it."

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS

DISTANCE EDUCATION

PH 101: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

Instruction: Answer Three Questions; One from each section

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SECTION A: ETHICS

Q1.

(A) With help of your examples where necessary, Discuss

- i) Deontology as an ethical theory
- ii) What criticisms can you level against deontology in solving moral problems

Q2.

With help of your examples where necessary, Discuss

- iii) Utilitarianism as an ethical theory
- iv) What criticisms can you level against Utilitarianism in solving moral problems

SECTION B: SOCIO-POLITICAL PHILOSOPHY

- Q1. (A) Discuss the Political Philosophy of Plato.  
(B) What Criticisms are leveled against the Political Philosophy of Plato  
(C) Discuss the applicability Plato's Political Philosophy in solving Zambia's political problems

- Q2. (A) Discuss the Political Philosophy of John Locke  
(B) What Criticisms are leveled against the Political Philosophy of Locke  
(C) Discuss the applicability Locke's Political Philosophy in solving Zambia's political problems

## SECTION C: RELIGION

Q1. Critically discuss the following arguments for the existence of God

- (A) Cosmological Argument
- (B) Design/Teleological Argument

Q2. Critically discuss the following:

- (A) The problem of Religious Knowledge
- (C) The Problem of revelation
- (D) The Problem of Evil

*END*

*GOOD LUCK!!!!*

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR FIRST SEMESTER**  
**DEFERRED EXAMINATION**  
**PH 305 ETHICS**

**TIME:** THREE HOURS

**INSTRUCTIONS:** Answer four questions, one from each of the three sections and the fourth question from either Section B or Section C.

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**SECTION A**

1. "Ethics cannot, and does not try to, tell us what we ought to do. We must decide that for ourselves." In the light of this view:
  - (a) Briefly state what, according to normative ethics, is the primary objective of ethics.
  - (b) Clearly indicate the objection of metaethics against normative ethics with respect to the primary objective of ethics.
  - (c) Critically discuss, what in your own view, should be the primary objective of ethics taking into account the strengths and limitations of the views of normative ethics and metaethics on the matter.
  
2. "We do make ethical judgments all the time, judging the moral worth of actions we or others have done or are thinking of doing by reference to some ethical rule or standard."
  - (a) Clearly define an ethical judgment in a way that distinguishes it from a judgment of fact.
  - (b) Explain why the actions of children and insane people cannot be judged under ethical standards.
  - (c) Give an ethical justification why ethical judgements made on our actions as they significantly affect others should also include human actions that affect nature.

## SECTION B

3. “Questions of right, wrong, bad, duty and obligation sometimes bring us a problem of dilemmas in ethics.”
  - (a) Describe with the help of an example the way in which ordinary people generally think of a dilemma.
  - (b) Demonstrate with the aid of an example your understanding of dilemma in ethics.
  - (c) Illustrate the role of ethical theory in resolving ethical dilemmas.
4. Ethical relativism is the view that “the moral rightness or wrongness of actions varies from society and...there are no absolute universal moral standards binding on all humans at all times. Accordingly...whether or not it is right for an individual to act in a certain way depends on or is relative to the society to which he belongs.” In view of this definition:
  - (a) Clearly indicate the sense in which ethical relativism is seen as an enlightened response to ethnocentrism.
  - (b) Outline at least three limitations of ethical relativism.
  - (c) Briefly explain the basis for showing that ethical standards have objective validity independent of cultural acceptance.
5. Consider the case of a pilot on a wartime mission who can destroy an enemy munitions factory by bombing it. In doing so, he runs the risk of killing some innocent civilians who might be in the area. This presents an ethical dilemma which the Doctrine of Double Effect attempts to resolve.
  - (a) Define the Doctrine of Double Effect.
  - (b) State and describe the four conditions that must be satisfied before an action is morally permissible.
  - (c) Critically evaluate, using the four conditions of the Doctrine of Double Effect, when the act of destroying a munitions factory is morally permissible, faced with the risk of killing innocent civilians in the area.

## SECTION C

6.
  - (a) State and describe the two main features of utilitarian ethical theory.
  - (b) Clarify the distinction that John Stuart Mill makes between lower and higher pleasures to save utilitarian ethical theory from the charge of being a pig philosophy made against Jeremy Bentham's utilitarianism.
  - (c) Critically discuss the difficulties associated with judging the moral worth of action from the point of view of its consequences.
  
7.
  - (a) Identify the important determinant for judging the moral worth of an action in deontological ethical theory.
  - (b) State and briefly explain the three principles of Kant's deontological ethical theory.
  
  - (c) Discuss the limitations of deontological ethical theory.
  
8.
  - (a) State the reservations of virtue theory on deontological and utilitarian ethical theories.
  - (b) Describe how, according to virtue theory, we can acquire moral virtue theory.
  - (c) Critically discuss the limitations of virtue theory.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**  
**PH 415: EPISTEMOLOGY**

**TIME:** THREE HOURS

**ANSWER:** THREE QUESTIONS (You must answer the question in section A, one question from section B and one question from section C.

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**SECTION A (compulsory)**

1. (a) Etymologically, the term epistemology means theory of knowledge in philosophy. Yet even in the natural sciences (physics, chemistry etc) and social sciences (law, political science, sociology) they seem to have their own “theories of knowledge”, that is, the term “theory” is used to explain the kind of “knowledge” that they are pursuing.

**Briefly** explain the difference between what is being investigated and the approach being used in the natural sciences on the one hand, and what is being investigated and the approach being used in the social sciences on the other.

- (b) Giving various examples, explain the day-to-day problems that necessitated the study of epistemology (i.e., what kind of day-to-day problems forced philosophers to study epistemology?)
- (c) Explain the fundamental differences between rationalist forms of obtaining knowledge and the empiricist form.
- (d) (i) Explain the “radical empiricist” pragmatism (or instrumentalism) notion of truth as advanced by William James.  
(ii) Explain some defects of pragmatism.

**SECTION B**

2. (a) With help of examples, how are the belief, truth and justification conditions said to be both necessary and sufficient for the definition of knowledge? Discuss.
- (b) Explain the Gettier problem, providing two examples related to the tripartite definition.
- (c) Explain how Edmund Gettier tested the tripartite definition.
- (d) Based on the Gettier’s analysis, give his final definition of knowledge.

3. (i) Outline the following notions related to knowledge:
- (a) The correspondence theory of truth.
  - (b) The liar's paradox.
- (ii) Explain problems associated with the definition of knowledge given by Aristotle as follows:
- “To say what it is that it is, and what is not that it is not, is true,  
while to say what it is that it is not, and what is not that it is, is false”
- (iii) Explain the INCONSISTENCY problem (“if S knows that X, then S believes that X”) as an argument against the belief condition.

### **SECTION C**

4. (i) With examples, explain what the following terms mean:
- (a) Realism;
  - (b) Direct Realism;
  - (c) Indirect Realism;
  - (d) Naïve Direct Realism;
  - (e) Scientific Direct Realism;
  - (f) Scientific Indirect Realism;
  - (g) Naïve Indirect Realism.
- (ii) Explain Jonathan Dancy's arguments for his conclusion that “the naïve form of direct realism is stronger than the scientific form”.
- (iii) Which of these theories do you find convincing and why?
5. (i) Explain each of the following theories of anti-realism:
- (a) Phenomenalism;
  - (b) Idealism;
  - (c) Eliminative phenomenalism;
  - (d) Reductive phenomenalism;
  - (e) Eliminative idealism;
  - (f) Reductive realism.
- (ii) Write an essay to show to which of the above forms of anti-realism Bishop Berkeley belongs (you must explain clearly why Berkeley does not fit into the theory with which you do not identify him).

**END OF EXAMINATION**

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

**2007 ACADEMIC FIRST SEMESTER  
FINAL EXAMINATIONS**

**PL 321: REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION**

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

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Critically examine the challenges and opportunities for regional integration and cooperation in the Southern African Development Community (SADC).
2. Economic Partnership Agreements (EPAs) are a form of economic integration. Critically discuss the EPAs and their likely impact on African economies.
3. Discuss the relevance to developing countries of the following theoretical approaches to regional integration and international cooperation:
  - a. International functionalism
  - b. Development Regionalism
4. Distinguish between the North to South and South to South Cooperation paradigms and discuss their appropriateness to the development needs of less developed countries..
5. Critically analyze the role of the World Trade Organisation (WTO) in promoting international Cooperation and fair trade practices.
6. “The New Partnership for Africa’s Development (NEPAD) is doomed to failure like many other African Development Models before it.” Critically Discuss.
7. You are the advisor to the Zambian Government on regional cooperation. You are required to appear before the Parliamentary Committee on National Security and Foreign Affairs to present the merits and demerits of Zambia’s dual membership to the Common Market for Eastern and Southern Africa (COMESA) and the Southern African Development Community (SADC). Outline and discuss the arguments and recommendations you would make

End of examination

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC SECOND SEMESTER  
FINAL EXAMINATIONS

**PL 332: FOREIGN POLICY ANALYSIS.**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

**TIME ALLOWED: THREE HOURS**

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1. "A strong foreign policy is a *sine-quanon* for world leadership." **Assess** this view.
2. **Evaluate** the USA foreign policy strategy of interventionism around the world.
3. **Compare and contrast** the realist, liberal and radical approaches to foreign policy formulation and implementation.
4. **Discuss** the relevance of the decision making theory to foreign policy analysis and evaluation.
5. "National interest is nothing but the preferences of the Head of State couched in a national cloak". **Critically discuss** in the context of foreign policy studies.
6. **Evaluate** the extent to which economic sanctions are an effective foreign policy instrument.
7. As a foreign policy specialist at the Ministry of Foreign Affairs, **analyze and discuss** the essence of diplomatic missions and embassies abroad.

**End of Examination**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF PSYCHOLOGY**  
**2007 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PS 101 – INTRODUCTION TO PSYCHOLOGY 1**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: THIS EXAMINATION CONSISTS OF FOUR SECTIONS. ANSWER ALL QUESTIONS IN SECTION A AND B, FOUR QUESTIONS IN SECTION C AND ALL QUESTIONS IN SECTION D.**

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**SECTION A: CIRCLE THE CORRECT RESPONSE.**

1. Drugs affect the brain in that they
  - a. Replace neurons with neutrons.
  - b. Act on various neurotransmitters.
  - c. Retard sultatory conduction
  - d. Act on various steps of synaptic transmission.
  
2. When a spike action potential is generated in a nerve cell \_\_\_\_\_
  - a. The sodium ion gates are unlocked and allow positive sodium ions to rush into the cell.
  - b. The chlorine ion gates are unlocked and allow chlorine ions to rush into the cell. .
  - c. The potassium ion gates are unlocked and allow potassium ions to rush in to the cell.
  - d. The ach ions gates are unlocked and allow ach ions to rush into the cell body.
  
3. Action potential in nerve cells depends on \_\_\_\_\_
  - a. Synaptic excitation and inhibition.
  - b. The degree of alertness on the individual.
  - c. Suitatory conduction
  - d. None of these
  
4. The synapse
  - a. Does not occur in the brain
  - b. Is solely responsible for motor coordination
  - c. Is the key to brain activity.
  - a. Is a nervous system function found only in higher animals.

5. The area of the brain involved in emotional and motivational aspects of behaviour is the \_\_\_\_\_
- Thalamus
  - Limbic system
  - Reticular formation
  - Cerebellum
6. The nuclei of the hypothalamus are involved in \_\_\_\_\_
- The regulation of the limbic system
  - Eating, drinking, sex and behaviour generally
  - Receiving hormones from the pituitary gland.
  - None of the above
7. Behaviour genetics measures that human property termed \_\_\_\_\_
- Heritability
  - Evolution
  - Species specificity
  - Personality traits.
8. Psychological responses in human beings are based entirely upon
- Genes
  - Heredity
  - Nervous system
  - None of these
9. The division of the autonomic nervous system that controls “emotional” reactions such as crying, sweating and stomach aches, is the
- Peripheral
  - Synapse
  - Sympathetic
  - Parasympathetic
10. The cerebellum
- Includes the medulla and the pons.
  - Is primarily concerned with motor coordination
  - Houses several hypothalamic nuclei
  - Distinguishes man from other primates.
11. When a person quickly withdraws his hand from a hot stove, his muscular response is \_\_\_\_\_
- Cerebral reflex
  - Nervous spasm
  - Spinal reflex
  - Spinal spasm

12. The beginning of psychology is generally linked to the work of \_\_\_\_\_
- John Locke
  - Lev Vygotsky
  - Sigmund Freud
  - Wilhelm Wundt
13. \_\_\_\_\_ believe that people learn by adapting their behaviours to the environment, imitating others and by thinking about the events surrounding them.
- Social learning theorists
  - Cognitive scientists
  - Behaviourists
  - Psychodynamic psychologists.
14. Standards in psychological practice for proper and responsible behaviour are known as \_\_\_\_\_
- Confidentiality
  - Informed consent
  - Morals
  - Ethics
15. \_\_\_\_\_ helped to promote scientific thinking by searching for physical explanations of behaviour.
- Hippocrates
  - Rene Descartes
  - Aristotle
  - John Locke
16. Trained introspection was practiced by the followers of
- Structuralism
  - Functionalism
  - Behaviourism
  - Phrenology
17. Which group of psychologists does not invoke the mind to explain behaviour preferring to stick to what they can observe and measure?
- Functionalists
  - Behaviourists
  - Biological psychologists
  - Cognitive psychologists
18. Peter is a student. One day he goes to a counseling psychologist called John and tells him that he (Peter) is finding it difficult to concentrate because he has discovered that he is HIV+ positive. One day Peter is at the mingling bar. John is also at the mingling bar with 5 friends. He points at Peter and tells his friends about his status. Which of the following has John gone against?

- a. Informed consent
  - b. Debriefing
  - c. Right to beneficial treatment
  - d. Confidentiality.
19. If John B. Watson was alive today and had a website, which of the following would he select as his website address?
- a. www.gestalt.edu
  - b. www.superego.edu
  - c. www.behaviour.com
  - d. www.biology.com
20. Franklyn suffers from a mental illness known as schizophrenia and requires medical attention. The best person for Franklyn to consult would be a/an
- a. Clinical psychologist
  - b. Psychiatrist
  - c. Cognitive psychologist
  - d. Experimental psychologist
21. Madalitso claims that Mabvuto's anxiety originates from unresolved sexual conflicts residing in his unconscious. Madalitso's observation about Mabvuto is most consistent with the \_\_\_\_\_ perspective.
- a. Behavioural
  - b. Humanistic
  - c. Cognitive
  - d. Psychodynamic
22. Which are the specialized visual receptors that play a key role in daylight vision?
- a. Rods
  - b. Cones
  - c. Optic receptors
  - d. Acuity receptors
23. Which are the specialized visual receptors that play a key role in night vision?
- a. Rods
  - b. Cones
  - c. Optic receptors
  - d. Non acuity receptors
24. In which group does the colour blindness occur much more frequently?
- a. Females
  - b. Males
  - c. Dichromats
  - d. Trichromats



25. In a painting, rail line tracks may appear as if they go off into the distance because they are depicting as converging lines, this is a depth cue known as \_\_\_\_\_
- Texture gradient
  - Relative size
  - Linear perspective
  - Interposition
26. A visual image that persists after a stimulus is removed is called \_\_\_\_\_
- Visual after effect
  - After image
  - Complementary effect
  - Negative image
27. Herman Von Helmholtz is associated with
- Opponent process theory of colour vision
  - Trichromatic theory of colour vision
  - Opponent trichromatic theory of colour vision
  - Trichromatic opponent theory of colour vision
28. Which theory of colour vision explains an after image?
- Opponent process theory of colour vision
  - Trichromatic theory of colour vision
  - Opponent trichromatic theory of colour vision
  - Trichromatic opponent theory of colour vision
29. "Elements which are close to each other are perceived as belonging together" is explained by the gestalt principle of
- Interposition
  - Closure
  - Proximity
  - Similarity
30. "Near objects appear low in the visual field, distant objects appear higher in the visual field" is a depth cue known as
- Aerial perspective
  - Linear perspective
  - Texture gradient
  - Height in plane
31. People in a "carpentered world" compared to people in a "non-carpentered" are
- Not susceptible to the muller-lyer illusion
  - More susceptible to the muller-lyer illusion
  - Less susceptible to the muller-lyer illusion
  - More or less susceptible to the muller-lyer illusion

32. Alcoholism is associated with biological heredity (genes): children of alcoholics are more likely to develop alcoholism, even when they are brought up in adoptive families. Given this fact, would it be correct to conclude that alcoholism is caused solely by genes?
- Yes: children of alcoholics are more likely to develop alcoholism.
  - Yes: these studies show that family environment is not important.
  - No: alcoholism is a mental disorder and must have mental causes.
  - No: alcoholism has many causes, one of which is biological heredity.
33. Which of the following is an example of a theory rather than an observation (or set of observations).
- People tend to yawn when they see someone else yawning.
  - People tend to yawn even when they just read about yawning.
  - Yawning involves the activation of particular facial muscles.
  - Yawning involves the brain's attempt to increase its state of arousal
34. Students who take courses that start at 07:00hrs are more likely to withdraw than students who take classes that begin at 10:00hrs. One plausible explanation of this difference is that students taking a 07:00hrs class discover, soon after the semester begins, that this is not a good one for them and stop attending class. In this case the explanation is: *the difficulty of attending classes at different times of the day causes differences in withdrawal rates*. Which of the following is an extraneous variable that offers another explanation for the difference in rates of withdrawal between 07:00hrs and 10:00hrs classes.
- Many students have a difficult time waking up early enough for a 07:00hrs.
  - Students with young children often have a difficult time getting to 07:00hrs classes.
  - Most 07:00hrs have part-time teachers, who tend to be less experienced.
  - It can be difficult to think well and be motivated enough to attend class at 07:00hrs
36. A man is brought to UTH by police because he seems confused, does not know where he is, and cannot remember the last few days. The doctors examine him carefully: they take a medical history, order brain scans, examine him for drug use, look at his white blood cell count and so on. Finally they decide that the man has a brain inflammation that has affected his thinking and memory. This example illustrates which of the following research methods?
- An experimental study.
  - A correlational study
  - A research study.
  - A case study.

37. The research that promoted the formulation of the code of conduct by the American Psychological Association was conducted by:
- Sigmund Freud
  - Milgram
  - J. B. Watson
  - Albert Bandura
38. Which of the following is not a difference between everyday theories and scientific theories?
- Everyday theories try to describe, whereas scientific theories try to explain
  - Everyday theories tend to be simple, whereas scientific theories are complex.
  - Everyday theories tend to be tested, whereas scientific theories must be tested.
  - Everyday theories tend to be based on superficial thinking, whereas scientific theories tend to be based on careful reasoning.
39. The independent variable is one \_\_\_\_\_
- That is measured to see how it is changed by manipulating the independent variable
  - That is not part of the research yet has an effect on the dependent variable.
  - That is manipulated to test its effects on another variable.
  - That is not part of the research
40. In a controlled experiment, the group not subjected to change in the independent variable for comparison with the experimental group is referred to as
- Dependent group
  - Population
  - Control group
  - Experimental group
41. You have a toothache, which motivates you to go to the dentist. The dentist fills a cavity, eliminating your pain. When you have a toothache in the future, you will be more likely to go to the dentist. This is an example of \_\_\_\_\_
- Extinction
  - Punishment
  - Positive reinforcement
  - Negative reinforcement
42. A child who normally throws temper tantrums in toy stores, and is reinforced by having his parents give in and buy him a toy, stops the tantrums when the parents no longer give in to them. But on visiting a toy store, after going three months without visiting one, the child again throws a tantrum. In operant conditioning, this is an example of

- a. Punishment
- b. Latent learning
- c. Spontaneous recovery
- d. Negative reinforcement

43. A nurse in a pediatrician's office always wears a white uniform to work. Taonga is a baby who is getting her first injections from the nurse. Each time Taonga sees the nurse, the nurse gives her an injection, and Taonga cries from the pain. Eventually, Taonga cries when she sees the nurse or anyone in a white coat or jacket. In this case, the **unconditioned stimulus** is the \_\_\_\_\_ -

- a. Nurse
- b. White uniform
- c. Injection
- d. Crying

44. Sangu is at a birthday party with lots of balloons. Frequently, one of the children will pop a balloon right in front of Sangu, causing him to flinch. Later, another child simply holding a balloon comes up to Sangu and he flinches even though the balloon does not pop. In this example, the **conditioned stimulus** is the

- a. Balloon
- b. Other child
- c. Popping sound
- d. Flinching

45. An appliance salesperson gets a bonus cheque for every 10 appliances he sells. He is being reinforced on a \_\_\_\_\_ schedule of reinforcement.

- a. Fixed interval
- b. Variable interval
- c. Fixed ratio
- d. Variable ratio

46. Which of the following is an example of an unconditioned response?

- a. Mulenga's calling her mother every Sunday afternoon.
- b. Josh's startled reaction when a car backfires.
- c. Carole's planting a vegetable garden everyday.
- d. Mutale's turning up the radio whenever K'Millian's song is being played.

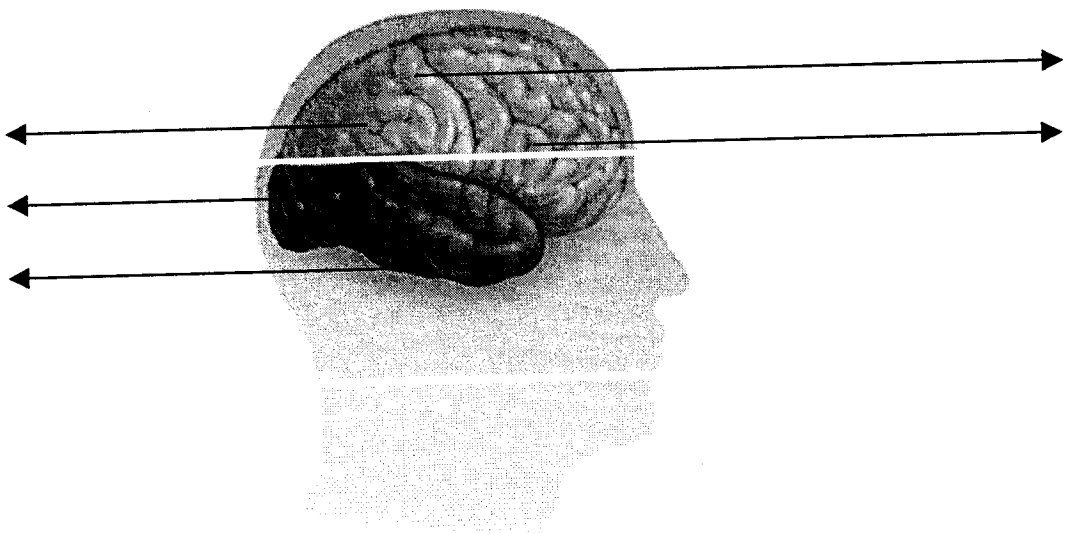
47. One problem with a continuous reinforcement schedule is that

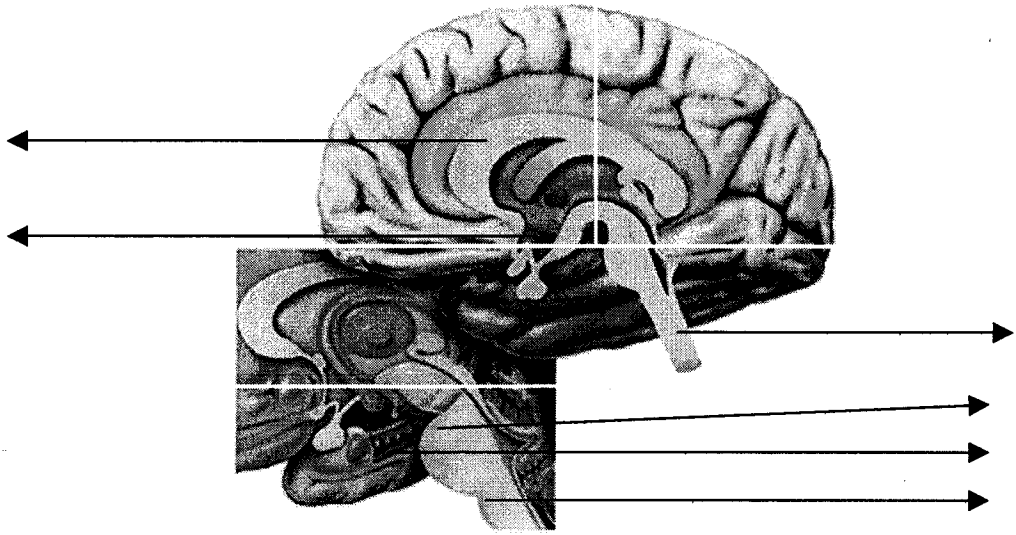
- a. The supply of reinforcers is quickly depleted.
- b. The acquired response is easily extinguished.
- c. The organism never becomes satisfied with the amount of reinforcement.
- d. The reinforcer becomes too effective.

48. Which of the following reinforcement schedules produces responses that are resistant to extinction?
- a. Fixed ratio
  - b. Fixed interval
  - c. Variable ratio
  - d. All of the above
49. What is the term for the learned ability to distinguish between similar stimuli so that the conditioned response occurs only to the original conditioned stimulus but not to similar stimuli?
- a. Generalization
  - b. Discrimination
  - c. Extinction
  - d. Spontaneous recovery
50. To extinguish classical conditioning, break the association between which one of the following pairs?
- a. Unconditioned stimulus and unconditioned response
  - b. Conditioned stimulus and unconditioned stimulus
  - c. Unconditioned stimulus and conditioned response
  - d. None of the above

## SECTION B: FILL IN THE BLANKS.

1. The point of interaction between neurons is known as the \_\_\_\_\_.
2. The great band consisting of millions of nerve fibres which connects corresponding regions of each hemisphere of the cerebral cortex is known as the \_\_\_\_\_.
3. Experiments by Sperry and others have shown that the \_\_\_\_\_ hemisphere of the brain is involved in speech, while the \_\_\_\_\_ hemisphere is superior in tasks involving perception and manipulation of spatial patterns.
4. Neurotransmitters are stored in tiny oval structures known as \_\_\_\_\_.
5. \_\_\_\_\_ drugs are those that reduce or block the effects of neurotransmitters on synaptic transmission.
6. One of the applications of knowledge about \_\_\_\_\_ is the production of drugs that reduce abnormal and faulty functioning.
7. Identify the lobes and other labeled parts in the diagrams of the human brain below:





8. The observations made by scholars of the past were based on \_\_\_\_\_ (or descriptions of individual cases).
9. The \_\_\_\_\_ perspective in psychology focuses its attention on matters such as on how people reason, remember and solve problems.
10. Wundt promoted a method called \_\_\_\_\_.
11. \_\_\_\_\_ concluded that his patients' symptoms had mental and not bodily causes.
12. William James is associated with an early approach to psychology known as \_\_\_\_\_.
13. Psychologists in industry consult with companies to improve worker satisfaction and productivity, while \_\_\_\_\_ psychologists advise commissions on how pollution affects people's wellbeing.
14. Some psychologists work in applied psychology while others conduct \_\_\_\_\_ research.
15. Visual input is meaningless until it is processed by the \_\_\_\_\_.
16. Of all the sensory systems the \_\_\_\_\_ system is the most developed in human beings.

17. The physical stimulus for vision is \_\_\_\_\_.
18. \_\_\_\_\_ psychology was born out of Germany into the 1900's started by the three psychologists led by Max Wertheimer.
19. \_\_\_\_\_ cues are clues about distance based on the image in one (either) eye.
20. The gestalt principles of visual perception can be summarized under the generic \_\_\_\_\_
21. Perceptual \_\_\_\_\_ is a tendency to experience a stable perception despite the continually changing input.
22. \_\_\_\_\_ assignment of participants to experimental conditions, refers to the notion that all participants must have an equal chance of being exposed to each level of the independent variable.
23. A theory is tested by making a prediction based on the theory. This is known as the \_\_\_\_\_.
24. \_\_\_\_\_ is used to study human or animal behaviour in their natural environment rather than in a laboratory.
25. A great amount of information can be collected quickly and inexpensively using the \_\_\_\_\_ method, as long as the sample is representative.
26. Milgram placed advertisements in the local papers to hire people to participate in a \_\_\_\_\_ and \_\_\_\_\_ experiment.
27. In operant conditioning, \_\_\_\_\_ involves reinforcing successive approximations of the response.
28. Extinction may not constitute forgetting, but rather \_\_\_\_\_ of the conditioned response (CR).
29. \_\_\_\_\_ occurs when a conditioned response (CR) is elicited by stimuli different from, but similar to, the conditioned stimulus (CS).



30. \_\_\_\_\_ observed (in his law of effect) that responses are learned when they are followed by a satisfying state of affairs.
31. Operant conditioning is also known as \_\_\_\_\_
32. B.F. Skinner designed a box called the \_\_\_\_\_ which had a mechanism inside it, which delivered a consequence.
33. The Russian physiologist, \_\_\_\_\_ uncovered the basic principle of \_\_\_\_\_.

### TRUE OR FALSE

Indicate whether each of the following 28 statements is true or false by ticking in the appropriate box next to each statement

	STATEMENT	TRUE	FALSE
1.	A cell body or soma is the smallest unit of the nervous system.		
2.	Without having positive ions outside and the negative ions inside the semi permeable membrane, neurons would probably not be able to transmit messages.		
3.	In certain instances, neurons can fire without necessarily being polarized.		
4.	The conditional possibility of firing during relative refractory period distinguishes this period from absolute refractory period.		
5.	The neurotransmitter, norepinephrine is often referred to as our natural painkiller.		
6.	Psychology sometimes confirms what people commonly believe.		
7.	Promoters of numerology try to explain human problems and predict people's behaviour.		
8.	The first psychology laboratory was founded in the 20 <sup>th</sup> century.		
9.	The professional activities of psychologists generally fall into 2 broad categories.		
10.	One of the most important contributions of the sociocultural perspective in psychology has been to show that our perceptions and expectations affect what we do and feel.		
11.	Perception involves passively selecting and processing information from the outside world.		
12.	Dark adaptation is the process in which the eyes become less sensitive to light in low illumination.		
13.	"Similarity" which states that elements which are similar are grouped together is a gestalt cue of depth perception.		
14.	Interposition as a monocular depth cue is when near objects partially obscure far objects.		
15.	The Muller-Lyer illusion is more important to cognitive psychologists than the ponzo illusion.		
16.	One of the conditions required by the American Psychological Association when conducting research in animals is that all animal subjects must be cared for in a manner that ensures good health.		

18.	In a controlled experiment, the control group is subjected to a change in the independent variable.		
19.	In a controlled experiment, the control group is subjected to a change in the independent variable.		
20.	All sciences require empirical evidence. This is information derived from systematic, objective observation.		
21.	Deception about the goals of an experiment can be used only when absolutely necessary to the integrity of the research.		
22.	Positive reinforcement is effective in changing behaviours, but negative reinforcement is not.		
23.	Secondary reinforcers tend to be biological or physiological in nature and related to the survival of the organism.		
24.	In classical conditioning, the conditioned response (CR) and the unconditioned response (UCR) are actually the same behaviour.		
25.	Neutral stimuli must physically resemble the conditioned stimuli for them to elicit conditioned responses.		
26.	Prior to conditioning an unconditioned stimulus is called a neutral stimulus.		
27.	A crucial component of operant conditioning is the kind of consequence that follows a behaviour.		
28.	Fear can be classically conditioned.		

**SECTION C: SHORT ANSWER QUESTIONS.**  
**ANSWER ANY FOUR FROM THE FOLLOWING QUESTIONS.**

1. Describe each component of the interconnection system.
2. Briefly outline the evidence in support of the claim that behaviour is biologically based.
3. "Perception is completely different from sensation", proclaimed a non-psychology student to another. What would you tell the non-psychology student to make him/her fully understand the two concepts?
4. Briefly describe the ethical guidelines for conducting research on humans, as stipulated by the American Psychological Association.
5. Identify the four schedules of reinforcement and clearly explain the distinct patterns of responding that each schedule produces.
6. Dr. Imasiku is a clinical psychologist while Dr. Banda is a psychiatrist. Discuss the differences between clinical psychologists and psychiatrists.

## SECTION D: ANSWER ALL THE QUESTIONS IN THIS SECTION

1. A fourth year psychology students carried out a study on the number of hours that UNZA students spend in the library a day before examinations. The following were his results. The results are presented in the order in which the students were interviewed.

13	12	13	10	12	8	6	8	6	8
8	10	10	12	8	7	5	8	6	10

- What was the highest number of hours that students spent in the library?
- Calculate the mean and the mode.
- Calculate the standard deviation and the variance.
- What does the standard deviation tell us about this data set?

2. The following were raw scores for thirty (30) participants on a measure of extroversion.

8	10	10	11	11	12	13	14	15	16
9	10	11	11	12	12	13	14	16	18
9	10	11	11	12	12	13	15	16	18

Summarise this data using a frequency distribution table.

2. Two students were given two versions of a reading test to find out if the tests were equivalent. The table below shows the scores for the ten students on the reading tests.

STUDENT	READING TEST 1	READING TEST 2
1	71	70
2	67	65
3	65	67
4	63	65
5	59	60
6	67	71
7	65	70
8	75	71
9	59	65
10	65	70

- a. Calculate Pearson's product moment correlation coefficient  $r$ .

$$r = \frac{N\sum xy - \sum x \sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

- b. Is there a relationship between the two versions of the reading test? What is the likelihood of a student who does well on test 1 to do well on test II?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF PSYCHOLOGY**  
**2007 ACADEMIC YEAR FIRST SEMESTER**  
**DEFERRED EXAMINATIONS**

**PS 101 – INTRODUCTION TO PSYCHOLOGY 1**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** THIS EXAMINATION CONSISTS OF THREE SECTIONS.  
ANSWER ALL QUESTIONS IN SECTION A , SIX QUESTIONS IN SECTION B  
AND ALL QUESTIONS IN SECTION C.

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**SECTION A: PART 1**

**FILL IN THE BLANKS.**

1. A \_\_\_\_\_ is a sample carefully chosen so that characteristics of the participants correspond to the characteristics of the larger sample.
2. In experiments, changes in behaviour produced by a condition thought to be inert or inactive such as a fake pill is referred to as \_\_\_\_\_
3. When a correlation coefficient of -1 is obtained in a correlational study, it means that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. If we wanted to find out for certain a cause and effect relationship that may exist between two variables, the \_\_\_\_\_ research method would be the most appropriate method.
5. The \_\_\_\_\_ is a research method which involves a detailed description of one or a few individuals.

6. The \_\_\_\_\_ theory holds that the human eye has three types of receptors with differing sensitivities to different wavelengths.
7. \_\_\_\_\_ involves interpretation of visual cues that indicate how near or far away an object is.
8. Larger grains farther apart depict close objects and smaller grains closer together depict far objects is a monocular depth cue known as \_\_\_\_\_  
\_\_\_\_\_
9. A \_\_\_\_\_ involves an apparently inexplicable discrepancy between the appearance of an object and its physical reality.
10. The \_\_\_\_\_ is an environment dominated by straight lines, of right angles, rectangular rooms and buildings postulated by Segall, Campell and Herskovits.
11. The principles of serious psychology are based on \_\_\_\_\_ and \_\_\_\_\_.
12. Evidence gathered through careful observation and measurement is known as \_\_\_\_\_ evidence.
13. Most psychologists came to reject trained introspection because it was considered as being too \_\_\_\_\_
14. Psychology has roots in Austria through the work of \_\_\_\_\_
15. Research that is concerned with practical uses of knowledge is known as \_\_\_\_\_

16. A neutral stimulus becomes a \_\_\_\_\_  
by following it with an unconditioned stimulus.
17. In the Pavlovian demonstration of classical conditioning the unconditioned response (UCS) was \_\_\_\_\_
18. When an experiment is on a \_\_\_\_\_  
schedule, the reinforcer is delivered after varying amounts of time.
19. Operant conditioning is also known as \_\_\_\_\_.
20. Ben was once bitten by a dog. He is now afraid of all dogs. He's fear of dogs represents \_\_\_\_\_
21. The master gland, the pituitary, is located in the \_\_\_\_\_.
22. Emotional behaviour may be controlled by the \_\_\_\_\_  
\_\_\_\_\_.
23. Synapses typically occur on the nerve's cell body and its \_\_\_\_\_.
24. Action potential in a cell depends chemically upon an inrush of  
\_\_\_\_\_.
25. The human brain is composed of billions of different cells. These are  
\_\_\_\_\_ and \_\_\_\_\_.



## PART 11

### TRUE OR FALSE

Indicate whether each of the following 28 statements is true or false by ticking in the appropriate box next to each statement

	STATEMENT	TRUE	FALSE
1.	"Deception about the goals of the research can not be used" is not part of the research ethical guidelines as stipulated by the American Psychological Association.		
2.	Difficulty in generalizing findings to other settings and people is not a weakness of the naturalistic research method.		
3.	A predicting variable is one that is not part of the research and yet has an effect on the dependent variable.		
4.	A hypothesis is a tentative explanation of facts and relationships in sciences		
5.	The main objective of the study designed by Milgram was to study the effects of electrical shock on learners.		
6.	Visual agnosia is an inability to recognise objects through sight because the retina of the eyes of the affected person is damaged.		
7.	Sensation and perception are processes which are easily distinguished from each other in a human being.		
8.	Many animals do not possess colour vision but they live and survive perfectly.		
9.	Helmoltz stated that the eye has specialized receptors sensitive to the wavelengths of red, green and brown.		
10.	Continuity is a Freudian principle that states that elements which are similar are grouped together.		
11.	The perspective of psychology that aimed to break behaviour down into basic elements was known as experimental psychology.		
12.	Childhood traumas do not have long lasting effects, according to popular belief.		
13.	If a patient is depressed, a clinical psychologist is likely to prescribe an anti-depressant drug.		
14.	All psychologists reject supernatural explanations of events		
15.	Psychologists are interested in how monkeys solve problems.		
16.	Spontaneous recovery shows that extinction leads to permanently forgotten behaviours.		
17.	Learning results in relatively permanent change in behaviour.		
18.	Primary reinforcers are preferred over secondary reinforcers.		
19.	To decrease the rate of response, use negative reinforcement.		

20.	Partial/intermittent reinforcement schedules are more effective than continuous reinforcement schedules.		
21.	The two divisions of the autonomic nervous system are connected to every internal organ in the body.		
22.	The process involving the pituitary gland's influence on other endocrine glands and the reciprocal effect of other glands on the pituitary gland is known as negative feedback.		
23.	Charles Darwin (1859) proposed the heritability theory to account for evolution.		
24.	Evolution Psychology seeks to understand both genetic and environmental contributions of individual variations in behaviour.		
25.	Hormones are closely monitored on by the body on account of serious negative effects that could arise from extremes of hormonal levels.		

## **SECTION B: SHORT ANSWER QUESTIONS.**

**ANSWER ANY SIX FROM THE FOLLOWING QUESTIONS.**

1. Define what is meant by the experimental method of research. Explain the advantages and disadvantages associated with this research method.
2. Explain the critics that were raised against Milgram's study on obedience. What were the two major outcomes of this research?
3. Explain closure and proximity as gestalt principles.
4. Explain linear perspective and aerial perspective and show how the two help us to perceive depth.
5. Write short notes on the learning perspectives in psychology.
6. Write short notes on phrenology.
7. Describe the experiment with Little Albert and identify the four basic elements of classical conditioning from this experiment. What does this experiment demonstrate?
8. Distinguish between continuous and partial/intermittent schedules of reinforcement and describe four types of partial/intermittent reinforcement schedules.
9. List the major components of the central nervous system and describe their functions.
10. Describe the synapse and explain synaptic transmission and synaptic blockage.

### SECTION C: ANSWER ALL THE QUESTIONS IN THIS SECTION

1. The table below shows the number of patients admitted at Matero Main Health Centre in the first week of January 1992 for cholera.

Day	Number of adults admitted	Number of adults admitted	Number of children admitted	Number of children
	Male	Females	Male	Female
Sunday	8	6	5	4
Monday	7	7	4	3
Tuesday	7	6	4	4
Wednesday	10	11	6	8
Thursday	8	9	4	5
Friday	5	6	3	2
Saturday	4	5	3	3

- On which day was the highest number of admissions recorded?
  - What was the average number of admissions for cholera in the whole week?
  - What was the average of children admitted for cholera in this week?
  - Calculate the percentages of males and females admitted at the health centre for cholera.
2. Twenty PS101 students were given a test in Introduction to Psychology and the following were the scores for each student.

40    30    40    30    20    30    10    20    30    20

40    40    50    20    30    40    40    30    20    20

- Calculate the mean score for the twenty students.
- What was the mode?
- Calculate the variance and the standard deviation
- What does the standard deviation tell us about this data set?

3. The table below shows scores of ten (10) grade 6 pupils in English and Mathematics. The two sets were from the Zambian National Assessment Test.

Pupil	Mathematics	English
1	67	65
2	72	84
3	45	51
4	58	56
5	63	67
6	39	42
7	51	50
8	51	49
9	50	41
10	49	43

a. Calculate Spearman's correlation coefficient (rho)

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

b. Is there a relationship between the two tests?

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**2007 FIRST SEMESTER DEFERRED EXAMINATIONS**

**PS 241: CHILD DEVELOPMENT**

**TIME: THREE HOURS**

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

**SECTION ONE: ANSWER ALL QUESTIONS**

1. My parents always set guidelines and made me live my life following certain rules. In addition to setting life rules, they also always showed me warmth and affection, thus making me feel loved and supported. This type of parenting style is known as -----
2. Patricia lived with her parents in Chipata. A distant aunt took her to Lusaka to put her in school but instead made her work as a waitress in her tavern. Patricia is a victim of -----  
-----
3. Sensitive and responsive care lead to -----attachments.
4. The full-term newly born child is known as a -----
- 5 - 7 Babies are born with amazing competencies for survival many of which are reflexes. Three such reflexes are:  
  
-----,  
and -----
8. The ----- provides food and oxygen to the foetus.
9. ----- are substances that can harm the foetus and cause defects or even death.

10 - 12. Three types of child abuse are \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_

13 – 16 Write down Piaget's stages of cognitive development in the correct order:

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

17. If an ovum/egg is fertilised by a sperm bearing a Y chromosome, the sex of the child will be \_\_\_\_\_

18. The fertilised egg is known as a/an \_\_\_\_\_

19. The sex cells contain \_\_\_\_\_ chromosomes each.

20 – 23 Name three diseases against which children are immunised at under-five clinics in Zambia.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

24. If a woman takes alcohol while pregnant, her child might be born with a condition called \_\_\_\_\_

25. During which stage of cognitive development do children acquire object permanence? \_\_\_\_\_

26 – 27. Two groups of children in Zambia we should be concerned about because they may not be receiving proper socialisation from their families are \_\_\_\_\_ and \_\_\_\_\_

28. Patricia lived with her parents in Chipata. A distant aunt took her to Lusaka to put her in school but instead made her work as a waitress in her tavern. Patricia is a victim of \_\_\_\_\_

29 – 30 Write down 2 educational effects of HIV/AIDS on children's lives.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

32 – 33 Write down 2 arguments one can use when calling for the elimination of corporal punishment.

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34 – 36 Write down 2 problems faced by child heads of household

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## **SECTION TWO: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS**

### **1. COMPULSORY QUESTION**

Distinguish between naturalistic observation and Piaget's clinical method. Include their strengths and weaknesses.

2. Discuss the basic questions in developmental psychology. Briefly describe Freud's psychosexual theory of personality development and apply it to the questions you have discussed.
3. The people of Kabwe are to blame for lead poisoning in their town and should shoulder all the blame for everything. Discuss, showing (a) what effects lead poisoning has on the communities in Kabwe; (b) what is being done to reduce lead poisoning and (d) what is frustrating the efforts to reduce lead poisoning
4. Discussion socialization of children in Zambia, bearing in mind the dying of many parents through HIV/AIDS.

**END OF EXAMINATION**



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**DEPARTMENT OF PSYCHOLOGY**  
**2007 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PS 311 – SOCIAL PSYCHOLOGY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: THIS EXAMINATION CONSISTS ONLY OF ONE SECTION. QUESTION 1 IS COMPULSARY. CHOOSE ANY 3 FROM THE REMAINING QUESTIONS.**

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1. Anthropologist Robin Fox and Patricia Devine have different positions on stereotyped thinking and prejudice. Discuss their position and show how contact hypothesis may reduce prejudice. Give examples to support your argument.
2. Discuss the early theories of collective behaviour and how emergent norm theory and the social identity approach seek to explain crowd behaviour.
3. Driving home from work at 17:00hrs Bridget was approached by a vendor selling strawberries at the Manda Hill traffic lights. The initial offer presented by the vendor for the strawberries was K45, 000. Bridget told the vendor she could not afford it as it was too expensive. The vendor reduced the price to K40, 000, then K35, 000 he then gave a final offer of K25, 000 at which point Bridget agreed to buy.
  - a. What tactic did the vendor use to induce compliance to buy the strawberries?
  - b. Explain one other technique the vendor would have used?
  - c. Cialdini (1994) outlined basic principles of compliance. List and explain each principle. Give an example in each of your explanations.
4. Social perception has many components, one of which is attribution.
  - a. What is attribution?
  - b. Explain any two theories that have been proposed to explain its operation.
  - c. Discuss the various sources of bias in attribution.

5. Mundia has always been known to be a kind, courteous and respectful young man. He has also been known to be extremely aggressive, throwing tantrums and exhibiting high levels of violence as well as using abusive language.
  - a. Explain the various aspects that could be attributing to Mundia's aggressive behaviour.
  - b. If you were a counselor, what advise would you give Mundia's guardians to help control his aggressive tendency?
6. Many Zambians have strong attitudes towards how women should dress. While the older generation insists on "decent" dressing which consists of long skirts, long tops or blouses that are not transparent and natural hair, the younger generation on the other hand insists on short skirts, tight trousers, strapless tops and weaves.
  - a. Discuss how the two generations may have formed their attitudes towards dressing.
  - b. Explain why the younger generation may decide not to change their attitudes towards dressing.

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

**2007 ACADEMIC YEAR FIRST SEMESTER DEFERRED  
EXAMINATIONS**

**PS 451: PSYCHOLOGY OF THE WORK ENVIRONMENT**

**TIME: THREE HOURS**

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

**SECTION ONE: SHORT ESSAYS**

**ANSWER ANY FOUR QUESTIONS FROM SECTION  
ONE**

1. Outline the functions of work-related counselling services.
2. Compare and contrast the social action theory with the systems theory.
3. Discuss the successful I/O interventions during World War II (WWII).
4. Discuss Weber's characteristics of Bureaucracy.
5.
  - a) On what grounds have the Hawthorne experiments been criticised?
  - b) What are the major contributions of the Human Relations School?
6. What are the advantages and disadvantages of filing open positions with inside candidates?

**SECTION TWO: LONG ESSAYS**  
**ANSWER ANY THREE QUESTIONS**

1. Discuss accident occurrences in workplaces from a theoretical perspective.
2. With appropriate illustrations demonstrate the intervention of psychologists in man-machine interface.
3.
  - a) Discuss the significance of conducting Job Analysis in the workplace.
  - b) What steps should be followed in conducting a Job Analysis.
4.
  - a) Discuss factors that contribute to poor selection interviews in the workplace.
  - b) What suggestions would you make for designing and conducting effective selection interviews?

**END OF EXAMINATION**

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

**2007 ACADEMIC YEAR FIRST SEMESTER FINAL  
EXAMINATIONS**

**PS 461: RESEARCH METHODS IN PSYCHOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

**ANSWER QUESTIONS 1 AND 2 AND ONE OTHER QUESTION.**

**NOTE: QUESTION 1 CARRIES HALF OF THE MARKS FOR THIS EXAM.**

**EACH OTHER QUESTION CARRIES 25% OF THE MARKS (OR POINTS).**

**IN QUESTION 1, equal weight will be assigned to a correct answer to EACH ROMAN NUMBERED ITEM (i, ii, iii, iv, etc) (i.e. one point) except for those marked ("2 points"), which will carry double weight.**

**QUESTION 1**

**ANSWER ALL THREE PARTS OF THIS QUESTION: A, B AND C**

- A. Table 1 below appears in the report by Gire & Carment (1993) of a study entitled "The effect of gender and type of preference for methods of conflict resolution among Nigerians".

The following excerpts from the Method section of the report may be useful in answering the questions below:

"Subjects ... were undergraduates enrolled in a psychology course at the University of Jos, Nigeria"

"Design: The experiment used a 2 (type of conflict: interpersonal vs intergroup) x 2 (sex of subject) x 5 (method : Threats, Accept the situation, Negotiation, Mediation, and Arbitration) factorial design."

"Materials: the experimental materials consisted of a half-page description of a conflict scenario...<either, interpersonal:> between two roommates from the same University ... <or, intergroup:> between members of two student residences"

"The scenarios were followed by five possible methods of resolving the dispute."

"Subjects were ... asked to assume the role of the first party (the complainant) and rate their preference for using each of the five methods to settle the quarrel by checking on a seven-point scale. The two ends of the scale were labelled "strongly willing" to use this method and "strongly unwilling" respectively."

Table 1  
Mean Method Preference Ratings as a Function of the Nature of Conflict

METHOD	INTERPERSONAL	INTERGROUP	OVERALL
THREATS*	2.63	2.22	2.42
ACCEPT THE SITUATION	3.46	3.14	3.30
NEGOTIATION	5.67	5.42	5.54
MEDIATION	4.64	4.87	4.75
ARBITRATION**	3.62	5.78	4.70

Note: Two asterisks(\*\*) indicate that the difference between the means of the same row was significant at .01 level, one asterisk(\*) indicates significance at .05 level. The higher the number, the higher the preference for the method.

Table 2  
Method Preference as a function of Gender and Type of Conflict

METHOD	Interpersonal		Intergroup	
	Male/Female		Male/Female	
THREATS	2.78	2.38	2.26	2.19
ACCEPT THE SITUATION	3.68	3.22	3.06	3.22
NEGOTIATION	5.42*	5.93	5.24	5.60
MEDIATION	4.71	4.57	5.00	4.72
ARBITRATION	4.47	4.80	6.06*	5.48

Note: One asterisk(\*) indicates that the difference between two adjacent means of the same row was significant at .05 level. The higher the number, the higher the preference for the method.

Referring to Table 1, the authors report that a “2-way ANOVA yielded a significant main effect of method [  $F(4,476) = 92.85, p < .001$  ].”

- (i) Which factors were included in this analysis and what were their levels ?
- (ii) Describe the nature of the main effect that was found to be significant in terms that could be understood by someone unfamiliar with the statistical technique of ANOVA. (2 points)

Commenting on Table 2 above from the same report, the authors state that “a 1-way MANOVA did not produce a significant effect of gender at the multivariate level, but a significant gender effect was found for negotiation and arbitration at the univariate level <i.e. in separate ANOVAs>. ... For the interpersonal conflict, females showed a significantly greater preference than males for negotiation [  $F(1,116) = 3.54, p < .05$  ]. For the intergroup conflict, males showed a greater preference for arbitration than females [  $F(1,116) = 3.97 p < .04$  ].”

- (iii) How do the numbers in the table relate to this summary of statistical analysis of the effect of gender ? Explain in terms of means. (2 points)
- (iv) Why do you think there was no significant effect of gender in the MANOVA, but two significant effects at the univariate level ?
- (v) On average, how willing were the students in this study to use threats to settle the imaginary disputes presented to them in the scenarios, and how willing were they to use arbitration ?
- (vi) How great was the difference between male and female students in willingness to use negotiation to resolve the interpersonal dispute ?
- (vii) Was that difference statistically reliable ?
- (viii) What statistic could have been added to Table 2 to make it easier to assess the size of that effect ?

B. Table 3 below appears in the report by Oburu & Palmerus (2003) of a study entitled “Parenting stress and self-reported discipline strategies of Kenyan caregiving grandmothers”.

The following excerpts from the Method section of the report may be useful in answering the questions below:

“The participants were made up of 128 full-time (FTAC) and 113 part-time (PTC) caregiving grandmothers of 1- to 10-year-old grandchildren.”

“The Parenting Stress Index short form (PSI-SF)... is a 5-point Likert scale with sub-scales ... to measure <1> parental distress ... resulting from individuals’ perception of their own incompetence ... social isolation, depression etc ... <2 of> child ... behavioural manageability, ... <and 3> of the emotional quality of <their> current relationships with children. Alpha reliability coefficient of .68 was obtained using the combined PSI-SF total stress scores for the FTAC and PTC groups.”

“In the Parental Discipline Interview ... the participants ... were asked < with respect to one particular child > to specify the discipline strategy they would use in each <of five> hypothetical child transgression <scenarios> the first time it occurred, ... then ... if the infraction occurred a second time (the following day) and a third time (the following week). ... The responses ... were written in the respondent’s mother tongue”, and later

scored/coded by “the first author, who is from the same ethnic group as the study sample”.

In the data analysis section, the authors report that “thirteen out of twenty discipline strategies with factor loadings of more than .40 were condensed into four conceptually based clusters”, labelled “power assertive”, behaviour modification”, “coercive verbal control” and “induction”.

Commenting on Table 3, the authors state that “the hierarchical regression model run for the FTAC indicated that total stress ( $\beta = .31$ ,  $p < .01$ ) was the only statistically significant variable that predicted these caregivers assertiveness ... <and> in the second model the total stress experienced ..., grandparent age ..., and child age ... significantly predicted PTC caregivers’ assertiveness.”

- (i) Which numbers in the table represent significance levels ? Give an example of one correlation (specifying the two variables) that was found to be statistically significant and state what its level of “significance” was found to be in terms of the probability of such a finding having occurred by chance.
- (ii) What does a beta value represent in this table ? Choose just one of the values reported and state what it means in terms that would be understandable to an audience without training in statistics. (2 points)
- (iii) What does the qualifier “hierarchical” tell you about the data presented in the table ? (2 points)
- (iv) How does the reliability of the correlation between caregiver age and assertiveness reported in this table differ from the estimate of its reliability that would be obtained by computing a simple (zero-order) correlation between those two variables ? (Assume in your answer that in each case the data analysed came from only one of the two samples of participants, either FTAC or PTC) (2 points)
- (v) What proportion of the overall variance in use of power-assertive strategies by “part-time caregiver” grandparents was accounted for in the model ?
- (vi) How is it possible that the variable “relationship” did not significantly predict PTC caregivers’ assertiveness, even though the magnitude of the beta weight for this variable is greater than for “total stress or “child age”, both of which were found to be significant predictors ? (2 points)

**Table 3**

*Multiple regression model for the full-time (FTAC,  $N = 128$ ) and part-time (PTC,  $N = 113$ ) caregivers*

Variables	FTAC				PTC			
	Beta	F(6, 101)	R <sup>2</sup>	Adj R <sup>2</sup>	Beta	F(6, 80)	R <sup>2</sup>	Adj R <sup>2</sup>
Total stress	.31**	3.4**	.17	.12	.34**	6.81***	.34	.29
Child gender	-.03				.03			
Child age	-.03				-.20*			
Caregiver age	-.18				.36**			
Education	.09				.19			
Relationship	.15				-.89			

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .



- C. Table 4 below appears in the report by Adebayo (2006) of a study entitled “The moderating effects of self-efficacy on job security and organisational commitment among Nigerian public servants”.

The following excerpts from the Method section of the report may be useful in answering the questions below:

“186 participants responded to the survey ... randomly sampled across all ministries <of the civil service>”

“an 8 item ... scale was used to measure participants’ level of organisational commitment, <including items> such as “I am willing to put in a great deal of effort beyond that normally expected in order to help this ministry to be successful”. A five-point Likert response format of (strongly agree-strongly disagree) was used with a possible score range of 8-40 so that a higher score would indicate higher commitment to the organisation.”

“A 10-item total job threat scale was used to measure perceived job insecurity, including such items as “thinking about the future, how likely is it that ...you <could> lose your job by being pressured to accept early retirement ? The response format ranges from (5 = very likely) to (1 = very unlikely). A high score on the scale indicated a high perceived job threat.”

“Self-efficacy was measured using a 17-item ...scale. Examples of items include “When unexpected problems occur, I don’t handle them very well”. Respondents expressed their degrees of agreement-disagreement to the items using a 5-point Likert type response format. A high score reflected high self-efficacy... For this study, a coefficient Alpha of .92 was obtained.”

- (i) Why are there more lines of data in each step as you move across the table from left to right ?
- (ii) What proportion of the total variance in organisational commitment was explained by a model including all of the predictor variables listed ?
- (iii) Did organisational commitment increase or decrease with level of education?
- (iv) Did organisational commitment increase or decrease with degree of job insecurity?
- (v) What proportion of the variance in organisational commitment is explained by job insecurity over and above the other predictor variables of age, sex, tenure, education, and job status ?
- (vi) The author concluded from the analyses summarised in this table that “the relationship between perceived job insecurity and organisational commitment is moderated by self-efficacy such that as perceive job insecurity increases, survivors of moderate to high levels of self-efficacy are more committed to organisational commitment than those with low level of self-efficacy”. What proportion of the total variance analysed in the table was accounted for by this interaction effect ?
- (vii) Why does the value of b for Age change from one column to the next ? (2 points)
- (viii) Comparing the measure of self-efficacy used in this study with the measure of parenting stress used in the study by Oburu and Palmerus (2003) discussed above, what do the different values of the coefficient alpha reported tell us about these measures? (2 points)

**Table 4**

**Hierarchical Regression Analysis for Organisational Commitment with Self-efficacy as Moderator (N=186)**

Variable	Step 1			Step 2			Step 3			Step 4		
	$\beta$	SEB	b	$\beta$	SEB	b	$\beta$	SEB	b	$\beta$	SEB	b
Age	.17	0.28	.24	.81	0.13	1.18**	.80	0.13	1.17**	.79	0.12	1.14**
Sex	-4.75	1.08	-.38**	1.18	0.54	.09*	1.15	0.52	.09*	1.59	0.52	.12*
Tenure	-.13	0.47	-.11	-1.09	0.21	-.93**	-1.06	0.21	-.91**	-1.05	0.20	-.90**
Education	1.58	0.39	.27**	.38	0.18	.07*	.36	0.17	.06*	.44	0.17	.08*
Job status	-2.14	0.59	-.25**	1.07	0.30	.12**	1.12	0.28	.13**	1.21	0.28	.14**
Job insecurity				-.76	0.03	-.93**	-.64	0.04	-.78	-.54	0.05	-.66**
Self-efficacy							.09	0.02	.19**	.14	0.03	.28**
Job Insecurity and Self-efficacy										.01	0.00	.13**
R <sup>2</sup>	.25			.85			.86			.87		
$\Delta R^2$	.25			.60			.01			.01		
F	12.10**			165.25**			155.31**			145.26**		

\*P < 0.05

\*\*P < 0.01

## **QUESTION 2.**

Below is a draft questionnaire designed to be administered to children between the ages of 5 and 10, to screen for emotional difficulties. The questionnaire is going to be used as an instrument for a cross sectional survey on emotional difficulties in children of this age. Carefully study the format of the questionnaire, structure of the questionnaire and the questions. Comment on the quality of the questionnaire by identifying its strengths and weaknesses. Justify your answer.

### **PS EMOTIONAL DIFFICULTY SCALE**

#### **INSTRUCTIONS: ANSWER THE FOLLOWING QUESTIONS**

**Name:**

**Age:**

**Sex:**

**Grade at school:**

**Name of father:**

**Name of mother:**

**Address:**

1. Have you dropped many of your activities and interests? (Yes/No)
2. I am restless, I cannot stay still for long.(Not true/somewhat true/certainly true)
3. Don't you think it is wonderful to be alive now? (Yes/No)
4. Do you often get bored? (Yes/No)
5. I get very angry and often loose my temper.(Not true/somewhat true/certainly true)
6. I worry a lot. (Not true/somewhat true/certainly true)
7. Do you have less interest in sex than before? (Yes/No)
8. I have one good friend .(Not true/somewhat true/certainly true)
9. I fight a lot. (Not true/somewhat true/certainly true)
10. Which sport do you enjoy?
  - (a) foot ball
  - (b) hockey
  - (c) basket ball

### **QUESTION 3**

Compare and contrast the strategies followed by two research projects for ensuring that the measures they employed for operationalising their selected variables were valid in the sociocultural context of their respective studies.

Focus your comparison on

(i) the study by Oburu and Palmerus (2003) of parenting stress and self-reported discipline strategies of Kenyan caregiving grandmothers (discussed in Question 1 above) and

(ii) EITHER the study by Ogunnaike and Houser (2002) of “Yoruba toddlers’ engagement in errands and cognitive performance on the Yoruba Mental Subscale,”

OR the series of studies of Child-to-Child educational practices in Mpika by Serpell, Mwape, and Adamson-Holley.

### **QUESTION 4**

Describe and discuss how one of the three studies discussed in Question 1 defined the problem it set out to research, how it justified the problem as worthy of investigation, and how the problem was operationalised as open to empirical testing. Building on the published results of that study, if you were commissioned to carry out a further research project on the same topic what additional steps would you take to ensure that your research would make a significant addition to the knowledge and understanding generated by the study ?

### **QUESTION 5.**

Franklin (1996) notes that the strongest advocates of qualitative research in psychology regard quantitative research as mechanistic and reductionistic and “unable to capture the fluidity and complexities of human experience”. Some of the harshest critics of qualitative research, however, argue “that acceptance of qualitative methods will lead to scepticism, subjectivism and relativism, and undermine the advancement of knowledge and technologies in the human sciences”. Others advocate “critical acceptance” of qualitative research provided that its “methods withstand the same tests of validity and reliability used in the experimental sciences”; or “contingent acceptance for discovery and utility only”. Franklin also describes a stance of “pragmatic acceptance of all research methodologies including qualitative methods”, that includes the views that “there are many ways of knowing and multiple methodologies may be used to generate useful knowledge,” that “it is not appropriate or necessary for there to be a research hierarchy”, and that “qualitative methods do not have to be evaluated according to the tenets of empiricist research”. What are your views on this matter ? Support your position, in favour of or against one or more of these stances, with examples of actual published research.

### **QUESTION 6.**

Discuss the following ethical principles highlighted for psychological research in the guidelines published by the Belmont Report and the American Psychological Association: respect for persons, beneficence, justice, informed consent, confidentiality, restraint in the use of inducements for participation, and in the use of deception. Illustrate these principles by considering how they were honoured in one or more of the five African psychological studies presented for close analysis in this course, and indicate the moral consequences that would have flowed from neglecting them.

**END OF EXAMINATION**

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

**2007/2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**  
**(DDE)**

**S111: INTRODUCTION TO SOCIOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: This paper is divided into three sections. Answer all questions**  
**From section A, fifteen (15) questions from section B and two(2)**  
**Questions from section C.**

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

1. Tabula Rasa is an expressive and popular concept in the study of socialization meaning clean slate on which can be written just about anything. The concept is attributed and associated with one of the following:
  - a) Charles Horton Cooley
  - b) George Herbert Mead
  - c) John Locke
  - d) Howard Becker
  - e) Edmund Burke
2. Economic determinism refers to:
  - a) The view that economic competition is at the root of all social relationships.
  - b) The view that changes occur through conflicts between the haves and the have nots.
  - c) The view that the first task of social analysis is social and economic criticism.
  - d) The view that no state can thrive without economic sustenance.

3. Social dynamics is a concept concerned with:

- a) How society changes in an orderly manner according to specific social laws.
- b) How society changes in an evolutionary way.
- c) How society changes from one historical epoch to another through a revolution.
- d) How society changes through demographic pressure brought about by internal economic problems.

4. Mr Bwalya Bauleni Mubita born and bred in Senanga has learned appropriate behaviour as a member of the Lozi culture. For example, he can cook and eat the water monitor (Hopani). Meanwhile Mr Mumba Kavindele Hachiwena has learned how to eat big frogs otherwise known as Vicheshi from the Senga culture. Both gentlemen migrate to town and when they eventually return to their rural homes they no longer have behaviour patterns shared by their parents. This is a typical example of:

- a) Primary socialization
- b) Secondary socialization
- c) Developmental socialization
- d) Reverse socialization
- e) Unintended socialization.

5. Social Status is a concept concerned with how society maintains itself as a cohesive system of many interrelated patterns. The term was coined and popularized by one of the following:

- a) Emile Durkheim
- b) Max Weber
- c) Karl Marx
- d) August Comte
- e) Herbert Spencer

6. Culture can best be described as:

- a) A system of normative values which distinctively characterizes a group.
- b) A system of social relationships in which individuals are involved.
- c) A system of traditional values found in a society.
- d) A system of learned behaviour which differentiates human way of life from that of animal species.

- e) A system of behaviour and material artifacts which is characteristic of rural societies.
7. The difference between sub-culture and contra culture is that in sub cultures the dominant values do not stand in direct opposition to those of the larger society.
- a) True  
b) False
8. Circumcision is a rare, isolated and uncommon phenomenon among the majority of Zambian tribes. It is thus a typical example of a contra culture.
- a) True  
b) False
9. The concept of cultural lag is associated with one of the following:
- a) G.R. Leslie  
b) Emile Durkheim  
c) Anthony Giddens  
d) William Ogburn  
e) Margaret Peil
10. One of the following early philosophers believed that society was a partnership not only between those who are living but between those who are dead and those who are yet to be born:
- b) Louis de Bonald  
c) Jean Piaget  
d) Henry de Saint Simon  
e) Edmund Burke  
f) Sigmund Freud
11. Feral children are children whose problem behavior is fundamentally due to the aberrations of the biological development processes.
- a) True  
b) False

12. Correlations are stated in terms of coefficients. The coefficient can either be positive such as +1 or negative such as -1 in which case both would be considered perfect.

- a) True
- b) False

13. The German sociological society was founded in 1910 by:

- g) Emile Durkheim
- h) Karl Marx and Fredrick Engels
- i) August Comte
- j) Max Weber
- k) Karl Manheim

14. Mr Chibi Hamabele has three wives. He divorces one and he successively replaces her with another ensuring that he has a minimum of three wives at a time. This is a typical example of serial monogamy.

- a) True
- b) False

15. A marriage between a Vaishya man and a Sudra woman can be described as:

- a) Hypergamy
- b) Hypogamy
- c) Monogamy
- d) Uxogamy
- e) Virilogamy

16. Generalised other is:

- a) A concept associated with G.H. Mead concerning the child coming to understand the general values and culture rules of society.
- b) A concept associated with Jean Piaget concerning how children develop their sense of the world through the acquisition of new cognitive skills.
- c) A sociological concept generally concerned child development especially at infant stage.
- d) A concept associated with the influence of communication skills in a culture over growing up children.



17. According to Robert Merton a Retreatist is person who accepts the goals of a society and conforms to socially accepted standards although he has lost sight of values behind the standards.
- a) True
  - b) False
18. Ntalasha and Hamanjanji are two students undertaking a research. They use the same method but yield different findings. Their supervisor should question:
- a) The location of the studies
  - b) The entire application of research methodology
  - c) The inductive logic of the studies
  - d) The reliability of the studies
  - e) The validity of the studies
19. In the Western society, polygamy is not only frowned upon but criminalized as a serious deviant act. In some African societies polygamy is highly valued and looked up to. The assumption of this situation is that no act is intrinsically criminal or deviant. Which of the theories below is associated with this assumption.
- a) Cultural transmission approach
  - b) Differential association
  - c) Labeling theory
  - c) Symbolic interactionism
20. Briefly stated, Anomie refers to normlessness. The term anomie has been particularly popularized in America in the 20<sup>th</sup> Century by the writings of:
- a) Emile Durkheim
  - b) Howard Becker
  - c) Robert Merton
  - d) Ely Chinoy
  - e) Anthony Giddens

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

1. Empirical generalization
2. Ideal type
3. Primary deviance
4. Peer group
5. Secondary socialization
6. Multivariate analysis of deviance
7. Innovator
8. Cultural support theory of deviance
9. White collar crime
10. Non material culture
11. Cultural alternatives
12. Emile Durkheim
13. Scientific norm of organized skepticism
14. Statistical aggregate
15. Sociolinguistics
16. Anthropology
17. Statistical significance or significant test

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

1. Describe socialization in its many forms and explain in detail its importance.
2. Critically describe the causes of deviance from at least three theoretical perspectives.
3. Define deviance from a sociological perspective and describe its negative consequences.
4. Outline the norms of science and indicate in particular the value of sociology as a science.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIALSCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2007 ACADEMIC YEAR**  
**FIRST SEMESTER EXAMINATIONS 2007**  
**S111: INTRODUCTION TO SOCIOLOGY 1**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS PAPER IS DIVIDED INTO THREE PARTS. ANSWER  
ALL QUESTIONS FROM SECTION A, 15 QUESTIONS FROM SECTION B  
AND 2 QUESTIONS FROM SECTION C**

TIME: THREE HOURS.

SECTION A: 20 MARKS.

1. Three of the most important recent theoretical perspectives, 'Functionalism', the 'Conflict' approach and 'Interactionism' have direct connections with:  
  
Herbert Spencer, Durkheim and Karl Marx respectively  
Emile Durkheim, Karl Marx, and Marx Weber respectively  
Auguste Comte, Karl Marx and Emile Durkheim respectively.  
None of the above
2. Which of the following sociologists believed that sociologists should be value free in their work and that personal convictions should never creep into their sociological work?  
(a) Karl Marx  
(b) Max Weber  
(c) Emile Durkheim  
(d) Auguste Comte
3. The smallest unit of culture is called:  
Cultural complex  
Cultural unit  
Cultural artifacts  
None of the above.

4. Which of the following acts as measuring rod of people's behavior patterns?
  - (a) Ideal culture
  - (b) Real culture
  - (c) Counter culture
  - (d) Folkways
5. Having a sense of identity and self esteem are ingredients of the:
  - (a) I
  - (b) Id
  - (c) Both a and b above
  - (d) None of the above
6. Accepting parental values and authority are characteristic of the:
  - (a) An Ego
  - (b) Id
  - (c) The I
  - (d) None of the above
7. Name the three principles on which Cooley's looking glass theory is based
  - (a)
  - (b)
  - (c)
8. Every person is:
  - (a) Like all other people
  - (b) Like some other people
  - (c) Like no other people
  - (d) All the above
9. The conception of the self:
  - (a) Is innate
  - (b) Is slowly realized under all circumstances
  - (c) Socially learned
  - (d) Inhibits ego development
10. Cultures includes:
  - The nature of divinity
  - The solutions to moral dilemmas
  - Beauty
  - All the above

11. Languages:
- (a) Contains a number of symbols
  - (b) Helps or hinders the spread of culture
  - (c) Is produced by culture
  - (d) All the above

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

12. Literature review
13. Sampling
14. Data processing
15. One of the following early sociologists considered social change and unrest to be natural occurrences in a society's evolution towards stability and perfection;
- (a) Herbert Spencer
  - (b) Karl Marx
  - (c) A. Comte
  - (d) E. Durkheim
  - (e) Max Weber
16. The industrial revolution occurred within the period of the French revolution
- (a) True
  - (b) False
17. The German Sociological Society was founded in 1910 by ;
- (a) M. Weber
  - (b) E. Durkheim
  - (c) Karl Mannheim
  - (d) K. Marx
18. Emile Durkheim and Auguste Comte were close contemporary collegue peers and scholars
- (a) True
  - (b) False
19. Correlations are stated in terms of co-efficients. The co-efficients should always as a rule, be in the positive, such as + for such correlations to be considered perfect and useful.
- (a) True
  - (b) False

20. The role of the circulatory system in the body is to nourish the tissues with nutrients and oxygen as well as to carry off waste products. From the sociological perspective, this is akin to and a typical example of:
- (a) The conflict perspective
  - (b) The order perspective
  - (c ) The interactionist perspective
  - (d) Sociobiological perspective
  - (e)Value concensus and social restoration

**SECTION B; 30 MARKS**

Write short notes on any 15 of the following:

- (a)Cultural complex
- (b)Deviant subculture
- (c)Generalized other
- (d) Artifacts
- (e)G.Mead
- (f)Sigmund Freud
- (g)National character
- (h)Role playing
- (I)Self concept
- (j)Cultural change
- (k)Cultural universalism
- (m)Adulthood socialization
- (n) Logic unit
- (o) E Durkheim
- (P)Statistical significance
- (q)Hard ware
- (r )Dialectical materialism
- (s)Social linguistics
- (t)Sociobiology
- (u)Social statics
- (v)Henry De Saint Simon
- (x )Micro processor

### **SECTION C: 50 MARKS**

Answer any 2 (TWO) of the following;

1. Critically analyze the statement ,“Even though Zambia has several ethnic groups, it has a national culture”.
  2. Studies on isolated children have proved that social interaction is an important aspect in a person’s development process. Discuss this in relation to the emergence of strict orphanage centers in Zambia.
  3. Critically explain the emergence of sociology between the 18th Century and the 19<sup>th</sup> Century.
  4. Discuss the norms of science, indicating their overall importance to the world.
- 

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007/2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**S 111: INTRODUCTION TO SOCIOLOGY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: READ, CAREFULLY, THE INSTRUCTIONS IN EACH SECTION IN THE PAPER.**

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**SECTION A: MULTIPLE CHOICE. ANSWER ALL THE QUESTIONS (30 MARKS)**

1. In computing averages, each type of average can give us a slightly different picture of the group of people we are studying. However, what will determine the average to be used in such a situation is:
  - a) The range of variation
  - b) The type of population under study
  - c) The variation of the sampling techniques used
  - d) The proportion of the total population falling into each category under study
  - e) The proportionate size of the sample to the population
2. Empirical generalisation grows out of the scientific law
  - a) True
  - b) False
3. The famous early Sociologists, Auguste Comte and Max Weber, were peers
  - a) True
  - b) False
4. From his studies on suicide, Durkheim noticed that both social integration and social regulation were inversely correlated with suicide rates
  - a) True
  - b) False
5. Fatalistic suicide is associated with individuals who are
  - a) Very integrated
  - b) Not well integrated
  - c) Very regulated
  - d) Very unregulated
  - e) Egoistic and confounded by self-interest



6. A situation where a father carefully explains to his children about the importance of being polite then a situation occurs in which the father himself is impolite is known as
  - a) Deliberate socialisation
  - b) Child socialisation
  - c) Unconscious socialisation
  - d) Reverse socialisation
  - e) Indirect socialisation
7. The role of the circulatory system in the body is to nourish the tissues with nutrients and oxygen as well as to carry off waste products. From a sociological point of view this is akin to and a typical example of
  - a) The conflict perspective
  - b) The order perspective
  - c) The interactionist perspective
  - d) The socio-biological perspective
  - e) Value concerns and restoration
8. From a social standpoint, someone is not a criminal unless caught and convicted. Which of the following best represents this statement?
  - a) Time
  - b) labelling
  - c) learning
  - d) differential association
  - e) legal defence
9. Countercultures and the mainstream culture are related in that
  - a) Both are aspects of a subculture
  - b) Both focus on social relationships
  - c) Both focus on norms and values
  - d) None of the above
10. Sociologist generally are far more interested in applying existing knowledge to societal problems than in searching for new knowledge
  - a) True
  - b) False
11. Mead's "I" differs from his "me" in that
  - a) The "I," but not the "me," is based on symbolic interaction
  - b) The "me," but not the "I," refers to unique aspects of the self
  - c) The "I" gives the sense of freedom, the "me" the sense of responsibility
  - d) The "I" is conflict-oriented, the "me" is oriented towards cooperation
  - e) All of the above
12. Forgery and embezzlement best illustrates
  - a) White collar crime
  - b) Victimless crime
  - c) Index crime
  - d) Professional crimes
  - e) None of the above

13. Changes in people's behaviour caused by their awareness of being studied is called the \_\_\_\_\_ effect.
- a) Self-consciousness
  - b) Hawthorne
  - c) Self-monitoring
  - d) Controlled condition
  - e) Performance
14. Policies and processes designed to destroy the separate identity of a group, with or without the physical destruction of its members are an example of
- a) Ethnocide
  - b) Genocide
  - c) Identity annihilation
  - d) Patricide
  - e) Cultural extinction
15. \_\_\_\_\_ describes the impact of moving from a familiar culture to one which is unfamiliar.
- a) Cultural shock
  - b) Cultural relativism
  - c) Cultural universalism
  - d) Cultural change
  - e) None of the above
16. The idea that social structure exerts pressure upon certain people to not conform is central to
- a) The status-conflict perspective
  - b) The class-conflict perspective
  - c) The knowledge-power perspective
  - d) Strain theory
  - e) Differential labeling theory
17. The best way for scientists to isolate a cause is to employ
- a) Observation studies
  - b) Experiments
  - c) Surveys
  - d) Small groups research
  - e) Cross national studies
18. Identifying criminals by way of "stigma" was proposed by
- a) E. Sutherland
  - b) Robert Merton
  - c) Lombroso
  - d) Durkeim
  - e) George H. Mead

19. Symbolic interactionism focuses on
- a) Macro-level structures
  - b) Social institutions
  - c) Social classes
  - d) Micro-level social settings
  - e) Non-material culture
20. During the process of socialization we so completely absorb culture that it's said to be:
- a) Centralized
  - b) Socialized
  - c) Absorbed
  - d) Internalized
  - e) Focalized

---

**SECTION B: WRITE BRIEF NOTES ON FIFTEEN OF THE FOLLOWING (30 MARKS)**

- 1. Saint Simon
  - 2. Scientific norm of disinterestedness
  - 3. Deviance
  - 4. Significant test
  - 5. Dialectical process
  - 6. Role discontinuity
  - 7. Anthropology
  - 8. Self-fulfilling prophecy
  - 9. C. Wright Mills
  - 10. Informal sanctions
  - 11. Global culture
  - 12. Taboo
  - 13. Internalisation
  - 14. E. Sutherland
  - 15. Victimless crime
  - 16. Artifacts
  - 17. Ethnocide
  - 18. Written language
  - 19. Unobtrusive observation
  - 20. Agents of socialisation
-

**SECTION C: ANSWER ANY TWO QUESTIONS FROM THE FOLLOWING:**

1. Broadly contrast between traditional and modern industrial societies and indicate which one is better integrated and why.
  2. With reference to classical sociologists, discuss the emergency of sociology and the difficulties associated with its establishment as a science.
  3. Describe a counterculture group in Zambia or any society of your choice whose goals are at odds with those of the dominant culture. Discuss and show evidence that this group is influencing behavioural expectations and values in the larger society.
  4. Identify and discuss some of the conditions or factors that cause a high rate of recidivism (*relapse or repeat of crime*) among ex-prisoners in many societies including Zambia.
- 

**END OF EXAMINATION**

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

**2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**  
**(DDE)**

**S112: INTRODUCTION TO SOCIOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS:** This paper is divided into three sections. Answer all questions  
From section A, ten (10) questions from section B and two(2)  
Questions from section C.

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

1. Polygyny and polyandry are two varieties of polygamy which are the same and in agreement except they are practiced in different geographic areas of the world.
  - a) True
  - b) False
2. An oligarchy is.
  - a) A form of government which displays the worst form of dictatorial governance with complete control and surveillance of all aspects of social, economic and political life of society.
  - b) A government in which a few leaders govern on the perception of their ethnic or racial superiority to the exclusion of all other groups in society.
  - c) A religious organization with a claim to national governance on the basis of its wide coverage of membership in a given society.
  - d) A form of government ruled by a single ancestral group where the society owes its loyalty.
  - e) A government characterized by brutal oppression with no regard to human rights.
3. Stratification systems are both cause and consequences of inequality.
  - a) True
  - b) False

4. Weber's analysis of social stratification indicates the presence of four social classes which he referred to as:
- a) The propertied upper class, the property-less white collar workers, the petty bourgeoisie and the working class.
  - b) The bourgeoisie, the proletariat, the white-collar office workers and the capitalists.
  - c) The property-less workers, the owners of the means of production, the new middle class and the unemployed.
  - d) The urbanites, the rural dwellers, the ruling class and the owners of the means of production.
  - e) The skilled employees, the labourers, the lumpens and the royalty.
5. One of the following sociologists is known for his analysis and espousal of the American dream values of hard work, universalism, individualism, wealth and rationality which has become a basis for understanding the American class structure.
- a) Karl Marx
  - b) Ralf Darendorf
  - c) Max Weber
  - d) John Locke
  - e) Adam Smith
6. One of the following systems of social stratification is comparatively the most closed:
- a) The Colourbar system
  - b) The Marxian class system
  - c) The Caste system
  - d) The Estate system
  - e) The African traditional system
7. The term "Tigers" from an economic viewpoint represent
- a) The East Asian Countries or economies which have grown extremely rapidly over the last three decades, i.e. Indonesia, Malaysia and Thailand.
  - b) The East Asian Economies which have grown very fast in the last three decades namely Korea, Taiwan, Singapore and Hong Kong.
  - c) The East Asian countries whose economies have grown wide and vast namely China, India and Pakistan.

- d) The Middle East countries whose economies have grown rather fast due to oil reserves namely Kuwait, Saudi Arabia, United Arab Emirates and Qatar.

8. The Minimum Economic Level is:

- a) An economic situation where people can only provide for their most basic survival needs.
- b) The amount of money that is necessary to provide an individual or a household of 6 people with elementary necessities to stay alive namely food, clothing, fuel, rent and transport.
- c) One and a half times the minimum living level.
- d) Two times the minimum living level necessary to lift people out of their poverty.
- e) None of the above.

9. Structural poverty is a situation of people:

- a) Whose advancement is influenced by patterns of power and discrimination in society.
- b) Whose advancement is influenced by fertility rates in a given society.
- c) Whose advancement is affected by inappropriate economic structures and strategies taking optimum advantage of the political structures.
- d) Whose advancement is thwarted by mans inadequate subordination to the state and hence the inability of the state to curtail human selfishness as propounded by Thomas Hobbes.
- e) Whose advancement is curtailed by negative balance of payments.

10. In the French Estates generally the Aristocracy sat on the Kings right whilst the commoners sat on the left.

- a) True
- b) False

11. The Binary system of social stratification is associated with:
- a) Karl Marx
  - b) Thomas Hobbes
  - c) Max Weber
  - d) George Hegel
  - e) John Locke
12. A class in itself is a term developed by Karl Marx to refer to a social group which has become a real class whereby its members have achieved class consciousness and class solidarity.
- a) True
  - b) False
13. The term caste is Indian in origin meaning race or pure stock.
- a) True
  - b) False
14. One of the following will happen if everyone's income in an economy increases but the distribution stays the same.
- a) The poverty line will significantly reduce.
  - b) Relative poverty will significantly increase.
  - c) Relative poverty will decrease marginally.
  - d) Relative poverty will also stay the same.
  - e) Poverty will tend to be more generalized.
15. Assimilation is a situation where the immigrants adapt themselves to the culture of the host society.
- a) True
  - b) False
16. Orthodox Marxists explain third world underdevelopment through:
- a) The exploitation of labour.
  - b) The cultural backlogs or shackles of third world traditions and values.
  - c) The lack of capital resources in particular human and financial capital.
  - d) The mechanisms of unequal trade.



17. In the estate system of social stratification, the third estate was mainly composed of:
- a) The clergy, the aristocrats and the nobility.
  - b) The commoners, the clergy and the knights.
  - c) The serfs, the slaves and the merchants.
  - d) Everyone else from peasants to artisans excluding the clergy and the nobility.
18. The state of Gondola openly practices an ideology that calls for the discrimination of one particular mongoloid race by the negroids. It argues that such action is necessary and inevitable. The state of Gondola can be said to be practicing:
- a) Racism
  - b) Apartheid
  - c) Racial discrimination
  - d) Colourbar
19. Internal and external migrations are not common in Sub-Saharan Africa.
- a) True
  - b) False
20. The type of marriage where the newly weds stay with relatives of the wife is known as:
- a) Uxorilocal
  - b) Bilocal
  - c) Neolocal
  - d) Virilocal
  - e) Conjugal

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

- 1. Use value of labour power
- 2. Denomination
- 3. Net Migration
- 4. GNP
- 5. Profane
- 6. Crude Rate
- 7. Social Democracy
- 8. Group
- 9. Non traditional sources of demographic data

10. Dialectical materialism
11. Theism
12. Poverty
13. Poverty line
14. Pluralist society
15. Minority
16. Moderate Poverty
17. Marriage and Crude Marriage Rate

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

1. Critically compare and contrast the political ideologies of the left, centre and right in all their manifestations.
2. Critically discuss the interdependence and interrelationships between social institutions.
3. Compare and contrast the estate and the class systems of social stratification.
4. Describe the challenges and value of demography as a discipline in developing countries.
5. Discuss socialism and capitalism as ideological strategies for alleviating poverty.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
SOCIAL DEVELOPMENT STUDIES DEPARTMENT  
2007/2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**S 311: URBAN SOCIOLOGY**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY.**

**TIME: THREE HOURS**

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1. Compare and contrast Urban Bias Theory with Economic Dependence Theory on rural urban migration? Which of the two theories gives a more comprehensive understanding of rural to urban migration in Southern Africa? Give examples for your answer?
2. Discuss the ways in which international migration can be an accelerator and decelerator of economic development in Zambia? Give practical examples for your answer.
3. One of the city mothers complained that “the biggest problem in the African Family these days is that the children no longer resemble their parents. They are not like their mothers and they are not like their fathers”. In the context of this comment, critically discuss the impact of the city on the urban family and urban society as a whole? Give examples for your answer.
4. Compare and contrast the Chicago School of thought with the theories of contrast in explaining urban social life? In your view, which theory provides a comprehensive understanding of urban life in Zambia?

5. Discuss the ways in which urban Social Movements have impacted social life in both urban and rural areas in Southern Africa? Give practical examples for your answer.
  6. Identify and discuss the factors behind the emergency and development of the city. To what extent have these factors continued to promote city development in modern times?
  7. The term “melting pot” was first coined by Israel Zangwill in 1906. The idea stated that “in America all nations were to be quite shorn of the original characteristics and were to emerge as a new and higher nation combining the best of the old”. Critically discuss the validity of the concept “melting pot” in reference to urban life experiences in modern cities in Southern Africa.
- 

**END OF EXAMINATION**

# **UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

### **2007 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

#### **S 421: SOCIOLOGY RESEARCH METHODS**

**INSTRUCTIONS: THIS PAPER HAS TWO SECTIONS; A AND B. READ CAREFULLY AND FOLLOW THE INSTRUCTIONS UNDER EACH SECTION.**

**SECTION A: Write short notes on only five of the following:**

- a) Operationalisation (4 marks)
- b) Abductive strategy (4 marks)
- c) Snowball sampling (4 marks)
- d) Internal validity (4 marks)
- e) Observer triangulation (4 marks)
- f) Verstehen (4 marks)
- g) Descriptive analysis (4 marks)
- h) Content analysis (4 marks)

**SECTION B: Read this statement of the problem and answer the questions that follow:**

Corruption has been sung by every Jim and Jack in Zambia. There are renowned people who have in the past made claims that the Chiluba regime was corrupt. At one time, cabinet ministers especially the three late and one time ministers Ronald Penza, Dean Mungomba, Baldwin Nkumbula on one hand and the living vociferous Boniface Kawimbe, and Mbikushita Lewaninka came out in the open claiming that the Chiluba regime was corrupt. Only a single time under President Chiluba was the corrupt practice of Legal Affairs Minister Remmy Mushota involving money laundering amounting to K 200 million proved. Under the current regime of President Mwanawasa, who has been preaching Zero tolerance, former Vice

# **UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

### **2007 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

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Corruption has been sung by every Jim and Jack in Zambia. There are renowned people who have in the past made claims that the Chiluba regime was corrupt. At one time, cabinet ministers especially the three late and one time ministers Ronald Penza, Dean Mungomba, Baldwin Nkumbula on one hand and the living vociferous Boniface Kawimbe, and Mbikushita Lewaninka came out in the open claiming that the Chiluba regime was corrupt. Only a single time under President Chiluba was the corrupt practice of Legal Affairs Minister Remmy Mushota involving money-laundering amounting to K 200 million proved. Under the current regime of President Mwanawasa, who has been preaching Zero tolerance, former Vice -

Presidents Brigadier General Miyanda, Christon Tembo and Pastor Nevers Mumba, have many a time made claims that corruption was rampant. Under President Mwanawasa's regime, only the present Drug enforcement commission Director was suspended after so much hullabaloo by the public and prominent NGO leaders. There is a paltry but only two notable cases involving former Press Aid to former President of Zambia Frederick Chiluba (Richard Sakala) and former permanent of secretary of health Dr. Kashiwa Bulaya, which have ended into effective prosecution.

These two cases aside, a plethora of them have not come up and there are claims that even under the present regime, corruption is rampant. Though these claims have some truths, they regrettably add to a plethora of unclear issues on corruption, that are researchable. From these few examples we can claim that there are notable and considerable problems to pursue in research.

It is however noted that in Zambia, whenever corruption is discussed in everyday parlance, there is no attempt to provide an accurate precise rate of corruption occurrence. Many a time corruption is discussed; we do not know how much in monetary term is paid and what the other forms of corruption are in the event that no money is traded. We do not seem to know which institutions have a greater propensity to bribe and which ones have a greater propensity to be bribed. When the man in the street or significant people like politicians cite corruption, seldom do we hear them say how much is paid as a bride price or where possible, the form of corruption that is practiced. To make things worse, whenever there have been attempts to explain the reasons as to why there is corruption, people advance the theoretician's theory and such claims are not foundational in the sense that they are not theoretically based.

This study is indeed worth doing but we do not seem to know: (i) what answers we may need to bring out (ii) The objectives that would direct our study and the appropriate research strategies to use.

**Answer only three questions from the following:**

1. Using the taxonomy of 'What, why and how' questions, develop ten research questions based on the problematic issues. From these ten, identify five research questions and proceed to develop at least five objectives. **(20 Marks)**
2. Write a justification for such a study to your sponsors. **(20 Marks)**
3. Imagine you have done a study and based on the problem issues, write an abstract to a journal. **(20 Marks)**
4. What would be your preferred ontological and epistemological assumptions for this study? Justify your answers basing on the type of reality you want and the theoretical orientation. **(20 Marks)**
5. Write your suggested methodology for this study using the parameters set below and justify the selection of each method. **(20 Marks)**
  - a) Dimension of the study
  - b) Sampling methods
  - c) Data collection methods
  - d) Data analytic methods
  - e) Ethical concerns

---

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR**  
**FIRST SEMESTER FINAL EXAMINATION**  
**S 911: REFUGEE STUDIES**

**TIME:** Three hours

**INSTRUCTIONS:**

**Section A:** Compulsory and carries 20 marks.  
**Section B:** Optional and carries 30 marks.

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**Section A: Answer all questions in this section**

1. Write/Provide short or brief notes with clear examples on the following:
  - a) What is so paradoxical about the issues surrounding UNRWA?
  - b) Internal factors and how they contribute to the creation of refugees, and IDPs.
  - c) Basic issues surrounding the concept of **statelessness**, and how these are being resolved.
  - d) What was meant by the Nansen passport?
  - e) Explain under what circumstances the concept "human cargo" is used in refugee studies?

**SECTION B: Answer any three questions**

2. The international Community has attempted to resolve the problem of xenophobia/racism but without success. Discuss.
3. S. Russell (1994), and other Scientists who belong to The **IUSSP** school, believe that there is a very strong correlation between migration and demography. Critically discuss this assertion.
4. Critically discuss the dilemmas surrounding the Internally Displaced Persons (IDPs) and how the international community has attempted to resolve their plight.

5. Unraveling the 1951 Geneva Convention on **the status of refugees** is said to be fraught with difficulties. Discuss.
  6. Dag Andressen's article "Closing the Doors " attempts to explain the problem of asylum seeking, which appears to be falling out of favour in the international community. Discuss this assertion and suggest how the international community is trying to grapple with this problem.
- 

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

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

**2007/2008 END OF FIRST SEMESTER EXAMINATION**

**COURSE: S 915: DISASTER PREPAREDNESS AND MANAGEMENT**

**TIME: THREE HOURS**

## **INSTRUCTIONS:**

- (a). Section A is compulsory; (b). Answer any three (3) questions from section B;
  - (c) . Answer only a total of 4 questions from the entire paper.
- 

## **SECTION A. (COMPULSORY)**

1. The Kyoto Protocol, and Rio Conference appear to have been the main driving forces in the development of the Disaster Management regime in Zambia. **Critically analyse** its genesis in Zambia and highlight what efforts have been made to realize the underlying dream.

## **SECTION B. ANSWER ANY THREE QUESTIONS FROM THIS SECTION.**

2. What is so paradoxical about the guiding principles, promulgated by the United Nations which forms part of the collaborative effort between and among the various stakeholders in operational areas (provide clear examples).
3. Carter (1992)'s analysis on decision making in disaster situations is so apt that failure to adhere to some of its principles spells doom. Discuss its ramifications and suggest best practices.
4. The statement "Humans should not compromise the needs of future generations" is used to describe some carelessness/reckless. Critically discuss this statement with clear examples the major areas of concerns.
5. With clear examples, discuss the analysis as espoused by the Centre for Disaster Management Agency (CDMHA), as regards the holistic approach. Further indicate what lacunas if any are likely to be encountered.
6. Gender plays a very significant role in times of disaster as it renders most persons vulnerable. Critically discuss the implications that are associated with this statement.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**FIRST SEMESTER EXAMINATION 2007/2008 ACADEMIC YEAR**

**S 931: THEORIES OF SOCIAL CHANGE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER 4 QUESTIONS OUT OF 6. ALL QUESTIONS CARRY EQUAL MARKS.**

- 
1. "Knowledge has to do with our ability to discover in facts the abiding elements that remain after the facts disappear."  
  
"True knowledge is more than simply an inspection of facts."  
  
From the above statements write an essay on Socrate's interpretation of knowledge, and virtue.
  2. Plato's division of labour in his book THE REPUBLIC compares favourably with what obtains in modern governance. Give reasons.
  3. The doctrine of Separation of Powers by Aristotle is entrenched in many modern constitutions. Discuss.
  4. Outline Comte's theory of an exemplary society. Give full details.
  5. What are Durkheim's four categories of suicide?
  6. Discuss the three sociological perspectives.
- 

**END OF EXAMINATON**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007/2008 ACADEMIC YEAR**  
**FIRST SEMESTER FINAL EXAMINATIONS**  
**S931: THEORIES OF SOCIAL CHANGE**

**INSTRUCTIONS:** ANSWER ANY FOUR OF THE FOLLOWING. ALL QUESTIONS CARRY EQUAL MARKS.

**TIME:** THREE HOURS

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1. What roles have women played in the advancement of independence in Africa? Give examples of such success if any.
  2. Discuss briefly the following:
    - (i) Professionals
    - (ii) Surveillance and discipline
    - (iii) Carceral organisations
  3. Calvinists believed that donations to the poor or charity furthers begging, laziness and it is an affront to God because by not working, one failed to glorify God. Critically analyse this in relation to the beggars found on the streets of Lusaka.
  4. To Marx alienation affects all major institutions in a capitalist society such as religion, the state and the economy. But alienation in the economy assumes an overriding importance for Marx because of the impact it has on people's daily lives. What are the four types of alienation Marx identified in the workplace? Of the four, which *two* types do you consider to be most serious when you look at the plight of casual workers in Zambia today?
  5. Discuss the views of the following scholars on the question whether society progresses in a unilinear or multilinear fashion: *Auguste Comte, Herbert Spencer, and Karl Marx*.
- 

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR**  
**FIRST SEMESTER EXAMINATIONS**  
**S995: SOCIAL IMPACT ASSESSMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS PAPER IS COMPOSED OF SECTIONS A AND B. READ AND FOLLOW THE INSTRUCTIONS CAREFULLY INSTRUCTIONS UNDER EACH SECTION.**

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**SECTION A: ANSWER ONLY ONE QUESTION**

1. Write short notes on only five of the following:
  - a) Multicriteria analysis **(4 marks)**
  - b) Practitioner's theory **(4 marks)**
  - c) Ex ante assessment **(4 marks)**
  - d) Project appraisal document **(4 marks)**
  - e) Spatial bias **(4 marks)**
  - f) Iteration **(4 marks)**
  - g) Core values **(4 marks)**
2. List the guiding principles of structuring SIA as formulated by the Inter-organizational Committee; NOAA (1994). **(20 Marks)**

**SECTION B: READ THIS PASSAGE**

The government has committed itself to develop rural areas and in the Fifth National Development Plan one of the ambitious projects is to construct a Tea plantation in the South East of Samfya and a road that will link the critical geographical units in Luapula to bring inputs to the plantation.

The well to do Samson villagers, which is in the tea plantation development zone, will be affected by relocation. It is estimated that the plantation will earn an investor about K 6 billion a year and that a projected 2 000 local people will be employed and further, it will attract 3 000 *Salaula* traders from Congo DR. The government is expected to earn about K 1 billion in taxes alone. There would be earnings in GDP that have not been projected and this is advantageous according to the government in the sense that the total earnings that the villagers in Samson amounting K 3

billion do not account to the country's GDP. There are other advantages arising from this development project and these are that a large area beyond Samson village be electrified and local villages will experience progressive social change.

The villagers have a very rich tradition of maintaining reverence of their Gods that determine their destiny called *ba Benye*. They have reverence of ancestors by performing rituals at nearby graves as a way of blessings for their economic activities. Samson Village is located in the famous rich *Kuta* fishing sites and accounts for most of the fertile lands of Samfya and it produces 8 000 tones of *Buka* fish and 2 000 tones of Cassava that is consumed by the miners on the Copper belt and the Bemba's who have migrated to work there. The residents of this village also manufacture herbal medicine and are renowned for charms gotten from the estuarine coast of the Bangweulu that they sell to women who want to conceive and to sustain their marriages. The total village earnings from these economic activities are estimated to be K 3. 7 billion. Samson village will be swallowed by the two projects requiring relocation of 14 500 villagers to the Nsundu lowlands to the north of Bangweulu which have clayey soils and would not sustain cassava planting. The Nsundu lowlands are accessible to fishing for only four months in a year on account of the government imposed fish bans to control over cropping as part of the sustainable development efforts.

There have been animosities over several years between Solomon villagers and the villagers in the Nsundu low lands on account of the perceived practice of a high grade of witchcraft that seems to be behind their riches.

Samson village has negligible social problems so to speak and an impact assessment was done revealing so much effect but the government has ignored the assessment, which was done by an NGO of SIA practitioners citing that it had ignored the environmental aspect and claiming that the assessment was done by non experts hired from S 995 207 intake and it is determined to go ahead with the project.

## ANSWER ONLY TWO QUESTIONS

1. Based on the sub variables stated in the text and using social impact parametric variables, what impacts do you forecast would befall the villagers? **(20 Marks)**
2. Since the government is determined to go ahead with the project,
  - i. Select five methods of community engagement based on Biswas (1973) table.
  - ii. How would you motivate the locals to resist loss of their heritage and prevent suffering from the forecasted impacts and what will be the heads (issues) of arguments in the message **(20 Marks)**
3. Using the sub variables stated in the text, suggest an alternative scenario to the government's using a cost benefit analysis framework by selecting issues for discussion. **(20 Marks)**
4. In the event that the government succeeds, and your efforts fail,
  - i. What are the likely impacts (list four impacts under each category based on any of the following: Taylor et al., 1990 or Brudge, (1994) or Branch, et al., (1984) impact variable types as the case may be.
  - ii. Suggest the most appropriate means of mitigation. In outlining your mitigation, bare in mind the impact variables you have outlined in (1) above **(20 Marks)**.
5. Baring in mind that the core values of conducting SIA are drawn from ethical theories, explain in five ways your own view of government's morality as it entrenches the French approach **(20 Marks)**.
6. When SIA students heard about the government's arguments and particularly that the environment was not covered in the assessment, a debate ensued and two camps emerged with one claiming that what they did was right and the other not. Are there any differences between SIA and EIA? Compare and contrast by selecting five parameters that you would use to support your answers? **(20 Marks)**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**SS 241: RESEARCH METHODS IN THE SOCIAL SCIENCES**

**TIME: THREE HOURS**

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

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**SECTION A**

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

**(ALL ANSWERS IN THIS SECTION MUST BE VERY BRIEF. ONLY FEW SENTENCES OR ONE PARAGRAPH ANSWERS WILL BE ACCEPTED IN THIS SECTION)**

1. Briefly, in one or two sentences only, explain what do you understand by:
  - a) Descriptive study
  - b) Analytical study
  - c) Empiricism
  - d) Objectivity
2. Briefly in one sentence only, explain what do you understand by the sampling terms below:
  - a) Population
  - b) Sampling frame
  - c) Sampling fraction
  - d) Sampling interval
  - e) Parameter
  - f) Statistic
3. Given below are data on UNZA students, you are required to do the following:
  - a) Select a sample of a sample of 100, the criteria for stratification being sex and social class.

- b) Indicate the type stratification method you have used.

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

4. In choosing a random number of,  $n=5$ , from a population of  $N=40$ , demonstrate, with very brief explanations, how you would select this sample using the table of random numbers below:

58	64	68	87	00	89	61	83
33	59	90	73	99	47	13	87
27	23	70	50	01	37	29	04
82	22	53	25	70	59	61	16
31	44	36	99	33	8	82	57

5. Match the statements below with the major threats to validity.
- A social scientist selects his friends in studying the phenomenon of drug abuse among students.
  - A researcher studying students' attitudes towards Zambia's declaration as a Christian nation finds a highly positive attitude among them coinciding with Papal visit to Zambia.
  - A researcher investigating workers' attitudes towards politics finds that most of them have become more conservative after a panel study which he started five years ago.
  - A researcher investigating attitudes towards the equality of men and women concludes, even after most of the men in his sample have dropped out from the sample, that men have a less favourable attitude towards women.
6. Indicate which of the following statements below closely represent the source of knowledge – habit, common sense, rationalistic, scientific, etc
- Knowledge can only be obtained through the use of rules and forms of logic.
  - There are forms of knowledge which exist outside human experience
  - Knowledge derives directly or indirectly through the senses.
  - The raw materials for true knowledge are perceptions, experiences, and observations.

- e) The Koran, the Bible, and the Gita are undeniable sources of true knowledge.
- f) Consensus and widely supported ideas are a reliable source of knowledge.
- g) What you learnt from your parents should form the basis of your future conduct.

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

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

8. Indicate what the flaws are with the following questions in a questionnaire:

- a) Do you accept the unimaginative way the university administration is handling student affairs?
- b) Are you cognizant of the dysfunctional aspects of the registration exercise at the beginning of each semester?
- c) Do you favour the abolition of free education and the reduction of student allowances at CBU?
- d) Do you oppose the administration's handling of student affairs because they are unfair?
- e) Are you not of the view that the administration should change its attitude towards the workers welfare?
- f) Are you HIV positive?
- g) Do you participate in sports because you are unfit?
- h) You don't think the government is fighting inflation strongly, don't you?
- i) Do you watch cinemas and play video games in your spare time?
- j) Do you think diminishing returns in agriculture account for the exponential decline in Zambia's gross national product?
- k) Are you in support of the gross abuse of human rights by the current regime?

9. Given below are descriptions of stages in the research process in a study at the University of Zambia.

- 1) Hypotheses formulation
- 2) Research design
- 3) Conclusion
- 4) Data analysis

- 5) Problem identification
- 6) Data collection

a) The stages above are not in the correct sequence. So it is your responsibility to rearrange the stages above correctly ( and also number them correctly) to reflect the correct sequence of the stages in the research process.

b) For each of the passages below, use the results in a) to indicate the particular stage of the research process it corresponds to.

- i. The researchers determines, among other things, the data he will need to collect, how the data will collected and the choice of techniques to analyze the data.
- ii. The researcher writes a report concluding that marijuana use among students at UNZA is on the increase while alcohol consumption is on the decrease.
- iii. From prior knowledge, the researcher states proposition that while marijuana use among students is decreasing, he expects alcohol consumption to decrease.
- iv. A researcher decides to investigate the increase in marijuana use among students despite the sensitization campaign by the student centre and UNZA management.
- v. The researcher produces statistical tables based on the data collected in order to test his hypotheses.
- vi. The researcher sends a group of field assistants to interview and administer questionnaires to a sample of students selected for the study.

10. Briefly describe three aspects of post –field work questionnaire editing.

- a) Checking for completeness
- b) Checking for accuracy
- c) Checking for uniformity

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### SECTION B

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

(ANSWERS MUST BE BRIEF AND TO THE POINT.)

1. Briefly respond to the questions below:

- a) Explain what research is.

- b) What are the major characteristics of research?
  - c) The major functions of research.
  - d) The common abuses of research.
  - e) Some of the ways to deal with the abuses of research.
  - f) Explain the role of literature review in research.
2. Describe the sampling designs below and, for each, explain the circumstances under which you would use it:
- a) Purposive sampling
  - b) Simple random sampling
  - c) Proportionate stratified sampling
  - d) Quota sampling
  - e) Linear systematic sampling
  - f) Circular systematic sampling
  - g) Cluster multistage sampling
  - h) Snowball sampling
3. Demonstrate your understanding of research design by answering the questions below:
- a) Describe three components of research design.
  - b) With some diagrammatic representation where appropriate, bring out the major distinguishing characteristics of the following research designs:
    - i. Experimental design
    - ii. Quasi - experimental design
  - c) Explain the distinction between cross sectional and longitudinal studies.
  - d) Explain the distinction between complete participant and participant – as – observer.
  - e) Explain what a case study is.
    - i. Give one strength of the case study approach.
    - ii. Give one weakness of the case study approach.

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**END OF EXAMINATION**

**T THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS**

**SS 241: RESEARCH METHODS IN THE SOCIAL SCIENCES**

**TIME: THREE HOURS**

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

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**SECTION A**

1.
  - a) What properties of scales of measurement do you associate with the scales below?
    - (i) Nominal scale
    - (ii) Ordinal scale
    - (iii) Interval scale
    - (iv) Ratio scale
  - b) What are the scales of measurement of the following variables:
    - (i) The racial classification of students at CBU.
    - (ii) Computer numbers of students at UNZA.
    - (iii) The grading systems currently used by both CBU and UNZA.
    - (iv) The number of students in the different schools at UNZA and CBU.
    - (v) The heights of students at Evelyn Hone College.
2. Do you agree with the view that probability sampling is superior to non-probability sampling?
3. Discuss the terms below making sure you also give the formulas where required in each case:
  - a) Manipulation

- b) Control
- c) Blank foreign element
- d) Incomplete frame
- e) Internal validity
- f) External validity
- g) The Hawthorne

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

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

5. Give the advantages and disadvantages of:

- a) Self – administered questionnaires
- b) Interviews
- c) Secondary data

6. Briefly respond to the following questions:

- a) What is a work schedule in a research project?
- b) Give two important uses of the work plan

7. Using the data below, draw a disproportionate stratified random sample of  $n = 100$  students from a population of  $N = 1500$  students, by ensuring that equal numbers of both sexes are represented in the sample. In each case indicate the implicit sampling fractions for the male and female strata.

8. Indicate which of the following are examples of primary or secondary sources of data.

- (i) Newspaper report
- (ii) Census from the CSO

- (iii) An article in a sociological journal
- (iv) Data collected from the field by a researcher
- (v) Questionnaire

9.

	Sex		
Marital Status	Male	Female	Total
Single	400	200	600
Married	600	300	900
Total	1000	500	1500

10. Briefly, in a sentence or two, answer the questions below:

- a) Define a hypothesis.
- b) Give the characteristics of what constitutes a good hypothesis.
- c) Indicate what is wrong with the hypotheses below:
  - (i) There is a relationship between social class and performance in examinations.
  - (ii) The more religious an individual is, the more likely that he/she will go to heaven.

11. Complete the following statements:

- a) A cross - sectional study is.....
- b) A cohort study.....
- c) A panel study .....
- d) A case study.....
- e) An exploratory study.....

## SECTION B

ANSWER ANY TWO QUESTIONS. THIS SECTION CARRIES 40%

1. "True knowledge emanates from intuition, mystical, and authoritarian sources and only rarely has rational or scientific origins". Evaluate this statement critically and give your own position.



2. As a principal researcher investigating the escalating drug abuse at CBU, you are asked to construct a data collection instrument. Give the correct sequence of steps you would have to go through to come up with a good instrument.
  3.
    - a) What do you consider the hallmarks of a good research project?
    - b) In carrying out research, what measures would you take to ensure that your research findings are valid?
    - c) Describe the problems you are likely to encounter.
    - d) How would you deal with the problems encountered in such a situation
  4. Describe the sampling designs below and, for each, explain the circumstances under which you would use it:
    - a) Purposive sampling
    - b) Simple random sampling
    - c) Stratified disproportionate sampling
    - d) Systematic sampling
    - e) Cluster multistage sampling
- 

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

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

**2007/2008 END OF FIRST SEMESTER EXAMINATION**

**SW111: INTRODUCTION TO SOCIAL WORK**

**TIME: THREE HOURS**

**INSTRUCTIONS: CAREFULLY READ THROUGH THE INSTRUCTIONS IN EACH SECTION**

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## **SECTION A COMPULSORY (20 MARKS)**

1. Joe Luft and Harry Ingham designed the Johari's window which helps us to understand how we can grow in self- knowledge and how we can build deeper trust in teams and communities by sharing and feedback.  
What does the window represent? Can you describe the components of the window?

## **SECTION B ATTEMPT ONE QUESTION ONLY (10 MARKS)**

2. The core of social work profession is to effect positive change in individuals and society. With examples, critically analyse the various theories of change.
3. The criteria or standard for judging the quality of life of people in indigenous Zambia depended on a number of salient features which were held dear by all. Critically discuss the salient features.

## **SECTION C ATTEMPT ONE QUESTION ONLY (10 MARKS)**

4. Principles, norms and values play a critical role in the practice of social work profession. Discuss this statement in relation to social case work.
5. Compare and contrast social work and social welfare. (Examples are a **must**).

**SECTION D- Attempt one question only (10 marks).**

6. Using Zambia as a case study, identify and analyse the various causes of poverty and show how it (poverty) can be reduced.
7. What role does Social Policy play in the provision of social welfare? Give practical examples.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**HUMANITIES AND SOCIAL DEVELOPMENT STUDIES**  
**2007 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**  
**SW 111: INTRODUCTION TO SOCIAL WELFARE**

**TIME: Three hours**

**INSTRUCTIONS**

- a) Sections **A and B** are compulsory and carry 10 marks each.
  - b) Section **C** is optional, in which you choose any three questions. The questions carries 30 marks.
- 

**SECTION A: Compulsory and carries 10 marks**

- 1. Write/Provide short answers with clear examples.
    - a) What was the rationale for and against the provision of relief to the poor by the citizenry in England and Wales during the early part of the 19<sup>th</sup> century.
    - b) What contribution did Charles Booth and Rowntree make to the understanding of social welfare and Social Work?
    - c) How does social policy contribute to social development?
    - d) What is social exclusion, as understood in the Zambian context. Give 4 examples.
    - e) What is the difference between traditional and professional Social Work.
-

**SECTION B: Compulsory and carries 10 marks**

2. Critically discuss the three major models of social welfare as espoused by Titmus R (1958), Esping – Anderson (1989, and Korpi – Palme (1998), and suggest which of them fits into the Zambia welfare system.

**SECTION C: Answer any (03) three questions. (30 marks)**

3. Analysing Bureaucracy is a cumbersome exercise. Discuss this assertion and suggest how it can be made efficient.
4. Norms and values play significant roles in either the promotion or retardation of social development in any community. Critically discuss with examples from the Zambian context.
5. Compare and contrast the treatment of the poor in England and Wales in the 19<sup>th</sup> century with the situation in Zambia as at present.
6. Social Work is said to promote social change and to empower people. Discuss this assertion by citing any two intervention methods you have covered in class.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR**

**FIRST SEMESTER FINAL EXAMINATIONS**

**SW211: SOCIAL DEVELOPMENT AND SOCIAL WELFARE**

**TIME: THREE HOURS**

**INSTRUCTIONS: READ INSTRUCTIONS IN EACH SECTION**

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**SECTION A: ANSWER ALL QUESTIONS**

1. Define and discuss briefly the following concepts:
  - a) Social Policy
  - b) Social Development
  - c) Social Welfare
  - d) Poverty

**SECTION B: ANSWER ANY THREE (3) QUESTIONS**

1. Discuss with examples how ideology relates to social policy?
  2. What is policy analysis? Outline and discuss the four dimensions of choice in policy analysis.
  3. What is poverty and how is it measured? In the context of the Zambian situation, discuss how social policy is used to address poverty?
  4. Using one of the policy models discussed in class, outline the policy formulation process with examples.
  5. Discuss the notion that education has been particularly significant as an instrument of social policy. Include in your discussion the models of education and explanation for educational disadvantage.
- 

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
FIRST SEMESTER FINAL EXAMINATIONS - NOVEMBER 2008**

**SW 211: INTRODUCTION TO SOCIAL POLICY ANALYSIS**

**TIME :        THREE HOURS**

**INSTRUCTIONS:    ALL QUESTIONS FROM SECTION I ARE COMPULSORY.  
ANSWER ONLY TWO (2) QUESTIONS FROM SECTION  
II.**

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**SECTION I- COMPULSORY (40 MARKS)**

1. Define policy analysis and discuss the role of the social sciences in social policy analysis. (20 marks)
2. Either
  - a) Discuss the elements of social structure that influence the development of social policy in any society.

**OR**

- b) Name and discuss two categories (and their sub-categories) of explanations of poverty. (20 marks)

**SECTION II: ANSWER TWO QUESTIONS ONLY. (60 MARKS)**

3. Social policies can be seen as collective responses to social problems. Discuss four of such problems and show how social policy may respond to resolving them. (30 marks)
  4. The concept of a normal family is being challenged by a number of factors. Discuss any four such factors. (30 marks)
  5. Poverty may refer to material conditions, economic position or social position. Explain the difference among the three dimensions and show how social policy can respond to affect people's poverty situations. (30 marks)
  6. Martin Rein has argued that social welfare can be construed in terms of one of the following perspectives: (1) as burden, (2) as handmaiden, (3) as interdependence, and (4) as an instrument of social stability. Discuss any three of these perspectives. (30 marks).
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2007/8 ACADEMIC YEAR FINAL EXAMINATION**

**SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY**

**Time: 3 Hours**

- Instructions:**
- 1. You should answer only three of the four questions below.**
  - 2. Please write your computer number very clearly on all the answer Sheets.**
  - 3. In all of your answers please try to be as concise as possible.**
- 

**Question 1.**

There are a myriad of problems experienced by people in the world today. Elaborate on how these problems affect Women, child labor, and prostitution in the third world today.

**Question 2.**

Helping means assisting other people to understand, overcome, or cope with problems. The helper is the person who offers this assistance. What do you think Hutchins and Cole Vaught (1997) meant by suggesting that effective helpers are people who are "together"? Please elaborate in full.

**Question 3.**

The United Nations Conference on Environment and Development (UNCED), otherwise known as the "Earth Summit" was held in 1992, in Rio de Janeiro, Brazil. Of the set of five agreements approved at that conference, the third one was "The Statement of Principles on Forests". Explain the implications of this Agreement.

**Question 4.**

Differentiate between the concepts of "Positive Discrimination" and "Equal Opportunities". Mention some countries where positive discrimination on the basis of either race, color, gender, religion, or sexuality is or has been practiced. What have been the effects of implementing Positive Discrimination in the world?

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**END OF EXAMINATION**



**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007/2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**SW 231- INTRODUCTION TO MICRO SOCIAL WORK METHODS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

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1. Distinguish Social group work from work in groups.
2. What are your comments on the commonalities in social work and social welfare?
3. Compare social work ethics and values. Give examples to support your answer.
4. "When it comes to problem solving, social work seeks to bring about a mutual simultaneous adjustment between the individual, a group, the community, and the environment." Discuss.
5. Client self-determination is one of the principles in Social casework. However, the principle is also applicable in other traditional social work methods. How possible is this and what is its relevance to social work?
6. Discuss the concept of the **bi-focal vision** in social group work

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2007/2008 FIRST SEMESTER FINAL EXAMINATION**  
**SW 311: SOCIAL POLICY ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS: THERE ARE FOUR SECTIONS IN THIS PAPER. CAREFULLY READ THROUGH THE INSTRUCTIONS IN EACH PART**

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**SECTION A. COMPULSORY (20 MARKS)**

1. Discuss the functions of social policy, identifying the role of social work and the values and ethics in the practice of social policy.

**SECTION B. ANSWER ONLY ONE QUESTION (10 MARKS).**

1. Discuss some of the lessons which Zambia has learned from the international experience in the field of social policy.
2. The Copenhagen summit for Social development sets a framework for viewing social policy and programmes of action. Analyse four principles set out at the summit for the work.

**SECTION C. WRITE ONLY ONE QUESTION (10 MARKS).**

1. Analyse the new analytical tool for assessing and measuring social policy performance.
2. Analyse the Zambian Health Policy using David Gils model of policy analysis.

**SECTION D. WRITE ONLY ONE QUESTION (10 MARKS).**

1. Discuss some of the difficulties which Zambia experiences in the implementation, follow-up and evaluation of Millennium Development Goals (MDGs) and analyse ways to solve these difficulties.
2. In your view discuss the reasons for the failure of instruments adopted individually or jointly by the Organisation of African Union (OAU), the Economic Commission for Africa (ECA) or other organizations to improve the welfare of African Nationals. Give examples from Zambia.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007/2008 ACADEMIC YEAR**  
**FIRST SEMESTER FINAL EXAMINATIONS**  
**SW 321: SOCIAL RESEARCH METHODS**

**TIME: THREE HOURS**

**INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS EXAMINATION. READ THE INSTRUCTIONS IN EACH.**

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**PART (A): Multiple Choice Questions.**

**INSTRUCTIONS: Answer all the questions (2points. Each = 40pts).**

**(Please Choose the most Appropriate Answer for each Question).**

1. Which of the following statements is true about the nature of scientific research?

- a. It a systematic method of generating knowledge
- b. It is a logical method of generating knowledge
- c. It is an objective method of generating knowledge
- d. All of the above

2. The process of developing a theory based on specific observations is known as:

- a. Deductive logic
- b. Inductive logic
- c. All of the above.
- d. None of the above

3. Which of the following is the lowest level of scientific knowledge?

- a. Paradigm
- b. Law
- c. Concept
- d. Theory

4. Expectations about the way things ought to be in the world if the theoretical expectations are correct are best known as:

- a. Hypotheses
- b. Scientific laws
- c. Paradigms
- d. None of the above

5. Which of the following statements is not correct about exploratory level of scientific research?

- a. It is the highest level of scientific research
- b. It is the middle level of scientific research
- c. It is the lowest level of scientific research
- d. A and B

6. The degree to which an independent variable is truly responsible for the differences in the dependent variable and not due to other factors is a measure of:

- a. External validity
- b. Internal validity
- c. All of the above
- d. None of the above

7. Which of the following type of research designs is widely used in clinical social work practice settings?

- a. Quasi-experimental designs
- b. Pure experimental designs
- c. Single system designs
- d. None of the above

8. Which of the following statements is not correct about unobtrusive research?

- a. There is no direct contact with research subjects
- b. There is direct contact with research subjects
- c. It is cost effective relative to experimental research
- d. None of the above

9. Survey research studies where data is collected and analyzed over time from the same specific population although the sample may be different are known as:

- a. Cohort studies
- b. Panel studies
- c. Trend studies
- d. None of the above

10. Which of the following is a potential threat to internal validity

- a. Interaction effect
- b. Testing effect
- c. Selection of research subjects
- d. All of the above

11. Which of the following is not a source of data for content analysis research?
- a. Personal dairies
  - b. Movies
  - c. Novels
  - d. None of the above
12. A cross-sectional survey research design involves which of the following activities?
- a. Collecting and analyzing data at one point in time from a selected sample
  - b. Collecting and analyzing data over time from selected sample
  - c. Collecting and analyzing data over time from a general population
  - d. All of the above
13. Which of the following statements is not true about participatory research?
- a. It is widely used in applied type of research
  - b. It is research undertaken in collaboration with potential beneficiaries of research outcomes
  - c. It promotes social empowerment of potential beneficiaries of research outcomes
  - d. None of the above
14. Participatory rapid appraisal uses which of the following techniques of data collection and analysis?
- a. Diagramming
  - b. Mapping
  - c. Ranking
  - d. All of the above

15. A research instrument consisting of a set of questions measuring one single issue is:
- a. A questionnaire
  - b. A composite scale
  - c. All of the above
  - d. None of the above
16. Which of the following statements is true about probability sampling methods?
- a. Ensures that each potential respondent has equal chance of being selected or not being selected
  - b. Ensures that only respondents with good knowledge of research subject are selected
  - c. Ensures that only a convenient sample of respondents is selected
  - d. A and B
17. A structured questionnaire consists of which of the following type of questions?
- a. Open-ended questions
  - b. Closed-ended questions
  - c. Double barreled questions
  - d. All of the above
18. A sampling method where one respondent leads you to another respondent is known as:
- a. Purposive sampling
  - b. Convenient sample
  - c. Snowball sampling
  - d. Stratified random sampling

19. Survey research studies where data is collected and analyzed over time from the same sample of respondents are known as:

- a. Trend studies
- b. Cohort studies
- c. Panel studies
- d. None of the above

20. Which of the following is not a method of data collection?

- a. E-mail survey
- b. Mail survey
- c. Telephone survey
- d. None of the above

**PART (B): Brief Essay Questions.**

**INSTRUCTIONS: Answer three (3) questions only (20 points each = 60pts)**

1. A) Give operational definition of Content Analysis as a method of social science research.  
  
B) Give an outline of the essential steps in conducting a Content Analysis study. Give examples to illustrate your answers.
2. Discuss the following essential steps of data analysis. Give examples to illustrate your answer.  
  
A) Data editing  
  
B) Data entry  
  
C) Univariate analysis.



3. Discuss why Participatory Rapid Appraisal is a fast method of collecting and analyzing data in comparison to the conventional social survey research method. Give example(s) to illustrate your answer.
  4. Give operational definitions of the following methods of selecting the sample of respondents:
    - A) Stratified Random Sampling
    - B) Cluster sampling
    - C) Snowball sampling
    - D) Convenient sample
  5. A) Give operational definitions of following three (3) potential threats to internal validity of scientific research.
    - i) Maturation
    - ii) Mortality
    - iii) Testing effect

B) Discuss how you can control for the three (3) potential threats to internal validity of scientific research defined in question 5 (A). Illustrate your answer with appropriate experimental research design notations.
  6. Discuss why literature review is an important part of scientific research proposal. Give examples to illustrate your answer.
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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2007 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATION**

**SW 321: SOCIAL RESEARCH METHODS**

**TIME:            THREE HOURS**

- Instructions:** 1. Answer only Three of the five questions below.  
2. Write your computer number clearly on all answer sheets  
3. Please be as concise as possible in all your answers.
- 

**Question 1.**

Planning for the needs of people in the community is a fairly complicated task. **Exemplify information** social policy experts and planners need to perform their professional duties.

**Question 2.**

There are different types of social surveys. Can you precisely categorize these and comment in detail on each type.

**Question 3.**

Please give a detailed differentiation between social surveys “by Scope” and social surveys “by Method”

**Question 4.**

- (a) Why do social scientists find it expedient to include “Observation” in their social research methods?
- (b) What are the problems often associated with observation methods.
- (c) How can you overcome these problems?

**Question 5.**

One of the Principles of Action Research states that “ the motivation for action research affect the nature of the research as well as its utilization”. Discuss this statement on the basis of the following three examples: i.        Persuasive Research

ii.        Escape Research

iii.        Action Research

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007 ACADEMIC YEAR**  
**FIRST SEMESTER EXAMINATIONS**  
**SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION**

**TIME: THREE HOURS**

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

1. **Discuss**, using clear examples, the statement that “problem-solving in casework proceeds, not linearly, but by a kind of spiral process in which action does not always wait upon the completion of assessment, and assessment often begins before data collection is complete.”
  2. Do you agree with the argument by some critics that the Perlman model puts particular emphasis on the caseworker’s primary responsibility of “thinking about the facts” and other activities of diagnosis at the expense of a shared responsibility of problem solving between the worker and the client? **Rationalise** your answer.
  3. “Not only do external (objective) and internal (subjective) aspects of the problem co-exist, but either one may be the cause of the other” **Discuss** this statement citing relevant examples from your SW 363 fieldwork experience.
  - 4 **Identify** any **two** differences and **two** similarities between Hollis and Perlman models.
  5. **Justify** the need for social workers to take a keen interest in transmitted social change although their main concern is with transformed social change
- 

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2007/2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

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1. Discuss, giving relevant examples, the assumption of the normative re-educative strategy that intelligence is social, rather than narrowly individual.
  2. Rationalise the importance of client/extra therapeutic factors such as social support in accounting for change in social casework.
  3. Mary Richmond provided the fertile ground for emerging theory and practice of psychotherapy into social casework. Discuss the contention that even with this trend towards psychological approaches to casework, there were countervailing views that insisted on the importance of social, economic, political, and cultural environments in explaining social problems and in defining strategies to improve lives of individuals and families.
  4. Psychoanalysis largely underlies the knowledge base of social casework. Do you agree with the notion that it is both a theory and a therapy? Cite relevant examples to support your response.
  5. "Both the rational-empirical and normative re-educative strategies emphasise experience-based learning as an ingredient of all changes in human systems." Discuss.
  6. Identify any three differences between the Perlman and Hollis models.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2007 ACADEMIC YEAR**  
**FIRST SEMESTER EXAMINATIONS**  
**SW 411: SOCIAL PLANNING**

**TIME ALLOWED: THREE HOURS**

**INSTRUCTIONS: ALL QUESTIONS FROM SECTION I ARE COMPULSORY.  
ANSWER ONLY TWO (2) QUESTIONS FROM SECTION  
II.**

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**SECTION I- COMPULSORY (40 MARKS)**

**SITUATION 1:**

The problems of youth unemployment, rural underdevelopment and rural-urban migration which have eluded development planners in Zambia for years is now being joined by street kids problem. Given the past failures of the Rural Reconstruction Centres in the 1970s and Youth Agricultural Resettlement Schemes in the late 1980s under the determined egalitarian regime there are no indications that these two run-away-problems will be resolved by the present pro-capitalist regime. It has been argued that *the main reason why those two important projects did not performed well is because the normal process for planning projects of such magnitude was not followed.*

**QUESTIONS:**

1. Critically discuss the above argument with the aid of a *definition of planning* that you feel appropriate for your argument and a *process dimension*. Use the process dimension as given by either Neil Gilbert and Harry Specht or Diana Conyers. (25 marks)
2. List and Explain the three classes of planning objectives/purposes of planning according to Paul Davidoff and Thomas Reiner (15 marks)

**SECTION II: ANSWER TWO QUESTIONS ONLY. (60 MARKS)**

3. Using Paul Davidoff and Thomas Reiner's three fundamental levels of choice in the planning process, analyse the possible points of error in the situation of the Rural Reconstruction Centres and Youth Agricultural Resettlement Schemes stated above. (30 marks)
4. Do we need social planning in Zambia? Authenticate your argument by demonstrating the value that social planning could add to the development process in Zambia. (30 marks)
5. Both the unified approach and the sectoral approach have advantages and disadvantages. Any given society's conception of social welfare will influence its bias towards either a sectoral approach or a unified approach to social planning.
  - (a) Discuss the meaning and implications of the two approaches. (20 marks)
  - (b) What approach in your opinion would be suitable for Zambia? Why? (10 marks)

**SITUATION 2:**

The problem of urban housing is never solved; only its dimensions and responses to them change and affect each other over time. In this country, both the colonial and post colonial regimes have focused exclusively on housing the urbanites and have done almost nothing to improve the housing conditions of the rural dwellers. Over time government approaches here have ranged from the provision of social housing by municipal and city councils, the National Housing Authority, etc through the squatter upgrading and site and service schemes and to the recent sale of public institutional houses under the presidential initiative.

**QUESTION:**

6. Discuss the planning values and concept of public interest expressed in any three of the following housing programmes: (30 marks)
  - a) provision of rented standardised housing by the councils
  - b) site and service schemes
  - c) squatter upgrading programme
  - d) sale of public/government houses to sitting tenants

**END OF EXAMINATION.**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
FIRST SEMESTER FINAL EXAMINATIONS - NOVEMBER 2008**

**SW 421: EVALUATIVE RESEARCH**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ALL QUESTIONS FROM SECTION I ARE COMPULSORY.  
ANSWER ONLY TWO (2) QUESTIONS FROM SECTION  
II.**

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**SECTION I: COMPULSORY (50 MARKS)**

**SITUATION:**

The Japanese Government has given Zambia a grant to redesign the city of Lusaka and develop it into the Greater City of Lusaka, which will incorporate the current Chibombo, Chongwe and Kafue Districts into the city boundaries. The action plans include demolishing and reconstructing the current squatter compounds that are within the boundaries of the intended modern city and constructing ring (by-pass) roads to draw away traffic that does not require passing through the central business area. You are seeking employment as a Monitoring and Evaluation Specialist among a team of experts who will design and implement the grand plans for the Greater City of Lusaka.

**Answer the two questions below:**

1. Outline and discuss the key steps you would take the team of experts through in setting up an effective M&E system. (25 marks)
2. It is incumbent upon the evaluator of the above project to make sure that all is clear and agreed before setting out to evaluate it. Not doing this will result in the exercise being futile.
  - a) Explain three negative uses of evaluation research. (6 marks)
  - b) With reference to the above project discuss, *chronologically*, Rutman's five steps that constitute the process of taking care of the concerns raised in the above paragraph. (19 marks)

**SECTION II: ANSWER ONLY TWO QUESTIONS (50 MARKS)**

3. Using the Greater City of Lusaka project above, either

- (a) Present a complete logical framework either for the water and sanitation sector or for the road transport sector of the plan;

**OR**

- (b) In your M&E plan for the above project you will have a framework that you will use to show the relationship between project inputs and expected results at the end. Name the framework and illustrate it with the help of a diagram. (25 marks)

4. “The second element of managing for impact concerns the learning environment that needs to be created if people are to provide strategic and the operational guidance by reflecting critically on what is happening”.

Explain five items by which you will know if your project is actively learning. (25 marks)

5. Define an M&E Plan and discuss its indicative contents. (25 marks).

6. Discuss the basic assumptions of evaluative research (16 marks) and highlight the benefits (4 marks) and limitations (5 marks) of clearly specified goals as basis for managing a project. = 25 marks

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**END OF EXAMINATION**



# **THE UNIVERSITY OF ZAMBIA**

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

**2007/2008 END OF FIRST SEMESTER EXAMINATION**

**SW 475- COMMUNITY CHANGE AND DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: THERE ARE FOUR SECTIONS IN THIS PAPER. CAREFULLY  
READ THROUGH THE INSTRUCTIONS IN EACH PART**

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## **SECTION A- COMPULSORY (20 MARKS)**

1. Discuss the decision making process model by Martin, Munger et.al.

## **SECTION B- ATTEMPT ONE QUESTION ONLY (10 MARKS).**

1. Critically analyse the implication of using liberalism as a basis for community development in Zambia.
2. Using a community of your choice, critically evaluate the systems and developmental models of change.

## **SECTION C- Attempt one question only (10 marks).**

1. In the practice of community organization, the Bureaucratic organization can serve as object of planned change as well as sponsors. Discuss this assertion.
2. You are a community development worker in your country, what lessons would you draw from the Communes in China and Kibbuzi in Israel which will benefit your people, what problems may arise and how will you solve them?

## **SECTION D- Attempt one question only (10 marks).**

1. Discuss the importance of “community action” as a tool for community change and development.
2. In Zambia it has been asserted that the party (MMD) is supreme- discuss the implication of this supremacy to community development processes, and the professional or expert roles of social workers in community change and development.

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**END OF EXAMINATION**