

THE UNIVERSITY OF ZAMBIA
SCHOOL HUMANITIES AND SOCIAL SCIENCES
SECOND SEMESTER, 2008.

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2. D 355 –MODERN AFRICA DRAMA
3. DE 312 –COMPONENTS OF POPULATION CHANGE
4. DE 912 –COMPUTER APPLICATIONS IN DEMOGRAPHY
5. DS 102 –INTRODUCTION TO DEVELOPMENT STUDIES II
6. DS 202 –POLITICAL ECONOMY OF DEVELOPMENT
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56.PH 325 –ETHICS AND CRIME

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65.PS 242 –PSYCHOLOGY OF ADOLESCENCE

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67.PS 332 –COGNITIVE DEVELOPMENT AND CULTURE II

68.PS 472 –COUNSELLING PRACTICE AND APPLICATIONS

69.PS 952-PSYCHOPATHOLOGY

70.S212 –CONTEMPORARY SOCIOLOGICAL THEORIES

71.S 312- URBAN PROBLEMS AND MANAGEMENT IN DEVELOPING COUNTRIES

72.S 915 –DISASTER MANAGEMENT

73.S 922-APPLIED SOCIOLOGY OF DEVELOPMENT

74.S 925 –CRIMINOLOGY

75.S932 –SOCIAL CHANGE AND DEVELOPMENT

76.S 961 –RURAL SOCIOLOGY

77.S 975 –MEDICAL SOCIOLOGY

78.S 985 –DEVT PROJECTS AND PROGRAMMES IN DEVELOPING COUNTRIES

79.S995-SOCIAL IMPACT ASSESSMENT

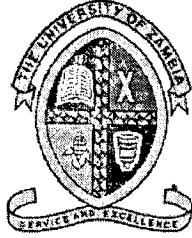
80.SS242 –STATISTICAL METHODS IN SOCIAL SCIENCES

81.SW 112 –SOCIAL WORK

82.SW 212 –CONTEMPORARY ISSUES IN SOCIAL POLICY

83.SW 232 –INTRODUCTION TO MACRO SOCIAL WORK

84.SW 312 –ANALYSIS OF THEORIES OF SOCIAL WELFARE



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2008/9 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

D312 – POPULAR AFRICAN DRAMA

TIME: THREE HOURS

TEXTS ARE ALLOWED INTO THE EXAM ROOM

SECTION A: This section carries 40 marks.

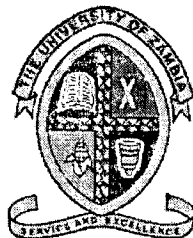
1. Briefly discuss what Captain Goodfellow's character reveals about the attitude of white settlers to the native people during the colonial period of Zambia. (10)
2. Briefly compare and contrast the characters of Chipayeni and the headman. (10)
3. Which two characters in 'Black Mamba II' and 'The Tragedy of Mr No-Balance' can be said to be 'hypocritical'. Briefly discuss. (10)
4. What characteristics of 'The Tragedy of Mr No-Balance' makes it a form of comedy? (10)

SECTION B: Answer any THREE questions. This section carries 60 marks. Each question carries 20 marks.

1. Popular cultural dance forms in industrial centres of Southern Africa, as elsewhere, comprise witty and humorous songs and performances which convey popular attitudes on social, political, and economic problems. By referring to any two popular culture dance forms studied in this course, discuss the various functions such art forms perform.

2. Outline factors which led to the popularisation of the Kalela dance on the Copperbelt of Zambia in the colonial era.
3. Discuss the impact of roles played by Mbàrama and Maggie in the realisation of the play 'The Tragedy of Mr No-Balance' as a comedy.
4. Discuss the relationship between the plot of 'Black Mamba II' and Zambian history.
5. Compare and contrast the key conflicts of 'Black Mamba II' and 'The Tragedy of Mr No-Balance'.

- END OF EXAMINATION -



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2008/9 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

D355 – MODERN AFRICAN DRAMA

TIME: THREE HOURS

TEXTS ARE ALLOWED INTO THE EXAM ROOM

SECTION A:

This section carries 40 marks. Each question carries 20 marks.

1. Read the passage below from 'Song of a Goat' and answer the questions that follow:

ZIFA: Well, never mind that. A little soap soon
Washes that off. Here, Tonye, hold forth
The head with all its horns.

TONYE: There!

ZIFA: Good. Now, put it inside the pot.

ORUKORERE: What is that you ask of the boy?

EBIERE: The man is mad!

TONYE: Why, the thing is impossible.

ZIFA: It is not. I said put the head in the pot.

TONYE: I will if you so desire.

ZIFA: Yes, I not only desire it, I demand
It. That's right, just like that.

TONYE: It won't go in any further.

ZIFA: Who told you? There, push, bother, push
Oh push with all your might!

TONYE: The pot will break if I push harder.

ZIFA: So you know that? But never mind. Push
I say, till the head enters in, horsn

And ears, all of them.

- (a) What message is Zifa communicating to Tonye and why is the use of the act of forcing the head into the pot more effective than using direct means of communication? (10)
 - (b) What is the significance of the above incident in relation to what happens before and after the incident? (10)
2. Read the following passage from 'Kongi's Harvest' and answer the questions that follows:

FOURTH AWERI: We need an image. Tomorrow being our first appearance in public, it is essential that we find an image.

FIFTH: Why?

THIRD: Why? Is that question necessary?

FIFTH: It is. Why do we need an image?

- (a) With reference to relevant events in the text, discuss the significance of 'image' to the new regime. (10)
- (b) What distinguishes the new Aweri from the old Aweri? (10)

SECTION B:

This section carries 60 marks.

Answer ANY three questions. Each question carries 20 marks.

- 1. Discuss the significance of child bearing in *Song of a Goat* and *Dilemma of a Ghost*.
- 2. Discuss the relationship between appearance and reality in *Song of a Goat* and *Kongi's Harvest*.
- 3. Relate events in *The Dilemma of a Ghost* to the title.
- 4. Discuss symbolism in *Song of a Goat* and *Kongi's Harvest*.
- 5. Discuss hypocrisy in the three texts studied in the course.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2008/2009 ACADEMIC YEAR SECOND SEMESTER

DE 312: COMPONENTS OF POPULATION CHANGE

TIME: THREE HOURS

INSTRUCTIONS: SECTION A AND B ARE COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION C

SECTION A (COMPULSORY, 20 marks)

Q1. Define the following concepts:

- i) Human trafficking
- ii) Population momentum
- iii) Child mortality
- iv) Live birth

SECTION B (COMPULSORY, 40 marks)

Q2. Briefly explain the following:

- i) Built in population momentum and high fertility
- ii) The least effort hypothesis
- iii) The social component of fertility
- iv) Factors affecting accuracy of mortality data

SECTION C (ANSWER ANY 2 (TWO) QUESTIONS, 40 marks)

Q3. Explain the likely factors behind varying fertility levels of any two populations in the world.

Q4. Discuss the theoretical causes and consequences of migration

Q5. As a policy maker under the Ministry of Health in Zambia, what policies would you put in place to reduce infant and child mortality and morbidity levels further.

Q6. Using Zambia as an example, critically analyze Ravenstein's laws of Migration.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
DE 912: COMPUTER APPLICATIONS IN DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A, ANY ONE QUESTION IN SECTION B, AND ALL QUESTIONS IN SECTION C.

SECTION A

1. Indicate which of the following is (a) computer languages (b) computer software (c) neither:
 - a) Pascal
 - b) Quattro Pro
 - c) Linux
 - d) Unix
 - e) C++
 - f) Java Script
 - g) HTML
 - h) SPSS
 - i) PAS
 - j) Oracle
 - k) Visual Basic
2. An MS-EXCEL formula must always be preceded by the following symbols:
 - a) =
 - b) *
 - c) ^
 - d) l@
3. What purpose do the following symbols serve in MS – EXCEL?
 - a) /
 - b) *
 - c) =
 - d) @
4. What is an absolute reference in MS-EXCEL and why is it important?
 - a) When you want the formula to refer to a different cell
 - b) When you want the formula to refer to the same cell in a relative position
 - c) When you want the formula to refer to the same cell
 - d) When you want one part of the reference absolute while allowing the other part to change

5. Which of the following is an absolute reference"
- a) \$F1
 - b) C\$1
 - c) F\$1
 - d) \$F\$2
6. What type of software is ORACLE?
- a) Spreadsheet
 - b) Statistical
 - c) Database management
 - d) Word-processing
7. What type of software is INFORMIX?
- a) Spreadsheet
 - b) Statistical
 - c) Database management
 - d) Word-processing
8. What type of software is QUATTRO-PRO?
- a) Spreadsheet
 - b) Statistical
 - c) Database management
 - d) Word-processing
9. What is the best way of entering the data in either MS-EXCEL or SPSS:
- a) Row – wise using the tab key
 - b) Row –wise using the enter key
 - c) Column – wise using the enter key.
 - d) Column –wise using the tab key
10. Which of the following is correct:
- a) In MS – EXCEL, the columns are labelled as A, B, C, D, etc.
 - b) In SPSS they appear as VAR001, VAR002, VAR003, VAR004, etc
 - c) In MS – EXCEL, the columns are labelled as VAR001, VAR002, VAR003
 - d) In SPSS the columns appear as A, B, C, D, etc.
11. In both MS-EXCEL and SPSS
- a) The records are arranged along the rows and the variables are arranged along the columns.

- b) The records are arranged along the columns and the variables are arranged along the rows.
 - c) The records are arranged along the rows and the variables are arranged along the rows.
 - d) The records are arranged along the columns and the variables are arranged along the columns.
12. It is important to know the RAM requirements of your computer because
- a) Different software have similar RAM requirements
 - b) If the RAM requirements exceed those on your computer, the software will not be loaded.
 - c) If the RAM requirements are below those on your computer, the software will not work.
 - d) It does not matter what the requirements are, any software will load on the computer.
13. Which of the following is correct about RAM:
- a) It is the same as system memory
 - b) It is memory which is fixed and unchanging
 - c) It is volatile memory
 - d) It is both volatile and unchanging
14. Which of the following is correct about RAM:
- a) It is the same as system memory
 - b) It is memory which is fixed and unchanging
 - c) It is volatile memory
 - d) It is both volatile and unchanging
15. Under what circumstances in SPSS, do you use the RECODE command
- a) When you to select cases for a separate analysis
 - b) When you want to create a new variable
 - c) When you want to do regression analysis
 - d) When you want to weight the sample correctly
16. Under what circumstances do you use the SELECT IF command
- a) When you to select cases for a separate analysis
 - b) When you want to create a new variable
 - c) When you want to do regression analysis
 - d) When you want to weight the sample correctly
17. Under what circumstances do you use the COMPUTE command
- a) When you to select cases for a separate analysis
 - b) When you want to create a new variable
 - c) When you want to do regression analysis
 - d) When you want to weight the sample correctly

18. Briefly, in a sentence only, define, with appropriate examples the following terms associated with MS-ACCESS

- a) Flat database
- b) Relational database
- c) Field
- d) Record
- e) File

SECTION B

ANSWER ONE QUESTION ONLY

1. "Computers are indispensable in the modern research." Do you agree or disagree? Discuss this statement with concrete illustrations.
2. Discuss, with relevant examples, the pivotal roles of information technology in commerce, education, and globalization.
3. Assume you are a demographer involved in the Zambia Demographic and Health Survey, explain in some detail how database management software (MS – ACCESS), statistical software (SPSS), spreadsheet (MS – EXCEL), word-processing software (MS – WORD) can be used together but in a systematic and creative way to produce a report on fertility and mortality trends in Zambia.

SECTION C

ANSWER ALL THE QUESTIONS

1. Given the data below, describe how you would use MS-EXCEL to do the following:
 - a) Find the number of females and males in the sample
 - b) Compute the age of each of the employees.
2. Briefly describe the correct sequence of steps of how you would import an MS –EXCEL file into SPSS.
3. Briefly describe the correct sequence of SPSS commands you would use to establish the following:
 - a) If there is a relationship between marital status and sex.
 - b) Predict an employee's income on the basis of years of experience.
 - c) To find the mean, median, mode and standard deviation for age.
4. Describe the correct sequence of SPSS commands to convert interval /ratio variables – income and years of experience – into ordinal scale variables.

EMPLOYEE DATA

| | A | B | C | D | E | F | G |
|----|--------------------|-------------------|---------------|--------|----------------|---------------|---------------------|
| | RESPONDENT | DATE OF INTERVIEW | DATE OF BIRTH | SEX | MARITAL STATUS | INCOME (US\$) | YEARS OF EXPERIENCE |
| 1 | LUNGU, LEO | 29/08/2005 | 29/08/1976 | MALE | MARRIED | 8,300 | 1 |
| 2 | CHILESHE, SIMEO | 29/08/2005 | 29/07/1979 | MALE | SINGLE | 7,300 | 5 |
| 3 | BWALYA, PETER | 29/08/2005 | 12/2/1965 | MALE | SINGLE | 8,900 | 5 |
| 4 | ZULU, JANE | 29/08/2005 | 1/4/1978 | FEMALE | MARRIED | 9,000 | 10 |
| 5 | MUBITA, MARY | 29/08/2005 | 4/4/1942 | FEMALE | SINGLE | 9,300 | 36 |
| 6 | CHANSA, CHITALU | 29/08/2005 | 8/5/1951 | MALE | MARRIED | 8,000 | 31 |
| 7 | MWANZA, JOHN | 29/08/2005 | 23/12/1976 | MALE | MARRIED | 8,300 | 2 |
| 8 | HANTUBA, LWEENDO | 29/08/2005 | 30/05/1970 | MALE | SINGLE | 8,800 | 2 |
| 9 | NAWALE, JOYCE | 29/08/2005 | 4/8/1972 | FEMALE | SINGLE | 8,800 | 4 |
| 10 | SAMPA, PHIDELIA | 29/08/2005 | 8/2/1978 | FEMALE | SINGLE | 6,900 | 6 |
| 11 | BWANGA, THOMAS | 29/08/2005 | 12/12/1976 | MALE | MARRIED | 7,100 | 4 |
| 12 | LISWANISO, SITWALA | 29/08/2005 | 31/12/1986 | MALE | MARRIED | 8,000 | 2 |
| 13 | HANKOOYO, MATEO | 29/08/2005 | 4/9/1950 | MALE | SINGLE | 9,000 | 35 |
| 14 | CHISANGA, JESSIE | 29/08/2005 | 23/06/1976 | FEMALE | MARRIED | 8,500 | 1 |

| | | | | | | | |
|----|------------------------|------------|-----------|--------|---------|-------|----|
| 15 | CHISHALA, JOSEPH | 29/08/2005 | 4/5/1957 | MALE | SINGLE | 9,100 | 8 |
| 16 | ZULU, PETER | 29/08/2005 | 2/6/1973 | MALE | SINGLE | 7,900 | 7 |
| 17 | PHIRI, KEN | 29/08/2005 | 4/8/1957 | MALE | MARRIED | 8,300 | 14 |
| 18 | NKONDE, FANNY | 29/08/2005 | 3/8/1987 | FEMALE | MARRIED | 6,700 | 1 |
| 19 | SAKAHONGO, LOVENESS | 29/08/2005 | 12/6/1977 | FEMALE | SINGLE | 7,500 | 2 |

END OF EXAMINATION

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

SECOND SEMESTER EXAMINATIONS 2008

DS 102: INTRODUCTION TO DEVELOPMENT STUDIES II

DURATION OF EXAMINATION: THREE HOURS

ANSWER ANY THREE QUESTIONS

1. In his 2008 budget speech, Hon. Ng'andu Magande, the Minister of Finance and National Planning, stated that the government intends to help people to engage in productive pursuits or ventures by applying their talents and capabilities. As a DS 102, what advice would you give to the government so that it can realize this objective?
2. Ward Councillor, Buhobe Litapi, looked sad. He could not understand why, despite pronouncements by Hon. Felix Mutati, the Minister of Commerce, Trade and Industry, that the Chinese were coming to Zambia to set up businesses, there was no improvement in the living conditions of his people. As a DS 102 student, what would you tell Councillor Buhobe?
3. Kapalu Mundambi, a first year student in the School of Education, was looking for a DS 102 student to help him understand whether it was true that if there was an increased exchange of goods and services between some African countries and their former European colonial masters, people's miserable conditions would improve in Africa. If you were that DS 102 student, what would you tell Kapalu?
4. Mulenga Mpumpumpu looked happy. He had just heard the announcement on the radio that some western governments were going to help Zambia reduce its socio-economic problems. Mulenga was convinced that his poverty would soon be history. As a DS 102 student, what would you tell Mulenga?
5. Sautu Vwitamini Jombo looked miserable. He had just been retrenched. His children had been chased from school. The only medicine available at the local clinic was panado. What was happening in Zambia? Jombo asked himself. He was wondering what the government was doing to address the problems. Based on your knowledge from DS 102, what explanation would you give to Sautu?

END OF EXAM

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
SCHOOL OF HSS-: DEPARTMENT OF DEVELOPMENT STUDIES
DS 102-: INTRODUCTION TO DEVELOPMENT STUDIES TWO (II)
SECOND SEMESTER EXAMINATIONS 2008/2009 ACADEMIC YEAR

TIME-: THREE (3) HOURS

INSTRUCTIONS

- I) Question one (1) (Section A) is compulsory
 - II) Answer all the three (3) questions taking into account specific instructions given in each section
 - III) Write in concise clear good English for which credit will be given
-

SECTION A (40 MARKS)

1. Define the concept of Food Aid and critically analyze its relevance to the development efforts and prospects of developing countries drawing practical examples from any developing country of your choice.

SECTION B (30 MARKS)

2. Define and write short notes on any six (6) of the following concepts giving practical examples as much as possible-:

- A) Backward Linkage Effect
- B) Multinational Corporations (MNCs)
- C) Structural Adjustment Programmes
- D) Rural Development
- E) Foreign Aid
- F) Public Law 480 (PL480)
- G) Sustainable Development

SECTION C (30 MARKS)

3. Contrast any six (6) of the following seven (7) concepts and/or activities drawing practical examples from the Zambian situation-:

- A) Vertically Diversified MNCs and Horizontally Diversified MNCs
- B) Direct Foreign Investment and Portfolio Investment
- C) Forward Linkage Effect and Backward Linkage Effect
- D) Internal Economies of Scale and External Economies of Scale
- E) Agricultural Development and Rural Development
- F) Absolute Poverty and Relative Poverty
- G) The role of the State and the role of the Market in Development

END OF THE EXAMINATION

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

SECOND SEMESTER FINAL EXAMINATIONS – 2008

DS 202: POLITICAL ECONOMY OF DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS

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

Section One (To be attempted by all candidates)

1. Despite increased inflows of direct foreign investment (DFI) into the Zambian economy in the recent past, not much economic development has been achieved. Discuss some of the reasons that could be attributed to this failure.

Section Two (Attempt only two questions in this section)

2. “There is a case for one to argue that international aid contribute to the development process of less developed countries (LDCs)”. Critically discuss this statement paying particular attention to the Zambian case.
3. “Democratization is necessary for the economic development of LDCs”. Critically discuss this statement. Give examples from the Zambian experience to justify your argument.
4. The Zambian economy has been liberalized for over fifteen years now. However, there have not been any major improvements in the living standards for the majority of Zambians. To what extent do you think the underlying values and beliefs of the economic philosophy of liberalism are relevant to the development process of LDCs?

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

UNIVERSITY DEFERRED EXAMINATIONS 2008

DS 202: POLITICAL ECONOMY OF DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS: You are required to answer three (3) questions. Question one is compulsory and you can choose any two questions from Section B.

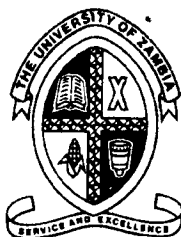
SECTION A (COMPULSORY)

1. The most important facet of the center-periphery paradigm is the assertion that the central and periphery countries are linked by a series of asymmetrical relationships which reproduce the system of development and underdevelopment at the center and periphery respectively. Outline and discuss these relationships between the center and the periphery.

SECTION B (ANSWER ANY TWO QUESTIONS)

2. Discuss the underlying values and beliefs of the economic philosophy of liberalism. To what extent do you think they are relevant to the development process of less developed countries (LDCs)?
3. Critically analyze the impacts of the World Bank and IMF policy prescriptions to Developing countries.
4. "There is a positive relationship between international aid and economic development of LDCs". To what extent do you agree with this statement? Give reasons for your answer.
5. Critically discuss the concepts of 'Free trade' and 'free competition' in relation to third world countries.

END OF EXAMINATION



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

22nd FEBRUARY 2008 - END OF SECOND SEMESTER

DS 402: TECHNOLOGY AND DEVELOPMENT II

TIME: 3 HOURS

INSTRUCTIONS:

There are **FIVE** questions in this paper. Write brief essays on **QUESTION ONE** and any other **TWO** questions of your choice.

1. Two main positions can be identified regarding the impacts of the international intellectual property rights regime on the less developed countries (LDCs). Present a succinct analysis of the position generally taken by the LDCs. What should they do in order to benefit from the international intellectual property rights regime?
2. The import substitution industrialization strategy (ISIS) has been criticized for having failed to enhance the industrialization efforts in the LDCs. In your opinion, what industrial strategy would you recommend for a struggling economy such as Zambia has?
3. Historically, developed countries have been pushing for the strengthening of the international intellectual property rights regime through the WIPO. Why did the developed countries opt for the TRIPS agreement and how does it affect the LDCs?
4. Briefly discuss the main channels of technology transfer open to the LDCs. If Zambia is to achieve successful industrial development while at the same time avoid the negative consequences of technology dependency, what transfer mechanism would you recommend and why?
5. Compare and contrast the Korean and Indian strategies of industrial development.

END OF EXAMINATION



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

2008 / 2009 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

DS 422: DIMENSIONS OF POVERTY REDUCTION

TIME: THREE HOURS

INSTRUCTIONS:

Please answer **3** questions. Question **1** is **compulsory**

1.The Poverty Reduction Strategy Papers (PRSP) process should encourage “accountability of governments to their own people and domestic constituencies rather than to external funders” so that “the poor become active participants, not just passive recipients.” Discuss the foregoing quotation, in light of what you have read and learnt in the course – **Dimensions of Poverty Reduction**. Support your answer with concrete evidence from literature and country or context - specific examples.
2. Briefly outline and explain the Millennium Development Goals (MDGs). Using at least **3 MDGs of your choice**, discuss how the MDGs have changed development thinking and practice since the year 2000.
3. Describe the roles and / or objectives of at **least 2** international institutions (financial or development e.g. World Bank (WB), International Monetary Fund (IMF) or United Nations Development Programme (UNDP) etc) in international development. Assess the extent to which the organizations you have identified have contributed to development thinking and practice in the past 30 years?
4. What do you understand by the Paris Agenda? Explain at **least 3** principles governing the Paris Agenda. Discuss some challenges that developing countries such as Zambia encounter in institutionalising or realizing the full benefits or potentials of the Paris Agenda.
5. Describe the various stakeholders in the Poverty Reduction Strategy Programmes (PRSPs). Assess how at **least 3** of the stakeholders you have identified, have contributed to the progress or lack of it in the PRS processes? Use literature and examples to support your answer.

END OF EXAMINATION

**University of Zambia
School of Humanities & Social Sciences
Development Studies**

SECOND SEMESTER FINAL EXAMINATION

DS912. WOMEN AND DEVELOPMENT: POLICIES AND STRATEGIES

Date : 13 February, 2008
Time : 09hrs to 12:00hrs
Venue : Sports Hall
Duration : 3 hours

INSTRUCTIONS:

Answer three questions. Question Number one (1) is compulsory. Then answer any other two (2) questions in clear concise English without any grammatical errors. Do not use one example in more than one answer.

QUESTIONS:

1. Individual peasant farming has failed to move the country forward in terms of increased production on the land. Though Cooperatives have failed in the past they are being promoted again as a way of mobilizing gender balance and rural human resources for increased production.

ACTIVITY:

As a newly appointed Director of Planning and Development of the newly established District of Mamboma, having identified your resource base, environmental potential for agriculture, design a model cooperative structure that will ensure sustainable productivity and gender balance for the district. Bearing in mind the following:-

- Allocation of Land
- Motivation for the members of the cooperatives
- Delivery of Inputs
- Timely Weeding
- Timely Harvest
- Efficient Marketing
- Harmonious Gender Relations

2. Marriage is a desirable union, initiated by God for the continuity of the human race. Yet when educated Women combine careers and Marriage, some careers falter why is this?
3. In 2004 the TEVETA system recorded a total of 17,935 graduates country wide giving a completion rate of 91,83%. In your assessment what factors could have contributed to such an excellent completion rate?

4. Consider the **Zambian customary Law of Family, Marriage inheritance and property grabbing**. How has the state ameliorated the plight of widows / widowers with regard to inheritance?
5. The U.N. Millennium Development Goal No. 6 aims at stopping the spread of H.I.V. and AIDS by the year 2015. Consider the view that “Men make a difference” in stopping the spreading of H.I.V. and AIDS.
6. We have seen an upsurge of Women vying and occupying top positions in politics in their countries and in International Organization in recent years e.g.:-
 - Dr. Inonge Mbikusita Lewanika – Stood for elections as Chairman of the O.A.U.
 - Mr. Ellen Johnson – Sirleaf is President of Liberia since 2006. A country that had experienced a bitter Civil War.
 - German has a Woman President of Europe’s strongest economy, Angela Merkel.
 - Finland, the least corrupt country in the world has a woman president.
 - Mrs. Hillary Clinton is running for nomination as Democratic Party candidate for the Presidency of the United States of America, a country with the most powerful economy in the World.

Is this the beginning of the Women’s Revolution in Politics?



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY EXAMINATIONS

2008/9 SECOND SEMESTER EXAMINATIONS

DS 915: CIVIL SOCIETY AND DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS:

- a) **ANSWER THREE QUESTIONS IN ALL; CHOOSE ONLY ONE QUESTION PER SECTION**

SECTION A (40 Marks)

1. It is indisputable that most civil society organisations in Zambia are heavily dependent on donor funding in financing their activities. In the face of a global economic meltdown which has affected donors too, this dependency will have serious implications on sustaining some of civil society activities. Discuss how civil society can go about addressing the challenge of funding.
2. Discuss David Korten's evolutionary roles of Northern NGOs and show how it has effected the formation of NGOs in the South.

SECTION B (30 Marks)

3. Many civil society organisations are beginning to change their strategy relating to mainstream development agencies. Is this a symptom of strength or weakness? Discuss the benefits and dangers that civil society may face when collaborating with mainstream development agencies.
4. Both Northern and Southern NGOs are some times funded by their governments? Does it mean that NGOs are extensions of government policies?

SECTION C (30 Marks)

5. Should civil society be accountable? If yes, to whom and how? If no, why not? Justify your answer with concrete reasons.
6. Accountability is one of major challenges that civil society face. Critically discuss why it is so? Suggest measures civil society can use to address this challenge.

END OF EXAMINATION

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

SECOND SEMESTER FINAL EXAMINATION – 2008

DS 945: THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS

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

Section One (To be attempted by all candidates)

1. Some economists argue that large-scale environmental degradation can be corrected simply by government re-arranging property rights. Critically analyze this approach to environmental management. To what extent is this approach useful in addressing environmental problems in less developed countries (LDCs)?

Section Two (Attempt only two questions in this section)

2. Discuss the link between high militarization and global environmental change. How does “military conversion” offer opportunities for a sustainable environment?
3. How does high international debt impact on LDCs’ capacity to maintain and implement their environmental policies? To what extent does “debt for nature swaps” assist LDCs in resolving their debt and environmental problems?
4. Define and discuss the concept of “the sustainability question”. To what extent does the concept provide a useful framework for development planning in LDCs?
5. How does international trade impact on the global environment? Using Zambia as a case study, show the role of multinational corporations in this process.

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

DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

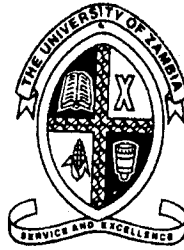
2008/9 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION
DURATION: THREE (3) HOURS

INSTRUCTIONS:

- 1. ANSWER ANY THREE (3) QUESTIONS**
 - 2. ALL QUESTIONS CARRY EQUAL MARKS**
-

1. What is environmental degradation? Describe and discuss the causes of environmental degradation in developing countries.
2. Compare and contrast the Malthusian theory and the Boserup hypothesis on the role of population growth on the environment.
3. Outline and discuss the different types of property rights regimes and explain in detail the characteristics that any Common Property Resource has.
4. Development planners are now increasingly seeking to incorporate EIA in development projects. Explain the process of EIA and critically assess the benefits of this strategy.
5. Compare and contrast CBNRM to Protected areas in the conservation of natural resources.
6. In its history, the World Bank has been financing large scale capital intensive projects otherwise known as “mega-projects”. Critically analyse the role of the World Bank in development.
7. Briefly explain the following with the use of examples where necessary.
 - (a) Environmental functions.
 - (b) Environmental policy
 - (c) SAPs and the environment.

END OF EXAMINATION



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

**DS 975: ECONOMIC GLOBALISATION AND DEVELOPING COUNTRIES
2008 SECOND SEMESTER EXAMINATION**

INSTRUCTIONS:

1. Question one (1) in Section A is compulsory, therefore all candidates are expected to answer the question
2. Select one question from section B and C
3. A total of three questions should be answered

SECTION A (Compulsory)

1. Multi National Corporations (MNCs) play a very critical role in the process of globalization. This role permeates social, political and economic spheres of less developed economies. These MNCs have been criticized severely for exploiting third world economies. You have been tasked by the Director of International Trade in the Ministry of Commerce and Trade to present to Cabinet a position paper on Zambia's strategies in dealing with MNCs considering that we have no choice but to allow their operations. You may refer to Professor Joseph Stiglitz's arguments on how MNC's can operate in Zambia.

SECTION B

2. Critically analyse the impact of globalization on developing economies and how these economies may maximize benefits from their involvement in the global economy. Give a case study of the African Continent.

3. Present a case for the importance of Regional Economic Integration in the current global economic dispensation.

SECTION C

4. The United Nations developed the Millenium Development Goals to which all its members are encouraged to subscribe. Provide a framework for a Poverty Reduction Strategy that will be used to inform the Fifth National Development Plan (FNDP)

5. Since the liberalization of international trade in the mid 1980's, while the share of international trade in global production has massively improved, the share of least developed countries has in fact declined. Critically analyse this assertion.

END OF EXAMINATION AND GOOD LUCK

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

E122: Introduction to Literature—Drama and poetry
Second Semester Final Year Examination: 2008/2009

INSTRUCTIONS: Answer Four questions in all. Candidates may bring into the examination room the primary textbook, *Literature: An Introduction to Reading and Writing* by Edgar V. Roberts and Henry E. Jacobs and an English Dictionary

TIME: 3 Hours

1. Discuss the following three elements of tragedy and show how each is manifested in either *Oedipus the King* or *Hamlet*:
 - (i) Tragic character,
 - (ii) Tragic flaw,
 - (iii) Catharsis.
2. Speaking about Amanda in *The Glass Menagerie* Tennessee Williams says that there is much to admire, pity, and laugh at in Amanda. What aspects of her character are admirable? Pitiable? Laughable? Which reaction is dominant for you at the close of the play? Why?
3. In the first soliloquy of the play *A Midsummer Night's Dream*, Helena discusses love. What kind of love is she talking about? What are its qualities and characteristics? How far do the relationships in the play bear out her ideas about love?

4. Sonnet 73: That Time of Year Thou May'st in Me Behold By Shakespeare

That Time of year thou may'st in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruined choirs¹, where late the sweet birds sang.
In me thou see'st the twilight of such day
As after sunset fadeth in the west;
Which by and by black night doth take away,
Death's second self² that seals up all in rest.
In me thou see'st the glowing of such fire,
That on the ashes of his youth doth lie,
As the death-bed whereon it must expire,
Consumed with that which it was nourished by³.

¹ The part of a church just in front of the altar

² That is, night is a mirror image of death in as much as it brings the sleep of rest just as death brings the sleep of actual death

This thou perceivest, which makes thy love more strong,
To love that well which thou must leave ere long.

- (i) What is the subject matter of this poem?
- (ii) What metaphors are used to present the subject matter and how appropriate are they? Explain
- (iii). Do you agree with the concluding couplet (lines 13-14).

5. Fire and Ice - 1920 - by Robert Frost

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

Discuss this poem in terms of subject matter and treatment

6. To the Virgins, to Make Much of Time - 1648 by Robert Herrick

Gather ye rosebuds while ye may,
Old time is still a-flying;
And this same flower that smiles today
Tomorrow will be dying

The glorious lamp of heaven, the sun,
The higher he's a-getting,
The sooner will his race be run,
And nearer he's to setting.

That age is best which is the first,
When youth and blood are warmer;
But being spent, the worse, and worst
Times still succeed the former

Then be not coy, but use your time,
And, while ye may, go marry;
For, having lost but once your prime,
You may forever tarry.

³ That is, the ashes of the fuel burned at the fire's height now prevent the fire from continuing, and in fact extinguish it.

(i). What does the title of this poem tell us? What can we deduce about the speaker?
To whom is the poem addressed?

(ii). What point does this poem make about time?. Life? Love?

(iii). How does symbolism help shape the message and meaning of this poem?

- END OF EXAMINATION -



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
E221: ENGLISH LITERATURE FROM THE 16TH TO THE 18TH CENTURY

INSTRUCTIONS

- Answer question 1 or 2 and any other 2 questions
- No prescribed texts but a copy of any English dictionary is allowed

TIME: 3 HRS

1.

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;

5. Sometime too hot the eye of heaven shines;
And often is his gold complexion dimmed;
And every fair from fair sometimes declines,
By chance or nature's changing course untrimmed,
But thy eternal summer shall not fade.

10. Nor lose possession of that fair thou ow'st:
Nor shall death brag thou wander'st in his shade,
When in eternal lines of time thou grow'st:
So long as men can breath or eyes can see,
So long live this, and this gives life to thee

1. What does Shakespeare imply by "But thy eternal summer shall not fade"?
2. What are the themes you come across in this sonnet?
3. What is the significance of the line no 13 and 14? Analyse these lines.

OR

2. Read the following poem and then answer the questions that follow:

*Perhaps in the neglected spot is laid
Some heart once pregnant with celestial fire:
Hands that the rod of empire might have swayed
Or waked to ecstasy the living lyre*

5. *Some Village Hampden, with dauntless breast
The little tyrant of his fields withstood;
Some inglorious Milton here may rest
Some Cromwell guiltless of his country's blood*

10. *Yet even these bones from insult to protect
Some frail memorial still erected high
With uncouth rhymes and shapeless sculpture decked
implores a passing tribute of a sigh*

- Here rest his head upon the lap of Earth
A youth to fortune and to Fame unknown*
15. *Fair science frowned not on his humble birth
And Melancholy marked him for her own.*

1. Write the complete title of his poem.
2. What is the name and nationality of the poet?
3. Choose from the list the names of institutions he went for higher education: University of California, University of London, Cambridge University Eton College
4. At which of the institutions above did he work and to what rank did he rise?
5. In the introduction his said to have been a "recluse" what does this mean?
6. What is the form or structure of this poem?
7. Summarize in a few words the theme of this work of art
8. Who or what is the persona and mood of the poem?

9. The images evoked by the words “pregnant” and “Rod” should be explained including what they symbolize.
10. The first 8 lines are tribute to some prominent individuals. Mention what each did in life but after all that, what happened to them? Compare them to person in lines 5 – 8

Paradise Lost By John Milton

3. Either

- a. Paradise Lost departs from the standard epic tradition in that lacks a clear hero who performs heroic acts. However Satan possesses some features of a hero in the poem. Show how despite having the heroic features, Satan does not quite stand out as the hero in paradise lost

4. b. Paradise Lost is constructed heavily on contrasting parallelism. Discuss any 5 contrasting parallels that dominate the epic poem Paradise lost

5. Dr. Faustus by Christopher Marlowe

Either

- a. The technique of the chorus which is adapted from classic Greek drama functions in several ways in the play Dr. Faustus. Discuss three ways in which the chorus enhances Dr. Faustus as a Renaissance play

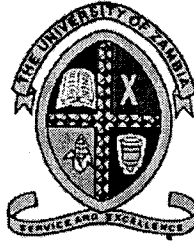
- 6. OR

- a. It is often said that a servant that wins his freedom also loses his security at the same time. To what extent is this paradox applicable to Dr. Faustus, and the character in the play?

7. MACBETH (Shakespeare)

Characterize the relationship between Macbeth and Lady Macbeth. If the main theme of MACBETH is ambition, whose ambition is the driving force of the play – Macbeth, Lady Macbeth or both?

END



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009/10 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

E352 – AFRICAN FICTION FROM THE 1960s TO THE PRESENT

TIME: THREE HOURS

TEXTS ARE ALLOWED INTO THE EXAM ROOM

SECTION A (30 Marks)

The questions in this section are all **COMPULSORY**. Your answers must be brief (not more than a page).

1. Briefly demonstrate how ideology influences the content and style of *I Will Marry When I Want* and the Negritude poem *Black Woman* by Leopold Sedar Senghor. (10)
2. Briefly explain how 'excremental vision' is used in *Kill Me Quick* and *Houseboy*. (10)
3. *Damn it, Pasi NemaSellout! When it comes to contacts, it really doesn't matter who's who. Everyone reacts instinctively. Grab your gun. Fire. Load. Fire. Pump the lead. Throw grenades. Zap them. Blast them. Bloody soldiers. Bloody racists. Selfish bastards. Bloody murderers. Give it to them. Farmers or soldiers or whatever. Keeping you in this rain. Making you leave school. Shit! Flush them out. Stuttering, bloody FNs. Blast Baas Die. Blast commanders. Who was the commander anyway? In a contact he was just another bag of flesh. You want to go back home alive. You want to go back home alive. You want to go back home. Alive. You want to go back. Home. Alive. Blast Mabunu Muchapera. Blast Torai Zvombo... Blast speeches. Blast oppressors. Blast politics. Blast politicians talking forever in post hotels. As if they can tell the muzzle of a gun from a butt. Sending their children to schools in USA and UK. Chanting slogans. Blast*

schools and education! There's enough to worry about without having to sing the alphabet. Getting the next meal.

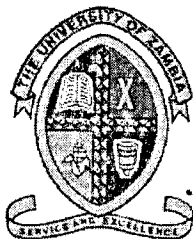
What technique is at work in the above passage and how is it used by the author? What does the passage tell us about Benjamin's character and views about the *Chimurenga*? (10)

SECTION B (70 Marks)

Question 1 is compulsory. Answer Question 1 AND ANY OTHER TWO QUESTIONS. Question 1 carries 30 marks while the rest carry 20 marks each.

1. Disillusionment is a common theme in a number of texts studied in the course. Demonstrate this with reference to any four texts studied in the course.
2. 'Everything I am, I owe Father Gilbert.' Explore this statement by Toundi.
3. 'Toundi's departure from his community is tantamount to a curse in a traditional set up.' Discuss.
4. Obi's desolate ending is as a result of several mistakes he commits since his trip to study in England. Critically examine the mistakes Obi commits and show how each contributes to his downfall.
5. 'But it is like the palm wine we drink. Some people can drink it and remain wise. Others lose their senses.' Discuss this in relation to Africans who received western education in *No Longer at Ease* by Chinua Achebe.
6. In *I Will Marry When I Want* Africans are exploited by fellow Africans. In relation to *The Strong Breed*, how does this render the whole purpose of sacrifice worthless?
7. The exploitation of women by men is very prevalent in John Luangala's stories in *The Innocence of a Dog*. How can Luangala be said to be ignoring more important issues affecting the same subject of his stories.
8. 'The young men and women who fought in the bush war in Chinodya's *Harvest of Thorns* contributed more to the liberation of Zimbabwe than those who chose to fight from within the system.' Discuss.
9. 'It is clear that Meja and Maina wasted their time and resources by going to school.' Discuss.

END OF EXAM – GOOD LUCK



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2008/9 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

E352 – AFRICAN LITERATURE FROM THE SIXTIES TO THE PRESENT

TIME: THREE HOURS

TEXTS ARE ALLOWED INTO THE EXAM ROOM

SECTION A:

This section carries 40 marks. Answer ALL questions in this section.

1. Relate the concept of social mobility to any of the texts studied in the course. Your answer should be brief. (10)
2. Briefly relate the pyramid of oppression to any of the texts studied in the course. (10)
3. With reference to the relevant texts studied in the course, briefly demonstrate the various ways in which 'isolation' is represented. (10)
4. Explain the stream of consciousness technique and show its function/s in *Harvest of Thorns*. Answer briefly. (10)

SECTION B:

Question 1 is compulsory. Answer Question 1 and ANY OTHER TWO questions. This section carries 60 marks. Each question carries 20 marks.

A SEPARATE answer sheet should be used for each question. Any student who ignores this instruction will be penalised.

1. Relate the myth of Sisyphus to *Kill Me Quick*, *The Island* and *Harvest of Thorns*.
2. To what extent can one say Dulani's death in *Tongue of the Dumb* is a trope around which major events evolve? ✓
3. Discuss the handling of power politics in *Tongue of the Dumb*. ✓
4. '... I measure the extent of Modou's betrayal. His abandonment of his first family (myself and my children) was the outcome of the new life. He rejected us. He mapped out his future without taking our existence into account.' (p9, *So Long a Letter*)

Discuss the above quote in the broader context of 'choice versus culture'.

5. Demonstrate the relationship between history and fiction in *The Island* and *Harvest of Thorns*.
6. 'John Luangala in his *The Innocence of a Dog* is preoccupied with violence'. Discuss this assertion with reference to any three stories in the collection. ✓
7. 'Soyinka's play *The Strong Breed* is an allegory of the exploitation of the working class by the ruling class.' Discuss, showing clearly whether you agree or disagree.
8. Read the following extract from Okot p'Bitek's *Song of Lawino* (Section 8) and answer the question which follows:

And all the teachers are alike
 Are alike,
 They have sharp eyes
 For girls' full breasts;
 Even the padres
 Who are not allowed
 To marry
 Are troubled by health,
 Even the fat-stomached
 Who cannot see
 His belly button
 Feels better
 When he touches
 A girl's breasts,
 And those who listen
 To confessions
 Peep through the port-hole
 And stab the breasts
 With their glances

With reference to the above extract, discuss Emmanuel Ngara's assertion that p'Bitek speaks with two voices – 'a serious concern with African culture on the one hand, and, on the other, a lighthearted style'.

9. Show how the allegory of the stranger in *Harvest of Thorns* and the story of Antigone in *The Island* relate to the main story of each of the two texts.

- END OF EXAMINATION -

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

2008 Academic Year – Second Semester Examination

E 362: Franco-Phone and Lusophone Poetry

INSTRUCTIONS

Duration: 3hours

- Answer question 1 and 1 question from section B and another one from section C.
- Candidates may bring a copy of any English Dictionary.
- Prescribed books are not allowed in the Examination room.

SECTION A

Kinaxixi (Agostinho Neto)

*I was glad to sit down
on a bench in Kinaxixi
at six o' clock of a hot evening and just sit there*

*Someone would come
Maybe
To sit beside me*

*And I would see the black faces
of the people going uptown
in no hurry
expressing absence in the
jumbled Kimbundu they conversed in.*

*I would see the tired footsteps
of the servants whose fathers also were servants
looking for love here, glory there, wanting
Something more than drunkenness in every
alcohol.*

Neither happiness nor hate.

*After the sun had set
lights would be turned on and I
would wander off
thinking that our life after all is simple
too simple
for anyone who is tired and still has to walk*

Q 1. Discuss the situation, subject, themes, mood, tone, and figurative language?

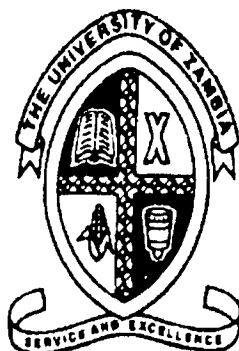
SECTION B

Q1. Discuss Birago Diop's "criticism of those who foolishly imitate the Western life style "as portrayed in Vanity".

Q2. Leopold Sedar Senghor and Birago Diop share a common background as contemporaries at the time of the birth of Negritude. Compare and Contrast the content and imagery of their poetry by analyzing any two poems, one by each of the two poets.

SECTION C

- Q1. Césaire's concept of Negritude is that "Negritude is not the lifeless object society has reduced it to. Instead, it is active, creative and liberatory". (Nesbitt 2000).
- Q2. Referring to any work by any two Negritude poets you have studied in the course, show how indeed Negritude is active creative and liberatory.



UNIVERSITY OF ZAMBIA EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008/9 INTERNAL SECOND SEMESTER
FINAL EXAMINATIONS

E 462 MODERNIST LITERATURE AFTER 1930

Time: 3 hours

INSTRUCTIONS TO CANDIDATES

1. *Use A Separate Answer Book For Each Question You Answer.* Candidates who use one booklet to answer more than one question shall be penalised.
 2. *Answer only three questions, One from each section.*
 3. Read and understand all instructions before you attempt any question.
 4. *This is an Open-Book Examination. You are, therefore, encouraged to quote as extensively as possible.*
-
-

Section A

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

Text 1

Robert Frost 1874-1963

THE TUFT OF FLOWERS

I went to turn the grass once after one *1*
Who moved it in the dew before the sun.

The dew was gone that made his blade so keen
Before I came to see the leveled scene.

I looked for him behind an isle of trees; *5*
I listened for his whetstone on the breeze.

But he had gone his way, the grass all mown,
And I must be, as he had been-alone,

“As all must be,” I said within my heart,
“Whether they work together or apart.” *10*

But as I said it swift there passed me by
On noiseless wings a bewildered butterfly,

Seeking with memories grown dim o’er night
Some resting flower of yesterday’s delight.

And once I marked his flight go round and round, *15*
As where some flower lay withering on the ground.

And then he flew as far the eye could see,
And then on tremulous wing came back to me.

I thought of questions that have reply,
And would have turned to toss the grass; *20*

But he turned first and led my eye to look
At a tall tuft flowers besides a brook,

A leaping tongue of bloom a scythe had spared
Beside a reedy brook the scythe had barred.

The mower in the dew had loved them thus, 25
By leaving them to flourish, not for us,

Nor yet to draw one thought of ours to him,
But from sheer morning gladness at the brim.

The butterfly and I had lit upon,
Nevertheless, a message from the dawn, 30

That made me hear the wakening birds around,
And hear his long scythe whispering to the ground,

And feel a spirit kindred to my own;
So that henceforth I worked no more alone;

But glad with him, I worked as his aid, 35
And weary, sought at noon with him the shade;

And dreaming, as it were, held brotherly speech
With one whose thoughts I had not hoped to reach.

“Men work together,” I told him from the heart,
“Whether they work together or apart.” 40

George McMichael et al Eds. *Concise Anthology of American Literature*.
New York; Macmillan 1974, pp1514-1515.

Text 2

ROBERT FROST 1874-1963

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood 1
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth; 5

Then the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there

Had worn them really about the same, 10

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back. 15

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
Took the one less travelled by,
And that has made all the difference. 20

George McMichael et al Eds. *Concise Anthology of American Literature*.
New York; Macmillan 1974, pp1520.

Questions

- a. What common theme do the two poems share? [3 Mark]
- b. Discuss the symbolism of 'grass' in Text 1 and 'a wood' in text 2. [10 Marks]
- c. What is the poet saying in lines 23-28 of text 1? [10 Marks]
- d. What is the poet saying in text 2? [10 Marks]

Section B

1. What makes reading Ezra Pound's *The Cantos* seem such a mammoth task?
2. What do we learn from Pound's *Cantos* about History and Western civilisation.
3. Explain the role of transcendental knowledge in the poetry Robert Frost.
4. How did Robert Frost's life influence his poetry? Back your argument by citing a poem or poems.

Section C

- a. Is the tragedy of Christmas a local or sectional problem? How is it elevated to a universal plane?
- b. How does Gail Hightower function as a connecting link between Joe and Lena?
- c. Prove that Hightower is actually the main character of the novel.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2008 ACADEMIC YEAR – SECOND SEMESTER EXAMINATION

E905: SHAKESPEARE

INSTRUCTIONS

- Answer any three questions
- Candidates may bring a copy of any English Dictionary
- Prescribed books are not allowed in the Examination room
- Time: 3 Hrs

1. The Merchant of Venice

Either

- a. Describe the Plot of The Merchant of Venice.

Or

- b. How important is Antonio's Character for the play The Merchant of Venice.
Define his Character

2. Hamlet

Discuss the Character of Hamlet. How important is his "Madness"?

3. Romeo and Juliet

Either

- a. Discuss the roles of the chorus in Romeo and Juliet with Special reference to the prologues

Or

- b. What do you understand by the term 'two star crossed lovers'? Discuss the phrase with reference to events in the two noble households.

4. Julius Caesar

Discuss the character of Brutus. What is Tragic about him?

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008-2009 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

E922 WORLD ENGLISHES

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer FOUR questions.

**Relevant illustration and example will receive credit.
Candidates are allowed to bring into the examination
a copy of an English Dictionary, Guidelines for Stylistic
Analysis(5 pages), and Instructions for Stylistic Analysis
(one page).**

- 1 Using your Instructions for Stylistic Analysis and the Guidelines, make a stylistic description and analysis of the following text:

..... the plaintiff says
that the defendant
came up from behind
notwithstanding the warning
that he the plaintiff gave
that he was about to go across
from his own side of the road
towards the entrance of Hill Morris's factory (pause)
and struck the plaintiff's cycle
in such a way
as to break the plaintiff's right leg (pause)
the defendant says
that there was and had been
for some time before the accident
a motor car
ahead of him (pause)
driving in the same direction
as that in which the defendant was driving (pause)
and that (pause)
the (short pause) that motor car (pause)

TURN OVER

Question One continued:

pulled out slightly
 to pass
 what proved to be the plaintiff on his cycle (pause)
 that the defendant
 followed the motor car
 in doing the same thing (pause)
 and that when (pause)
 the defendant was some thirty or forty yards
 before behind the plaintiff
 on his bicycle
 the plaintiff
 put out his hand (pause)
 and without more ado (pause)
 pulled (pause)
 across the main road (pause)

- 2 What were the chief features of the development of English in the seventeenth century?
- 3 What do eighteenth century commentators reveal about their attitudes to English?
- 4 What aspects of the context around the world have caused second-language Englishes to diverge from British English, and do their linguistic features have anything in common?
- 5 What are the chief characteristics of English-based pidgins and creoles?
- 6 What linguistic features are typical of scientific English, and why are they present?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008- 2009 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

E945 PRAGMATICS

TIME: THREE(3) HOURS

**INSTRUCTIONS: Answer FOUR (4) questions
Relevant EXAMPLES will receive credit**

1. “ Semantic meaning is a conventionalized form of meaning – as part of our learning of English we come to recognize that words mean certain things by generally accepted convention(e.g. that ‘dog’ refers to a certain kind of animal). Pragmatic meaning, on the other hand, is distinctly non-conventional in nature...” Explain and comment on this contrast.
 2. In what ways is our use of deixis pragmatic?
 3. A: ‘ Do you want to come round to my place tonight?’
B: ‘Lubasi’s mother is visiting this evening.’
How does the theory of conversational implicature explain such an exchange and the central role of co-operation within it?
 4. How do speech acts function? Illustrate your discussion with reference to the speech act of ‘promising’ .
 5. ‘Politeness, in an interaction, can be defined as the means employed to show awareness of another person’s face.’ Explain and illustrate this definition.
 6. ‘Presupposition is both semantic (i.e.conventional)and pragmatic (i.e non – conventional).’ Examine the evidence for this assertion
-

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2008-2009 ACADEMIC YEAR: SECOND SEMESTER FINAL EXAMNATIONS

E/LAL 111: INTRODUCTION TO LANGUAGE AND LINGUISTICS (Internal)

TIME: **THREE (3) HOURS**

INSTRUCTIONS: *Attempt ALL the questions*
 Marks will be awarded for a well-presented and well-written paper

Read the following passage and then answer the questions that follow it

Because of the difficulties inherent in translation, people have been trying for over century to devise a neutral, artificial language. At the end of the 19th century there arose a vogue for made-up languages. Between 1880 and 1907, according to Baugh and Cable, 53 universal languages were proposed. Most were enthusiastically ignored, but one or two managed to seize the public's attention. One of the more improbable of these successes was Volapük, invented in 1880 by a German priest named Johann Martin Schleyer. For a decade and a half, Volapük enjoyed a large following. More than 280 clubs sprang up all over Europe to promote it. Journals were established and three international congresses were held. At its peak it boasted almost a million followers. And yet the language was both eccentric and abstruse. Schleyer shunned the letter r because he thought it was difficult for children, the elderly and the Chinese. Above all, Volapük was obscure. Schleyer claimed that the vocabulary was based largely on English roots, which he said made it easy to learn for anyone already familiar with English, but these links were often nearly impossible to deduce. The word *Volapük* itself was supposed to come from two English roots, *vola* for "world" and *pük* for "speak", but I daresay it would take a linguistic scholar of the first mark to see the connection. Schleyer helped to doom the language by refusing to make any modifications to it, and it died with almost as much speed as it had arisen.

Rather more successful and infinitely more sensible, has been *Esperanto*, devised in 1887 by a Pole named Ludovic Lazarus Zamenhoff, who lived in an area of Russia where four languages were commonly spoken. Zamenhoff spent years diligently concocting his language. Luckily he was a determined fellow because at an advanced stage in the work, his father, fearing his son would be thought a spy working in code, threw all Ludovic's on the fire and the young Pole was forced to start again from scratch. Esperanto is considerably more polished and accessible than Volapük. It has just 16 rules, no indefinite articles, no irregular endings, and so illogicalities of spelling. Esperantists claim to have eight million adherents in 110 countries and they say that with three hours of study a week it can be mastered in a year. As evidence of its success as a living language, its proponents point out that it has

developed its own body of slang (for example, *luton* for “hello”, a devil-may-care shortening of the formal word *saluton*) and even its own swear words (such as *merdo*, derived from the French *merde*). Esperanto looks faintly like a cross between Spanish and Martian, as this brief extract, the first sentence from the Book of Genesis, shows

En la komenco, Dio kreis le cielon kaj la teron.

Esperanto has one inescapable shortcoming. For all its eight million claimed speakers, it is not widely used. In normal circumstances, an Esperanto speaker has about as much chance of encountering another as a Norwegian has of stumbling on a fellow Norwegian in, say, Mexico.

As a result of these inevitable shortcomings, most other linguistic authorities, particularly in this century, have taken the view that the best hope of a world language lies not in devising a synthetic tongue, which would almost certainly be doomed to failure, but in making English less complex and idiosyncratic and more accessible. To that end, in 1930 Professor C.K. Ogden of Cambridge University devised Basic English, which consisted of paring the English language down to just 850 essential words, including a mere 18 verbs – *be, come, do, get, give, go, have, keep, let, may, make, put, say, see, seem, send, take, will* – which Ogden claimed could describe every possible action. Thus simplified, English could be learned by most foreigners with just 30 hours of tuition, Ogden claimed. It seemed ingenious but the system had three flaws.

First, those who learned Basic English might be able to write simple messages, but they would scarcely be able to read anything in English – even comic books and greeting cards would contain words and expressions quite unknown to them. Second, in any language vocabulary is not the hardest part of learning. Morphology, syntax and idiom are far more difficult, but Basic English did almost nothing to simplify these. Third, and most critically, the conciseness of the vocabulary of Basic English meant that it could become absurdly difficult to describe anything not covered by it, as seen in the word *water-melon*, which in Basic English would have to be defined as “a large green fruit with the form of an egg, which has a sweet red inside and a good taste.” Basic English went nowhere.

At about the same time, a Professor R.E. Zachrisson of the University of Uppsala in Sweden devised a form of English that he called Anglic. Zachrisson believed that the stumbling block of English for most foreigners was its irregular spelling. He came up with a language that was essentially English but with more consistent spellings. Here is the start of the Gettysburg Address in Anglic:

Forskor and sevn yearz agoe our faadherz braut forth on this kontinent a nue naeshon
....

Anglic won some influential endorsements but it too never caught on.

Perhaps the most promising of all such languages is Seaspeak, devised in Britain for the use of maritime authorities in busy sea lanes such as the English Channel. The idea of Seaspeak

is to reduce to a minimum the possibilities of confusion by establishing set phrases for ideas that are normally expressed in English in a variety of ways. For instance, a partly garbled message might prompt any number of responses in English: "What did you say?", "I beg your pardon?", "I didn't catch that", "Can you say that again?", "There's static on this channel. Can you say that again?", and so on. In Seaspeak only one expression is allowed: "Say again". Any error, for whatever reason, is announced simply as "Mistake", and not as "Hold on a minute, I've given you the wrong bearings".

Note taking

1. Take a **formal set of notes** from the passage above on the differences between Seaspeak and Esperanto.

Grammar

2. To which word class do the following underlined words in these sentences belong:. Make sure your answer is detailed enough

- a) The cat sat on the mat
- b) Twelve cats were sitting on the mat
- c) The cats were sitting on the mat
- d) The black and white cats were sitting on the mat
- e) The cats could not all sit on the mat
- f) The cat was sitting quietly on the mat
- g) Other cats were not sitting on the mat
- h) The kittens were playing on the mat
- i) Underneath the mat were the kittens
- j) The cat ate the fish

3. Divide the following sentences into **subject** and **predicate**:

- a. The man sat on the burning deck
- b. Sitting on the mat, the cat look peaceful
- c. However he was dressed, he always looked handsome
- d. I will go to town next week
- e. Today he is leaving for London

4. In two or three paragraphs explain the difference between a **clause** and a **phrase**, Give examples to support your answer.

Reading and Comprehension

5. Give a synonym for each of the following words as used in the passage.
 - a. Vogue (line 3)
 - b. Improbable (line 5)

- c. Sprang up (line 8)
- 6. Define the following and give examples from the passage.
 - d. Reference
 - e. Substitution
 - f. Ellipsis
- 7. What were some of the features of Volapuk?
- 8. State the differences between Volapuk and Esperanto.
- 9. What were the weaknesses of Basic English as proposed by Ogden?
- 10. State five markers used in the passage.
- 11. What is the central point in the last paragraph?

Oral Communication Skills

- 12. "Effective oral communication is challenging and involves mastery of several sub-skills." Show how true the above quotation is.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION**

2008/9 ACADEMIC YEAR FINAL EXAMINATIONS

**E/LAL 112: INTRODUCTION TO LANGUAGE AND LINGUISTICS
(DISTANCE EDUCATION)**

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: Answer Question 1 and two other questions. That is, you are expected to answer **three** questions. Question 1 is compulsory.

Marks will be awarded for goof presentation and language use.

Question 1

Discuss in detail the different types of aphasia and their varied effects on individuals.

Question 2

Although no one knows exactly the origins of human language, several theories have been advanced to explain how man became a “talking being”. Present a detailed account of the different perspectives on the origins of language.

Question 3

Discuss in detail the experiments undertaken to investigate the ability of chimpanzees and other creatures to learn human language. What do these studies tell us about the nature of human language?

Question 4

Present a detailed discussion of the functions of language.

Question 5

Discuss the following notions in detail. Give examples

- (a) Morphs and morphemes and their types
- (b) Types of affixes
- (c) Allomorphs
- (d) Morphological process

Question 6

Give an outline of the major issues studied in semantics and pragmatics. Also show the relationship(s), if any, between these two levels of linguistic analysis.

END OF EXAMINATION



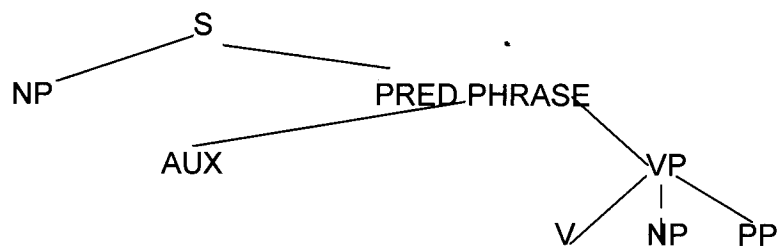
THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS, 2008/2 – April/May 2009

E/LAL425 –THEORETICAL SYNTAX

- TIME ALLOWED: Three (3) hours
- INSTRUCTIONS: Answer any five (5) questions.
- WEIGHTING: The examination counts for 50% of the course's total marks. All questions carry equal marks.

-
1. In the genesis of modern linguistics the years 1957, 1965 and 1981 are among the most important dates. Explain with special reference to the development of syntactic theory.
 2. In (Chomsky's syntactic) Standard Theory, deletion and insertion are among possible transformations. Name two more possible transformations.
 3. Using a diagram, show the architecture of the grammar of a natural language according to Standard Theory.'
 4. Write brief notes on each of the following:
 - (a) PS-Rule
 - (b) T-Rule
 - (c) Subcategorization rule
 - (d) Presentence

5. A sentence may be structured thus:



Give one example, and complete the tree by giving the composition of the elements NP, AUX and PP.

- 6. Compare and contrast the concept of transformation in syntax in Chomsky’s Standard Theory and Government-Binding theory (GB).
- 7. A distinction has been made in many accounts of coordination between (a) segregatory coordination and (b) combinatory coordination. With examples from both English and one or more African languages, explain..
- 8. What is x in language A is not necessarily x in language B. With examples from syntax, show the truth of this statement.
- 9. Discuss the following table:

| | | |
|------|------|------|
| | [+N] | [-N] |
| [+V] | A | V |
| [-V] | N | P |

10. Write brief notes on each of the following items:

- (a) X'-theory and X'-schema
- (b) Binding theory
- (c) Bounding theory
- (d) Extraction and landing sites
- (e) Case and case
- (f) θ -roles
- (g) θ -Criterion
- (h) Transformationalism
- (i) Lexicalism
- (j) Move-alpha

E N D

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2008-2009 ACADEMIC YEAR: SECOND SEMESTER FINAL EXAMNATIONS

E/LAL 911: PSYCHOLINGUISTICS

TIME: THREE (3) HOURS

INSTRUCTIONS: *Attempt ALL the questions
Marks will be awarded for a well-presented and well-written
paper*

1. Who is a bilingual? Give a detailed answer.
2. Discuss the recovery patterns of a polyglot aphasic.
3. Describe what is known of the human memory. Include a diagram in your answer.
4. What suggestions have been made of how a bilingual stores his/her language.
5. How are the following concepts related? Lateralisation, critical period and sensitive period and acculturation.

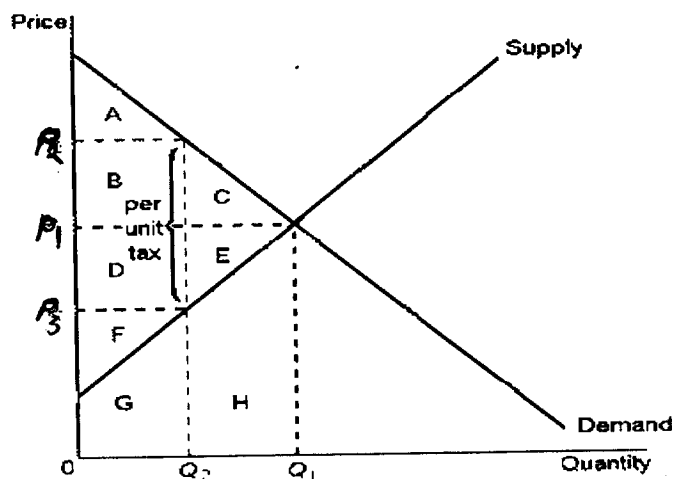
THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
EC215: INTERMEDIATE MICROECONOMICS
2008/2009 SECOND SEMESTER FINAL EXAMINATIONS

Time allowed 2 hours

INSTRUCTIONS: ANSWER ALL QUESTIONS: All questions carry equal marks

1. A) Define indifference curves and explain the assumptions on which indifference analysis are based.
B) Explain the implication of the following properties of indifference curves
 - a. Negative slope
 - b. Indifference curves don't intersect
 - c. They are convex to the origin
2. With the help of indifference curve analysis derive the demand curve for a normal good. Within the context of indifference analysis explain why the indifference curve slopes downwards from left to right.
3. Given the prices of two factors production for an individual firm, explain the conditions for producing a given level of output at the least cost. Given the prices of two factors K and L and the Cobb-Douglas production function $Q = AK^{\frac{1}{2}}L^{\frac{1}{2}}$, derive the optimal demand for K and L.

4. Assume a perfect competitive commodity market for boom detergent paste. Whose demand and supply are curves interact as in the graph below. The initial price and quantity are P_1 and Q_1 . The government decides to impose a tax per unit of output and the resulting market conditions are as shown below.



- Which areas in the graph represents consumer and producer surplus
- According to the graph, what price does the seller receive after the tax is imposed
- According to the graph, what price does the seller receive after the tax is imposed
- what is the consumer and producer surplus after a tax is imposed
- Which area represents total government revenue from the tax imposed?
- the allocation of resources is efficient if

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

EC315: PUBLIC FINANCE

DURATION: TWO HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY ONE QUESTION FROM SECTION B

SECTION A

Question 1

Explain clearly the Lindahl pricing mechanism in the determination of optimal quantity of a public good to be provided by the government. What are the problems associated with the implementation of the Lindahl pricing mechanism.

Question 2

Using the decentralization theorem, critically analyze the welfare gains of having multiple fiscal units provide a local public good in Zambia. What are the advantages and disadvantages of a decentralized system of governments?

Question 3

Consider a free market with the following demand and supply equations:

Demand equal to $Q = 120 - 10p$

Supply equal to $Q = 20p$

- a. Compute the equilibrium quantity and price.
- b. Now the government imposes a K10 per unit tax on the production of the good. Compute the producer and consumer tax incidence.
- c. Instead of a tax on producers, the government decides to tax consumers. What would be the tax consumer and producer tax incidence
- d. Explain the determinants of the size of tax incidence for both consumers and producers

SECTION B

Question 4

- a) Why do governments tend to produce budget outcomes which are different from the ones intended when constructing budgets?
- b) Critically evaluate three major methods of financing budget deficits and their respective consequences. Illustrate with relevant examples from Zambia's economy.

Question 5

- a) Discuss the effects of income tax on labour supply.
- b) The government is considering raising a given amount of tax revenue using proportional income taxation. Using an appropriate model, demonstrate that an equal yielding lump-sum tax will result in comparably less distortions.
- c) Discuss the various effects of taxation on the desire to work, save and invest.

Question 6

- a) Clearly distinguish between tax evasion and tax avoidance. What are the consequences of each of them?
- b) Use an appropriate model of tax evasion to advise the Zambian government on how to effectively curb tax evasion.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 355: ADVANCED MACROECONOMIC THEORY

TIME: TWO (2) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND QUESTION FOUR (4) AND ANY OTHER TWO (2) QUESTIONS (ONE FROM SECTION A AND ONE FROM SECTION B)

SECTION A

Question 1

You are informed that workers in the Pandola Republic refuse pay cuts when the price level falls. However they are willing to work more hours for higher money wages when the price level rises even when their real wages are falling. Answer the following questions:

- a. You are informed that the prices in the Pandola Republic initially increased by 20% and later by 15%. Using appropriate diagrams derive the aggregate (output) supply curve for the Republic showing what will be happening to real wages, nominal wages, employment and output as a result of the price increase (Explain what is happening to each of these variables).
- b. Assuming a Keynesian world, predict the effectiveness of expansionary fiscal policies within the Aggregate demand- Aggregate supply framework (based on (a) above and use appropriate diagrams)
- c. Based on the Permanent Income Hypothesis how would the result in b) above be affected if consumers :
 - i. Were given a Christmas bonus every year
 - ii. Were only given the Christmas bonus only this year

Question 2

- a. In their estimation of the consumption function, how did Ando and Modiglian measure income?
- b. Would fiscal policies under the Life Cycle Hypothesis be as effective as fiscal policies under the Absolute Income Hypothesis? Explain.

Question 3

- a. Derive and explain the key determinants of investment based on the flexible accelerator theory?
- b. What are the weaknesses of the theory?

SECTION B

Question 4

Consider the following description of an open economy:

$$I + G + X = S + T + M \quad \text{(Goods market equilibrium condition)}$$

$$S = S(Y - T - \delta K, W), \quad 0 < S_1 < 1, \quad S_2 > 0 \quad \text{(Savings Function)}$$

$$I = I(r), \quad I_1 < 0 \quad \text{(Investment Function)}$$

$$X = X(P, E), \quad X_1, X_2 < 0 \quad \text{(Export Demand Function)}$$

$$M = M(Y, P, E), \quad M_1, M_2, M_3 > 0 \quad \text{(Import Demand Function)}$$

$$T = T_0 + T(Y, R), \quad 0 < T_1 < 1, \quad T_2 < 0 \quad \text{(Tax Revenue Function)}$$

$$\frac{H^*}{P} = H(r, Y), \quad H_1 < 0, H_2 > 0 \quad \text{(Money Market Equilibrium Condition)}$$

$$B = PX - EP^*M - F \quad \text{(Balance of Payments Equation in Money terms)}$$

$$F = F(r), \quad F_1 < 0 \quad \text{(Net capital Outflow Function)}$$

Where: I = real investment, G = real government purchases, X = real exports, S = real saving, T = real tax collections, T_0 = autonomous taxes, R = tax rebates, M = real imports, r = nominal interest rate, P = domestic price level, E = nominal exchange rate, Y = real income, K = capital stock, δ = depreciation rate of the capital stock, W = real wealth held by public, H/P = real money supply, H = real money demand, P^* = foreign price level, F = net capital outflow, B = balance of payments.

- a) Assuming imperfect capital mobility derive the IS – LM - BP model of an open economy
- b) Based on the model in (a), consider the case of floating exchange rates and perfect capital mobility: discuss why monetary policy is effective in raising the level of income.

Question 5

- a) Growth theories are mainly explained by proximate sources of growth. Derive and explain the Harrod-Domar growth model with reference to proximate sources of growth.
- b) What are the policy implications of this growth model in relation to developing countries in general and Zambia in particular?

Question 6

- a) During the first half of the 1990's, there was a resurgence of scholarly output on economic growth after a sharp decline that was experienced in the 1960's to 1980's. Discuss the twelve reasons that have been forwarded for this resurgence.
- b) Endogenous growth models are the most recent wave of growth theories and they emerged because of the perceived theoretical and empirical deficiencies associated with the neoclassical model. Discuss the main tenets of endogenous growth theories as postulated by Romer (1986) and Lucas (1988).

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 412: INTERNATIONAL FINANCE

TIME: TWO HOURS

INSTRUCTIONS: ANSWER TWO QUESTIONS FROM EACH SECTION. QUESTIONS ONE AND FOUR ARE COMPULSORY.

SECTION A

Question 1

a) Given the data below:

| Period | Nominal Exchange Rate (Kwacha per dollar – K/\$) | Zambian Price Index | US Price Index | South Africa's Price index | Nominal Exchange Rate (Rand per dollar – R/\$) |
|--------|---|---------------------|----------------|----------------------------|---|
| 1 | K4500/\$1 | 100 | 100 | 100 | R10/\$1 |
| 2 | 4500/1 | 120 | 100 | 90 | 8/1 |
| 3 | 5000/1 | 100 | 120 | 90 | 9/1 |
| 4 | 5200/1 | 110 | 95 | 80 | 12/1 |

Use period 3 as the base year (i.e. period 3 = 100).

Given also that Zambia conducts 40% of its trade with the US and 60% of its trade with South Africa.

- i. Calculate Zambia's Real Effective Exchange Rate for all periods under consideration.
- ii. Explain what happens between period 2 and period 3.

Question 2

An important impetus for the rapid growth of Eurodollar Markets came from the increased regulation of domestic banking activities by the US authorities. Discuss the pros and cons of Eurocurrency markets.

Question 3

Some economists in Zambia argue that recent economic trends in the country can be attributed to the Global Financial Crisis. Particularly challenging are the massive job losses experienced in the Mining sector. Given that Zambia has a *floating exchange rate* and is *open*, within the Mundell-Fleming framework, what would you advise the government and policy makers to do to increase output and therefore employment?

SECTION B

Question 4

- a) Using the elasticity approach to balance of payments, derive the Marshall-Lerner condition.
- b) Consider the data below.

Current Account (CA) before devaluation

| Description | Volume | Price | Dollar value | Kwacha value |
|-----------------|--------|-------|--------------|--------------|
| US exports | 100 | \$1 | \$100 | K200 |
| US imports | 40 | K5 | \$100 | K200 |
| Current Account | | | \$0 | K0 |

Current Account (CA) After devaluation

| Description | Volume | Price | Dollar value | Kwacha value |
|-------------|--------|-------|--------------|--------------|
| US exports | 130 | \$1 | \$130 | K195 |
| US imports | 30 | K5 | \$100 | K150 |
| Current a/c | | | +\$30 | +K45 |

Calculate the approximate elasticities, the Marshall-Lerner condition and explain the effect of the devaluation.

Question 5

There is a tendency for the exchange rate to overshoot its long-run equilibrium. With the aid of a diagram, give reasons why expansionary monetary policy can lead to exchange rate overshooting in the short-run.

Question 6

Many of the proposals for reform of the international Monetary System have been based upon the desire to avoid the problems and the mistakes of the past. Give a brief account of the reasons for the breakdown of the Bretton woods system.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMNITATIONS

EC 955: HEALTH ECONOMICS

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

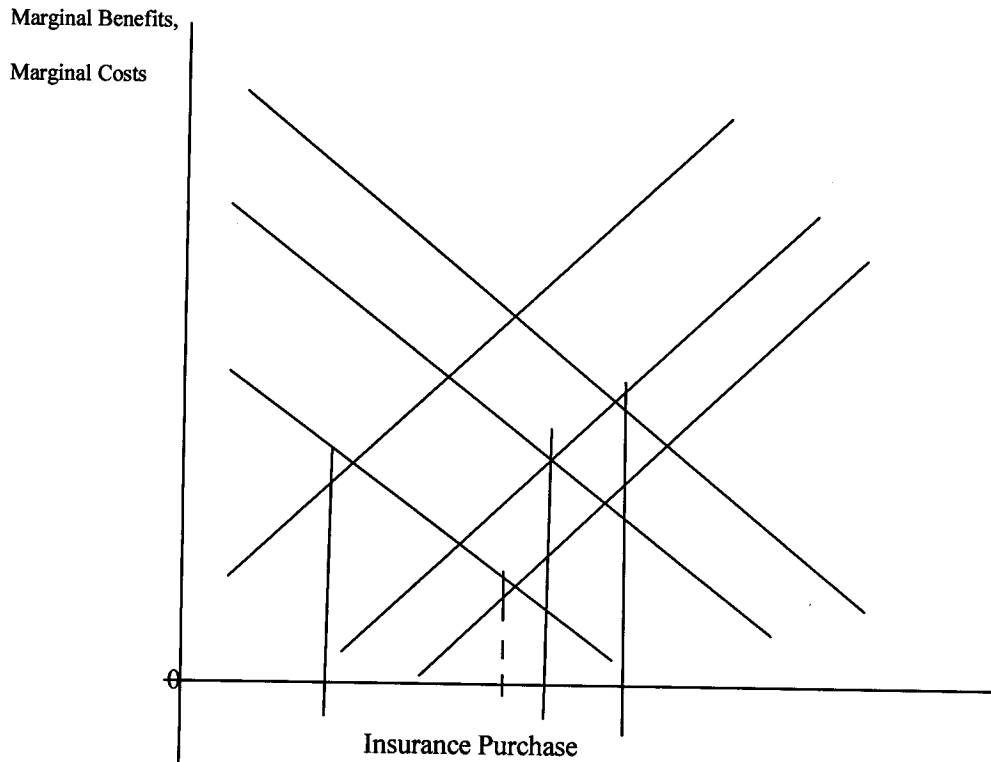
Question 1

- i. Give at least four elements or modalities of health care financing typology, outlining the basic features of each of them. Briefly, distinguish the various stages of resource mobilisaiton in the context of economic development and health care financing
- ii. State and explain the parameters used in evaluating each modality.
- iii. Equity may be viewed as one of the most significant parameters in health care financing. Explain the basis for this assertion, clearly explaining the interpretation of equity in different settings and its role in achieving health outcomes
- iv. Clearly label the graph below and describe the following options for demand for health care insurance: (a) Demand for optimal amount of insurance (b) When there is a change effected in the amount of the premium (c) When there is a change in the amount of wealth (d) When there occurs a change in the expected loss. Use the information provided in the table.

Assumptions underlying analysis in event of sickness

| Optimal insurance demand – assume \$500.00 coverage | | |
|---|-----------------------------------|---------------------------|
| | Original wealth – when well state | Wealth if sick state US\$ |
| | Initial wealth | 20,000 |
| Less (-) | Loss | 10,000 |
| | Balance | 10,000 |
| Plus (+) | Insurance | 500 |
| | SUM | 10,500 |
| | Premium payment | 50 |
| | New wealth | 10.450 |

The Optimal Amount of Insurance



Question 2

- Using isoquant analysis derive the cost function facing a hospital as a production entity
- What type of economies is represented by the function below?

$$TC(Q_1 = X, Q_2 = 1.5X) < TC(Q_1 = X, Q_2 = 0) + TC(Q_1 = 0, Q_2 = 1.5X)$$

Where,

TC = Total cost

Q_1 = Output in one type of health care programme or disease condition

Q_2 = Different type of health care programme or disease condition

X = Output

- With appropriate graphics where necessary, explain what is meant by the “case mix” problem that arises in hospital cost studies in relation to their outputs

- iv. What is the other form of economies of scale called? Distinguish clearly the differences between the two.

Question 3

- a) Graph the utility wealth curve explaining the effect that wealth has on risk aversion
- b) What are the likely trends in an individual's life span in terms of the optimal stock of health given the following scenarios:
- An adolescent just completing secondary education equivalent to Grade 12, who earns a wage rate of K250, 000 per month
 - A newly graduated University Graduate likely to earn K1, 500,000 per month.
 - A person, that following University graduation has stayed stable, maintains the same wage rate after remaining stable in employment and subsequently begins to age towards retirement. Assume that the cost of capital increases with age and that health is a productive good which produces healthy days. Show this relationship as well in your answer to the above question.

Question 4

Short Answer Questions (use assistance of diagrams, where necessary to support your answer)

- Quote, *"The marginal contribution of health care is its marginal product, meaning the increment to health caused by an additional unit of health care, while all other inputs are held constant."* Unquote
True or False? Explain
- In a flexible production process for health care, the concept of substitution is used by health economists to address questions of resource allocation, say between nurses and physicians in which two inputs may provide alternative but not necessarily equivalent. Explain.
- Clearly distinguish between technical and allocative inefficiency.
- In health insurance, the following terms are often used. Define each of them:
 - Deductibles, co-insurance and premium
 - Social insurance
 - Private insurance
 - Risk pooling
 - Moral hazard

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL DEFERRED EXAMINATIONS**

ELL 935: ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: Answer three (3) questions in all.

- (i) Question 1 which is **compulsory**
- (ii) And any two (2) others

1. Explain the distinction between *cohesion* and *coherence* and show the relevance of each to the teaching of English at secondary school level in Zambia.
2. Illustrate each of the cohesive ties listed below with appropriate instances of language use, other than those in the lecture notes.
 - (i) Reference: Personal, Demonstrative
 - (i) Substitution: Nominal, Verbal, Clausal
 - (ii) Conjunction: Additive, Adversative
 - (iii) Ellipsis: Nominal, Verbal, Clausal

Ensure that you:

- (a) **Underline** the cohesive tie; and
 - (a) Explain clearly **why** the item you have underlined in (a) is indeed a cohesive tie.
3. With specific reference to the concept of thematic progression in discourse production, analyse the two pieces of text given below and explain which of the two is more effectively presented.

Text A:

The application of science to the creation of useful devices to meet the needs of society is called mechanical engineering. The design, manufacture, operation and maintenance of a wide variety of machinery are the focus of a mechanical engineer's work. Jet engines and minute instruments for use in medicine are amongst the products designed by mechanical engineers. Engineering drawings of the devices which are to be produced are created by mechanical engineers. Manual work was the normal means of creating drawings before the late 20th Century, but computer-aided design (CAD) programs have been used to create drawings and designs since the use of computer-aided designs began. Three-dimensional models can be used directly for the manufacture of the devices depicted due to modern CAD programs.

Text B:

Mechanical engineering is the application of science to the creation of useful devices to meet the needs of society. Mechanical engineers focus on the design, manufacture, operation and maintenance

of a wide variety of machinery. The products of their work range from jet engines to minute instruments for use in medicine. Mechanical engineers usually create engineering drawings of the devices which are to be produced. Before the late 20th Century, drawings were usually made manually, but the widespread use of computers has now enabled the creation of drawings and designs using computer-aided design (CAD) programs. Modern CAD programs allow engineers to produce three-dimensional models, which can be used directly in the manufacture of the devices depicted.

4. “In processing an utterance, we cannot know its meaning in isolation from *our background knowledge, its context and (co) text*.” Discuss the validity of this statement drawing relevant evidence from the text given below.

John: What's the matter with you tonight?

Judy: I'll tell you what's the matter with me, John.

I'm pregnant. Good and proper this time, and it's your fault.

John: Oh, it's bound to be my fault, isn't it? How do you know it's mine?

Judy: Why don't you want to take the blame? You're backing out now.

John: What blame? There's no blame on me. I just want to know whether it's mine or not. It's not bound to be.

Judy: It's yours alright, I told you to be careful.

John: How do you know?

Judy: I am twelve days late.

John: But how do you know it's mine?

Judy: I haven't done anything like that with Greg for more than two months.

John: Well, have you tried anything? Taken anything, I mean?

Judy: Yes, I took some pills, but they didn't work.

15 marks

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 SECOND SEMESTER DEFERRED EXAMINATIONS

FR 312
PAPER ONE

INSTRUCTIONS :
ANSWER ALL QUESTIONS IN SECTION (A), SECTION (B) AND SECTION (C).

SECTION (A) : SYNTAXE

QUESTION 1 :

Faites une analyse syntagmatique des phrases ci-dessous en montrant les différents constituants immédiats.

- i) J'aime lire les poèmes de Victor Hugo.
- ii) Nous avons rencontré une jeune fille qui parle lentement.
- iii) La Police Parisienne recherche le Directeur de l'entreprise.
- iv) Kangwa et Miti aiment bavarder.
- v) L'ancien patron a démissionné la semaine dernière.

QUESTION 2 :

Pour Chacune des phrases ci-dessous, Indiquez si elles sont déclaratives, interrogatives, exclamatives ou impératives.

- i) Le Président est très fier de ses ministres.
- ii) Ma sœur n'aime pas les enfants malades.
- iii) C'est Didier Drogba que j'ai vu à la télévision.
- iv) Comment s'appelle le Président de la République Unie de Tanzanie.
- v) Savez-vous combien coûte une voiture Toyota en Afrique du sud.
- vi) Comme elle est jolie cette jeune fille !
- vii) Sortez de mon bureau avant que je n'appelle la Police.
- viii) Je ne suis pas sûr si l'enfant a parlé à son père.
- ix) Je doute que Kalu Shonga soit content de la décision du Conseil.
- x) Celui-ci et celui-là travaillent bien.

QUESTION 3 :

Les mots ci-dessous sont en désordre. Remettez-les dans l'ordre qu'il faut de façon à former des phrases logiques.

- i) moderne, l'alimentation, de, tendances, grandes, les, révèle, manifestation, cette.
- ii) Les, mots, voilà, désormais, qui, « manger », le, verbe, assaisonnent.
- iii) La, dose, dans, tout, est, poisson, rien, n'est, poison, est, tout.
- iv) Par exemple, travail, au, emploie, elle, temps, son, autre, à, chose.
- v) Parents, de, leurs, moquent se, ils.

SECTION (B) : SEMANTIQUE

QUESTION 1 :

Remplacez les mots soulignés par une des expressions proposées :

Prend la mouche, pris au dépourvu, prendre la porte, prendre congé, prendrez la parole, prenait de l'âge, a pris le parti, a pris conscience de.

- i) Il est impossible de discuter avec lui, il s'emporte pour un rien.
- ii) Il n'a pas su quoi dire ; Visiblement, je l'avais surpris.
- iii) Vous ne voulez pas vous plier à la règle commune ? Vous pouvez vous en aller.
- iv) C'est au moment de partir qu'il lui a baisé la main.
- v) Il a réalisé son erreur, mais c'était trop tard.

QUESTION 2 :

Remplacez toute l'expression soulignée par un des verbes proposés :

Tester, suspecter, préparer, prouver, organiser, exposer, émettre, éclaircir, démolir, accuser.

- I) C'est vous qui serez chargé de mettre sur pied le prochain colloque.
- II) Ils ont commencé à mettre à bas la vieille usine où travaille mon grand-père.
- III) Il a réussi à mettre en lumière les vraies motivations du métier.
- IV) Cette expérience met en jeu la vie de trop de personnes ; il faut l'annuler.
- V) Elle a mis en cause son patron qui était, selon elle, le véritable responsable.
- VI) Le gouvernement a mis en circulation de nouveaux billets.
- VII) Le témoignage de sa concierge a mis en évidence son innocence.
- VIII) C'est le printemps ! Il faut mettre en état la maison de campagne pour l'été.
- IX) Pendant l'examen, le jury mettait le candidat à l'épreuve pour être sûr qu'il conviendrait au poste.
- X) Je mets en doute la validité du scrutin.

QUESTION 3 : Trouvez les contraires des mots suivants :

Courageux, rural, caché, permettre, calmer, détester, qualité, orgueil, beauté, gentillesse.

SECTION (C) : PHONOLOGIE

QUESTION 1 :

Définissez les termes ci-dessous :

- i) La phonologie ;
- ii) L'accentuation ;
- iii) L'assimilation progressive ;
- iv) Le « R » grasseyé ;
- v) Les consonnes géminées

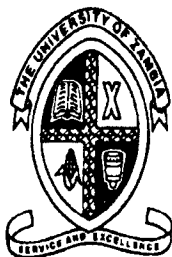
QUESTION 2 : Donnez deux exemples pour chacun des formes syllabiques suivantes :

- i) VC1-C2V ;
- ii) CV-C1C2V ;
- iii) CV-CV ;
- iv) CV-VC ;
- v) CV.

QUESTION 3 : Dans la liste des mots ci-dessous, précisez si le »h « est muet ou aspiré.

- | | | | |
|-------------|------------|----------------|---------------|
| i) haricot | ii) hasard | iii) hameçon | iv) héroïne |
| v) huissier | vi) harpon | vii) héros | viii) haleine |
| viii) haut | ix) hibou | x) hollandais. | |

FIN DE L'EXAMEN



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

2007/08 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

FR 312 II: (ENGLISH-FRENCH TRANSLATION AND GRAMMAR)

DURATION: THREE HOURS

INSTRUCTIONS: ANSWER ALL THREE QUESTIONS

**SECTION: TRANSLATION PASSAGE: A.U. COMMISSION URGES
POLITICAL PARTIES IN KENYA PRESIDENTIAL POLLS
TO DIALOGUE)**

The African Union Commission has urged concerned parties in the Kenyan presidential elections to be calm and to dialogue in resolving their problems.

According to a statement from the Communication and Information Division, the AU Commission stated that it was seriously monitoring the recent happenings in Kenya after the presidential elections as well as the violence that followed the announcement of the results.

The Commission reiterated its attachment to democratic principles as stipulated in the constitutive Act of the African Union and in the African Charter for Democracy, Elections and Governance, particularly, when it came to free, fair and transparent elections, in conformity to the declaration of the Union on the principles governing democratic elections in Africa.

“The Commission hereby invites the parties concerned to be calm and to resort to dialogue and consultation in order to deal with the problems caused by the recent elections. The Commission further indicates its availability to assist them in this process,” the statement read.

President Mwai Kibaki has been officially re-elected president while the opposition candidate Raila Odinga says he was robbed of victory by voting fraud. There were running battles in Nairobi slums on Monday, and violence broke out in Odinga's home town of Kisumu.

Some of the clashes took on an ethnic dimension with the Luo community seen as pro-Odinga and the Kikuyus viewed as Kibaki supporters. There are fears that the violence could spiral out of control and turn into full-scale tribal revenge killings if the two sides are not persuaded to start talking in the next few days.

Kenya's Red Cross has said many of the dead were killed in ethnic clashes and that gangs were checking the tribal affiliations of Red Cross workers trying to help injured.

Vocabulary Aids

1. Concerned parties – intéressés, concernés?
2. Resolve – résoudre, trouver une solution.
3. State – déclarer, prononcer, faire savoir
4. Announcement – (Attention aux faux amis).
5. To dialogue – dialoguer-existe.
6. Available (adj) – disponible.
7. Process – processus.
8. Elect (verbe) – Elir, re élir.
9. Rob – Voler.
10. Ethnic (adj) – Ethnique.
11. Tribe – Une tribu.
12. Support (verbe) – soutenir
13. Clashes – affrontements, mêlées ?
14. Wound (verbe) – blesser (qqun), (qqchse).
15. Polls – scrutin électoral, résultat ?
16. As well as – (Try – 'y compris ; inclure) ?

SECTION B : (Intervention à L'ONU n'importe quel sujet).

EXEMPLES :

- 1) Le Tiers monde
- 2) La Banque mondiale
- 3) Le Terrorisme et la sécurité à l'échelle mondiale.
- 4) Pour ou contre un 'coup d' état

E.T.C.

SECTION C (Grammaire)

Conjuguez les verbes ci-dessous à la forme subjonctive (présent) et ensuite composez une phrase pour chaque conjugaison, soit (24 phrases).

- 1) Apprendre
- 2) Parler
- 3) Vendre
- 4) Finir

FIN DE L'EXAMEN

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

FR 412

PAPER ONE

TRANSLATION

INSTRUCTIONS

- French/English Dictionaries are allowed
- Translate Both Texts from English into French

TEXT ONE
NORTHERN ZAMBIA

Those who take time to explore the North of Zambia will find much to delight and astonish. It is a huge area and one of the most beautiful places in Zambia: there are hills, valleys, lakes, rivers, wetlands and water falls galore. It is not usually on the itinerary of most visitors due to the remoteness and poor access. Thanks to the region's numerous rivers and rolling landscape, it nurtures about 20 spectacular waterfalls, more than any other province in the country.

Most are off the main roads and so visitors will need a vehicle, although the best falls, Chishimba Lumangwe and Kalombo are all reachable by public transport and hitching. Here too is Lake Tanganyika, the longest freshwater lake on the planet.

A beautiful place where you can either idle away hours on the shimmering water or take up the challenge of some of the most demanding fresh fishing in Africa. Or there is Kasama National Park, a small but delightful place. Northern Zambia also holds one of Africa's most important wetland areas – the vast Bangweulu wetlands or swamps.

MKUSHI

This small town in the heart of beautiful rolling farmland is a handy transit point to refuel and stock up for the journey up North. With shops, banks, Tazara train station and petrol stations, Mkushi is just off the Great North Road.

TEXT TWO **POLICE ARE THE MOST CORRUPT, SAYS MATEYO**

Inspector General of police Ephraim Mateyo has said he believes the Zambia Police service is leading the race in terms of being corrupt. Speaking during the official opening of a refresher course in traffic management at Lilayi training college in Lusaka on Monday, Mateyo said although he was aware that corruption was not only in the police service but other ministries and public institutions as well, he believed the police were topping the list in terms of being corrupt. "I believe we are leading in that race that will send us into jail", Mateyo said. He said traffic officers were in the forefront of denting the face of Zambia police.

"Why should you complain when I remove you from traffic section? Is it because of nicekeleko? Mateyo asked. He said some of the things that traffic officers got involved in were embarrassing. "You stop a vehicle and half your body is in the car. And when you remove your person from the car, you fail to wave using your right hand because the other hand is holding the bribe and the poor constable just looks on at the inspector. It is embarrassing. Let us stop it, "Mateyo urged. He cautioned members of the public to stop encouraging traffic officers in corrupt activities by bribing them because it took two to commit such a crime.

END

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

SECOND SEMESTER EXAMINATIONS (FULL TIME)

H112: AFRICA PRIOR TO COLONIALISM

MONDAY 11 FEBRUARY 2008 14.00HRS – 17.00HRS

TIME: THREE (3) HOURS

INSTRUCTION:

ANSWER ANY **THREE (3)** QUESTIONS

1. Assess the significance of agriculture and iron technology in the establishment of sedentary human societies in Africa prior to European intrusion into the continent.
2. What people are referred to as the *Bantu-speaking people*? Trace the origins, spread and eventual settlement of the Bantu-speaking peoples in any three parts of Africa.
3. Define the term *Periplus of the Erythrean Sea* and assess its significance to the history of Africa.
4. With the aid of a map, trace the development and significance of the *Trans-Saharan Trade routes*.
5. Show how Islam was both a *source of problems* and a solution for some West African societies up to the 16th century.
6. Compare and contrast the origins, development and decline of any **two** of the following kingdoms:
 - (a) Kingdom of Ghana
 - (b) Mali kingdom and
7. (c) Kingdom of Songhai
8. What were the positive and negative impacts of the European voyages of discovery on Europe and Africa?
9. Would it be correct to assert that slavery and slave trade were beneficial to both European and African participants?

END OF EXAMINATION

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

SECOND SEMESTER EXAMINATIONS (DISTANCE)

H112: AFRICA PRIOR TO COLONIALISM

MONDAY 11 FEBRUARY 2008 14.00HRS – 17.00HRS

TIME: THREE (3) HOURS

INSTRUCTION:

1. ANSWER ANY **THREE (3)** QUESTIONS.
-

1. Define the term *Periphus of the Erythrean Sea* and assess its significance to the history of Africa.
2. Do you agree that the camel *revolutionized* the Trans-Saharan trade?
3. Show how Islam was both a *source of problems* and a solution for some West African societies up to the 16th century.
4. *Account for* the rise and decline of the Mwenemutapa Empire.
5. What were the positive and negative impacts of the European voyages of discovery on Europe and Africa?
6. To what extent did Africans benefit from Slave trade?
7. *Compare and contrast* the factors that led to the *rise and demise* of the kingdoms of Old Ghana and Mali.
8. *Critically examine the role* of Islam in Africa before the 18th century AD.
9. Do you agree with the view that “Reasons for the abolition of slave trade in Africa were more economic than humanitarian”?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF HISTORY**

UNIVERSITY FIRST SEMESTER EXAMINATION-2008

H 231: HISTORY OF MODERN AFRICA: 1750 TO 1900

TIME: THREE HOURS

Thursday 4th Dec., 2008

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Describe the geography and environment as principal resources for the people of Africa since pre-history time. Examine the ways in which these resources either slowed down or quickened the pace of the continent's take over by human beings.
2. What do you understand by the term 'historiography'? Assess chronologically the African history which was written by the non Africans.
3. Define the term 'primary' resistance. Use as many examples as possible from different parts of Africa to illustrate your answer and then assess its importance historically.
4. What evidence do you have to support the statement of Oliver and Atmore that the 'scramble was a part of European history than African history'?
5. Discuss the different methods used by the British, French and Portuguese in occupying Africa physically. How did King Leopold II of Belgium manage to occupy a territory in Africa?
6. Of the several theories of imperialism which one is most convincing when considering the Partition of Africa? Where does Lenin's theory apply in this context?
7. Examine the rise and fall of towns and cities in Africa between 1850 and 1900. Choose examples from different parts of Africa to illustrate your answer.
8. Why was the discovery of minerals in South Africa called a 'revolution'? Critically examine its impact on African societies.
9. Natural disasters had serious consequences on Africans in the late nineteenth and early twentieth century. Discuss the reasons behind the disasters and how they could have been prevented?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY SECOND SEMESTER EXAMINATION-FEBRUARY 2008**

H232: HISTORY OF MODERN AFRICA: 1900 TO THE PRESENT

TIME: THREE HOURS

ANSWER ANY THREE QUESTIONS

1. Explain why and how the imperial powers rushed to grab Germany's colonies in Africa after 1918. How was the continent of Africa affected by this?
2. What differences and similarities existed between the colonial policies applied in the British and French colonies in Africa?
3. Assess the European economic policies in Africa. Would it be justified to argue that the colonial economy was a drain on African resources without much benefit to Africans in return?
4. How do you view urbanization in Africa? Was it beneficial or was it detrimental to Africans?
5. What do you understand the term *apartheid*? Highlight its introduction and end in South Africa.
6. Examine the reasons behind the reduction and increase of population in Africa up to 1940.
7. What compelled the South West African People's Organisation (SWAPO) to engage in armed struggle for liberation of Namibia?
8. Critically analyse the importance of secondary resistance. What role did it play in bringing about the Modern Nationalist Movements in Africa?
9. How can Africa change its political and economic environment for a better future by taking examples from the past?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – 2007

H241: ECONOMIC HISTORY OF WESTERN EUROPE: 1450 – 19TH CENTURY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Account for the success of the Feudal Mode of Production in Europe. What led to its collapse?
2. How valid is the assertion that the Portuguese explorations were solely as a result of the work of Prince Henry the Navigator? Out-line the results of the European explorations.
3. To what extent did the Commercial and Agricultural Revolutions contribute to the industrialization of Britain? Is it tenable to argue that Britain would not have gone through an Industrial Revolution had she not gone through these two revolutions?
4. Were Adam Smith's attacks on the economic policies that existed in Europe between the 16th and 18th centuries necessary? Of what significance were his teachings?
5. "The Atlantic Slave Trade benefited Africa, the New World and America." Discuss.
6. What delayed the process of industrialization of continental Europe? Describe the industrialization of America.
7. Why did the Togugawa become unpopular on the eve of the Meiji Restoration? Was Emperor Mutsuhito's drive towards industrializing Japan successful?
8. Is it tenable to argue that economic forces were at play in the colonization process during the 19th Century? Critically analyse the view that colonies were expensive to govern and consequently did not benefit the colonizers.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
UNIVERSITY SECOND SEMESTER DEFERRED EXAMINATIONS - 2009
H242: THE CAPITALIST ECONOMIC SYSTEM: 1914 TO THE PRESENT
TIME: THREE HOURS
INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Is it tenable to argue that World War II was wholly destructive?
2. How valid is the argument that the Great Depression was attributed to a mono-causal factor, that is, America's failure to cancel War Debts? Were the post-Depression measures successful?
3. Are Modernisation and Under-development theories applicable to the contemporary economic environment?
4. "John Maynard Keynes' economic ideas positively impacted on world economics both during and after his time". Is this statement valid?
5. Critically analyse the view that Transnational Corporations benefit only the industrialized North.
6. Is it true to argue that over the last two decades the World Bank and the International Monetary Fund have softened their conditionalities?
7. "Industrialization has had more negative than positive effects." Argue
8. Define "Globalisation". Has it been to the benefit of both the developed and the developing world?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMNATIONS – DECEMBER 2008

H321

NINETEENTH CENTURY EUROPE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. What connections, if any, are there between the Enlightenment and the French Revolution?
2. Although France was one of the most prosperous nations in Europe in the eighteenth century, a revolution occurred in that country in 1789. Explain why this was so.
3. Napoleon's own opinion of his career is best stated in the following quotation:

"I closed the gulf of anarchy and brought order out of chaos. I rewarded merit regardless of birth or wealth, wherever I found it. I abolished feudalism and restored equality to all regardless of religion and before the law. I fought the decrepit monarchies of the Old Regime because the alternative was the destruction of all this. I purified the Revolution."

Critically assess the successes or failures of Napoleon's rule in view of the quotation above.

4. **EITHER:** Do you feel that industrialisation should be considered a great blessing, a mixed blessing, or a disaster for nineteenth century Europeans? Why?

OR: Discuss the major technological advances and inventions in Britain that enhanced the industrialisation process.

5. From the following items pick **three** and write brief notes on the significance of each one of them:

- | | |
|---------------------------------|-------------------------|
| (a) the Enclosure System | (b) a <i>salonnière</i> |
| (c) the Bastille | (d) the Zollverein |
| (e) the 1815 Congress of Vienna | (f) Liberalism |

6. Why did the revolutions of 1848 in Europe fail?
7. Discuss the factors that made Italy take longer to unify than the other European nations.
8. Discuss the aims and results of Bismarck's wars of unification.
9. Why did the First World War break out and who, if any, was to blame for it?

END OF EXAMINATION

7. Most of the aggressions leading step by step to open war in September 1939 were the outcome of the deliberate policy of Hitler. Discuss the six steps that led to the Second World War.
8. Between 23rd and 28th October 1962 the world trembled at the prospect of a nuclear Armageddon as a result of the Cuban missile crisis. What was the Cuban missile crisis? Would you agree that it might have caused a Third World War?
9. Discuss the nature and objectives of the major reform policies initiated by Mikhail Gorbachev when he rose to power in the Soviet Union.
10. What is decolonisation? What factors led to it?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER DEFERRED EXAMINATIONS – MARCH 2008

H322

TWENTIETH CENTURY EUROPE

INSTRUCTIONS:

ANSWER THREE QUESTIONS

TIME:

THREE HOURS

-
1. Why was there opposition in Germany to the Treaty of Versailles?
 2. Discuss at least six things that Gustav Stresemann achieved.
 3. The Bolsheviks came to power in 1917. Was the October Revolution a coup or a social revolution?
 4. In a paragraph (for each item) describe and indicate the significance of five (5) of the following:
 - (a) Bloody Sunday
 - (b) Gregory Rasputin
 - (c) April Theses
 - (d) Treaty of Brest-Litovsk
 - (e) Permanent Revolution
 - (f) Socialism in one country
 - (g) War Communism
 - (h) Victor Emmanuel III
 - (i) Perestroika
 - (j) Glasnost
 5. Compare and contrast the characters of Lenin and Stalin. Would you agree with the assertion that Lenin created the Communist Party and Stalin destroyed it?
 6. Explain how Mussolini established a dictatorship in Italy.
 7. Describe Hitler's foreign policy from 1933 to 1939.
 8. What was the Cold War and what were its causes?
 9. Explain the term decolonization and then show why it became necessary for decolonization to take place.

END OF EXAMINATION

UNIVERSITY SECOND SEMESTER EXAMINATIONS – FEBRUARY 2008

H 412

LAND AND LABOUR IN CENTRAL AFRICA 1900 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Critically examine the possible link between rural poverty in Central Africa and the emergence of settler agriculture between 1930 and 1945.
2. In very specific terms, discuss the effects of colonial land alienation in any of the two Central African countries.
3. With specific examples, critically discuss the effects of labour migration on labour supplying areas of Central Africa?
4. What role did the colonial state play in the mobilization and control of native labour in Central Africa?
5. Account for the rise of worker consciousness in Central Africa.
6. How successful have post colonial Central African governments been in dealing with the legacy of colonial land policies?
7. Discuss the nature and effects of post colonial labour law reforms in **either** Zambia **or** Zimbabwe.
8. Some have argued that contemporary rural poverty in Central Africa is directly linked to the region's colonial legacy. How valid is this point of view?
9. How did Africans in Central Africa react to the colonial land and labour policies between 1890 and 1945?

END OF EXAMINATION

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

**SECOND SEMESTER UNIVERSITY EXAMINATIONS FOR 2008 ACADEMIC
YEAR**

H442: HISTORY OF THE SOVIET UNION, 1945 – 1991.

TIME THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. What was the role of the Atom bomb in influencing the post war economic recovery of the USSR under Joseph Stalin and Nikita Khrushchev?
2. In what way did the arms race contribute to the cold war?
3. Soviet economic performance would have been much higher and better had it not been for the long reign of Brezhnev. Discuss.
4. Assess soviet reform efforts from Khrushchev to Gorbachev
5. Had Andropov lived longer, he would have undertaken a better reform programme than Gorbachev. Assess the validity of this statement.
6. Perestroika and Glasnost were poorly conceived reform programmes. Discuss.
7. What was the impact of the Cuban missile crisis on world peace efforts?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SECOND SEMESTER UNIVERSITY EXAMINATIONS -2008**

H912: HISTORY OF ZAMBIA SINCE 1890

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: THREE HOURS

1. Discuss the consequences of resistance and collaboration in the process of the colonisation of Zambia.
2. Why did Harry Franklin describe the Federation of Rhodesia and Nyasaland as an “Unholy Wedlock”?
3. “Colonial violence could have significant demographic effects, although colonial conquest also ended much violence. Critically examine and analyse this statement in the context of the history of Zambia between 1850 and 1900.
4. Explain the emergence of various land policies in Zambia before and after 1964.
5. War is a constructive element. Discuss this statement in the context of the First and Second World Wars in relation to the economic development of Zambia.
6. What were the factors responsible for the sudden development of the copper mining industry in Zambia after from the mid 1920s?
7. Examine the implications of the economic reforms of the late 1960s and early 1970s in Zambia.
8. The Unilateral Declaration of Independence by the white minority regime in Rhodesia was beneficial to Zambia. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SECOND SEMESTER FINAL EXAMINATIONS 2008-2009
INTERNAL/EXTERNAL

LAL 212: STUDIES IN NON-BANTU LANGUAGES OF AFRICA

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE 14 QUESTIONS IN THIS PAPER, ANSWER ANY 10. ALL QUESTIONS CARRY EQUAL MARKS.

QUESTIONS

1. Write brief notes on each of the following language families classified by Greenberg:
 - (a) Niger-Congo family
 - (b) Nilo-Saharan family
 - (c) Khoisan Family
 - (d) Afro-Asiatic Family
2. Answer all:
 - (a) What do you understand by the African or Sub-Saharan Fragmentation belt?
 - (b) What is meant by Non-Bantu languages of Africa and where are these languages spoken?
3. Define the following terms used by Westerman and Bryan:
 - (a) Basic Unit
 - (b) Language Group
 - (c) Isolated Group
 - (d) Isolated Unit
 - (e) Larger Unit
4. Comment on the following data from GOLA:

Kanda 'a chief' o-kanda, kanda-o, o-kanda-o

fe 'an eye' e-fe

di 'head' e-di, di-le, e-di-le

5. Briefly discuss any major differences between some Non-Bantu languages of Africa and Bantu languages in terms of their linguistic structures.

6. Answer all questions on Fulani:

(a) Where is Fulani spoken?

(b) Write five linguistic features of Fulani

7. Mande languages are divided into two groups. Name them and mention where they are spoken. What are some of the linguistic features of these languages?

8. What do you understand by the following terms? Exemplify

(a) Nomen regens

(b) Nomen rectum

(c) Genitive construction

9. Answer all questions on Chado-Hamitic languages:

(a) Where are Chado-Hamitic languages spoken?

(b) How is noun pluralism formed in Chadic languages?

(c) Describe word order in Chadic languages

10. Write brief notes on word order in West Atlantic languages.

11. Most West Atlantic languages are class languages. Exemplify.

12. Is tone distinctive in Gola? Explain using examples.

13. Explain the phenomenon of permutation in Fulani grammar.

14. Answer BOTH questions on Hausa:

(a) Where is Hausa spoken?

(b) Sociolinguistically, Hausa is very important. Explain.

END OF EXAMINATION

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

LAL 312: THE SYNTAX ^{of} A BANTU LANGUAGE, 2008-9 SEMESTER II EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE 12 QUESTIONS IN THIS PAPER, ANSWER TEN (10). ALL QUESTIONS CARRY EQUAL MARKS.

QUESTIONS

1. With examples from Bantu, show the significance of distinguishing form and function.
2. Write some notes on the following:
 - (a) Head
 - (b) Endocentric and exocentric constructions
3. With examples, explain the concept of logophoricity.
4. What are parts of speech? Mention any two non-universal parts of speech.
5. What is an inflected part of speech and what is an uninflected part of speech and give examples for each?
6. Discuss clause types in relation to the concept of sentence.
7. Explain and exemplify each of the following:
 - (a) Simple sentence
 - (b) compound sentence
 - (c) complex sentence
 - (d) complex-compound
8. Write notes on the following:

(a) Pedagogical grammars

(b) Descriptive grammars

(c) Traditional grammar

(d) Formal grammar

9. Is there any distinction between VP and PredP? Discuss

10. Discuss word order in the NP in Bantu.

11. With examples, explain the following:

(a) Verbless sentences with predicative particles

(b) Verbless sentences without predicative particles.

12. Discuss the functions of NP in a sentence.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008/2009 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

MC112: WRITING FOR THE MEDIA

TIME: 3 HOURS

INSTRUCTIONS:

SECTION A: ANSWER ALL QUESTIONS

SECTION B: ANSWER THREE QUESTIONS ONLY

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

1. Discuss the fallacies of logic (10 Marks)
2. Write brief explanatory notes on the following terms:
 - a. Stages of a deductive argument
 - b. Synecdoche
 - c. url
 - d. CD-RW
 - e. Ebay
 - f. Spam
 - g. Shareware
 - h. Browser
 - i. Argument
 - j. Proposition

(10 Marks)
3. Why do communicators need research? (12 Marks)
4. What are the **five elements of fiction** and how do they relate to the **5W's and H** of a story. (5 Marks)

5. Explain why **on-the-scene observation** is one of the fundamentals of reporting. (3 marks)

SECTION B: ANSWER THREE QUESTIONS ONLY IN THIS SECTION

6. Discuss how Public Relations differs from Advertising. (20 Marks)
7. Discuss the guidelines available to journalists when they have to decide what news to cover. (20 marks)
8. Compare and contrast the value of the anecdote with that of the scenario in discourse. (20 Marks)
9. Discuss the worth of the following as tools in communication:
- a. Euphemism
 - b. Personification
 - c. Pun
 - d. Symbol

(20 Marks)

END OF EXAM

THE UNIVERSITY OF ZAMBIA
2008/2009 ACADEMIC YEAR FINAL EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

MC225: Introduction to Television Production

Date: 15th April, 2009

Instructions: There are two sections in this paper. Answer all questions in Section A and only 10, in section B.

Section A. Answer all questions in this section. Apart from question one (1), the other three, carry 10marks each.

1. As a television journalist you have just returned to the station from Parliament, where you witnessed the official opening ceremony of the National assembly by His Excellency President Rupiah Banda.

Your editor asks you to produce a five (5) minute story on the occasion, taking into consideration the following shots:

- a. Presidential motorcade
 - b. Mounted police escort
 - c. President speaking in Parliament
 - d. President inspecting a guard of honour mounted by the Second Battalion of the Zambia Regiment (2ZR).
 - e. President arriving at Parliament
 - f. Zambia dance troupe performing
 - g. National Assembly Speaker welcoming the President at the steps of Parliament.
 - h. Strangers applauding in Parliament
 - j. MPs cheering.
 - k. President's convoy leaving Parliament gate.(20marks)
-
2. As a new employee of ZNBC TV, you are asked to produce a programme of your choice. Give a brief explanation on each of the five elements you would put in your synopsis (programme proposal), to your superiors, for them to give you a go ahead.(10marks)

 3. What is the main purpose of the chroma-key effect?
b. Explain how it works. (10marks)

 4. What is 'closure' in TV production?(10marks)

Section B. Answer 10 questions only, in this section. All carry 5 marks each.

5. When on air as presenter, why is it important to visualise people who are close to you such as your boyfriend during your presentation?
6. Explain the importance of observing the 180degree line of vision when cutting pictures.
7. Explain the signals you would show a performer to:
 - a. Continue talking
 - b. Tone down
 - c. Speak up
 - d. Stop
8. Why should you white-balance your camera in the same light that will illuminate the scene you are shooting?
9. As a camera man, explain your understanding of field of view.
10. What is the importance of observing the following:
 - a. Nose-room
 - b. Lead-room
 - c. Back-ground
 - d. Bust shot
11. Explain how viewers at home would receive your transmission which has pictures preceding sound.
12. Describe the role of a floor manager in a television station setup.
13. Why do producers find it easier to produce simple shows in large studios than complex programmes in small studios?
14. What is the role of a Master controller in television?
15. Why is it necessary to record the voice of the field reporter and the environmental sounds at the same time as the picture?
16. As master controller you are advised to always let the music reach the end of its musical phrase. Why are you not allowed cutting it in the middle?

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASSCOMMUNICATION
SECOND SEMESTER EXAMINATION
2008**

**COMMUNICATION FOR DEVELOPMENT
MC 351**

DURATION: 3 HOURS

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

SECTION A

Answer all questions

1. What are the major distinctions between gender portrayal and gender roles?
(5 Marks)
2. What are the advantages of using gender analysis in issues of gender?
(5 Marks)
3. Compare and contrast cultural universals from cultural traditions.
(5 Marks)
4. What is the negative impact of misconceptions of HIV/AIDS in a given
Society?
(5 Marks)
5. What are 'costly' and 'cost free' human rights?
(5 Marks)
6. What are kickbacks?
(5 Marks)
7. Compare and contrast gender equity and gender equality
(5 Marks)
8. What prompted the need to recognise the concept of human rights?
(5 marks)

40 Marks

SECTION B

Answer only three questions

9. Discuss the concept of state culture and how it has taken roots in certain areas in Zambia.

(20 Marks)

10. Discuss the socio, political and economic impact of corruption; in a country like Zambia (give specific examples).

(20 Marks)

11. Discuss the gender dimensions that journalist need to seek out as they discuss aspects HIV and AIDS from prevention, care and infections.

(20 Marks)

12. Discuss some of the problems that could be faced by countries like Zambia as they promote children's rights.

(20 Marks)

(60 Marks)

THE UNIVERSITY OF ZAMBIA
2008/2009 ACADEMIC YEAR FINAL EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

MC402: Investigative Reporting

INSTRUCTIONS: There are two sections in this paper. Answer all in section A and attempt only eight (8) in section B.

Section A. Answer all questions in this section. Each question carries 10marks

1. Usually as an investigative reporter, you mention in your investigative story that 'this investigation specifically investigated the highlighted wrongs in an institution and that it did not cover areas of the organisation.' Elaborate.
2. Writing on Investigative reporting and the law, Kantumoya L, says investigative reporters usually use deceptive methods to get the information they want and in some instances err, during this process. Explain the reason he gives to justify the methods.
3. Explain how you play up, overwhelming evidence against a villain.
4. Explain situations when you are allowed to delay identifying yourself as reporter. Give good examples.
5. Give only three instances, when you as a journalist could be accused of reportorial arrogance. Explain each instance fully.
6. Explain how you would investigate the mistreatment of patients at a hospital.

Section B. Attempt only eight (8) questions in this section. All are 5marks each.

7. Snooping into people's offices is not only unethical but is also illegal. Discuss.
8. Explain situations when a media practitioner could be accused of extortion.
9. Explain situations when a libel suit for malicious intent can stand against an investigative journalist.

10. Why should you not aim at vengeance or vendetta in investigative reporting?
11. Why should reporters resort to appealing to the interviewee's 'sense of honesty' in certain instances?
12. Why should you avoid salvage operations in your investigative reporting?
13. Why should a reporter observe his demeanour when interviewing sources?
14. Explain how you use peripheral sources in investigative reporting.
15. Why is moonlighting discouraged in journalism circles?
16. "Do not cause damage to standers-by in your reporting." Explain.

End of examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS

TIME: THREE (3) HOURS

1. With the help of appropriate examples write reasonable notes on the following:
 - a. Organizing by Major Process
 - b. Sphere of Competence
 - c. Normative values in Public Administration
2. Discuss internal and external forms of recruitment. In your view, which of the two is more suitable for the Zambian Civil Service? Give reasons to support your view.
3. Drawing examples from Zambia, discuss Luther Gulick's Integrated Executive Theory.
4. The Economic Man Model of decision making has been criticized for being inadequate in explaining decision making in large organizations. Is Herbert Simon's Decision – Making Theory adequate or not? Give reasons to support your answer.
5. Critically discuss the effects of Deficit Financing and Surplus Budgeting on economic development of a developing country.
6. To what extent should Delegated Legislation be exercised in Public Administration? Give reasons to support your answer.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PA 342: INDUSTRIAL RELATIONS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

TIME: THREE (3) HOURS

1. Write well thought notes on any **three(3)** of the following:
 - a. Contexts of Industrial Relations
 - b. Works Committees
 - c. Joint Council
 - d. Trade Union Density
2. To what extent should Trade Unions participate in politics? Give reasons to support your answer.
3. Compare and contrast Industrial Relations Practices in the Second and Third Republics of Zambia.
4. With the help of Robert Michel's theory, critically discuss the behavior of Trade Unions in Zambia. On the basis of the same theory, is a unified Labour Movement possible in the near future? Give reasons to support your view.
5. The Unitary Approach to Industrial Relations has been criticized for its inadequacy in explaining Industrial Relations in Zambia. Is the Radical Approach adequate? Give reasons to support your view.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008/9 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PA 955: STRATEGIC MANAGEMENT

INSTRUCTIONS TO CANDIDATES

1. Read the questions carefully before putting pen to paper.
 2. Attempt all the questions.
 3. Time allowed is three (3) hours.
-

1. Write notes on the following:
 - a) Vertical Integration
 - b) Conglomeration
 - c) Hybrid Strategy
 - d) Physical Evidence
2. Draw Shell's Directional Policy Matrix and discuss the efficacy of any three (3) strategic positions found within the quadrants of the matrix.
3. Draw the GE/MCKinsey Matrix and then discuss the following:
 - a) Investment Growth
 - b) Managing Selectively for Earnings
 - c) Harvesting and Divesting
4. Using a diagram, identify and discuss Igor Ansoff's Product/Market Strategies and their importance to an organization of your choice.
5. Draw a Recycled Product Life Cycle and explain how you would manage every stage.

GOOD LUCK AND GOODBYE

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS**

**2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PH 202: PHILOSOPHY OF SOCIAL SCIENCE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANSWER ANY TWO QUESTIONS FROM 2, 3, 4 AND 5.

1. "[T]here is no such thing as philosophy-free science; there is only science whose philosophical baggage is taken on board without examination" - *Daniel Dennett*.
 - a) Substantiate Dennett's claim on about a page with specific reference to four core branches of philosophy.
 - b) State and explain six proposed criteria for distinguishing bona fide science from pseudo or non science.
 - c) Demonstrate how social 'science' succeeds or fails to meet any **two** of the criteria in (b).
2.
 - a) Distinguish between the correlators and the interpreters as proponents of two opposed methodological approaches to social inquiry, the empirical and the interpretive.
 - b) Correlators argue that the empirical approach to social inquiry guarantees univocality through the social scientific process akin to that in the natural sciences. Clearly explain by referring to the relevant points in the scientific process.
 - c) Defend or criticize the correlators' argument with the help of an example.
3. "The difference between social phenomena and natural phenomena is one of *kind* and not of *degree*".
 - a) Give four reasons in support of this claim.
 - b) Explain Thomas Kuhn's theory of scientific development.
 - c) Defend or criticize Kuhn's view that the social sciences are pre-paradigmatic.
4.
 - a) Contrast Emile Durkheim's methodological holism with Max Weber's methodological individualism.
 - b) Max Weber has discussed four kinds of social actions. Explain *Wertrational* and *Zweckrational*. Give an example from daily life of each kind action.
 - c) Discuss critically the possibility and desirability of having value-free social science. Make reference to the arguments adduced by Max Weber and Ernest Nagel.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PH 202: PHILOSOPHY OF SOCIAL SCIENCE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANSWER ANY
TWO QUESTIONS FROM 2, 3, 4 AND 5.

1. “[T]here is no such thing as philosophy-free science; there is only science whose philosophical baggage is taken on board without examination” - *Daniel Dennett*.
 - a) Substantiate Dennett’s claim on about a page with specific reference to four core branches of philosophy.
 - b) State and explain six proposed criteria for distinguishing bona fide science from pseudo or non science.
 - c) Demonstrate how social ‘science’ succeeds or fails to meet any **two** of the criteria in (b).
2.
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 - c) Defend or criticize the correlators’ argument with the help of an example.
3. “The difference between social phenomena and natural phenomena is one of *kind* and not of *degree*”.
 - a) Give four reasons in support of this claim.
 - b) Explain Thômas Kuhn’s theory of scientific development.
 - c) Defend or criticize Kuhn’s view that the social sciences are pre-paradigmatic.
4.
 - a) Contrast Emile Durkheim’s methodological holism with Max Weber’s methodological individualism.
 - b) Max Weber has discussed four kinds of social actions. Explain *Wertrational* and *Zweckrational*. Give an example from daily life of each kind action.
 - c) Discuss critically the possibility and desirability of having value-free social science. Make reference to the arguments adduced by Max Weber and Ernest Nagel.

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

**2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PH 325: ETHICS AND CRIME

TIME: THREE HOURS

**INTRSTRUCTIONS: ANSWER FOUR QUESTIONS, ONE FROM
SECTION A AND ALL THREE FROM SECTION B**

SECTION A

1. (a) Explain the difference between an ethical issue and an ethical dilemma.
(b) Outline the guiding principles applicable to the resolution of ethical dilemmas.
(c) Discuss critically the nature of the difference between moral and criminal culpability in view of the relationship between morality and law.
2. (a) Is punishment morally justified in view of the fact that it is inherently "evil", especially where it involves the infliction of pain, deprivation or suffering?
(b) Compare and contrast the utilitarian and retributive theories of punishment.
(c) Critically explain whether or not utilitarian and retributive theories of punishment are diametrically opposed to each other.

SECTION B

3. (a) Using the main theories of justice and in view of the controversy surrounding the death penalty, critically discuss what would constitute a just punishment for a confessed murderer.
(b) In your opinion do you think the state's assumed right to punish individuals is morally defensible? Critically analyze.
4. (a) If the sole purpose of sex is procreation, and if all individuals capable of procreating have an obligation and a duty to ensure the survival of our species, do you think it is morally justified for one person to coerce another to have sexual intercourse? Give reasons for your answer.
(b) In what substantive moral sense is sexual intercourse among humans different from sexual intercourse among other species?

5. (a) In view of the sanctity or the intrinsic value of human life, do you think war or terrorism could be morally justified? Give reasons for your view.
- (b) Critically analyze whether or not there are any fundamental differences between war and terrorism where both have been precipitated by a supposed just cause.

END OF EXAMINATION

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

**2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PH 355: LOGIC

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. (a) Define the term logic
(b) State the aim of logic
(c) Briefly describe the benefits to be gained from the study of logic.
(d) Explain the differences and similarities between logic and the other branches of philosophy like ethics, metaphysics, epistemology and aesthetics.
(e) Demonstrate how logic differs from psychology as a field of study.
2. (a) Define an argument in its most basic forms.
(b) Determine which of these passages are arguments. For those that are, identify the conclusion. For those that are not, try to determine the kind of non-argument.
 - i. The Aids virus causes sickness and death because it infects certain white blood cells called T cells, and these cells are essential to the body's immune system.
 - ii. The pygmies from the Ituri forest of Congo become intoxicated by drinking a smaller amount of alcohol than non-pygmy peoples of the same region because pygmies metabolize part of the alcohol before it reaches the bloodstream, whereas non-pygmies do not.
 - iii. A mammal is a vertebrate animal that nurses its offspring. Thus, cats and dogs are mammals, as are sheep, goats, rabbits, monkeys, and elephants.
 - iv. The poor quality of parenting and the lack in continuity of adult care provided to many Zambian children contribute to a passivity and a sense of helplessness that adversely affects them for the rest of their lives. Their subsequent lack of education, unemployment and survival life skills can be attributed in large part to the helplessness they learned from childhood.

3. (a) Define both an inductive argument and a deductive argument.
(b) Outline the three criteria for distinguishing an inductive argument from a deductive argument.
(c) Determine whether the following arguments are best interpreted as being inductive or deductive. Also state the criteria you use in reaching your decision.
- i. Animals that live on plant food must eat large quantities of vegetation, and this consumes much of their time. Meat eaters, by contrast, have no need to eat so much or so often. Consequently, meat-eating early humans may have had more leisure time available to explore and manipulate their environment; like lions and leopards, they would have time to spend lying around and playing.
 - ii. Psychologists Wirschafer and Davis noted that the glycerol content of the blood is related to the size of the fat cells in the body. Since the size of the fat cells would indicate something about the amount of stored fats, increases in blood glycerol should indicate increases in body weight.
 - iii. Although both front and rear doors were found open after the burglary, there were pry marks around the lock on the rear door and deposits of mud near the threshold. It must be the case that the thief entered through the rear door and left through the front.
4. (a) Define a valid argument and an invalid argument.
(b) Define a strong argument and a weak argument.
(c) Determine whether the following arguments are inductive or deductive. If an argument is inductive, determine whether it is strong or weak. If it is deductive, determine whether it is valid or invalid.
- i. Statistics reveal that 86 percent of those who receive flu shots do not get the flu. Jack received a flu shot one month ago. Therefore, he should be immune, even though the flu is going around now.
 - ii. If acupuncture is hocus pocus (i.e. a fake treatment), then acupuncture cannot relieve chronic pain. But acupuncture can relieve chronic pain. Therefore, acupuncture is not hocus pocus.
 - iii. When a lighted match is slowly put into water, the flame is snuffed out. But gasoline is a liquid, just like water. Therefore, when a

"Hold on. Did you ask Casey what happened?"

"No I didn't have to," says Steve, a bit righteously. "I asked Casey's wife what happened between Casey and the cop, and she said he hit him. Those were her exact words, so that was good enough for me. I bet the cop's a maniac."

"Good grief," answers his friend. "How long will it take you to get over your warped view of things?"

"My way of looking at things isn't warped," Steve insists. "The problem is, you and I are both white. If you were black, you'd see things differently. Police brutality toward African Americans is way out of hand."

"Well," counters Paul, "a study done recently by an independent agency might interest you. According to that study, for every African American whom the police use force against, there is a white person they also use force against. That proves the police treat African Americans no worse than they do whites."

"I've never heard of that study, but it seems to me there must be something wrong with it," insists Steve.

"Well, the results of that study are borne out in experience," says Paul. "I've been pulled over three or four times in the past couple of years, and the officers have always been extremely courteous. I can only conclude that the vast majority of these allegations of police brutality are the product of fertile imaginations."

"Again, your naivete amazes me," Steve answers, dumbfounded. "First of all, you forget that you're white and you drive a new Mercedes. Don't you think that makes a difference? In fact, that's the trouble with all these arguments that downplay police brutality. They're all concocted by white people."

- (a) Identify the arguments in the above dialogue, then discuss each of them in terms of at least five informal fallacies committed. Explain each fallacy.

7. (a) Briefly state five rules for determining valid or invalid categorical syllogism.
(b) State the fallacies committed where each of these rules is violated.
(c) Use the five rules to determine whether the following syllogisms are valid or not. If invalid, state the fallacy committed in each case.
- i. All members of the country club are fond of tennis.
Some logicians are fond of tennis.
Therefore, some logicians are members of the country club.
 - ii. All clever people are popular. Hence some popular people are not obliging, since some clever people are not obliging.
8. Determine whether the following hypothetical syllogisms are valid or not. If invalid, state the fallacies committed and the reasoning behind.
- i. If Banda is a Zambian, then Banda is an African.
Banda is not an African.
Therefore, Banda is not a Zambian.
 - ii. If Professor Mazrui is a Tanzanian, then he is an African.
Professor Mazrui is not a Tanzanian.
Therefore, Professor Marui is not an African.
 - iii. If Banda is a Zimbabwean, then Banda is an African.
Banda is an African.
Therefore Banda is a Zimbabwean.

END OF EXAMINATION

Q5.

- a. State and explain the principle of Metaphysical Realism.
- b. Discuss criticisms offered against naïve realism.
- c. Distinguish scientific realism from naïve realism.

Q6.

- a. With help of your own examples, State and explain three varieties of particulars?
- b. With help of your own examples, State and explain two varieties of universals?
- c. Explain the problem of “one over many” of universals.
- d. With help of your own examples, distinguish conceptualism from nominalism.
- e. Explain the implication of dualism on the after life.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PH 945: HEALTH CARE ETHICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTIONS ONE (1) AND ANY OTHER TWO.

1. Discuss the following general aspects of health care ethics:
 - a) With the help of your own examples, outline and discuss four conditions for the principle of double effect.
 - b) Apply Kant's categorical imperative to justify that the norm that "Whenever one is a girl who is young, has been raped and falls pregnant, she should terminate her pregnancy" is morally wrong.
 - c) How can a rule utilitarian justify the moral judgment that "Doctors should not lie to their patients". Sketch a possible argument learnt in class.
 - d) With help of your own examples, differentiate Spontaneous Abortion from Therapeutic Abortion
 - e) Explain the conspiracy theory of the origin of HIV.
 - f) Briefly discuss the principle of informed consent and confidentiality.
2. State and discuss the following notions of euthanasia
 - a) Differentiate euthanasia from murder.
 - b) With the help of your own examples, explain these types of euthanasia:
 - i. Voluntary Euthanasia
 - ii. Involuntary Euthanasia
 - iii. Non-Voluntary Euthanasia
 - iv. Passive Voluntary Euthanasia
 - v. Active Involuntary Euthanasia
 - vi. Active Non-Voluntary Euthanasia
 - c) Briefly discuss arguments for and against euthanasia

3. Critically discuss distributing scarce medical resources according to the following theories of justice:
 - a) "To each one, an equal share"
 - b) Distribution according to the free market principle
 - c) Distribution according to the social worth of a person
4. Critically discuss the following aspects of HIV and AIDS:
 - a) Differentiate HIV from AIDS
 - b) Discuss any three theories about the origin of HIV
 - c) Discuss arguments for and against general Mandatory HIV testing
 - d) Discuss arguments for and against Mandatory HIV testing for pregnant women
5. Critically discuss moral arguments for and against abortion.

END OF EXAMINATION

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

**2008 ACADEMIC SECOND SEMESTER
FINAL EXAMINATIONS**

PL 252: COMPARATIVE POLITICS II

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

TIME ALLOWED: THREE HOURS

Section A

1. Identify and critically analyse the factors that led to the split within the All- Russian Social Democratic (Labour) Party that was formed in 1897 in Russia.
2. Drawing lessons from the history of the Chinese Communist Party from 1921 to 1949 critically analyse the centrality of the principle of the unity of theory and practice in the Marxist revolutionary theory.
3. Discuss the changing role and functioning of political parties and interest groups in the post-Soviet Union Period in Russia

Section B

4. Compare and contrast the role played by the working class relative to that of the peasantry in the successes of the Bolsheviks in gaining state power in the Soviet Union with the role that working class played relative to that of the peasantry in successes of the Chinese Communist party in gaining state power in China.
5. Discuss the application of democratic centralism as a key organisational principle of the Communist Party of the Soviet Union in the former USSR. In so doing identify and analyse the differences and similarities with the application of this organisational by the Chinese Communist Party in the People's Republic of China.
6. Compare and contrast the perestroika and glasnosts that took place in Soviet Union with the political reforms that have taken place in the China. In so doing critically analyse the factors may account for the fact that the introduction perestroika and glasnost led to the eventual collapse of the Soviet Union while the political reforms in China did not have similar results.

End of examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PL 332: FOREIGN POLICY ANALYSIS AND EVALUATION
TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Write brief but reasonable notes on the following.

- (a) Perestroika
- (b) Isolation
- (c) Neo Conservatism
- (d) Bush Doctrine

- 2. Give reasons as to why a state may adopt non-alignment as a foreign policy strategy.
- 3. What do you understand by the concept of National Interest? What role does it play in foreign policy formulation and implementation?
- 4. Define containment and the various phases in which it went through highlighting the main instruments used in each phase.
- 5. Critically analyse the role played by Perestroika and Glasnost in the fall of the Soviet Union.

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

2008 SECOND SEMESTER FINAL EXAMINATIONS

PL 451: SOCIALIST POLITICAL THEORY

INSTRUCTIONS

ANSWER THREE QUESTIONS – TWO FROM SECTION A AND ONE FROM SECTION B

TIME: THREE HOURS

Section A

1. Critritically analyse Pierre Joseph Proudhon's arguments in support of anarchy.
2. In his theory St. Simon acknowledged the important role played by the religious reform movement in undermining the old order, while criticizing its role in construction. Assess the extent to which his criticism was justified.
3. Discuss Robert Owen's ideas concerning the role of education in solving the problems faced by contemporary society.

Section B

4. Assess the significance of Leon Trotsky's theory of permanent revolution in the context of Russia's February and October revolutions of 1917.
 5. Karl Marx and Frederick Engels claimed that their theory of socialism was scientific. Analyse the extent to which the theory is free from utopian elements.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PL 932: POLITICS OF SOUTHERN AFRICA 11
TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically assess the role of post-apartheid South Africa in either promoting or undermining collective economic development in Southern Africa.
2. Analyse the policies that were adopted by Zambia towards Southern Africa under the F.T.J. Chiluba Presidency. In the process also critically examine the factors that determined the Chiluba government's Southern African policies.
3. The liberation struggle in Southern Africa did not end at the borders of the region. Both socialists and major capitalist countries had been drawn into the conflict and found the process of the liberation struggle becoming part of their respective foreign policies. Critically assess the levels and reasons of this involvement.
4. Compare the policies of Tanzania and Zambia towards the liberation struggle in Southern Africa. What factors may account for the similarities and differences?
5. Critically analyse the nature of regional interdependence and dependence in the Southern African region. In so doing assess the extent to which this regional dependence and interdependence together with the strategic importance of the region to both external political and economic actors played a role in either reinforcing or undermining the apartheid regime in South Africa before it finally collapsed.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2008 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PL 932: POLITICS OF SOUTHERN AFRICA 11

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss South Africa's role as a regional super power. In so doing assess the extent to which this role is likely to lead to equitable regional economic development rather than an imperialistic one.
2. Compare the policies of the United States of America (USA) and USSR towards Southern Africa. In so doing assess the extent to which both super power policies can be said to have been largely dictated by their imperialist designs on the region and the world over.
3. Discuss the role played by the United Nations (UN) and in so doing assess how its role affected the process of liberation in Southern Africa.
4. Outline the differences in the policies that the Kenneth Kaunda administration and the Frederick T.J. Chiluba administration respectively adopted towards Southern African regional politics and in the process critically analyse the factors that may account for the differences.
5. Compare and contrast the role that Botswana had played in Southern African regional politics with that of Malawi. In the process explain the factors that may account for the similarities and differences in the respective roles of the two countries.
6. The liberation struggle in Southern Africa did not end at the borders of the region. Both socialist and capitalist countries had been drawn into the conflict and found the process of the liberation struggle becoming part of respective foreign policies. Critically assess the levels and reasons of this involvement.

END OF EXAMINATION

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

2008/9 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PS 242: PSYCHOLOGY OF ADOLESCENCE

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER IS IN TWO PARTS (PART ONE AND PART TWO). USE SEPARATE BOOKLETS FOR THE TWO PARTS

PART ONE

ANSWER ONE QUESTION IN SECTION A AND THREE IN SECTION B

SECTION A: LONG ESSAYS - ANSWER ONE QUESTION

1. Students recently rioted at several high schools in the country. The Ministry of Education has hired you as a consultant to look into the riots. Your fact finding mission reveals that the major cause of school riots is lack of communication and teachers' beliefs that children have no say in what goes on in their schools. Your major recommendation is that class and school councils should be introduced in schools.
 - (i) Explain the following in your report:
 - (a) What class and school councils are
 - (b) Why you think class and school councils are the answer.
 - (c) Why children should participate in matters affecting them
 - (d) Benefits that school children derive from class and school councils.
 - (e) How schools benefit from children's participation in matters involving them at school
 - (ii) Write down at least five issues children might bring up in class councils and why
 - (iii) Write down two questions that may be raised about class and school councils as well as possible responses.

2. Describe stages stage 0, to 3 of James Fowler's theory of religious development and answer the questions that follow:
 - (i) What are the criticisms leveled against Fowler's approach and to what extent do you agree with the criticisms?
 - (ii) What are your thoughts about Fowler's theory bearing in mind what you know about Piaget's stage of formal operational thought?
3. Discuss communicating with adolescents ~~adults~~ include the following:
 - (a) typical ways in which ~~adolescents~~ ^{adults} respond to adolescents (solution-type, "sending put-down" messages)
 - (b) active listening
 - (c) sending I - messages
 - (d) How true are the typical ways of responding in relation to Zambian parents/adults?
 - (e) How appropriate are "active listening" and "sending I-messages" to Zambian parents/adults

SECTION B: SHORT ESSAYS - ANSWER THREE QUESTIONS

1. Discuss the role that communication technology plays in the lives of adolescents and their peers. What are some challenges of adolescents having ready access to cell phones and how can they be overcome?
2. Write down the five (5) stages through which tobacco use progresses among adolescents. What are five (5) factors associated with tobacco use during adolescence according to Centres for Disease control? In terms of access to cigarettes, what can you say about the Zambian situation in relation to the situation in the USA?
3. Describe how parenting styles are changing all over the world and show to what extent this applies to Zambia.
4. Using examples from Japan, India and Taiwan and two from Zambia show that "seemingly apathetic youth can suddenly become mobilized".
5. Write down 5 reasons why young people engage in sexual intercourse and five reasons for delaying entry into sex.

PART TWO

ANSWER ONE QUESTION IN SECTION C AND THREE IN SECTION D

SECTION C: LONG ESSAYS - ANSWER ONE QUESTION

1. Piaget's theory was one of the most important in trying to understand and explain cognitive development in adolescence.
 - (a) Explain the stage in Piaget's theory that relates to the period of adolescence.
 - (b) Discuss six (6) ego-centric problems common during adolescence. Give a practical example that relates to Zambian adolescents for each of the problems.
2. Using Kohlberg's theory of moral development, explain how the development of morality takes place during adolescence. In your opinion is this theory applicable to moral development in Zambian adolescents. Explain your answer.
3. Compare and contrast Stanley Hall's theory and Sigmund Freud's theory as they relate to the period of adolescence. Which of these theories, in your opinion is more effective in explaining the period of adolescence? Explain why.

SECTION D: SHORT ESSAYS - ANSWER THREE QUESTIONS

1. List and briefly explain any six (6) characteristics of adolescent emotions.
2. What are developmental tasks? Briefly explain any four (4) developmental tasks in adolescence as suggested by Durojaiye (1976).
3. Briefly explain the defense mechanisms suggested by Anna Freud that are used during the period of adolescence.
4. Explain any 3 functions of the school and their importance to the adolescent.
5. Briefly explain the period of adolescence from the drive reduction theory perspective.

END OF EXAMINATION

BEST WISHES



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

PS 312---THEORIES OF PERSONALITY
2008/9 ACADEMIC YEAR 2nd SEMESTER EXAMINATIONS
Monday 4th May 2009 **Time: 14 – 17 Hours.**

INSTRUCTIONS

- (1) Answer 2 Questions from Section A and 2 from Section B**
- (2) *Answers from section A and B should be written in separate answer books***
- (3) Answers should be in essay format**
- (4) All questions carry the same marks**

SECTION A

QUESTION 1

According to Gordon Allport (1961) "...personality is never something that is, it is something that is **becoming...**"

- (a) Making reference to the stages of development of the proprium, explain the process of becoming as outlined by Allport. An example should be given for each stage you will make reference to**
- (b) Outline the six (6) characteristics that constitute a healthy personality according to Allport.**

QUESTION 2

Cognitive social theorists proposed five (5) variables that influence people's responses and personality to any given stimulus. Explain these five variables in detail, giving a practical example for each variable

QUESTION 3

- (a) Briefly explain Maslow's hierarchy of needs theory**
- (b) Making reference to the different motives postulated by Maslow, explain in detail what happens to human beings when they have satisfied their basic needs. Use practical examples in your explanation.**

SECTION B

QUESTION 4

In as much detail as you can explain the Defence Mechanisms of **Repression, Sublimation, Displacement and Denial**. Give your own examples for each of the discussed Mechanisms.

QUESTION 5

Discuss Freud's **Psycho sexual stages of Development**. Clearly indicate what contribution each stage makes to the individual's 'normal' personality functioning.

QUESTION 6

Discuss both the **Topographical** and **Structural** models of Personality. Which one in your view better explains an individual's Personality? Explain.

END OF EXAMINATION

BEST WISHES AND GOOD LUCK FOLKS !!!

Part B (carries 40% of the examination grade)

Write an essay on ONE of the following topics: credit will be given for citing specific, relevant research evidence to support or illustrate your argument.

(write your two essays , for Parts B and C, legibly in separate examination answer books, and be sure to write your student ID computer number on the front of each answer book you submit for assessment)

- B.1 To what extent does the ecological context in which a child develops influence the ways in which she or he perceives the world?
- B.2 How does the concept of participatory appropriation help to explain the relation between culture and cognitive development?
- B.3 Discuss the relations between literacy and schooling as factors influencing the course of a person's cognitive development.
- B.4 In what ways, if any, could the Zambian basic school curriculum be improved by taking account of the approach to mathematical problem-solving displayed by people who have never been to school?

Part C (carries 40% of the examination grade)

Write an essay on ONE of the following topics: credit will be given for citing specific, relevant research evidence to support or illustrate your argument.

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- C.1 How can the positive psychological benefits of confidence in one's sociocultural identity be protected within a programme of social engineering that seeks to reduce parochialism, ethnocentrism and inter-group conflict?
- C.2 What factors influence the extent to which a person brought up in a particular culture A, is likely to adopt a new culture B, when he/she comes into contact with culture B?
- C.3 Given that much of the form and content of contemporary public education in Zambia are derived from western culture, how can a Zambian student become educated without becoming alienated from indigenous African culture?
- C.4 What are the main psychological and social benefits to be expected from a public policy that promotes pluralistic multiculturalism ? Discuss with examples from Zambian society and elsewhere.

END OF EXAMINATION

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PS 472 - COUNSELING PRACTICE AND APPLICATIONS

TIME: THREE (3) HOURS

**INSTRUCTIONS: THIS EXAMINATION CONSISTS OF TWO SECTIONS.
SECTION A AND SECTION B.**

SECTION A: COMPULSORY QUESTION

1. The following is an excerpt from a verbatim report by a student counselor. Read it carefully and answer the questions below it.

T = THERAPIST/COUNSELLOR

C = CLIENT

T1: Come in. You are most welcome. You may take a seat.

C1: Thank you.

T2: Good morning, I am a student Counsellor, Mary, and this is my supervisor, Rita.
May I know who you are and what has made you to come here?

C2: I am Grace and I am married with one child and I have come for HIV testing.

T3: Before we talk about VCT, I would like to know more about you.

C3: I am a Christian, my husband is Bemba and I have been married for six years.

T4: For six years! This is really good.

C4: Yes, we've been living happily with my husband. I had no problems. (*Looks down and starts fidgeting*)

T5: How about your parents, where do they live and are they still married?

C5: My parents live in Mumbwa and they are still together.

T6: This is interesting. It becomes easier when you want to help them as they are not so far away.

C6: Yes, it is very easy. Sometimes we all go there to see them.

T7: Okay, you said you all go there, how many are you in your family?

C7: There are four of us. Two women and two men and I am the first born.

T8: That is good. What job do you do?

C8: I am a teacher.

T9: Okay, you are a teacher. What about your husband?

C9: He's also a teacher.

T10: Okay, this is fine. Now we can go back to what you came here for. You mentioned HIV testing...

C10: I have made this decision because when I was pregnant I tested negative and I was told to come back after three months. Now my baby is eight months old and I am not sure of my status. I suspect that my husband has a girlfriend. In fact, I know he has one and he does not seem to care about me any more. I really would like to know my status. It has been bothering me for quite some time. If I am negative I may decide to leave him. I am not ready to risk my life for marriage. (*Puts hand on chin, breathing fast and looks down*)

T11: You are worried about your status because you think your husband has a girlfriend. Would you like to share with me that you know about HIV/AIDS?

C11: (*Scratching her head*) I have no idea.

T12: You said you tested when you were pregnant, didn't they teach you something about HIV/AIDS?

C12: (*Client sits up straight, opens her mouth, makes eye contact with the counselor and explains what HIV is and how it is transmitted*) If I am positive I could have infected my baby. (*Keeps quiet for a minute*)

T13: Okay, all that you have said is correct and in addition you should be careful when handling an HIV patient,

- a) Identify the skill the counselor used in each response.
- b) Provide alternative responses for T2, T4, T5, T8, T9, T11, T12 and T13. Label each skill that you use.
- c) What is the client trying to communicate to the counsellor in C4, C10, and C12?
- d) If you were asked to comment on this verbatim report what would you say to the student?

SECTION B

ANSWER THREE (3) QUESTIONS FROM THIS SECTION.

1. Using what you learnt from the movie wide strawberries and class room discussions on psychoanalytic techniques. **Explain with the help of examples how you would help a client Chinyama who comes to you for counselling with a presenting complaint “*I can not love; love does not exist*”**
2. Trace a point in your life when you experienced grief. Briefly outline the scenario bringing out all the affect you experienced? Using William Wordens’ approach to grief therapy, explain how you would counsel a client who is under-going a similar experience.
3. John is a final year student in the school of Engineering. Lately, when John thinks of life after university he gets very scared and is overwhelmed by thoughts “what if I don’t get a job, then there is not much point of me having come to university and spent five years”. Knowing that you are a student of counseling John approaches you for career counseling.
Define career guidance and outline the five basic categories? Bring out the major issues/themes you would focus on when counselling John to prepare him for a life after university.

4. Matero Reference Centre labour ward was raided by armed robbers last week. The members of staff were beaten up; the mothers who had just delivered roughed up; all the newly born babies were stripped of their clothes and left to sleep on the cold floor. One of the nurses was almost raped but she was saved by the leader of the robbers who told his gang that their job was to take all the mattresses and anything else they could lay their hands on. The six mothers who were admitted to the labour ward at the time are having flashbacks of the ordeal and failing to accept that such a thing could happen at a health center and at a time when they in their most vulnerable state thus, they are felling to sleep .The members of staff are also experiencing problems and two of the nurses feel it is better to stop working than to be exposed to such nightmares.

You have been asked to counsel both the mothers and the staff. Considering that they are many, you decide to use group counselling since you think it will be beneficial to them.

Discuss the steps you would take in counselling the group. Clearly explain your role as the group facilitator at each stage of the group's life.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

PS 952: PSYCHOPATHOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS

THIS EXAMINATION CONSISTS OF TWO SECTIONS. ANSWER THREE (3) QUESTIONS IN SECTION A AND THREE(3) IN SECTION B

SECTION A: SHORT NOTES

Instructions: Answer three (3) questions from this section.

1. Briefly discuss the effects of one opiate that you know is abused in Zambia. What advice would you give to a client who is experiencing withdrawal symptoms from this substance?
2. What are amnesic disorders? What major symptoms would help you identify these disorders?
3. Briefly discuss the DSM-IV classification of personality disorders.
4. Briefly discuss the symptoms and treatment of childhood fears.
5. List at least five symptoms of conduct disorder. What is the difference between this disorder and attention hyperactive deficit disorder?
6. What is transvestism? What is the difference between transvestism and gender identity disorder?

SECTION B: LONG ESSAYS

Instruction: Write long essays on three (3) of the following questions.

1. What are anxiety disorders? Differentiate Post traumatic stress disorder from Obsessive-compulsive disorder.
2. a) What is stress and what are its sources?
b) Does stress cause disease? Discuss with the help of Selye's Three-Stage Model of Stress.
3. Define Mood Disorders and outline its symptoms. Explain with the help of an example treatment modalities used to treat individuals with mood disorder.
4. Define schizophrenia and outline its symptoms. Describe the different subtypes of schizophrenia.
5. Your friend has been drinking too much alcohol of late and when you try to tell him to stop, he says that he cannot as it stimulates him and gives him energy to study. Discuss what you would say to your friend about the effects of alcohol on the central nervous system. Differentiate between the effects of central nervous system stimulants and depressants.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
CONTEMPORARY SOCIOLOGICAL THEORIES (S212)
EXAMINATION FOR 2008

INSTRUCTIONS: Answer any three questions below.

TIME: 3 hours.

Read through the questions and instructions so that you may make wise use of your choices and time. Try to focus on the intent of the questions and approach them as comprehensively as time allows. The beginning of each answer should start at the **top** of a **new** page and be clearly numbered.

1. Sorokin's Sociology of Knowledge rejects any attempt to root ideas in the existential conditions of thinkers and their audiences. This contrasts sharply with most other sociological attempts to understand the rise and fall of ideas in relation to social structures, and is specifically in opposition to the theories of Mannheim (Coser, 1977). Compare and contrast Sorokin's and Mannheim's Sociology of knowledge in relation to the *Zambian Society*. Can the two perspectives be appreciated in our society?
2. Social exchange theory is a social psychological and sociological perspective that explains social change and stability as a process of negotiated exchanges between parties. Homans argues that social exchange theory posits that all human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. Further to this, Social exchange according to Blau (1964) can be observed everywhere once we are sensitized about it. It is not only present in market (economic) relations, but in friendships and in love. This shows that social exchange is pervasive in social life. Yet Blau has pointed out that not all social behavior is social Exchange, and not all exchange in social life is social exchange. Outline the differences between the two scholars and discuss them comprehensively citing empirical examples.
3. The "conflict school" in contemporary sociology emerged in large part as a critique of the theory of social change that Talcott Parsons (a functionalist) developed during his middle period, which began with the 'The Structure of Social Action' (Parsons, 1937), and extended through the simultaneous publication of 'Towards a General Theory of Action' (Parsons and Shils, 1951) and 'The Social System' (Parsons, 1951). To what extent is Rex, Coser, and Dahrendorf's contemporary conflict theory a reaction to Parsons' functionalist approach to the understanding of society?
4. The single greatest contributor, and practitioner, of structural functionalism was Talcott Parsons (1902-1979). The heart of Parsons's theory is built on the four functional imperatives, also known as the AGIL system. Robert Merton (1910-2003) attempted to rectify some of the weaknesses within structural functionalism. To what extent did Merton go in rectifying these weaknesses?
5. To what extent has Robert Merton's 'functional alternative' concept compromised the government's sore responsibility of providing social services to the *Zambian people*? Should the government embrace this concept? Discuss.

End of Exam

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

2008/2009 SECOND SEMESTER EXAMINATION

S 312 URBAN PROBLEMS AND MANAGEMENT IN DEVELOPING COUNTRIES

Instructions: Answer FOUR questions only and be precise.

Time: Three hours.

1. “The scarcity at the heart of the global water crisis is rooted in Power, Poverty, and Inequality and not in Physical Availability”. With practical examples, explain what is meant by the above statement?
2. Explain how “water insecurity violates some of the basic principles of Social Justice in any society?” Give practical examples for your answer?
3. Discuss the ways in which the colonial and post colonial housing policies disadvantaged urban women in ownership of houses in Northern Rhodesia and present day Zambia?
4. Discuss the ways in which urbanization could be said to have contributed to increase in divorce rates among urban families in Zambia particularly in the post colonial period?
5. “Not having access to adequate safe water and sanitation is a form of deprivation that threatens life, destroys opportunity and undermines human dignity”. With practical examples to support your answer, discuss the validity of the above statement?

6. Some sociologists argue that” Changes brought about by industrialization and urbanisation served to strengthen the already hierarchical structure of the human family and society at large”. Critically discuss the extent to which the above statement applies to the Zambian urban families and urban communities?
7. Discuss the different types of Monitoring at different stages of the project cycle and finally explain the functions of Monitoring and Evaluation systems in development projects?
8. “Gender Based Violence affects both urban and rural areas, but more so women and children in all families and communities”. Discuss the strengths and weaknesses of the current measures different institutions including government have put in place to combat gender based violence in Zambian communities?

End of Exam

UNIVERSITY OF ZAMBIA

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2008/2009 ACADEMIC YEAR , SECOND SEMESTER FINAL
EXAMINATION

S 915 DISASTER MANAGEMENT

TIME: THREE (03) HOURS

Instructions: a, Section A is Compulsory

B, section B is Compulsory

C, Section C Answer any (2) two questions.

Section A: answer all questions.

1. Provide short notes citing very clear examples.

A, What is referred to as the precautionary principle in regard to sustainable development and what is the rationale for the caution?

B, Elaborate any five (5) ways in which humankind can enhance the environment.(provide reason for your answer).

C, What is meant by CAADP and what are its pillars?

D, FAD and FED are key concepts in the study of one area of disaster preparedness. Explain.

E, Lantana Camara is one of the species that is classified as an invasive plant. List out any other three forms of invasive species, and indicate why the world is so concerned about them.

Section B Compulsory

2 The disaster management cycle has been portrayed through the use of different models. Critically discuss the models.

Section C Answer any two questions.

3. The holistic perspective is used as a catalyst in the recovery process. Critically discuss its manifestations, and indicate the problems associated with its implementation.

4. Research is a key component in the understanding of disasters, and how they impact on communities. Critically discuss its contribution.

5. Discuss 'draught' as espoused by Wilhite D. A (1997) and provide a critique as to why the "battle" is not being won in the Southern African States.

END

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008/2009 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
S 922: APPLIED SOCIOLOGY OF DEVELOPMENT

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO
QUESTIONS FROM THE FOLLOWING.

TIME: THREE (3) HOURS

1. It widely accepted that the World Bank (WB) and the International Monetary Fund (IMF) have recognisably the same task. Discuss. What are the major and unprecedented criticisms of the two bodies? *(40 Marks)*
 2. Is it true that a direct relationship exists between culture and technology and both of these variables affect the other in a sequential manner? Refute or verify this hypothetical statement. *(30 Marks)*
 3. Non-Governmental Organisations (NGOs) in whatever form are regarded by donors as the most effective vehicle in the implementation of pro-poor development projects in the developing countries. Discuss *(30 Marks)*
 4. Environmental protection is in conflict with economic development. Discuss how this conflict can be resolved from the sustainable development and ecological modernisation point of view? *(30 Marks)*
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008/2009 ACADEMIC YEAR SECOND SEMESTER
EXAMINATIONS
S 925: CRIMINOLOGY

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER TWO
QUESTIONS FROM THE FOLLOWING.

TIME: THREE (3) HOURS

1. The characteristics of the law are matters of degree are exhibited differently by different societies: Mention the characteristics and critically discuss how they are exhibited in the Zambian legal system.
 2. Compare and contrast
 - (i) Robbery and burglary
 - (ii) Criminal law and Civil law.
 3. Identify and account for the major elements that are taken into consideration in criminal law for *act* to be considered a crime. How do such characteristics of criminal law differentiate it from civil law?
 4. Taking into consideration the generally accepted definition of crime by various scholars, explain whether or not white collar crime should be regarded as crime in Zambia.
-

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2008/2009 END OF SECOND SEMESTER EXAMINATION
S932: SOCIAL CHANGE AND DEVELOPMENT**

TIME: THREE HOURS

INSTRUCTIONS: CAREFULLY READ THE INSTRUCTIONS IN EACH SECTION

SECTION A (20 MARKS)

INSTRUCTIONS: ANSWER ALL QUESTIONS IN THIS SECTION (BE BRIEF)

1. Give an example of an early form of globalization.
2. In a study by a Swiss think tank KOF in 2008, Belgium was among the most globalised countries while the Central African Republic (CAR) was one of the least globalised. How could such conclusions have been arrived at?
3. How has increased awareness resulting from global media and communication worked to the disadvantage of global welfare?
4. What are the three ways in which the cultural habitat brings about change in society?
5. According to the IPCC, the vulnerability of human settlements to climate change is a function of three factors. What are they?
6. Mention four future impacts and vulnerabilities of climate change in Africa.
7. What seems to be the most promising policy approach in reducing GHG emissions?
8. Urbanization is said to be one of the most striking characteristics of social change world over particularly in Africa. Briefly explain why.
9. How was the colonial government able to keep informality in urban Zambia to a minimum before independence? Do you subscribe to this approach? (Briefly explain your position)
10. Distinguish child work from child labour.

SECTION B (30 MARKS)

INSTRUCTIONS: ANSWER ANY TWO QUESTIONS

1. Liseli is a twelve year girl from Sefula a village near Mongu. With the consent of her mother she came to work as a maid for Mundia a teacher and single mother of Mongu three years ago. When she came, she was a pitiful sight in rags, but she now looks better. However, she does not go to school. In relation to the above, answer the following questions:
 - (a) What are the causes of child labour?
 - (b) Discuss the dilemma most poor families are faced with in deciding whether to let their children work or not.
2. Trace the growth of the informal sector in Zambia since independence, and show what challenges it poses to the country's development.
3. Discuss what you know about the changing rural scene prior to independence regarding labour, migration, cash crops and new values.
4. Outline the four factors of social change. Of the four, which one is a climate change domain?

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2008 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATIONS**

S961: RURAL SOCIOLOGY

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

TIME: THREE HOURS

SECTION A

1. Why is culture important to a rural society?
2. What is a rural area?
3. Briefly discuss the concept of social process?
4. Briefly discuss the difference between the rural and urban people?

SECTION B

1. Discuss rural sociology, its origin and how it contributes to nation development.
 2. What is modernization? Does it impede or foster rural and national development? Discuss.
 3. More people in most countries live in rural areas. True or false? Discuss.
 4. Discuss the main characteristics of rural sociology.
 5. What role do social institutions play in the development of societies, especially rural societies?
 6. Discuss factors that contribute to social change in rural areas.
 7. Why is a study of rural sociology not complete without looking at culture? Discuss.
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008-2009 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
S975-MEDICAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: THIS HAS TWO SECTIONS. READ CAREFULLY THE INSTRUCTIONS UNDER EACH SECTION.

SECTION A

Write **short notes on five** of the following:

1. Health belief Model (4 Marks)
2. Parsons and Medical deviance (4 Marks)
3. Secondary deviance (4 Marks)
4. Sickness (4 Marks)
5. The marriage between medicine and sociology (4 Marks)
6. Alternative Health Care (4 Marks)
7. Divination (4 Marks)

SECTION B

Read the scenarios below and **answer the corresponding questions**

Scenario 1

'In The sweat of thy face shalt thou eat bread, till thou return unto the ground; for out of it wast thou taken: for dust thou art and unto dust shalt thou return.' Genesis 3:19

This passage from the biblical story of the fall of the first people from paradise demonstrates the way in which knowledge of mortality has been perceived as a burden. It is a concept that we have often found difficult to integrate personally and socially, the skeletal figure has become a potent cultural symbol.

Human beings are unique among animals in knowing the inevitability of their own death and the social organisation of death has been used not only to regulate relationships between the living and the dead but also of the living to their own mortality. Death has therefore been an important focus of social activity across cultures and time and traditional healers play a very significant role in health promotion, disease prevention and treatment of illness to prevent death. Nearly all sectors of society, the rich and the poor, the educated and the less or un-educated the low standing and high standing seek traditional help.

- (i) Identify five predominant alternative healers in Zambia and describe in two ways how they perform the healing role (10 Marks)
- (ii) It is said that more people have been saved from death and that more people of nearly all sectors of society access alternative care more than conventional care. List ten advantages of it that seem to attract people (20 Marks).

- (iii) Compare and contrast in ten ways between the attributes of a ng'anga and his treatment with those of a medical doctor and his treatment. Use a table of contrasts and variables of own choice **(20 Marks)**

Scenario 2

In the Parsonian model, the patient's duty to seek competent help finds its counterpart in the doctor's obligations to be solely guided by the welfare of the patient (1951a: 438, 477). Likewise, as counterpart of the patient's obligation to get well, Parson's frequent reference to the need that the doctor must apply the highest possible standards of technical, competence and scientific knowledge may indicate a role obligation (1951a: 437f). Thus the two duties making up the doctor's role are those to serve but the patient's welfare, and to ensure that this is done with the utmost professional competence. The following are about the doctor's role and obligations.

Obligation one: Entering into the private Sphere of Patients

The right which is granted to the doctor is that he has to 'enter' every sphere of a person's body or life story or highly guarded taboo spheres.

Right one: Exemption from harm upon entry into the private sphere of patients

In the execution of his duty by attempting to restore deviant behaviour, the doctor is exempted from being sanctioned by the patient, the significant others or the public for intruding into forbidden territory. Parsons stresses that 'Some of these highly guarded taboo spheres; may not otherwise be accessible to others in any ordinary situation, others only in the context of specifically intimate and personal relationships' (1951a: 453).

- (i) To what extent do you agree with obligation one? **(10 Marks)**
- (ii) In view of your responses above, what would you do as a minister to control the doctor's entering of every sphere of a person's body or life story or highly guarded taboo spheres? **(10 Marks)**
- (iii) To what extent do you agree with exemption one? **(10 Marks)**
- (iv) In view of your responses in (iii) above, what would you do as a minister to confer guarantees to the patient as a matter of controlling the doctor's actions that he ought to be answerable of his actions as he enters every sphere of a person's body or life story or highly guarded taboo spheres? **(10 Marks)**

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008/2009 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS

S 985: DEVT. PROJECTS AND PROGRAMS IN DEVELOPING COUNTRIES

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO
QUESTIONS FROM THE FOLLOWING.

TIME: THREE (3) HOURS

1. Poverty reduction in the developing countries remains a big challenge to nation states. And so, developing countries must assume leadership and formulate effective national strategies for reducing poverty. With practical examples from the Zambian context, in your paper outline and explain the major aspects of poverty and the relevant policy actions that should be taken to tackle this problem. **(40 Marks)**
 2. What is meant by the concept of counterfactual? At which stage in the project cycle, if any, should the issue of “*counterfactual to the project*” be raised? Discuss the type of information that is relevant in addressing counterfactual questions in project management. **(30 Marks)**
 3. What is meant by a log frame? With the help of a diagram and any practical example outline and explain the components that constitute a log frame. What is meant by “*the ‘if – Then’ test*”? Why is it important in the log frame?**(30 Marks)**
 4. With the help of what is called a *problem tree* in project design, discuss what problem analysis is all about and its importance. Cite any practical example in any sector from the Zambian context. **(30 Marks)**
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2009/2010 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS

S 985: DEVT. PROJECTS AND PROGRAMS IN DEVELOPING COUNTRIES

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO
QUESTIONS FROM THE FOLLOWING.

TIME: THREE (3) HOURS

1. Compare and contrast *(40 Marks)*

- (i) Project management versus programme management
- (ii) Needs assessment versus capacity assessment
- (iii) Concept paper versus project proposal
- (iv) Project goal versus project objective
- (v) Summative evaluation versus Ex-post evaluation

2. What is meant by indicators? Outline and discuss the types of indicators that are used in project management. *(30 Marks)*

3. What is meant by a project appraisal? At what stage is it done in project management and why is it important? *(30 Marks)*

4. With the help of what is called a *problem tree* in project design, discuss what problem analysis is all about and its importance. Cite any practical example in any sector from the Zambian context. *(30 Marks)*

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008-9 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS
S 995 - SOCIAL IMPACT ASSESSMENT

Time 3 hrs

General Instructions to the candidates

This paper is composed of sections A and B. Read the instructions carefully and follow instructions under each section.

Section A

Answer only one question

1. Write short notes on **only five** of the following:

- a) Forecasting **(4 marks)**
- b) Extrapolation **(4 marks)**
- c) Strategic plan **(4 marks)**
- d) Objectives of social audit **(4 marks)**
- e) FONSI **(4 marks)**
- f) RODS **(4 marks)**
- g) Social Impact as a political process **(4 marks)**
- h) Ecologic Impact Assessment **(4 marks)**

2. Core values are fundamental, ideal-typical, enduring, statements of belief that are strongly held and accepted as premises. Six core values have been used to develop eight principles which are general statements of either common understanding or indication as to a course of action about what ought to be done observes Vancly (2005). Using a matrix table, show by virtue of arrows which core values are foundational and have been used to develop fundamental principles **(20 Marks)**

Section B

Read this passage and answer questions that follow on

Although nearly 30 per cent of Zambia's 11.2 million people now are facing starvation, the government of President Levy Mwanawasa did not bow to the concerns about the potential hazards of genetic modification and it flatly refused to accept Genetically Modified Grain (GMG) for human consumption and not even for planting fearing impacts. The government passed a policy to forbid any importation of GMG and once said that it will follow the "cautionary principle," which states that in the face of scientific uncertainty, a country should not take action that might adversely affect human and animal health or harm the environment. Surprisingly, some of Zambia's neighbors; Malawi, Mozambique, Zimbabwe, Namibia and DRC import GMG from South Africa. However, Zambia to date has been sticking to its guns.

Zambia's food security situation for the remainder of the current marketing year (March to April) remains of great concern due to ever escalating prices due to possible shortages of maize grain and meal on local markets. The Government has been

releasing maize grain slowly from the Food Reserve Agency to millers. However, the FRA's maize stocks are now very low and coupled with the lack of coordination between the government and the private sector in the marketing of maize, the outcome would be an increase in the shortages that are likely to hit the peak in June this year and there are likely to varying impacts on people and our social structures

Dr. Brian Chituo in a Ministerial statement in Parliament once affirmed the serious shortage of maize sitting lack of sustainability by the FRA and unwillingness by private producers and peasant farmers to sell their produce at low prices. "The pain of the people is real," if GMDs are not allowed in Zambia any time from now. Noting the danger, President Lupiya Bwezani Banda once remarked the need to change the policy but this policy change has implications on the food chain. There are examples of implications on the food chain. In one report, commissioned by the Jesuit Centre for Theological Reflections and the Kasisi Agricultural Training Centre, it is said that GMG would bring negligible benefits to Zambian farmers and could threaten the sustainability of agriculture in the country. Muyunda Ililonga, an executive secretary of the Zambia Consumers Association (ZACA) was worried that GMG derived products could enter Zambia illegally because some countries in Southern Africa accept or, in the case of South Africa, grow Genetically Modified Crops (GMC).

Answer all questions

3. In the event that the policy GMG policy is relaxed, there are either beneficiaries or losers at micro and meso level along the food chain. **In either case, list (a) five possible losers or sufferers at micro level and (b) five possible losers or sufferers at meso level along the food chain (10 Marks).**
4. The shortage of maize is likely to affect the food chain at micro and meso levels. **Looking at who will suffer in question 3; describe for each one loser possible impact experiences (15 Marks).**
5. President Lupiya Bwezani Banda has insurmountable fears of the negative impacts you have outlined above and has engaged you as a social policy advisor to suggest some forms of mitigation. However, he still wants to proceed with the policy and has no intentions to redesign it. **Describe in detail what would you suggest to him as possible mitigation measures. In describing your mitigation, bear in mind what you have outlined in the above two questions (15 Marks)?**
6. One year later, the mitigation plans failed to yield results and the government is still adamant to rescind the policy on GMG. You have just been fired as an advisor and you land into a well paying job as a SIA Program Manager on food relief at the local World Food Program Office. You have been given USD 500 000 to woo support for the delivery of donated GMG and to persuade stakeholders who are against GMG in Zambia. You have in mind the dire need to target the Minister of Agriculture and Cooperatives Dr. Chituo and four other critical stakeholders on the food chain to persuade them accept the \$71.4 million emergency food aid for Zambia amounting to 30 000 metric tones. **Select five different techniques for communicating with the stakeholders (as part of the public) that you would use based on Bishop's (1973) typology and justify the selection of each method matching it with the targeted stakeholder (15 Marks).**

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS
SS 242: STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

SECTION A

ANSWER ALL THE QUESTIONS IN THIS SECTION (COMPULSORY)

THIS SECTION CARRIES 40%.

1. For the following statistical tests, indicate what the correct positions are:

| | | What is the scale of measurement? | Does it require the use of the normal curve? (Yes/No) | Does it make any inferences about the mean? (Yes/No) |
|----|-----------------------------------|-----------------------------------|---|--|
| a) | Analysis of variance | | | |
| b) | Difference between means | | | |
| c) | Single sample test for means | | | |
| d) | Regression analysis | | | |
| e) | Chi – square test of independence | | | |
| f) | Chi – square goodness of fit test | | | |
| g) | Rank – order correlation | | | |

2. During a given week, the probability that Castle Lager will increase (I) in price, remain unchanged (U), or decline (D) in price is estimated to be 0.30, 0.20, and 0.50, respectively.
- a) What is the probability that the beer will increase in price or remain unchanged?
3. Of 500 employees at Copperbelt Energy Corporation, 200 participate in the company's profit sharing plan (P), 400 have major medical insurance coverage (M), and 200 employees participate in both programs.
- a) Determine the probability that an employee will be a participant in a profit sharing plan given that the employee has major medical insurance coverage (M).
4. Given the table below are data on a breakdown of daily incomes by family in kwacha. What is the probability that a randomly chosen family will have household income
- a) Between 20,000 and 40,000?
- b) Less than 40,000?

- c) At one of the two extremes of being either less than 20,000 or at least 100,000?

| Income range | Number of families |
|-------------------|--------------------|
| Less than 20,000 | 60 |
| 20,000-40,000 | 100 |
| 40,000-60,000 | 160 |
| 60,000-100,000 | 140 |
| 100,000 and above | 40 |
| Total | |

5. Given a situation where you have collected the data given below, indicate the type of graph that would be appropriate for the graphical representation of the data:
- Distribution of examination results in EC 215
 - Distribution of students in S 412 by sex
 - Racial classification of students
 - Lecturers' salaries at CBU.
6. Indicate which of the following statements is true, false or neither:
- In a drug manufacturing plant, a chemist testing the efficiency of a new drug, changes the significance level from 5% to 10% thereby decreasing the probability of Type 1 error.
 - In a car manufacturing firm, an engineer testing a new car changes the significance level from 10% to 5% thereby increasing the probability of Type II error.
 - In an SGS laboratory, a scientist testing the toxicity of yellow maize changes the significance level from 5% to 10%, thereby increasing the probability of Type 1 error.
 - A researcher concludes that there is a relationship between religious affiliation and criminal behaviour after obtaining the following statistics from an SPSS output:

$$\chi^2 = 12.27, df = 5, p < 0.05$$

- A researcher concludes that there is a statistically significant difference in the ages of male and students at CBU after obtaining the following statistics from an SPSS output:

$$z = 0.64, df = 98, p > 0.05$$

7. Assuming that the distribution of family income in Kitwe is normally distributed with a mean of 20,000 and a standard deviation of 4,000, find:
- The probability that a family has an income under 12,000
 - The probability a family's income is over 19,000
 - The probability family's income is between 18,000 and 26,000
 - The probability of a family's income exceeding 40,000.
8. What do you understand by the following:
- Confidence coefficient
 - Statistical independence
 - Point estimate
 - Standard normal deviate

- e) Stated limits
- f) True or real limits
- g) Margin of error
- h) Type II error
- i) Statistical hypothesis
- j) Dependent events
- k) Independent events

SECTION B

(ANSWER ANY THREE QUESTIONS FROM THIS SECTION)

EACH SECTION CARRIES 20%

1. Given below are data on the performance of students in a Psychology examination. Use the data to do the following and Interpret the results:
 - a) The mean
 - b) The median
 - c) The mode
 - d) The standard deviation
 - e) The coefficient of skewness
 - f) What is the score below above 66% of the students were located?
 - g) What is the percentage of students who scored above 37.5?

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

2. Given below are voter reactions to a tax increase proposal in this year's budget according to party affiliation.
 - a) Is there any reason to believe that there is a relationship between party affiliation and reaction to the tax increase? Use 5% level of significance to answer this question.
 - b) Would you agree with a political analyst's assertion that relatively more UPND and MMD members than PF members are opposed to the tax increase?

| Party affiliation | Reaction | | |
|-------------------|-----------|---------|---------|
| | In favour | Neutral | Opposed |
| MMD | 120 | 20 | 20 |
| PF | 50 | 30 | 60 |
| UPND | 50 | 10 | 40 |

3. The sample data below represents the number of hours spent by students and their examination scores in M 162.

| Examination scores in M 162 | Study hours |
|-----------------------------|-------------|
| 64 | 20 |
| 61 | 16 |
| 84 | 34 |
| 70 | 23 |
| 88 | 27 |
| 92 | 32 |
| 72 | 18 |
| 77 | 22 |

- a) Compute a least squares regression equation to show the dependence of Examination scores in M 162 on Study hours
 - i. Interpret the meaning of the observed regression coefficient (B) within the context of the question.
 - ii. Interpret the meaning of the intercept (A) within the context of the question.
 - b)
 - i. If a student has been studying for 14 hours, what would you estimate her/his examination score to be?
 - ii. If a student scored 56 in the examination, for how many hours could he/she have been studying?
 - c) Compute the correlation coefficient and interpret the result.
4. The manufacturer of a patent medicine claimed that it was 90% effective in relieving an allergy for a period of 8 hours. In a sample of 200 people who had the allergy, the medicine provided relief for 160 people. Use 5% level of significance to determine whether the manufacturer's claim is legitimate.
5. A developer is considering alternative sites for constructing a shopping mall in Lusaka and Kitwe using the mean household incomes (in thousands) in the two cities as a proxy variable for purchasing power. For a random sample in Lusaka with 30 households, the average annual income is K45,000 with a standard deviation of K1,500. For a random sample of 40 households in Kitwe, the average annual income is K44,600 with a standard deviation of K2,400. The investor eventually decides to construct a shopping mall in Lusaka on the premise that the purchasing power of Lusaka residents is significantly

higher than that of Kitwe residents. Is his decision justified? Test this at 1% level of significance?

6. A demographer wants to examine whether the relationship between the length of time between marriages and the birth of first child is influenced by the socio-economic status (SES) of the father. The data below is based on his research.

| | High SES | Middle SES | Low SES |
|---|----------|------------|---------|
| Sample size | 10 | 10 | 10 |
| Mean interval between marriage and birth of first child | 37.9 | 23.5 | 12.5 |
| Grand mean | 24.6 | | |
| Total sum of squares | 3,619.0 | | |

Use ANOVA at 5% level of significance to find out if there are statistically significant differences in the mean interval before the first child for the three social classes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIE

SECOND SEMESTER FINAL EXAMINATION

SW112:

DATE: 27TH FEBRUARY 2008

INSTRUCTIONS:

- a) **Section A: Compulsory**
 - b) **Section B: Answer any 04 (four) questions**
 - c) **Each question carries equal marks**
-

SECTION A: Compulsory

Write short answers/notes on the following with clear examples.

1.
 - a) Role conflict.
 - b) Social exclusion i.e it's manifestations and how it can be improved
 - c) Re-ification as understood in Burger and Luckman's analysis of social construction of reality
 - d) Rationale for process recording
 - e) What are the **basic principles** that govern the provision of social welfare in Zambia?

SECTION B: Answer any four (04) questions

2. Critically discuss Burger and Luckman's theory of social construction of reality.
3. Social change as a social construct is very cumbersome to unravel. Discuss its ramifications on social work practice.

4. Human development calls for the co-ordination and organisation of basic human activities/processes necessary for day-to-day living. Discuss the implications of this statement.
5. Compare and contrast systems theory and communication theory. Highlight the problems and contributions each theory impinges on social work practice.
6. What are the strengths and weaknesses of the generic and integrated approaches on the administration of social work?

END

**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?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2008/2009: ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

SW 232: INTRODUCTION TO MACRO SOCIAL WORK

DATE: 27 TH APRIL, 2009

VENUE: UPPER D/HALL

TIME: THREE HOURS

INSTRUCTIONS: SECTION A IS **COMPULSORY**. ANSWER *two* ~~THREE~~ QUESTIONS FROM SECTION B.

1. Women for Change (WfC) has been working in Malima area of Sinazongwe District in Southern Province since 2000. In 2001 there was severe drought in Southern Province and WfC started a large scale food for work programme providing food to the local people. This became a regular programme providing food to about 200 adult people for three months every year. The recipients were required to work in the three demonstration farms owned by WfC, preparing land, planting trees and vegetables. In the process they learnt about agriculture. WfC was very successful in the spread of education. WfC were running a primary school for 5 years. WfC met all the cost of the school through a scholarship programme. Besides, It paid school fees for 60 students. Most of the students who were sponsored are now working in big towns.

The local people have now proposed that there is need to build a dam for irrigation. WfC has no objection to the proposed dam as they believe it will go a long way to alleviate poverty in the area. In fact it will boost the three demonstration farms as enough water will now be available for irrigation. The tree planting and vegetable projects will also be

boosted. In fact WfC assured the area authorities of their full cooperation. WfC promised to provide food for work during the construction of the dam. It is also planning to start a club for the aged people so that they can be given opportunity to socialize and get nutritionally rich food.

Questions

- (a). What are the potential in this kind of approach to Community Development?
- (b). What limitations do you identify in this 'Social Welfare' Model?
- (c). How can this approach be redesigned to become more responsive to the root causes of poverty and challenges of sustainability?

SECTION B (Choose only TWO questions)

- 2. Identify and discuss the various methods for promoting participation according to Burke. How is Burke's approach different from that provided by Specht? Are these approaches relevant to the promotion of the concept of participation in the Zambian context? Support your arguments with practical and relevant examples.
- 3. Critically rationalize the assertion that failure to plan is planning to fail. In your presentation, you are also required to practically show how you can plan for your work and its importance. You are also required to provide a theoretical illustration on how to write the work report.
- 4. In a concise manner and with relevant examples, critically discuss the symbiotic relationship between community action and community development. Cite relevant examples in the Zambian context where this relationship has been evident.

END OF EXAMINATION. GOOD LUCK!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
SW 312 - ANALYSIS OF THEORIES OF SOCIAL WELFARE
2007/2008 SECOND SEMESTER EXAMINATION

TIME: THREE HOURS

SECTION I: COMPULSORY (15 MARKS)

1. Compare and contrast the new behaviouristic perspective with functionalist approach in the analysis of poverty and discuss the suitability of each perspective in social work activities in Zambia.

SECTION II: Attempt only one question (10 Marks).

Either

1. Discuss the elements which in Lowry's view have been popular in European and American Social Development with regard to efforts in dealing with social problems, and analyse the weaknesses associated with each.
2. Vic George and Paul Wilding assert that "it is impossible to look at social policies and social problems without analyzing the social political system". What are the dominant systems of thought which have influenced social problems and their solutions.

**SECTION III: Provide brief answers to the following.
(10 Marks)**

- (a) Define poverty using the UN definition and in your own words explain its meaning in the real world.
- (b) What is the difference between the culture of poverty and the cycle of poverty? Give examples
- (c) What are the theories of the elitist model in decision making?
- (d) What key element is important in the development of critical consciousness?

**SECTION IV: Attempt only one question (15 Marks)
Either**

- 1. Analyse the elements in the paradigm for Radical Practice in social work and the general aims of its practice.

Or.

- 2. Compare and contrast Rawls' theory of social justice and Millers' position, further indicate their weaknesses and strengths in dealing with the Zambian situation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
2008/2009 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

SW 312: ANALYSIS OF THE THEORIES OF SOCIAL WELFARE

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions in Part (A) and Three Questions in Part (B)

PART (A): Multiple Choice- 4pts. Each = 40pts

(Please select the most appropriate answer for each question)

1. In the context of General Systems Theory, the concept of “negative entropy” is best understood as:

- a. A situation whereby a system dies due to lack of energy
- b. A situation whereby a system dies due to lack of energy
- c. All of the above
- d. None of the above

2. In the context of Structural Functionalist Theory, organicism means:

- a. Analogy between biological organisms and social systems.
- b. Analogy between social systems and inorganic systems
- c. All of the above
- d. None of the above

3. Which of the following statements is true regarding Regressive Tax System?

- a. The low income people pay less tax for goods and services
- b. The low income people and high income people pay equal taxes for goods and services
- c. The high income people pay high taxes for goods and services than low income people
- d. The low income people do not pay taxes for goods and services

4. The market clearing price is best understood as:

- a. The price at which quantity demanded and quantity supplied is equal
- b. The price that creates a distortion between quantity demanded and quantity supplied on the market
- c. The price at which those willing to buy the goods are able to find someone willing to sell to them
- d. "A" and "B"

5. Which of the following statements is true regarding the Elitist theory?

- a. Elites have a common outlook regarding the role of government and basic outline of a free-market economy
- b. Elites occupy lower command posts of society with less authority over government
- c. A multiplicity of competing groups decides the life-and-death issues for the nation as a whole
- d. "B" and "C"

6. Dialectical materialism is best understood as:

- a. A philosophy of Marxism
- b. A methodology of Marxism
- c. All of the above
- d. None of the above

7. According to David Miller's principles of social justice, the concept of instrumental Association means:

- a. Human relationships based on common identity as members of a family
- b. Human relationships based on utilitarianism
- c. All of the above
- d. None of the above

8. Which of the following statements is true regarding John Rawls's difference principle of social justice?

- a. Inequalities in society should be arranged to benefit least advantaged persons
- b. Inequalities in society should be arranged to benefit the most advantaged persons
- c. Inequalities should be attached to offices and positions open to all under conditions of equality of opportunities
- d. "A" and "C"

9. Which of the following statements represents a conservative attitude toward the economic system?

- a. A free-market economy is the best way to ensure prosperity & fulfillment of individual needs
- b. A free-market economy needs regulation by government to ensure fairness
- c. A free-market economy is exploitative and inherently unfair
- d. None of the above

10. Which of the following historical periods is associated with broad expansion in financing and regulation of social welfare services by the welfare states?

- a. Mid-1970s
- b. 1960s-Mid-1970s
- c. 1940s-1950s
- d. 1880s-1930s

PART (B): Brief Essay - 20 points each

(Please, answer Three (3) questions only)

1. Discuss the basic assumptions of the following theories:
 - a) Elitist Theory
 - b) Pluralist Theory.
2. Discuss David Miller's three (3) basic principles of social justice include Human Needs; Desert; and Equality.
 - a) Discuss the three basic principles of social justice
 - b) Discuss the relevance of the three basic principles of social justice to social welfare service provision
3. Discuss the following types of market failure. Illustrate your answer with appropriate examples in the Zambia context
 - a. Externalities.
 - b. Public Good
 - c. Market Power
 - d. Imperfect Information
4. Zambia is one of the countries with high incidence of absolute poverty.
 - a. Give an operational definition of poverty
 - b. Discuss one (1) of the cultural causes of poverty and one (1) of structural causes of poverty
 - c. Discuss one of the social welfare services in Zambia designed to ameliorate absolute poverty

END OF EXAMINATION