

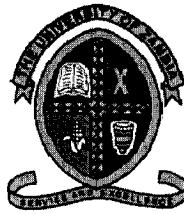
THE UNIVERSITY OF ZAMBIA

POST GRADUATE PAST EXAMINATION PAPERS 2016

SCHOOL OF HUMANITIES AND SOCIAL SCIENCE

1. DEV 5131 AGRARIAN CHANGE AND RURAL DEVELOPMENT
2. DSS 5045 STRATEGIC MANAGEMENT
3. DSS 5125: RESEARCH METHOD
4. ADVANCED DEVELOPMENT THINKING
5. ECN 5021 ADVANCED MACROECONOMIC THEORY
6. ECN 5101 STATISTICS FOR ECONOMICS AND ECONOMETRICS
7. ECN 5201 MATHEMATICAL TECHNIQUES AND PROGRAMMING
8. ECN 5604 RESEARCH METHOD IN ECONOMICS
9. FINANCIAL MANAGEMENT FOR POLICY
10. MANAGEMENT FOR ACCOUNTING POLICY
11. EPM 6222 STRATEGIC PLANNING AND MANAGEMENT
12. EPM 5515 HUMAN RESOURCE MANAGEMENT
13. EPS 5135
14. EPM 5122 MACROECONOMETRICS FOR POLICY
15. EPM 5145 ECONOMETRICS
16. EPM 5611 COMPUTER SKILLS
17. GSB 5021 BUSINESS RESEARCH METHODOLOGY
18. LIN 5011 RESEARCH METHODS IN LINGUISTIC SCIENCE
19. LIN 5111 PHONOLOGICAL THEORY

20. LIN 5311 SYNTACTIC THEORY
21. LIN 5511 COMPERATIVE LINGUISTICS
22. LIN 5011 LITERARY RESEARCH METHODS
23. LIT 5111 LITERARY THEORY AND CRITICISM
24. LIT 5121 MODERNISM AND POST MODERNISM
25. LIT 5151 COMPERATIVE LITERATURE
26. LIT 5521 CONTEMPORARY AFRICAN LITERATURE
27. MMC 5161 COMMUNICATION FOR PEACE AND CONFLICT
RESOLUTION
28. MMC 5311 MEDIA ETHICS, PRINCIPLES AND PRACTICE
29. PAM 5355 LOCAL GOVERNMENT ADMINISTRATION
30. PHL 5011 RESEARCH METHODS IN APPLIED ETHICS
31. PSG 5195 ATTACHMENT THEORY
32. PSG 5495 EARLY CHILDHOOD DEVELOPMENT AND PARENT
EDUCATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES
DEPARTMENT OF DEVELOPMENT STUDIES

2015- 2016 MID ACADEMIC YEAR EXAMINATIONS

DEV 5131: AGRARIAN CHANGE AND RURAL DEVELOPMENT

Instructions

1. This paper has three sections. Questions in section 1 are compulsory,
2. Answer **one** question from **section two** and **one** question from **section 3**.
3. The duration of the exam is **three hours**. Spend no more than one hour on each of the three questions.

Section 1 (Compulsory)

1. Write brief notes on each of the following questions
 - i. List at least five ways in which PEACH considers Growth based theories to have resulted in failure to improve rural livelihoods
 - ii. Define Poverty according to the Post PEACH theories and give at least three ways in which those theories say poverty is caused.
 - iii. Define food Security and give at least four causes of food insecurity in the country side by Growth Based theories.
 - iv. Give at least four negative effects of large scale commercial agriculture on rural livelihoods.
 - v. Mention All major stakeholder I agrarian change and rural development according to inclusive growth theories.

Section two

Select one question and write an essay on it.

2. Use any theory of your choice to discuss how a rural development strategy that focuses on assisting small peasant farmers can either accelerate or retard rural development. Base your discussion on any country study of your choice.

3. Present the post structuralism perspectives on land reform and its significance to agrarian change and the improvement of rural livelihoods and discuss this perspective from PEACH's point of view.
4. Give a detailed description of various sources of agro funding and discuss how each one of them affect agrarian change in the country side.

Section 3

Select one question from this section and write an essay on it

5. Use Zambia as a case study to give a detailed account of how state dominated rural development strategies can either accelerate or stagnate agrarian change and rural development.
6. Evaluate the effectiveness of any of the various rural development strategies you have studied by a presentation and analysis of any agricultural based rural development scheme in Zambia.
7. Discuss with reference to Zambia since independence to date, what is it that is wrong with the way African nations have been going about resolving their rural development problems. State with reason what in your opinion is Africa's best way forward?

End of Exams- go back and check you work for errors

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF HUMANITIES AND THE SOCIAL SCIENCES
MASTER OF ARTS IN DEFENCE AND SECURITY STUDIES
2016 SECOND TERM FINAL EXAMINATIONS**

DSS 5045 : Strategic Management
TIME : Three (3) Hours Only
Marks : 40 Percent

INSTRUCTIONS: Answer question one (1) in Section A, Plus any other two (2) questions in Section B

SECTION A

1. Write a concise essay in which you critically analyze the proposition that “to succeed in business, it is more important to focus on the market you serve (i.e. the needs and wants of your customers) than on your strategic capabilities” (i.e. resources and competences). (Hint: the question requires that you take one position on the proposition and thereafter, give several reasons to justify your answer. Remember to explain also why it would be wrong to take any other position you have NOT taken).
(20 Marks).

SECTION B

2. At each of its stages, the product life cycle experiences, or is prone to, several challenges. Write an essay in which you identify and explain some of these challenges, using appropriate examples of your choice. In so doing, point out also the strategic measures that you would put in place, in order to counter the negative effects of the challenges you have identified.
(10 marks)
3. Imagine that the organization, association, institution, department or agency that you work for has been experiencing internal challenges in recent times. Imagine further that your supervisor has requested you to analyze the situation and provide your findings as the basis for future action. Write a brief essay in which you explain how you would go about conducting the required analysis. In so doing, state also why, in your opinion, the exercise you propose to undertake is the correct one for diagnosing the challenges.
(10 marks)
4. What is meant by the term “competitive strategies?” Write an essay in which you describe the various competitive strategies that you are familiar with. In so doing, point out also the usefulness as well as the limitations of each of these strategies.
(10 marks)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
MASTER OF ARTS IN DEFENCE AND SECURITY STUDIES
2015 ACADEMIC YEAR FIRST TRIMESTER EXAMINATIONS

DSS 5125: RESEARCHMETHODS

INSTRUCTIONS:

Answer three (3) Questions in all as follows:

- (i) The compulsory Question in Section A
- (ii) Any two questions from Section B

SECTION A:

1. Over the years, as a member of the Defence and Security Services Sector, you have observed the tendency by home owners in Lusaka to erect walls around their houses as a security enhancement measure. However, as a professional security officer, you suspect that rather than enhance security there is a possibility that the walls could predispose the residents to insecurity and that there is need, therefore, to investigate the effectiveness of the walls as a security enhancement measure. Show how you would undertake the research exercise by answering the following questions:
 - (i) Provide an appropriate title for the investigation;
 - (ii) Provide an appropriate statement of the problem for the investigation;
 - (iii) Provide an appropriate aim or purpose for the investigation;
 - (iv) Provide three research objectives for the investigation;
 - (v) Provide three research questions for the investigation;
 - (vi) Provide an appropriate rationale or justification for the investigation; and
 - (vii) State the methodological approach which you would apply and why (eg. Qualitative? Or quantitative or mixed methods?)

20 Marks:

SECTION B: Answer any two questions from this section

1. A security manager employed at a large store is concerned at the extent of shoplifting in the store and has undertaken a piece of research which examines the problem. The research project has been written up as "Research About Shoplifting" and is provided below.

You are asked to write a critical review of this research, which focuses particularly on **the title, the introduction, the statement of the problem, the significance of the study, the objectives and the methodology**, as you have understood these concepts from your participation in the Research Methods course.

Title: **Research About Shoplifting**

Introduction

Shoplifting is a big problem for all shops. Because of this, and the fact that I work at a shop that has a big shoplifting problem, this research will be about shoplifting. There has been some previous research on shoplifting, but none in my particular shop so this previous

research is probably not that relevant. However, it is clear that most theft is committed by customers, and not much is committed by staff. For this reason this research will only be about shoplifting by customers.

Objectives of the research

The purpose of this research will be to study shoplifting by customers. This research will focus on a number of aspects of this including the amount of shoplifting, the influence of new CCTV equipment on shoplifting and address why people shoplift.

Methodology

Because of the number of things that were being studied, a number of methods were used in this study. These included the use of quantitative methods (eg, official data and questionnaires) and qualitative data (eg interviews). This is a strength of this research because it is always best to use both quantitative and qualitative methods in studying anything.

The amount of shoplifting

In order to determine how much shoplifting there was at the shop where I work I looked through some official data and interviewed my line manager. The official data is a computerised record that records how much inventory is taken into the shop and compares this to the amount that is recorded as sold or otherwise accounted for. The results for four months are presented below:

Month	Inventory In	Inventory Accounted For	Inventory Unaccounted For
May	132505	125162	7343
June	162404	152591	9811
July	178111	169654	8457
August	121821	112795	9026

The results show that there is a great deal of shoplifting, and also that it is increasing at an alarming rate. The amount of shoplifting was also assessed by a semi-structured interview with my line manager. Jason Smith (my line manager) has worked at the shop for about seven months. This informal chat was conducted in the backroom at lunchtime and took about 10 minutes. I first showed Jason the results of the official data on shoplifting that I had already collected. I then asked him if he thought shoplifting was increasing. He said that he thought it was. He was pretty sure that both uniformed and plain clothes security officers were catching more people these days and that he had called the police twice in the past week to have shoplifters formally processed. He said 'you see more and more dodgy looking people in the shops now. I think that they are not just doing us, but doing all the shops in town. I would say that it's not just a problem for us, but for all of the retailers. Especially the ones that sell high quality goods like us.'

From two different pieces of research it is clear that shoplifting is increasing and that something needs to be done to stop this serious offence.

Influence of New CCTV

Probably because of the very high rate of customer shoplifting the store owner decided to install CCTV cameras, and increase the number of uniformed security guards. In order to determine whether CCTV had an influence on reducing shoplifting I looked at the store data for the month before the cameras were installed and the month after. The CCTV was installed in January. The data is presented below:

Month	Inventory In	Inventory Accounted For	Inventory Unaccounted For
December (month before)	268142	254735	13407
February (month after)	139023	132072	6951

The results clearly show that the CCTV caused a really big decrease in shoplifting. I also conducted another semi-structured interview with my new line manager (Stella Johnson) and asked her if she thought CCTV was a good idea. This interview was conducted while we were working the tills. She said that she thought it was a good idea for our safety, but wasn't convinced that it was that useful in stopping shoplifting. However, when I told her about the data she said it must be a good idea.

Stella: When you see the numbers, it's clear, isn't it, that crime's going up and up. The cameras and the tags are supposed to stop people from stealing things, and I think they might do that. But the tags don't make you feel safer, do they?

Me: No they don't. The cameras make you feel safer.

Stella: That right. The cameras make me, and the rest of the women, feel safer when we are standing out here and all you blokes are in the stock room!

Why do people shoplift?

Because of the extent of the shoplifting problem in our store and because this is clearly an increasing problem it is important to determine why people shoplift. In order to address this question it was thought better to undertake questionnaires. I designed a questionnaire which addressed why people shoplift and gave this to my friends and had my friends try and get their friends to fill it in. I gave out about 30 questionnaires and got 10 back. The 5 item questionnaire can be seen below:

Questionnaire About Shoplifting

Please complete this questionnaire on shoplifting and then scan it into your computer and send it to me at dzz54@lx.ac.uk

1. Why do you shoplift? (circle your answer)
(A) Thrill (B) Wants Goods (C) Want Money for Goods (D) Don't know
(E) other.....

2. How many times have you shoplifted? (circle your answer)
(A) Once or Twice (B) Many times (C) All the time
3. How old are you?.....
4. Are you male or female?.....
5. What would stop you from shoplifting? (Circle your answer)
(A) CCTV (B) More Security Guards (C) Nothing (D) Something else

Results of Questionnaire

1. Only six people answered this question. Three people said that they shoplifted for the Thrill. one person wanted the good and the other reported that they didn't know.
2. Only six people answered this question. Four people said that they shoplifted once or twice and two people reported that they shoplifted many times.
3. The ages of the people were 17, 23, 25, 24, 23, 26, 43, 56.
4. Six of the individuals reported being male and five reported being female.
5. Only four people answered this question. Two people reported that CCTV would stop them from shoplifting, one reported nothing and one reported something else.

Interpreting the results of the questionnaire.

The results clearly suggest that people shoplift for the thrill. Also, most people shoplift only once or twice and CCTV appears to be the best bet to combat this as half of the people report that this would stop them from shoplifting.

When results were compared an interesting result was found.

Gender	Shoplifted Once or Twice	Shoplifted Many times
Male	3	0
Female	1	2

The results show that females are more likely to be serious shoplifters. This means that CCTV would be more useful in areas within the shop that have more females (e.g. make-up section).

The question of why people shoplift was also addressed through an observational study. I spent an afternoon walking around the store watching for people shoplifting. I saw one young person take an item off the shelf and place it in their coat. I followed the person to the door and had security grab her just outside the door. She was taken into the backroom where I asked her why she had shoplifted. She said that she didn't want to answer my questions, but I pushed her by saying that she was in big trouble but if she talked to me I would try and help her out. She said that shoplifting wasn't a big deal and that she only

did it a couple of times. She wanted the item she tried to shoplift, and while she had the money to buy it, if she bought it then she wouldn't have enough money to go to the cinema with her friends later in the week.

Discussion

There are several things that are clear from this research. The first is that shoplifting is a real problem that is only going to get worse. Looking at official data and interviews suggest that shoplifting is very prevalent. However, CCTV is a clear solution to the problem. More CCTV cameras should be brought into the store to stop shoplifting. Most shoplifting is committed by females who shoplift for the thrill, so females should be watched closely whenever they enter the store. An interview with the female shoplifter suggested that females will try and minimize and play down their offences. Therefore, females should be educated about the costs of shoplifting and punished severely.

(15 Marks).

2. **Triangulation** in research refers to the use of two or more theories, data sources, methods, or investigators in the study of a given phenomenon. With reference to a research topic of your choice within the defence and security sector, illustrate the applicability of any **two** of the four dimensions of the concept of triangulation.
(15 Marks).
3. With appropriate examples, explain the interrelatedness of the four philosophical foundations of research: **ontology**, **epistemology**, **axiology** and **methodology**.
(15 Marks).
4. With appropriate examples show the major differences between **quantitative** and **qualitative** approaches to research.
(15 Marks).

UNIVERSITY OF ZAMBIA

MASTER OF ARTS IN DEVELOPMENT STUDIES

ADVANCED DEVELOPMENT THINKING EXAMINATION 2016

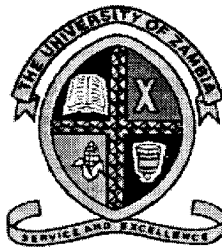
ALLOWED DURATION: THREE HOURS

SECTION A (COMPULSORY)

1. Compare and contrast dependency theory *ala* Amir Samir and Henrique Cardoso. In your opinion, which one is more relevant to explaining the development trajectory that Zambia has experienced over the past 51 years of political independence? (50 marks)

SECTION B (ANSWER ANY TWO)

2. Critically examine the articulation between the formal and informal sectors in Zambia. What are the development implications of this articulation on the informal sector? (25 marks)
3. Using Zambia as a case study, critically analyse the role of state and market in maize marketing. (25 marks)
4. To what extent was the UNIP government under President Kenneth Kaunda justified in promoting nationalisation of the economy? (25 marks)
5. To extent was the MMD government under President Frederick Chiluba justified in promoting market reforms in form of the structural adjustment programme (SAP)? (25 marks)



THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ECONOMICS
MASTERS OF ARTS IN ECONOMICS PROGRAM
FINAL EXAMINATION
ADVANCED MACROECONOMIC THEORY
ECN 5021

TIME: 09:00 to 12:00

DATE: 4th March, 2016

INSTRUCTIONS: Answer all four questions

Question one

- a) Discuss the assumptions of the Solow growth model?
- b) Assume an economy described by the Solow growth model has the following production function: $Y = F(K, L) = K^{0.4} L^{0.6}$
 - i. State the per-worker production function
 - ii. If the savings rate is 0.2 and the depreciation rate is 0.05, calculate the steady-state capital stock per worker and output per worker.
 - iii. Now suppose the government increases spending, reducing the country's savings rate to 0.1. Redo the calculations in (ii) based upon this change. What is the effect of the government spending on the economy?
- c) Consider how unemployment would affect the Solow growth model. Suppose that output is produced according to the production function $Y = K^\alpha [(1 - u)L]^{1-\alpha}$, where K is capital, L is the labor force, and u is the natural rate of unemployment. The national saving rate is s , the labor force grows at rate n , and capital depreciates at rate δ .
 - i. Express output per worker ($y = Y/L$) as a function of capital per worker ($k = K/L$) and the natural rate of unemployment. Describe the steady state of this economy.
 - ii. Suppose that some change in government policy reduces the natural rate of unemployment. Describe how this change affects output both immediately and over time. Is the steady-state effect on output larger or smaller than the immediate effect? Explain.

Question two

Consider a Diamond economy where individuals live for two periods and get utility from consumption in each period. They choose how much labour to supply in the first period and the resulting income is split between first period consumption and savings. They do not work at all in the second period. Consumers choose consumption, c_{1t} , when young and $c_{2,t+1}$ when old to maximize utility which is given by:

$$U_t = \frac{c_{1t}^{1-\theta}}{1-\theta} + \frac{1}{1+\rho} \frac{c_{2,t+1}^{1-\theta}}{1-\theta}, \quad \theta > 0, \quad \rho > -1$$

- i. Set up the Lagrangian for the individual to maximize utility subject to the budget constraint.
- ii. Obtain the Euler equation? What does it mean?
- iii. Show how does r affects the savings?

Question three

Suppose an individual lives for two periods and has utility $\ln C_1 + \ln C_2$.

- a. Suppose the individual has labour income of Y_1 in the first period of life and zero in the second period. Second period consumption is thus $(1+r)(Y_1 - C_1)$; r , the rate of return, is potentially random.
 - i. Find the first order condition for the individual's choice of C_1 .
 - ii. Suppose r changes from being certain to being uncertain, without any changes in $E[r]$. How if at all, does C_1 respond to this change?
- b. Suppose the individual has labour income of zero in the first period and Y_2 in the second period. Second period consumption is thus $Y_2 - (1+r)C_1$. Y_2 is certain; again, r , may be random.
 - i. Find the first order condition for the individual's choice of C_1 .
 - ii. Suppose r changes from being certain to being uncertain, without any changes in $E[r]$. How if at all, does C_1 respond to this change?

Question three

- a) Develop a model of the Permanent Income Hypothesis? What is the difference between transitory income and permanent income?
- b) Develop a baseline model for investment? Discuss the short-comings of this model?
- c) Consider a household with utility given by

$$U = \int_{t=0}^{\infty} e^{-\rho t} u(C(t)) \frac{L(t)}{H} dt$$

and the instantaneous utility function takes the form

$$u(C(t)) = \frac{C(t)^{1-\theta}}{1-\theta}$$

$$\theta > 0, \rho - n - (1 - \theta)g > 0$$

Assume that the real interest rate is constant and let Z denote the household's initial wealth plus the present value of its lifetime labour income (the right hand side of the budget constraint). Find the utility maximising path for C given r, Z , and the parameters of the utility function.

Good Luck!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2015/2016 FINAL EXAMINATIONS

ECN 5101: STATISTICS FOR ECONOMICS AND ECONOMETRICS

TIME ALLOWED: 3 HOURS

INSTRUCTIONS: WRITE ANSWERS TO SECTION ONE AND SECTION TWO IN SEPARATE ANSWER BOOKS

SECTION ONE (STATISTICS)

NB: ANSWER QUESTION 1 AND ANY ONE OTHER QUESTION IN THIS SECTION

Q1 Answer the following questions:

- a) Suppose a sample space $S = \{a, b, c, \}$. Write out the Borel field derived from S .
- b) Define and illustrate Bonferoni's inequality. What does it depict?
- c) Explain and illustrate the concept of bootstrapping. What are its advantages?
- d) With the help of an illustration, distinguish between the situations indicated by the following three bullets:
 - Normal independence and also conditional independence;
 - Normal independence but not conditional independence;
 - Normal dependence but conditional independence;
- e) Explain the rationale for moment generating functions.
- f) Explain and illustrate graphically the concept of a fat-tailed distribution. What is their relevance in finance and economics?
- g) Why are many probability distributions described more appropriately as a "family of distributions" than as a single distribution? Give examples and graphical illustrations.

Q3 Solve the following problems:

- a) A land developer has plans for having 24 acreages in his development west of Lusaka. During the development of the 24 sites, water testing has suggested that 5 of the sites have water problems such that the wells on these sites do not have water that meets local drinking standards. If 4

- potential purchasers decided to visit the acreage sites, what is the probability that exactly one purchaser visits a site with water problems?
- b) As per the latest statistics (updated to September 2015) on the ethnic distribution of the Zambian population, 23% of the population is Bemba. Suppose a random sample of 4 individuals is chosen from the population, what is the probability that one will be Bemba?
 - c) A newly-wed couple has plans to have children and will continue until the first girl. What is the probability that there are two boys before the first girl?
 - d) At the UNZA branch of Barclays Bank, it is observed that on an average 15 customers arrive every hour. What is the probability that a teller will wait for 5 minutes to serve a customer?
 - e) Using the properties of the gamma function, calculate: $\Gamma 5$; $\Gamma 5/2$.

Q3 Explain, giving reasons, which, in your opinion, will be the most appropriate probability distribution for each of the following problems. (NB: You are not required to solve any of them).

- a) The 2012 Environmental Flow Specialist study of the Environmental Social Impact Assessment (ESIA) has estimated that the probability of the maximum flow exceeding 2006 cubic metres per second on the Zambezi River is 80%. The common terminology for a flow exceeding a given value is exceedence. Further, the peak flow in any year is independent from year to year. We want to know the probability of an exceedence occurring in year 3 but not in year 1 or 2.
- b) An insurance company wants to assess the property damage caused by the flooding of a river. It is reasonable to assume that damage is a function of the distance from the river.
- c) A patient is waiting for a suitable matching kidney donor for a transplant. The probability of a randomly selected donor being a suitable match is given as 0.1. We want to know the expected number of donors who will be tested before a matching donor is found.
- d) 3 different computers are selected from 10 in the department. 4 of the computers have illegal software loaded. What is the probability that 2 of the 3 selected computers have illegal software loaded?
- e) Oliver Mutale, a student studying in Grade Six, decides to sell cupcakes in order to raise funds for a field trip. There are 30 houses in the neighbourhood and Oliver decides not to return home until he sells 5 cupcakes. So he goes door to door selling cupcakes. At each house, there is a probability of 0.4 of selling one cupcake and a 0.6 probability of selling nothing. What is the probability that Oliver finishes on the 10th house?

SECTION TWO (ECONOMETRICS)

Answer any 2 Questions from this section.

Q4. Consider the model:

$$y = X\beta + \epsilon$$

$$E[\epsilon/X] = 0$$

$$E[\epsilon\epsilon^T/X] = \sigma^2 I_n$$

$$\text{Rank}(X) = K \leq n$$

- a) Show that the OLS estimator of β is unbiased and efficient?
- b) Derive the OLS estimator of β .
- c) Using your OLS estimator in b) above demonstrate why it is important to assume normality of the residuals when the model is based on a finite sample.
- d) Show that $\frac{e^T e}{n-K}$ is an unbiased estimator of σ^2 .

Q5. Suppose you have the following model:

$$y = X\beta + \epsilon$$

$$E[\epsilon/X] \neq 0$$

$$E[\epsilon\epsilon^T/X] = \sigma^2 I_n$$

$$\text{Rank}(X) = K \leq n$$

- a) What is the consequence of $E[\epsilon/X] \neq 0$?
- b) State two properties of instruments.
- c) Suppose Z is an n by K matrix of instruments for X , derive the generalized instrumental variable of β ?
- d) Give three possible causes of the failure of the assumption that $E[\epsilon/X] = 0$.

Q6. Consider two regressions one restricted and the other unrestricted as follows:

$$y = X\beta + u$$

And

$$y = X\beta + Z\gamma + u$$

- a) State the Frisch-Waugh Theorem.
- b) Show that in the case of mutually orthogonal regressors, the OLS estimates of β from the two regressions are identical.
- c) Derive the estimate of $\hat{\gamma}$ in the second regression
(hint: $M_X = I - X(X^T X)^{-1} X^T$)

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2015/2016 ACADEMIC YEAR: MID-YEAR EXAMINATIONS

ECN 5201: MATHEMATICAL TECHNIQUES AND PROGRAMMING

INSTRUCTION: Answer ALL questions in Section A and any 2 questions in Section B.

Time: Three hours

Section 1: Answer all questions in this section

Question 1:

Solve the following control problem

$$\max_{u(t) \in (-\infty, \infty)} \int_0^1 [1 - (u(t))^2] dt, \quad \dot{x}(t) = x(t) + u(t) \quad x(0) = 1, \quad x(1) \text{ free}$$

Question 2:

Given the following variational problem

$$\text{Max} \int_0^1 (10 - \dot{x}^2 - 2x\dot{x} - 5x^2)e^{-t} dt, \quad x(0) = 0, \quad \text{and} \quad x(1) = 1$$

- a) Solve the variational problem
- b) what is the optimal condition if the terminal condition is $x(1)$ free?
- c) what is the optimal condition if the terminal condition is $x(1) \geq 2$

Question 3:

- a) Find the candidate solutions for the following constrained optimisation problem:

$$f(x_1, x_2) = x_1 x_2;$$

$$\text{subject to: } g(x, x_2) = x_1^2 + x_2^2 \leq 1$$

- b) Given the equation $u = \int_0^1 t \left(\frac{dx}{dt} \right)^2 dt$

Use knowledge acquired in this course, find the Euler equation and solve for the extremal

Section 2: Answer only two of the following questions

Question 4

A monopolist wants to maximise profits over a given interval of time $[t_0, t_1]$; where his demand per unit of time is $x = aP + b + \alpha \dot{P}$ where P stands for a price and where his cost function $c = \delta x^2 + \beta x + \gamma$, where $a, b, \alpha, \gamma, \delta, \beta$ are constants.

Find the function $P(t)$ which maximise the value $u = \int_{t_1}^{t_2} [xP - c(x)]dt$, $x = \phi(P, \dot{P})$ and where the boundary conditions give $P=P_0$ when $t=t_0$ and $P=P_1$ when $t=t_1$

Question 5

Find the general solutions to the following first order systems:

$$\dot{y} = 2y - 3x$$

$$\dot{x} = -y + t$$

Question 6

Given the following problem:

$$\text{maximise } f(x, y) = x^2 y$$

$$\text{subject to : } 2x^2 + y^2 = 3$$

Solve for all values of x, y and lagrangian multiplier

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2015/2016 ACADEMIC YEAR: MID-YEAR EXAMINATIONS

ECN 5201: MATHEMATICAL TECHNIQUES AND PROGRAMMING

INSTRUCTION: Answer ALL questions in Section A and any 2 questions in Section B.

Time: Three hours

Section 1: Answer all questions in this section

Question 1:

Solve the following control problem

$$\max_{u(t) \in (-\infty, \infty)} \int_0^1 [1 - (u(t))^2] dt, \quad \dot{x}(t) = x(t) + u(t) \quad x(0) = 1, \quad x(1) \text{ free}$$

Question 2:

Given the following variational problem

$$\text{Max} \int_0^1 (10 - \dot{x}^2 - 2x\dot{x} - 5x^2)e^{-t} dt, \quad x(0) = 0, \quad \text{and} \quad x(1) = 1$$

- a) Solve the variational problem
- b) what is the optimal condition if the terminal condition is $x(1)$ free?
- c) what is the optimal condition if the terminal condition is $x(1) \geq 2$

Question 3:

- a) Find the candidate solutions for the following constrained optimisation problem:

$$f(x_1, x_2) = x_1 x_2;$$

$$\text{subject to: } g(x, x_2) = x_1^2 + x_2^2 \leq 1$$

- b) Given the equation $u = \int_0^1 t \left(\frac{dx}{dt} \right)^2 dt$

Use knowledge acquired in this course, find the Euler equation and solve for the extremal

Section 2: Answer only two of the following questions

Question 4

A monopolist wants to maximise profits over a given interval of time $[t_0, t_1]$; where his demand per unit of time is $x = aP + b + \alpha \dot{P}$ where P stands for a price and where his cost function $c = \delta x^2 + \beta x + \gamma$, where $a, b, \alpha, \gamma, \delta, \beta$ are constants.

Find the function $P(t)$ which maximise the value $u = \int_{t_1}^{t_2} [xP - c(x)]dt$, $x = \phi(P, \dot{P})$ and where the boundary conditions give $P=P_0$ when $t=t_0$ and $P=P_1$ when $t=t_1$

Question 5

Find the general solutions to the following first order systems:

$$\begin{aligned}\dot{y} &= 2y - 3x \\ \dot{x} &= -y + t\end{aligned}$$

Question 6

Given the following problem:

$$\begin{aligned}\text{maximise } f(x, y) &= x^2 y \\ \text{subject to : } 2x^2 + y^2 &= 3\end{aligned}$$

Solve for all values of x, y and lagrangian multiplier

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2015-2016 ACADEMIC YEAR FINAL EXAMINATIONS

ECN 5604: RESEARCH METHODS IN ECONOMICS

TIME: THREE (3) HOURS

INSTRUCTION: ANSWER ALL QUESTIONS

TOTAL MARKS (100)

Question 1

Your colleague wishes to generate a research idea in the field of Economics. She has examined her own strengths and interests and has read some review articles, but has failed to find an idea about which she is excited. She comes and asks you for advice. Suggest some techniques that your colleague could use to find a suitable research topic and justify your choices

[10 MARKS]

Question 2

The following extract and associated references are taken from the empirical literature review in a final research proposal done by an MA student at the University of Zambia. The student explains that the research intends to identify the factors that determine poverty in Zambia especially among rural farmers. The student states 3 specific objectives as 1) To estimate the relationship poverty and GDP growth 2) To analyse factors positively related to poverty 3) To make policy recommendations

“(Krongkaew et al. 2013) tried to explore the impact of Agriculture Growth, Trade openness and Employment in Agriculture on Poverty Reduction. Time series data from 1980-2010 has been used. Co-integration and Error Correction Model was applied on this data. The empirical evidence of this paper tells that all the variables have a strong and statistically significant impact on Poverty Reduction. (Phim 2012) tried to find the impact of Remittance on Economic Growth and Poverty. Time series data from 1973-2010 had been used. ARDL technique was applied on this data. The findings of this study tells that remittances affect economic growth positively and significantly. Furthermore, the study also found that remittances have a strong and statistically significant impact on poverty reduction. (Jan et al. 2008) tried to find the impact of FDI on poverty reduction in Pakistan. Time series data from 1973 to 2003 was used his paper. ARDL and Error correction Model were used to find long run and short run relation relationships. Findings of the study show that all variable are significant and have negatively impact on poverty.....”

Identify and discuss all the problems with this extract.

[5 MARKS]

Question 3

Using your research proposal as an example, demonstrate the role and influence of relevant theory

[10 MARKS]

Question 4

Your final research paper has been graded with a suggestion that you make a clearer distinction between your results and conclusions? How would you go about it?

[5 MARKS]

Question 5

You are tasked with designing the methodology for a research study. In presenting your methodology, provide details, explain your choices, and justify each decision. In essence, you are simply required to provide details of the methodology for the research proposal that you submitted. A brief guide that you can adapt and use, depending on your proposal, is provided below. You are encouraged to include additional details as necessary.

- State your research objectives, research questions and hypotheses
- Research design: Indicate the type of research study you are going to do and justifying your choice.
- Describe the population and sample and/or data to be used and sources. Discuss limitations of sample or data, if any.
- Variables: Define major variables: independent and dependent variables
- Data analysis: For each research objective or question and hypothesis, how you will analyze the data, which statistic you will use (and justify this choice), what tests of, homoscedascity, collinearity, stationarity etc. will you do? Reliability & Validity, address how you will assure these aspects of research.

[20 MARKS]

Question 6

A friend of yours is considering returning to University to pursue a Master's degree in Economics. After reviewing the program requirements, she asks you "Why do I need to take a course in research methods? I don't want to be a researcher, how could that course possibly help me?"

- a) Provide a response to your friend's question that describes the short term (as a student) and long term (career related) benefits of a research methods course for a graduate student.
- b) Compare and contrast the quantitative and qualitative approaches to research. Include in your response a brief discussion or an example of how the two approaches can complement each other (how they can work together).

[10 MARKS]

Question 7

Acknowledging the limitations of your research is an important stage in the research process? Why?

[5 MARKS]

Question 8

African countries have had the notoriety of being characterized by unsustainable external debt. Despite several announced intents by world development agencies to reverse this trend, there appears to be only minimal progress. As an economist, you are concerned about the burgeoning debt burden some African countries are accumulating and you decide to examine the relationship between external debt and economic growth. Develop a plan that could be used to study this relationship. Include a description of the following in your response: 1. Research questions/hypotheses, including definitions of your variables/terms 3. Data to use 4. Analysis – how might you analyze your results and answer your questions. You may make any assumptions that you wish about the situation, but include them in your response. You may also include additional components in your research plan (other than the 5 listed above) as you feel necessary.

[15 MARKS]

Question 9

Write short notes on

- a) Objectives of research
- b) Problem statement and justification of the study
- c) Research methods and research methodology

[15 MARKS]

Question 10

Distinguish between an experiment and a survey. Explain fully the survey method of research

[5 MARKS]

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF ECONOMICS

ECONOMIC POLICY MANAGEMENT PROGRAMME

FINANCIAL MANAGEMENT FOR POLICY

SUPPLEMENTARY EXAMINATION

INSTRUCTIONS TO CANDIDATE

TIME ALLOWED:3 HOURS

ANSWER ALL QUESTIONS

QUESTION 1

KXP Co is an e-business which trades solely over internet. In the last year the company had sales of \$15 million. All sales were on 30 day's credit to commercial customers.

Extracts from the company's most recent statement of financial position relating to working capital are as follows:

	\$'000
Trade receivables	2,466
Trade payables	2,220
Overdraft	3,000

In order to encourage customers to pay on time, KXP Co proposes introducing an early settlement discount of 1% for payment within 30 days, while increasing its normal credit period to 45 days. It is expected that, on average, 50% of customers will take the discount and pay within 30 days, 30% of customers will pay after 45 days, and 20% of customers will not change their current paying behaviour.

KXP Co currently orders 15,000 units per month of product Z, demand for which is constant. There is only one supplier of product Z and the cost of product Z purchases over the last year was \$540,000. The supplier has offered a 2% discount for orders of product Z of 30,000 units or more. Each order costs KXP Co \$150 to place and the holding cost is 24 cents per unit per year.

KXP Co has an overdraft facility charging interest of 6% per year.

Required

(a) Calculate the net benefit or cost of the proposed changes in trade receivables policy and comment on your findings. 13 marks

(b) Calculate whether the bulk purchase discount offered by the supplier is financially acceptable and comment on the assumptions made by your calculation. 12 marks

TOTAL 25 MARKS

QUESTION 2

(a) The following financial information is available for KJI.

	20X6	20X7	20X8	20X9
Earnings attributed to ordinary shareholders	\$200m	\$225m	\$205m	\$230m
Number of ordinary shares	2,000m	2,100m	2,100m	1,900m
Price per share	220c	305c	290c	260c
Dividend per share	5c	7c	8c	8c

Required:

- (a) Calculate KJI's earnings per share, dividend cover and price/earnings ratio. Explain the meaning of each of these terms and why investors use them. (15 marks)

(b) Assume that you are the treasurer of QW, a company with diversified, international interests. The company wishes to borrow \$10 million for a period of three years. Your company's credit rating is good and current market data suggests that you could borrow at a fixed rate of interest at 8% per annum. You believe that interest rates are likely to fall over the next three years, and favour borrowing at a floating rate.

Required:

Describe and discuss different types of interest rate risk (10 marks)
Total 25 Marks)

QUESTION 3

ASOP is considering an investment in new technology that will reduce operating cost through increasing energy efficiency and decreasing pollution. The new technology will cost \$1 million and have a four year life, at the end of which it will have a scrap value of \$100,000.

A licence fee of \$104,000 is payable at the end of the first year. The licence fee will increase by 4% per year in each subsequent year.

The new technology is expected to reduce operating costs by \$5.80 per unit in current price terms. This reduction in operating costs is before taking in to account of expected inflation of 5% per year.

Forecast production volumes of product P over the life of the new technology are expected to be as follows:

Year	1	2	3	4
Production (units per year)	60,000	75,000	95,000	80,000

investment on a 25% reducing balance basis. The company pays taxation one year in arrears at an annual rate of 30%. ASOP uses a cost of capital of 11% per year.

Required

- (a) Calculate the net present value of the proposed investment in the new technology. (15 marks)
- (b) Advise on the acceptability of the proposed investment in product P and discuss the limitations of the evaluations you have carried out. (10 marks)

Total 25 Marks

QUESTION 4

It is currently June 2009. Collingham Co produces electronic measuring instruments for medical research. Collingham's accounting statements for the last financial year are summarized below. Non-current assets, including freehold land and premises, are shown at historic cost net of depreciation. The debenture is redeemable in two years although early redemption without penalty is permissible.

Income statement for the year ended 31 December 2008

	\$m
Revenue	80.0
Cost of sales	(70.0)

Operating profit	10.0
Interest charges	(3.0)

Profit before tax	7.0
Tax	(1.0)

Profit attributable to ordinary shareholders	6.0
Dividends	(0.5)

Retained earnings	5.5

Balance sheet as at 31 December 2008

	\$m	\$m
Non-current assets		
Land and premises	10.0	
Machinery	20.0	
	-----	30.0
Current assets		
Inventories	10.0	
Receivables	10.0	
Cash	3.0	
	-----	23.0

		53.0

Issued share capital		4.0
Retained earnings		24.0
14% Debentures		5.0
Current liabilities		
Trade payables	15.0	
Bank overdraft	5.0	
	-----	20.0

		53.0

The following information is also available regarding key financial indicators for Collingham's industry.

Return on equity	23%
Operating profit margin	10%
Current ratio	1.8:1
Acid test ratio	1.1:1
Total gearing	18%
Interest coverage	5.2 times
Dividend cover	2.6 times

Required

- Discuss the performance and financial health of Collingham in relation to that of the industry as a whole. (16 marks)
- Explain the meaning of transaction risk, translation risk and economic risk (09 marks)

Total 25 Marks

Formulae Sheet

$$\text{Economic order quantity} \quad \text{EOQ} = \frac{2CoD}{Ch}$$

$$\text{The dividend growth model} \quad P = \frac{D(1+g)}{(r-g)}$$

$$\text{Interest cover} = \frac{\text{Profit before interest and tax}}{\text{Interest paid}}$$

$$\text{Dividend cover} = \frac{\text{Profit available for ordinary shareholders}}{\text{Dividend for the year}}$$

$$\text{Earnings per share} = \frac{\text{Profit available for ordinary shareholders}}{\text{No. of equity shares in issue}}$$

$$\text{Price Earnings(P/E)ratio} = \frac{\text{Current share price}}{\text{Earnings Per Share}}$$

$$\text{Equity gearing} = \frac{\text{Preference share capital + long-term debt}}{\text{Ordinary share capital and reserves}} \times 100$$

$$\text{Total gearing} = \frac{\text{Preference share capital + long-term debt}}{\text{Total capital}} \times 100$$

Present Value Table

Present value of 1 i.e. $(1 + r)^{-n}$

Where r = discount rate

n = number of periods until payment

		Discount rate (r)									
Periods	(n)	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%
1		0.990	0.980	0.971	0.962	0.952	0.943	0.935	0.926	0.917	0.909
2		0.980	0.961	0.943	0.925	0.907	0.890	0.873	0.857	0.842	0.826
3		0.971	0.942	0.915	0.889	0.864	0.840	0.816	0.794	0.772	0.751
4		0.961	0.924	0.888	0.855	0.823	0.792	0.763	0.735	0.708	0.683
5		0.951	0.906	0.863	0.822	0.784	0.747	0.713	0.681	0.650	0.621
6		0.942	0.888	0.837	0.790	0.746	0.705	0.666	0.630	0.596	0.564
7		0.933	0.871	0.813	0.760	0.711	0.665	0.623	0.583	0.547	0.513
8		0.923	0.853	0.789	0.731	0.677	0.627	0.582	0.540	0.502	0.467
9		0.914	0.837	0.766	0.703	0.645	0.592	0.544	0.500	0.460	0.424
10		0.905	0.820	0.744	0.676	0.614	0.558	0.508	0.463	0.422	0.386
11		0.896	0.804	0.722	0.650	0.585	0.527	0.475	0.429	0.388	0.305
12		0.887	0.788	0.701	0.625	0.557	0.497	0.444	0.397	0.356	0.319
13		0.879	0.773	0.681	0.601	0.530	0.469	0.415	0.368	0.326	0.290
14		0.870	0.758	0.661	0.577	0.505	0.442	0.388	0.340	0.299	0.263
15		0.861	0.743	0.642	0.555	0.481	0.417	0.362	0.315	0.275	0.239
(n)		11%	12%	13%	14%	15%	16%	17%	18%	19%	20%
1		0.901	0.893	0.885	0.877	0.870	0.862	0.855	0.847	0.840	0.833
2		0.812	0.797	0.783	0.769	0.756	0.743	0.731	0.718	0.706	0.694
3		0.731	0.712	0.693	0.675	0.658	0.641	0.624	0.609	0.593	0.579
4		0.659	0.636	0.613	0.592	0.572	0.552	0.534	0.516	0.499	0.482
5		0.593	0.567	0.543	0.519	0.497	0.476	0.456	0.437	0.419	0.402
6		0.535	0.507	0.480	0.456	0.432	0.410	0.390	0.370	0.352	0.335
7		0.482	0.452	0.425	0.400	0.376	0.354	0.333	0.314	0.296	0.279
8		0.434	0.404	0.376	0.351	0.327	0.305	0.285	0.266	0.249	0.233
9		0.391	0.361	0.333	0.308	0.284	0.263	0.243	0.225	0.209	0.194
10		0.352	0.322	0.295	0.270	0.247	0.227	0.208	0.191	0.176	0.162
11		0.317	0.287	0.261	0.237	0.215	0.195	0.178	0.162	0.148	0.135
12		0.286	0.257	0.231	0.208	0.187	0.168	0.152	0.137	0.124	0.112
13		0.258	0.229	0.204	0.182	0.163	0.145	0.130	0.116	0.104	0.093
14		0.232	0.205	0.181	0.160	0.141	0.125	0.111	0.099	0.088	0.078
15		0.209	0.183	0.160	0.140	0.123	0.108	0.095	0.084	0.074	0.065

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF ECONOMICS

ECONOMIC POLICY MANAGEMENT PROGRAMME

FINAL EXAMINATION

MANAGEMENT ACCOUNTING FOR POLICY

21 MARCH 2015

09.00 – 12.00 HOURS

INSTRUCTIONS TO CANDIDATES

TIME ALLOWED:3 HOURS

ANSWER ALL FOUR QUESTIONS

TOTAL MARKS:100

(b) to calculate rate and efficiency variances for the direct labour employed by each of Department 1 and 2 **8 marks**

(c) to suggest one possible reason for each of the variances shown in your answers to (a) and (b) above **5 marks**

Total 25 marks

Q 2.As finance manager,you are part of the team responsible for preparing cash budget for the six months ending 31 December 2012.

Trading forecasts for the six months ending 31 December 2012

	Sales in Units	Purchases	Wages	Overheads	Purchase of fixed assets	Issue of shares	Dividends
	-----	-----	-----	-----	-----	-----	-----
		\$	\$	\$	\$	\$	\$
May	4,000	12,000	8,000	7,000			
June	4,200	13,000	8,000	7,000			
July	4,500	14,000	8,000	7,000			
August	4,600	18,000	10,000	7,000			
Sept	4,800	16,000	10,000	7,000		20,000	
Oct	5,000	14,000	10,000	8,000			10,000
Nov	3,800	12,000	12,000	8,000	30,000		
Dec	3,000	12,000	12,000	8,000			

- The selling price of your organization's product in May 2012 is estimated at \$ 6 per unit and this is to be increased to \$8 per unit in October.50% of sales are for cash and 50% are on credit, to be paid two months later.
- Purchases are to be paid for two months after purchase.

- Wages are to be paid 75% in the month incurred and 25% in the following month.
- Overheads are to be paid in the month after they are incurred.
- The fixed assets are to be paid for in three equal instalments in the three months following purchase.
- Dividends are to be paid three months after they are declared and the receipts from the share issue are budgeted to be received in the month of issue.

Required:

(a) Prepare a cash budget for six months ending 31 December 2012.

17 marks

(b) Comment upon the results, highlighting those areas that you wish to draw to the attention of the budget committee

8 marks

Total 25 marks

Q 3. You are the financial analyst of a cinema chain and prepared the following budgets for the coming year based upon a ticket price of \$4.

	Reading	Newbury	Basigstoke	Total
	\$	\$	\$	\$
Budgeted ticket receipts	1,600,000	1,200,000	800,000	3,600,000
	-----	-----	-----	-----
Costs:				
Film hire	500,000	400,000	390,000	1,290,000
Wages and salaries	300,000	250,000	160,000	710,000
Overheads	500,000	400,000	350,000	1,250,000
	-----	-----	-----	-----
	1,300,000	1,050,000	900,000	3,250,000
	-----	-----	-----	-----

Included in the overhead figure are the head office fixed costs that amount to \$720,000. These have been allocated to each cinema on the basis of budgeted ticket receipts. All other costs are variable.

Required:

- (a) Prepare marginal costing statements to show contributions for each cinema and contribution and profit for the overall chain . **15 marks**
- (b) Calculate the contribution per ticket sale at each cinema **5 marks**
- (c) Calculate the margin of safety in revenue for the chain **5 marks**

Total 25 marks

Q4. A company expects to use 1,000 kgs of material Q next year. The material will be used at an even rate throughout the year. It is expected that the cost of placing an order will be \$50 per order and the cost of holding one unit of material in stock will be \$3 per annum.

The economic order quantity can be calculated by constructing a table of values. Shown below is a partially completed table of values for the order sizes that are available for material Q.

Order size	No of orders	Average stock	Ordering cost	Holding cost	Total cost
Units		units	\$	\$	\$
100	10	(a)	(e)	(i)	(m)
200	5	(b)	(f)	(j)	(n)
500	2	(c)	(g)	(k)	(o)
1,000	1	(d)	(h)	(l)	(p)

Required:

- (a) Calculate and tabulate the values of each of the letters (a) to (p) above, that are needed to complete the table correctly. **20 marks**

- (b) Calculate the economic order quantity for Material Q for next year. **5 marks**

Total 25 marks

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS - ECONOMIC POLICY MANAGEMENT
PROGRAM

2014 ACADEMIC YEAR SECOND-TERM DEFERRED/SUPPLEMENTARY EXAMINATIONS

EPM 5222 : STRATEGIC PLANNING AND MANAGEMENT

TIME : THREE (3) HOURS

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

SECTION A

1. Imagine that you have been hired to prepare a course outline in Strategic Planning and Management, for use in a new Master of Arts Economic Policy Management (EPM) Program to be launched in a SADC country where such a program does not yet exist. The program is to be taught over a period of 12 weeks.
 - (a) Write a course outline consisting of 12 key topics, presented in a logical order, which you believe should be taught in such a program. (NB: The course outline should not include anything else apart from a list consisting of the 12 key topics).
 - (b) Write the titles of three textbooks which you would recommend for use in the course. (Present the books according to the following format: Author's last name, author's initials. Year of publication of the book. Title of the book).
 - (c) Suggest *innovative* ways in which the students in the program should be examined, and justify your suggestion.
 - (d) What else would you recommend for inclusion in the program which EPM Zambia has not included in its program?

(20 Marks)

SECTION B

2. What are cooperative strategies? Write a concise essay in which you outline and critically examine the various types of cooperative strategies in use. In so doing, comment briefly also on the reasons why such strategies are, or may be opted for.

(15 Marks)

3. Strategy implementation involves, among other things, initiating and managing change. Discuss.

(15 Marks)

4. What is meant by the term “organization culture”? Write a concise essay in which you describe the various types of organization culture. In so doing, illustrate also the connection that exists between organization culture and strategy implementation.

(10 Marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
ECONOMIC POLICY MANAGEMENT PROGRAMME**

**2014/15 ACADEMIC YEAR 3rd TRIMESTER
SUPPLEMENTARY EXAMINATIONS**

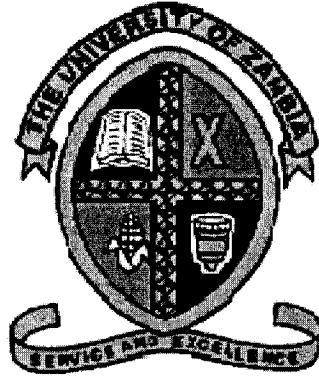
EPM 5515: HUMAN RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY OTHER THREE QUESTIONS

-
1. Why have health and safety become fundamental issues at places of work today? What steps and actions should organizational Managers take to promote health and safety at places of work? Illustrate your answer with relevant examples from organizations you know.
 2. Globalization has posed challenges for the future of the Human Resource Management profession. Exemplify the impact of globalization on Zambia's Human Resource Management practices and suggest ways in which to cope with the identified challenges.
 3. As Human Resource Manager of a Computer sales company, advise its Management on the most effective strategy for the company to attain improved performance and sustained competitive advantage. In doing so, critically describe the purposes, features and company specific distinctive capabilities of performance management you would evoke in proposing a convincing strategy for attaining and sustaining competitive advantage through people.
 4. Critically discuss **three** of the following terms in Human Resource Management?
 - i) Human Resource Planning
 - ii) Job Analysis
 - iii) Health and Safety at the work place
 - iv) Employee Relations
 5. Motivating staff is a very important strategy for improving the production and productivity of people in organizations. Identify and critically discuss four approaches to leadership and the roles which leadership can play in sustaining staff motivation in organizations.
 6. Human Resource Management is referred to as "a strategic issue"? Why is it referred to as such? Using a critical analysis of the evolution, growth and development of the current conception of Human Resource Management, exemplify this view.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND POST-GRADUATE STUDIES**

EPS 5135 MID YEAR EXAMINATIONS

There are 3 questions in this test paper. Please answer all.

1. You are a school administrator in a school that is very secular and people in the PTA feel that morality should not be taught at schools and should be left to parents. As the school administrator, explain Kohlberg's theory of moral development and defend why morality should continue to be taught at your school.
2. Using real life examples, explain Erick. H Erickson's theory of personality development and its influence on education.
3. Pezo is 14 years old. She started school at the age of 4 at LICEF School, she was doing very well at school until grade two when her father was jailed for a particular crime. During the time he was in jail the mother would take Pezo to visit her father every fortnight. However, during the 9 years the father was in Jail Pezo became close to the uncle who was always there to help her with school work. Unfortunately, the uncle passed on last year just before the father was released from jail. The father was released from jail in October during the presidential pardoning on 24th October. Upon being released the father started going through Pezo's books and he realised that she has regressed in school work. He became so tough on Pezo such that she become so uncomfortable around him, she even went to an extent of calling him a very bad man.

When the mother realised that there was tension between the father and child she reported the matter to church and took the child to the counselling which took place for some time. The mother also decided to change a few things in the home such as having prayer sessions and eating together as a family.

Using the ecological systems identify four things from the above story that would represent;

- a) The microsystem
- b) The mesosystem
- c) The macrosystem
- d) The chronosystem

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2014/2015 SUPPLEMENTARY/DEFERRED EXAMINATIONS
EPM 5122: MACROECONOMICS FOR POLICY
Regular Class

TIME ALLOWED : THREE HOURS

INSTRUCTIONS:

- 1) ANSWER ANY THREE (3) QUESTIONS OUT OF FIVE (5). ALL QUESTIONS ARE EQUALLY WEIGHTED
- 2) USAGE OF IPAD AND SMART PHONE IS NOT ALLOWED.
- 3) HOWEVER, ONLY SCIENTIFIC CALCULATORS ARE ALLOWED.
- 4) VIOLATION OF THESE RULES WILL RESULT IN DISQUALIFICATION.
- 5) DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Question 1

Assuming that inflation is currently at 7% and that it is a function of unemployment. We also assume that the economy is at its full employment level. We also know that the interaction between a policy maker and an economy can be sequenced in the following three steps:

- Announcement of 5 % inflation target
- Choice of the level of anticipate inflation that is consistent with the announced policy (i.e. the economy will be positioned on the short run Phillips curve at full employment)
- Policy implementation seeks to achieve a DECREASE in short-run unemployment and 5% inflation.

Using augmented Phillips Curves analysis, explain how a contractionary monetary policy would lead to a decrease in inflation, to 5% percent, and the economy would still remain at its full employment level in the long run (20 marks)

Question 2

Given an open economy, answer the questions that follow.

- (a) Explain how the exchange rate appreciation will affect exports, imports and equilibrium output. (12 marks)
- (b) Explain how a devaluation will affect the current account and the balance of payments (8 marks)

Question 3

Assuming that the internal equilibrium is below the external equilibrium, and that the exchange rate regime is flexible and capital flows are immobile (i.e. not perfectly immobile).

- (a) With the aid of a diagram, explain the implication of this condition on the balance of payments position. (8 marks)
- (b) How would monetary and fiscal policies be implemented in order to equate both the external and internal equilibria? (8 marks)
- (c) What should government do to maintain a stronger exchange rate? (4 marks)

Question 4

Using the IS-LM model, analyse the following situation:

The effects of an increase and a decrease in money supply on the equilibrium income and interest rate, when

- a. the LM curve is horizontal (7 marks)
- b. the LM curve is vertical (7 marks)
- c. the LM curve is upward sloping (6 marks)

Question 5

Given that the short run macroeconomic equilibrium is on the right of the long run aggregate supply curve.

- (a) Using a diagram, explain how a policy maker could cause the economy to degenerate into a recessionary condition. (7 marks)
- (b) What macroeconomic policies need to be implemented to bring the economy in a steady state? (6 marks)
- (c) If the short run macroeconomic equilibrium is equal to the long run aggregate supply, with the aid of a diagram, explain how an external supply shock would impact on the equilibrium real GDP and the price level. (7 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2014/2015 SUPPLEMENTARY/DEFERRED EXAMINATIONS
EPM 5122: MACROECONOMICS FOR POLICY

TIME ALLOWED : THREE HOURS

INSTRUCTIONS : ANSWER FOUR QUESTIONS IN ALL, TWO FROM EACH SECTION. USE SEPARATE ANSWER SHEETS FOR SECTION 1 AND SECTION 2

Marks will be allocated on the basis of a concise and correct and not long answer

SECTION 1: ANSWER TWO QUESTIONS (25 MARKS EACH)

Question one

Evaluate how monetary and fiscal policies affect investment spending.

Question two

Critically analyse the costs of both unemployment and inflation.

Question three

Outline the main problems policymakers encounter in managing the macroeconomy.

Question four

Evaluate why modern consumption theories emphasise lifetime decision-making.

SECTION 2: ANSWER TWO QUESTIONS (25 MARKS EACH)

Question five

Derive the IS-LM framework and show what determines national income for any given price level.

Question six

Analyze the impact of a decrease in the money supply on the interest rate, income, consumption? and investment?

Question seven

Use the *IS-LM* model to predict the effects of each of the following shocks on income, the interest rate, consumption, and investment. In each case, explain what the Central Bank should do to keep income at its initial level.

- a) After the invention of a new high-speed computer chip, many firms decide to upgrade their computer systems.
- b) A wave of credit-card fraud increases the frequency with which people make transactions in cash.
- c) A best-seller titled *Retire Rich* convinces the public to increase the percentage of their income devoted to saving.

Question eight

- a) What are the two main external accounts of a country? Discuss the main components of the BoP?
- b) In the late 1980s, Zambia experienced continuous current account deficits. What do you think are the main causes of a current account deficit? What would be the effect of a continued deficit on the macro economy?
- c) Explain how the Zambian government can deal with an overall balance of payments deficit or surplus.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES
AND
SOCIAL SCIENCES
ECONOMICS DEPARTMENT
ECONOMIC MANAGEMENT PROGRAMME
EPM5145 ECONOMETRICS
SUPPLEMENATRY EXAMINATION
TIME ALLOWED 3 HOURS
AUGUST 2015

Instructions

Answer *ALL* questions

1.
 - (a) (1 point) Indicate whether true or false.
 - (b) (1 point) The normality of errors assumption ensures that the OLS estimators are BLUE.
 - (c) (1 point) One can choose between two OLS regressions with different dependent variables using their respective r^2
 - (d) (1 point) Multicollinearity is a situation when there is no enough variability in explanatory variable.
 - (e) (1 point) The "Linear Regression" assumption refers to a regression equation being linear in parameters
2. Consider the following equation model: $y = \alpha + \beta x + u$; where u is the disturbance term, y is the dependent variable x is the explanatory variable and α and β are unknown parameters to be estimated.
 - (a) (2 points) Outline the Gauss-markov assumptions in relation to this model? .
 - (b) (10 points) Derive the OLS estimator of α and β ?
 - (c) (2 points) What statistial prperties do your OLS estimators in 2.b above possess when the Gauss-Markov assumptions hold?
 - (d) (1 point) In addition to the Gauss-Markov assumptions, which assumption ensures that hypothesis tests or inference is done in small samples?

3. Suppose you ran the following regression equation by regressing the log of wages on education, experience, the square of experience and tenure

```
. regress logwage educ expr exper_squared tenure
```

Source	SS	df	MS	Number of obs = 758		
Model	45.0477878	4	11.261947	F(4, 753) = 89.99		
Residual	94.238362	753	.125150547	Prob > F = 0.0000		
				R-squared = 0.3234		
				Adj R-squared = 0.3198		
Total	139.28615	757	.183997556	Root MSE = .35377		

logwage	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
educ	.1069707	.0059395	18.01	0.000	.0953107	.1186307
expr	.0040842	.016158	0.25	0.801	-.027636	.0358043
exper_squared	.0047811	.0021146	2.26	0.024	.0006298	.0089324
tenure	.0394973	.0079195	4.99	0.000	.0239503	.0550442
_cons	4.137815	.0849373	48.72	0.000	3.971073	4.304557

- (a) (2 points) Explain the significance of adjusted R squared in the model ?
- (b) (5 points) Using the regression results, what is the number of experience years that will give the maximum wage ?
- (c) (5 points) What is the significance of the F statistic of 89.99 in the estimated model ?
- (d) (3 points) Test whether each of the coefficients in the model are statistically significant ?
- (e) (10 points) Interpret the results and based on that what policy advice would you give ?
4. Suppose that the variable educ is correlated with the error term and the researcher decides to estimate a two stage instrumental variable regression. the first stage results are in the first equation and the second stage results are in the second set of results. the instruments used are mother education and iq in place of education.

```
. ivregress 2sls logwage expr exper_squared ( educ= motheduc iq), first
```

First-stage regressions

Number of obs = 758

F(4, 753) = 91.44
 Prob > F = 0.0000
 R-squared = 0.3269
 Adj R-squared = 0.3234
 Root MSE = 1.8359

educ	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
expr	-.0791311	.0828271	-0.96	0.340	-.2417305	.0834684
exper_squared	-.0094651	.0109373	-0.87	0.387	-.0309363	.0120061
motheduc	.1653843	.0254167	6.51	0.000	.1154883	.2152802
iq	.0715964	.0051221	13.98	0.000	.061541	.0816517
_cons	4.372635	.5567009	7.85	0.000	3.279765	5.465505

Instrumental variables (2SLS) regression

Number of obs = 758
 Wald chi2(3) = 168.50
 Prob > chi2 = 0.0000
 R-squared = 0.2619
 Root MSE = .36827

logwage	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
educ	.1463081	.0115899	12.62	0.000	.1235923	.1690238
expr	.0244476	.0167048	1.46	0.143	-.0082931	.0571884
exper_squared	.0043452	.0021968	1.98	0.048	.0000396	.0086509
_cons	3.650725	.1612565	22.64	0.000	3.334668	3.966782

- (2 points) Based on the first stage regression results, do you think the instruments of motheduc and iq are each a good instrument ? Explain
- (5 points) Using the regression results, what is the number of experience years that will give the maximum wage ?
- (5 points) What are the returns to education in second stage regression ?
- (3 points) State the two properties of instruments ?

The University of Zambia Exam

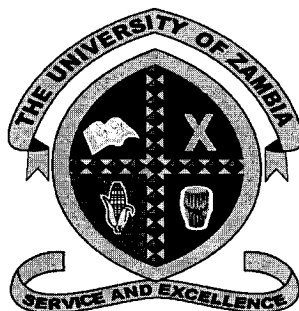
EPM 5611: Computer Skills

Time 2 hrs

Answer all questions.

All questions carry 10 marks

1. Briefly describe how the operating system controls hardware.
2. Susan has a 240GB which he needs to back up. He also has 600MB CD-ROMs upon which he wants to store the files from the hard drive.
 - i. if the Computer used to back-up is transferring data at the rate of 100Mbps, how long does it take to fill one CD-ROM?
 - ii. How many CD-ROMs does he need to do a complete back-up of the hard drive?
 - iii. How much space remains unused on the CD-ROM?
3. in Excel what does ##### means?
4. What is the difference between correlation and regression?
- 5 How do define a continuous variable in SPSS?
- 6 Briefly describe how you plot a scatter plot with a regression line included?
- 7 What is the main difference between a Z-test and a t-test?
8. What is meant by positive kurtosis?
9. What do you do to copy an entire worksheet and all its data.
10. How do you remove a spreadsheet from a workbook?



UNIVERSITY OF ZAMBIA

GSB 5021 - BUSINESS RESEARCH METHODOLOGY EXAMINATION TIME 3 HOURS

AUGUST 2016

INSTRUCTIONS

This paper is composed of three sections. Follow the instructions under each section

Section A: MCQ True and False type. Put an X indicating T for True and F for False against each lettered choice. 25 Marks

1) Related to research include

a) Searching for data in books for an assignment constitutes research	T	F
b) A final product called a research paper resulting from searching for data in books following an assignment.	T	F
c) Searching for factual data to meet the demands of research objectives	T	F
d) Testing at times hypothesis	T	F
e) Is mundane realism which is the application external validity, or the extent to which experimental findings can be generalized to the real world	T	F

2) Evidence based business management is related to

a) Enhancing decisions in business informed by rigorously generated evidence.	T	F
b) The use of randomized controlled trials to identify human resource programs and practices capable of improving policy-relevant outcomes.	T	F
c) Testing a theory as to why an economic policy like liberalisation will be effective and what the impacts of the policy will be if it is successful	T	F
d) Producing objective facts that could support a research problem or research questions	T	F
e) Producing subjective facts that could support a research problem or research questions	T	F

3) Characteristics of exploratory research

a) Addressing how questions	T	F
b) Include profiling change	T	F
c) Show casing what is happening	T	F

d) Aims to improve the world (conditions of work)	T	F
e) All above are correct	T	F
4) Mandatory steps in a deductive strategy include:		
a) Developing alternative hypothesis	T	F
b) Selecting a conceptual framework	T	F
c) Operationalising variables	T	F
d) Piloting	T	F
e) Corroborating facts with theoretical assumptions	T	F

5) An applied research process is associated with		
a) Seeking to understand the world by trying to change it	T	F
b) Collaboration with the community to be investigated in all actions.	T	F
c) Reflection, listening and stepping back from the situation	T	F
d) Looking for statistically significant findings of practical value	T	F
e) Establishing statistically significant findings	T	F
6) True about the following logics relates to:		
a) Rationalism is associated with development of conceptual framework	T	F
b) Abduction is associated with single reality	T	F
c) Induction is used in qualitative analysis	T	F
d) Pragmatism is an organised and systematic logic	T	F
e) All above are correct	T	F
7) Purposive sampling techniques include		
a) Expert sampling	T	F
b) Respondent driven sampling	T	F
c) Availability sampling	T	F
d) Maximum variation sampling	T	F
e) Systematic sampling	T	F
8) Research that locates the observer in the world includes		
a) Ethnography	T	F
b) Phenomenological inquiry	T	F
c) Symbolic interactionism	T	F
d) Ethnomethodology	T	F
e) Grounded theory	T	F
9) Pragmatic research uses the following as data sources		
a) Focus group discussions	T	F
b) One to one interviews	T	F
c) Participant Observations	T	F
d) Meetings	T	F
e) Workshops	T	F
10) Literature review is done		
a) To familiarise the researcher with the language and concepts	T	F
b) To show case what is known	T	F
c) To show case gaps in knowledge and practice only	T	F
d) To render a critical appraisal	T	F
e) In an inductive fashion	T	F

11) If you desire to get results quickly, you would select		
a) Structured observations	T	F
b) Checklists	T	F
c) Questionnaire	T	F
d) Meetings	T	F
e) All of the above	T	F
12) True about phenomena related to probability sampling		
a) Stratified sampling is one such a feature	T	F
b) Proportionate sampling is one such a feature	T	F
c) Disproportionate sampling is one such a feature	T	F
d) Demands a precision that must be set <i>a priori</i>	T	F
e) Results are transferable	T	F
13) Sources of a researchable problem could be		
a) A personal problem	T	F
b) Theoretical contradictions	T	F
c) An observed deviation from the norm	T	F
d) Sponsor	T	F
e) Reviewed literature	T	F
14) The following are true about reality in business studies research		
a) The quantitative theorists believe "in multiple realities that can be measured reliably and validly from many random sample units"	T	F
b) Qualitative theorists "believe in multiple constructed realities that generate different meanings for different individuals, and whose interpretations depend on the researcher's lens"	T	F
c) For the qualitative researcher, each person experiences life from a particular point of view and, thus, each person experiences a different reality	T	F
d) Social reality is determined and objective in quantitative research	T	F
e) All above are correct	T	F
15) The feasibility of a research study should be considered in light of:		
a) Cost and time required to conduct the study	T	F
b) Skills required of the researcher	T	F
c) Potential ethical concerns	T	F
d) Availability of sample units	T	F
e) None of the above	T	F

16) **When reporting study limitations, the following are the elements to consider:**

a) Cost to conduct the study	T	F
b) Time to conduct the inquiry	T	F
c) Sampling method used	T	F
d) Data Collection methods used	T	F
e) Being a student researcher	T	F

17) **A formal statement of the research or “purpose of research study” generally**

a) Is made prior to the literature review	T	F
b) Is made after the literature review	T	F
c) Linked to a logic driving the inquiry	T	F
d) Is linked to a doing word that meets the SMART acronym	T	F
e) All of the above	T	F

18) **In the nominalist ontology**

a) Knowledge is transcendental	T	F
b) Human nature is determined	T	F
c) Abduction is the driver of the inquiry	T	F
d) All above are correct	T	F
e) None of the above are correct	T	F

19) **Multi methods**

a) Are seen in a qualitative project	T	F
b) Are seen in a quantitative project	T	F
c) Are seen only a mixture of qualitative and quantitative projects	T	F
d) Are seen in pragmatic projects	T	F
e) Are synonymous with triangulation of data collection methods	T	F

20) **The available mixed research designs can be represented as a function of dimensions and these include:**

a) level of mixing	T	F
a) time orientation	T	F
b) Emphasising approaches	T	F
c) All of the above	T	F
d) None of the above	T	F

25 Marks

Section B

Question 21. From the list of EIGHT ITEMS below, write short notes on any FIVE ONLY.

- a) Human nature assumptions
- b) Triangulation
- c) Conceptual framework
- d) Maximum variation sampling
- e) Epistemological assumptions
- f) Focus Group Discussions
- g) Modified Induction
- h) Bivariate analysis

15 Marks

Read the statement of the problem below and answer ALL the questions that follow.

Entrepreneurship is the least favoured career option among Zambian University graduates and graduates have a preference to secure positions in public and private sectors. Unfortunately, positions in these sectors have been getting lesser and even freeze due to policy changes (Min of Fin. Bulletin, 2014). The situation is argued and without empirical evidence that it has gone beyond the limit new graduates keep adding to the national statistics rapidly. Currently the gross figures of the unemployed is 31 percent of the productive national labour force. In number terms, 443,000 of national estimates does not look small anymore. However, the quantum of the graduate component of this 31%, remains undetermined and so are the reasons of not breaking into entrepreneurship as well as patterns of entrepreneurial intentions especially among pre-final students. Both phenomena remains unestablished. Consequently, the absence of reliable evidence especially about the would be graduates' entrepreneurial

intentions, determinants of breaking into entrepreneurship as well as their social economic and demographic characteristics are unknown and as such, have all not rang a wake-up call urging serious commitment by the Government especially the Ministries of Youth and Sport as well as Community Development to solve the problem of breaking into entrepreneurship. If this study about entrepreneurial intentions is not done, it is very unlikely that the Ministries of Youth and Sport as well as Community Development would use the evidence to develop workable models or strategies that could let graduates to break into entrepreneurship.

Answer all of the following questions

22) Develop a research design matrix **in tabular form** and show the following:

- (a) Research questions embracing what, why and how questions for a study.
- (b) Corresponding ontologies for each research question.
- (c) Research objectives cohering to the research questions ontologically
- (d) Defining the population or units of analysis and method of sampling of the units of analysis.
- (e) The probable data collection tool for each research objective.

(20 Marks)

END OF EXAMINATION



UNIVERSITY OF ZAMBIA
GRADUATE SCHOOL OF BUSINESS

ANSWER SHEET

STUDENT ID NO.....

NAME OF COURSE.....

	1				2				3	
A	T	F		A	T	F		A	T	F
B	T	F		B	T	F		B	T	F
C	T	F		C	T	F		C	T	F
D	T	F		D	T	F		D	T	F
E	T	F		E	T	F		E	T	F

	4				5				6	
A	T	F		A	T	F		A	T	F
B	T	F		B	T	F		B	T	F
C	T	F		C	T	F		C	T	F
D	T	F		D	T	F		D	T	F
E	T	F		E	T	F		E	T	F

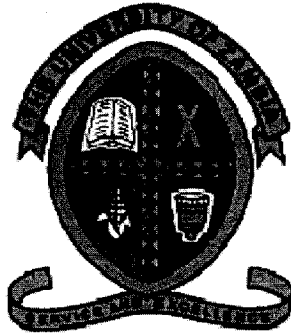
	7				8				9	
A	T	F		A	T	F		A	T	F
B	T	F		B	T	F		B	T	F
C	T	F		C	T	F		C	T	F
D	T	F		D	T	F		D	T	F
E	T	F		E	T	F		E	T	F

	10				11				12	
A	T	F		A	T	F		A	T	F
B	T	F		B	T	F		B	T	F
C	T	F		C	T	F		C	T	F
D	T	F		D	T	F		D	T	F
E	T	F		E	T	F		E	T	F

	13				14				15	
A	T	F		A	T	F		A	T	F
B	T	F		B	T	F		B	T	F
C	T	F		C	T	F		C	T	F
D	T	F		D	T	F		D	T	F
E	T	F		E	T	F		E	T	F

	16				17				18	
A	T	F		A	T	F		A	T	F
B	T	F		B	T	F		B	T	F
C	T	F		C	T	F		C	T	F
D	T	F		D	T	F		D	T	F
E	T	F		E	T	F		E	T	F

	19				20	
A	T	F		A	T	F
B	T	F		B	T	F
C	T	F		C	T	F
D	T	F		D	T	F
E	T	F		E	T	F



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2015 ACADEMIC YEAR MID-YEAR
FINAL EXAMINATIONS**

LIN 5011: RESEARCH METHODS IN LINGUISTIC SCIENCE

TIME: THREE HOURS

INSTRUCTIONS: Answer Three (3) questions in all as follows.

- (i) The only Question in section A, which is compulsory,
- (ii) Any two other questions from section B.

SECTION A (COMPULSORY)

1. Read the following research proposal write-up and provide a critique

Title: A Study on the Semantics of Names in Zambia

General Introduction

The aim of the study is to critically analyse and assess the semantics of names in in Zambia because there has never been a study of names in Zambia. The need to study names in a country cannot be overemphasized as it has been recommended by many scholars in the world.

Statement of the Problem

Currently, Zambia, like other countries, has not responded adequately to the problem of names as an important field of study. Admittedly every Zambian has a name as required by law but people do not know the meanings of their names and where they know they do not do anything about it. It is therefore the essence of this study to critically assess the extent of the problem of not knowing names of people in view of the fact that every Zambian is expected to have a national registration card which shows the name and other details according to Zambia law.

Purpose

The general objective of the research is to give an analysis of Zambian names and make

necessary recommendations on how Zambia can begin to know the meanings of their names.

Objectives

- (i) Examine Zambian names and compare them with names in other countries;
- (ii) Examine whether or not Zambian names have meaning; and
- (iii) Make recommendations on how people should name their children in Zambia.

Methodology

The study will rely mainly on desk research, secondary and primary data. The study will examine names from the telephone directory, face book, people's phone lists and other sources.

The instrument for collecting data will be through a questionnaire and personal interviews with key stakeholders in the country such as parents, teachers, civil servants and many others.

TOTAL MARKS: 20

SECTION B: ATTEMPT ANY TWO (2) QUESTIONS FROM THIS SECTION

1. Every year, the Chief Examiner's Report for the *Joint Examinations for School Certificate and General Certificate of Education Ordinary Level English Paper 1* (Composition) raises a number of concerns regarding the quality of writing by school leavers resulting in poor scores and prompting the Chief Examiner, in one of the reports, to describe the "candidates' linguistic ability" as "not impressive" and their performance as "below the expected standards". Most notable of these concerns are:
 - (i) Poor handling of descriptive composition writing;
 - (ii) Widespread instances of first language interference;
 - (iii) Widespread instances of run-on sentences and lack of paragraphing; and
 - (iv) Widespread use of colloquial and cell-phone language.

As a language teacher, you are of the view that the trend has potential to compromise the quality of education in the country, considering that in addition to being a subject, English is the medium of instruction for other subjects in the secondary school system and beyond. Consequently you strongly feel that there is need to investigate the matter thoroughly in order to put in place remedial measures. Choose any of the four concerns raised above and show how you would undertake the research exercise by answering the following questions:

- (i) Provide an appropriate title for the investigation;
- (ii) Provide an appropriate statement of the problem for the investigation;
- (iii) Provide an appropriate aim or purpose for the investigation;
- (iv) Provide three research objectives for the investigation;
- (v) Provide three research questions for the investigation;
- (vi) Provide an appropriate rationale or justification for the investigation; and
- (vii) State the methodological approach which you would apply and why (eg. Qualitative? or quantitative or mixed methods?)

TOTAL MARKS: 15

2. **Triangulation** in research refers to the use of two or more theories, data sources, methods, or investigators in the study of a given phenomenon. With reference to a research topic of your choice within linguistics, illustrate the applicability of any **two** of the four dimensions of the concept of triangulation. **(15 Marks)**.

TOTAL MARKS: 15

3. With specific reference to a language of your choice, discuss what you consider to be the major steps, tasks and contents in investigating any **one** of the following:
- (i) the phonology of the language
 - (ii) the morphology of the language
 - (iii) the syntax of the language

TOTALMARKS: 15

4. Drawing from relevant examples from linguistics, illustrate each of the following *Units of Measurement in Quantitative Research*.
- (i) Nominal;
 - (ii) Ordinal;
 - (iii) Interval; and
 - (iv) Ratio.

TOTALMARKS: 15

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2015/2016 ACADEMIC YEAR
TERM 1

LIN 5111: PHONOLOGICAL THEORY

DURATION : 3 HOURS

INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS.

**DO NOT OPEN THE QUESTION PAPER UNTIL
YOU ARE TOLD TO DO SO BY THE SUPERVISOR**

ANSWER ANY FIVE OF THE FOLLOWING QUESTIONS:

1. With concrete examples drawn from English and/or Zambian languages, distinguish between :
 - (a) Narrow and broad transcription
 - (b) Phonemes and archiphonemes
 - (c) Tone and intonation
 - (d) Phonemes and allophones
 - (e) Progressive assimilation and regressive assimilation

To this end,

- (i) Define the concepts in each contrasted pair
 - (ii) Supply an example of each concept
 - (iii) Contrast each pair of concepts
2. Formulate phonological rules for :
 - (a) Vowel fusion in a Zambian language of your choice
 - (b) Semi-vocalization in any Zambian language
 - (c) Vowel coalescence in a Zambian language of your choice
 - (d) Aspiration of voiceless plosives in English in the initial position
 - (e) Labialization in English alveolar fricatives
3. (a) Discuss syllable structure in general, indicating the constituent parts of a syllable and types of syllables.
(b) Transcribe phonemically and segment the following English words into their constituent syllables:
 - (i) Cotton
 - (ii) Difficulty
 - (iii) Missionary
 - (iv) Britain

(v) Tomato

(c) Discuss the two main theories of the syllable.

4. Discuss distinctive feature theory, as presented in the Sound Pattern of English (SPE) model proposed by Chomsky and Halle (1968).

To this end:

- (a) Indicate how features are presented
- (b) State in which way distinctive feature theory innovates on the old traditional way of classifying sound segments.
- (c) Make a matrix of distinctive features of the Bantu vowels [a, e, I, o, u] and put in the matrix the + and - values in the appropriate slots.

To this end, use features pertaining to:

- (i) tongue body features
- (ii) Tongue root features
- (iii) Cavity features

5. Discuss **assimilation** under the following sub-headings:

(a) Definition of the concept of **assimilation**

(b) At least three types of assimilatory processes with concrete examples. Explain each of those processes.

(c) Three possible directions of the movement of assimilation

6. Cite and explain briefly five components of phonology, i.e. components of a phonological study.



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – FEBRUARY/MARCH 2016

LIN5311 - SYNTACTIC THEORY

TIME ALLOWED: Three (3) hours

INSTRUCTIONS: Answer any ten (10) questions..

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

1. Name the two scholars who have contributed the most to the development of linguistics during the 20th century and justify your answer.
2. In not more than one page, give an account of the linguistic scene immediately prior to the development of Generative Grammar, in 1957.
3. Draw a diagram showing the overall organisation of the grammar of a language according to Chomsky's syntactic Standard Theory and briefly explain.
4. Draw a diagram showing the overall organisation of the grammar of a language according to Government-Binding theory (GB) Theory and briefly explain.
5. While all sentences have a predicate, some are verbless. Discuss and exemplify from Bantu and from English.
6. Using arboreal structures, show the structure of the following sentence in (a) Standard Theory and in (b) GB.

The lecturer gave a test in the afternoon.

7. Compare and contrast the scope of the concept of transformation in syntax in Chomsky's Standard Theory and Government-Binding theory (GB).
8. Some grammatical theories are transformationalist and some are lexicalist. Furthermore, a grammatical theory may be more transformationalist than another and, likewise, a grammatical theory may be more lexicalist than another. Discuss/ .
9. 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..
10. What is x in language A is not necessarily x in language B. With examples from syntax, show the truth of this statement.
11. Discuss the following table:

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

12. Compare and contrast the schema of phrases and the schema of sentences in Government-Binding theory (GB). :
13. One of the syntactic transformations in 'Standard Theory' is Dative Movement rule. After explaining the word 'dative', do the following:
 - (a) formulate and exemplify the Dative Movement rule for the English language;
 - (b) discuss and exemplify any two 'constraints' on dative movement;
 - (c) discuss to what extent the Dative Movement rule applies to one Bantu language of your choice; and
 - (d) with examples, show the similarity between Dative Movement and Particle Movement.
14. One major difference between Government-Binding theory (GB) and all the other versions of generative-transformational grammar developed by N. Chomsky before GB is that GB has less transformational power. Discuss.

=====

END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2015/2016 ACADEMIC YEAR
TERM 1

LIN 5511: COMPARATIVE LINGUISTICS

DURATION: 3 HOURS

INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS.

**DO NOT OPEN THE QUESTION PAPER UNTIL
YOU ARE TOLD TO DO SO BY THE SUPERVISOR**

ANSWER ANY FIVE OF THE FOLLOWING QUESTIONS

1. In his classification of Bantu languages Clement Doke makes a four-fold division of the Bantu field.
 - (A) name and define each of the four divisions and supply appropriate examples of each.
 - (B) Describe the type of classification adopted
 - (C) Indicate how he classifies Bemba, Lozi, Lunda, Nyanja and Tonga in his groupings of Bantu languages.
2.
 - (A) Mention and explain any five principal criteria that Malcolm Guthrie applies to identify a language as belonging to the Bantu group.
 - (B) Indicate how he classifies any of the five following Zambian languages : Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja and Tonga. Explain the significance of the letter and number codes for each of the seven cited languages.
 - (C) Explain Guthrie's Practical Method and describe the type of classification he adopts.
3. Doke's South-Eastern Bantu is one of the best studied in Southern Africa. By means of a tree diagram, show the divisions and subdivisions of this grouping of languages. Give concrete examples of each of the five language groupings, including at least one name of a language belonging to each of the groups named.
4. Discuss the philological technique called Comparative Method (or External Reconstruction) under the following rubrics :
 - (A) The purposes for the use of this technique in comparative and historical linguistics

- (B) How cognates and sound correspondences are used in this technique
 - (C) With examples from Bantu, define the notions of protolanguage, etymon and reflexes.
5. Joseph Greenberg makes a four-fold division of African languages on the continent of Africa
- (A) Mention these four language families. For each language family mention at least two branches it comprises.
 - (B) Characterize Greenberg's classification of African languages (in language classification typology) and state the three principles on which he based his classification.
6. Study sound shift patterns from Sesotho to Silozi in the following limited bilingual data.

Consider the bilingual data given below and answer the questions that follow:

Gloss	Silozi	Sesotho
advice	kelezo	k'elets'o
answer	kalaβo	k'arabo
be convinced	kolwa	kx ^h olwa
beer	βutšwala	boʒwala
blanket	kuβo	k'oho
cheek	lilama	lerama
consolations	masiliso	mats ^h eliso
cow	komu	kx ^h omo
day	lizazi	lets'ats'i
daytime	musihali	mots ^h ehare
dispute	muzeko	mots'eko
domestic fowl	kuhu	kx ^h oho
ear	zeβe	ts'εβε
earth	lifasi	lefats'e
elephant	tou	tɬ'ou
fear	saβa	ts ^h aba
food	litšo	diʒo
forehead	pata	p ^h atɬ'a
grass	βutšwanɿ	boʒwanɿ
grease	sasa	ts ^h asa
head	toho	ɬoho
hunger	tala	tɬ'ala
in this manner	tšwalo	ʒwalo
jaw	mutahali	moɬahare
kneel	kuβama	kx ^h umama
knowledge	ziβo	ts'ebo
laugh	seha	ts ^h eha
light brown	kunoŋu	kx ^h unoŋ
love	lilato	lerat'o
manger	sitšelo	seʒelo
medicine	muljani	moriana
mutual trust	sepano	ts ^h ep'ano
name	liβizo	lebits'o
now	tšwale	ʒwale
owner	mului	morui
peace	kozo	kx ^h otso
preciousness	βutokwa	boɬok'wa

pour	sela	ts'hela
public court	kuta	kx'hott'a
return	kuta	kx'hut't'a
reed	litaka	letak'a
rule	βusa	busa
smear oneself	toza	t't'ots'a
sow	tfala	zala
stone	litfwe	leʒwe
stone of hearth	liseho	lets'hεho
strangle	kama	kx'hama
summer	litaβula	letabula
take refuge	koza	kx'hots'a
be crooked	kopama	kx'hop'ama
today	katfenu	k'aʒeno
tortoise	kulu	kx'hulu
vegetables	muloho	moroho
want	βata	bat't'a
wisdom	βutali	botale
work	seβeza	sebets'a
yellow	seta	ts'hεta

We know that the process of sound-shift can also account for dialect differences. Silozi and Sesotho are closely related. As a matter of fact, Silozi is sometimes referred to as a dialect of Sesotho.

Identify at least five recurrent sound correspondences observable between Sesotho and Silozi in the above data (restrict yourself to instances of sound-shift involving consonants).

For each pair of sound correspondence, supply an example of one pair of words in the two languages exhibiting the sound shift in question. The examples should come from the data provided.

Note on phonetic transcription.

The following conventions have been used:

Orthography

hl
c or ch
kh
b
ng
j
tl

Phonetic transcription

†
tʃ
kx^h
b or β
ŋ
ʒ
t't'



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2015 ACADEMIC YEAR MID-YEAR
FINAL EXAMINATIONS**

LIT 5011: LITERARY RESEARCH METHODS

TIME: THREE HOURS

INSTRUCTIONS: Answer Three (3) questions in all as follows.

- (i) The only Question in section A, which is compulsory,
- (ii) Any two other questions from section B.

SECTION A (COMPULSORY)

1. Read the following research proposal write-up and provide a critique

Title: A Study on the role of women in Zambian literature

General Introduction

The aim of the study is to show the role of women in Zambian literature because there has never been a study of women in Zambian literature. The need to study women in the literature of a country cannot be overemphasized as it has been recommended by many scholars in the world.

Statement of the Problem

Currently, Zambia, unlike other countries, has not responded adequately to the problem of women in literature as an important field of study. Admittedly every Zambian is aware that women are also involved in literature but people do not know the role which women play in this literature and where they know they do not do anything about it. It is therefore the essence of this study to critically assess the extent of the problem of not knowing the role of women in literature in Zambia in view of the fact that every Zambian is expected to show pride in Zambian literature as reflection of Zambian culture and tradition.

Purpose

The general objective of the research is to give an analysis of Zambian literature and make necessary recommendations on how Zambians can begin to know the role of women in Zambian literature.

Objectives

- (i) Examine women in Zambian literature and compare them with women in other countries;
- (ii) Examine whether or not women have a role in Zambian literature; and
- (iii) Make recommendations on how women should play a role in Zambian literature.

Methodology

The study will rely mainly on desk research, secondary and primary data. The study will examine women in novels, short stories, poems, traditional and modern songs as well as other sources.

The instrument for collecting data will be through a questionnaire and personal interviews with key stakeholders in the country such as writers, musicians, university lecturers, teachers of literature and many others.

TOTAL MARKS: 20

SECTION B: ATTEMPT ANY TWO (2) QUESTIONS FROM THIS SECTION

1. You have just returned from the 2016 Nc'wala Ceremony of the Ngoni of Eastern Province where you have observed certain aspects of the Ceremony, particularly songs by women and praises by the praise singer, which you suspect to have literary value. In order to prove or disprove your suspicion, you decide to draft a research proposal to be implemented during the 2017 version of the Ceremony. With specific focus on either **songs by women** or **praises by the praise singer**, show how you would undertake the research exercise by responding to the following:
 - (i) Provide an appropriate title for the investigation;
 - (ii) Provide an appropriate statement of the problem for the investigation;
 - (iii) Provide an appropriate aim or purpose for the investigation;
 - (iv) Provide three research objectives for the investigation;
 - (v) Provide three research questions for the investigation;
 - (vi) Provide an appropriate rationale or justification for the investigation;
 - (vii) State the research design which you would apply for data collection; and
 - (viii) State the analytical or theoretical framework or approach which you would apply for data analysis.

(15 Marks)
2. **Triangulation** in research refers to the use of two or more theories, data sources, methods, or investigators in the study of a given phenomenon. With reference to a research topic of your choice, within the field of literature, illustrate the applicability of theoretical triangulation. **(15 Marks)**.

3. Both the novel and the short story could be researched from the aspect of plot, time, characterization, narratology (narrative perspective or point of view), setting and style in relation to theme or themes. However, more often than not, researchers tend to apply a combination of at least any two of the six aspects in order to unravel the theme or themes. With specific reference to the literature review exercise done on the course show how any two researchers have anchored their studies on a combination of two or more aspects to illuminate the theme or themes.

TOTALMARKS: 15

4. Drawing from relevant literary works of your choice, illustrate the applicability of any three of the following approaches to literary analysis:
- (i) Marxist Criticism
 - (ii) Feminist Criticism
 - (iii) Psychological Criticism
 - (iv) New Historicism
 - (v) Deconstruction

TOTALMARKS: 15

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2015/16 MID-YEAR EXAMINATIONS

FULL TIME

LIT 5111 – LITERARY THEORY AND CRITICISM

TIME: THREE HOURS

INSTRUCTIONS:

- 1. Primary texts and a dictionary are allowed into the examination room.**
- 2. Answer only three questions, one from Section A and two from Section B**
- 3. This is an open book examination so you gain more marks by quoting from the text.**
- 4. All the questions carry equal marks.**

SECTION A (33 marks): The question in this section is COMPULSORY.

1. Read the following excerpt from M. Keith Bookers *A Practical Introduction to Literary Theory and Criticism* and answer the question that follows:

“The reader who enjoys fiction or poetry but does not have a theoretical understanding of literature would be comparable to the nature lover who enjoys the sky at night without any scientific knowledge of celestial phenomena. Both this naïve reader and this naïve lover of nature actually bring a great deal of knowledge to their experience of books or stars, but this knowledge is not organised in a systematic way.”

Discuss the above statement with reference to any texts you have studied on the course.

SECTION B (66 marks)

Answer any TWO questions from this section. Each question carries 33 marks.

2. What is meant by ‘intertextuality’? Give examples from any novels, poems or plays that you have read.
3. Is feminist literary theory applicable to any text, or only to one that deals with gender and/or sexuality? Illustrate from any TWO texts you have read that are not among those studied in any of the courses on the programme.
4. Is an Africa-centred or “Afro-centric” literary theory possible, and how can it be implemented?
5. Make an **ecocritical analysis** of the poem below:

Sitting by the Fireside – Manuel Sakala

There was no conversation
The night air was cold
There was a river nearby
Flames flickered like tongues
Leaves stirred in the silence
The birds folded up their wings
But far away in the black mountains
The animals cuddled their young
The birds chirped good night
The monkeys chattered their last
As the lion stalked the forest
In search of any prey stupid enough
To wander around in the thick night
We sat round the bright fire

Its brilliance reflected our faces
A few potatoes were being roasted
As father smoked his *cikololo* *
Mother was inside the hut
My sister Nduwa smiled at me
She always did this when I looked at her
Now the flames were dying down

And I fed the fire with more wood
And it shot up like a jet at night
Our minds wandered off differently:
Mine was in tomorrow's world
Another day of the morning
The maize fields will need weeding

The cows will want to graze
Mother will want the milk early
The hens will need to be let out
A thousand and one things to do.
A loud snore broke my chain of thoughts
While father was snoring, the fire died.
We had to sleep, tomorrow is another day.
Another day, mother will need the milk quick
There was no conversation.

**pipe*

6. David Dunson, in the article, "The Symbol of the Wilderness in *Heart of Darkness*" writes:

"The wilderness is a very significant symbol in Joseph Conrad's *Heart of Darkness*. It is not only the backdrop against which the action of the story takes place, but also a character of the story in and of itself....The wilderness is not a person as such, but rather an ominous, brooding, and omnipotent force that continually watches the 'fantastic invasion' of the white man....Thus, in the story the wilderness is more than a backdrop for the plot. It is a relentless force that continually beckons the characters to shed the restraints of civilization and to gratify the abominable desires of their hearts."

Explain the significance of the wilderness in the development of the storyline.

END OF EXAM – GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2015/16 MID-YEAR EXAMINATIONS

FULL TIME

LIT 5121 MODERNISM AND POSTMODERNISM

TIME: THREE HOURS

INSTRUCTIONS:

1. Primary texts and a dictionary are allowed into the examination room.
2. Answer only three questions, one from Section A and two from Section B.
3. This is an open book examination so you gain more marks by quoting from the text.
4. All the questions carry equal marks.

MODERNISM AND POSTMODERNISM

Answer Section A and any two questions from Section B.

Section A

1. What are the main differences between a realist narrative and a modernist narrative?
Refer to examples of both kinds of narrative in your answer.

Section B

1. Discuss the 'interior monologue' or 'stream of consciousness' technique used in Joyce's *Ulysses*.
2. Discuss the effect of Joyce's use of different kinds and registers of English in *Ulysses*.
3. Are there any unifying themes in Eliot's *The Waste Land*, or is the poem "a heap of broken fragments"?
4. How would you describe Jorge Luis Borges' text 'The Tower of Babel'? If it is not a 'short story', what is it? Is it a kind of 'mind game'? What effect did it have on you as a reader?
5. How does postmodernism differ from modernism? Give examples.
6. According to Fredric Jameson the constitutive features of postmodernism are "a new depthlessness", "a consequent weakening of historicity", a collapse of the gulf between elite culture and mass culture or consumer culture, and a deep relationship with "the new technology, which is itself a figure for a whole new economic world system". Comment on this view, giving examples.
7. In what ways and to what extent does consumerism affect the content of Don de Lillo's landmark novel *White Noise*?
8. Read the following excerpt from a conversation between Roark and the Dean in Ayn Rand's *The Fountainhead* and answer the question that follows:
"But you see," said Roark quietly, "I have, let's say, sixty years to live. Most of that time will be spent working. I've chosen the work I want to do. If I find no joy in it, then I'm only condemning myself to sixty years of torture. And I can find the joy only if I do my work in the best way possible to me. But the best is a matter of standards – and I set my own standards. I inherit nothing. I stand at the end of no tradition. I may, perhaps, stand at the beginning of one."
With references to the text, demonstrate how the above statement by Roark reflects his convictions and lifestyle.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2015/16 MID-YEAR EXAMINATIONS

FULL TIME

LIT 5151 – COMPARATIVE LITERATURE

TIME: THREE HOURS

INSTRUCTIONS:

- 1. Primary texts and a dictionary are allowed into the examination room.**
- 2. Answer only three questions, one from Section A and two from Section B**
- 3. This is an open book examination so you gain more marks by quoting from the text.**
- 4. All the questions carry equal marks.**

SECTION A (33 marks): The question in this section is COMPULSORY.

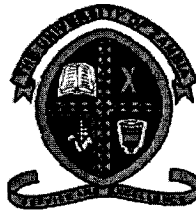
1. Compare and contrast *A Doll's House* and *Forbidden Ground* in terms of setting, characters, story content, treatment of theme and language use. Would you say *Forbidden Ground* is a "truthful" adaptation of *A Doll's House*? Explain.

SECTION B (66 marks)

Answer any TWO questions from this section. Each question carries 33 marks.

2. Compare the treatment of the Oedipus story in Sophocles' *King Oedipus* with that in Rotimi's *The Gods are not to Blame*.
3. Discuss the ways in which Femi Osofisan's *No More the Wasted Breed* is a response to or an attack on Soyinka's *The Strong Breed*.
4. Compare the attitude towards the gods in *King Oedipus*, *The Gods are not to Blame*, *The Strong Breed* and *No More the Wasted Breed*.
5. Compare the treatment of gender and gender relations in Tsitsi Dangrembga's *Nervous Conditions* with that in Ellen Banda-Aaku's *Patchwork*.
6. Discuss the differences between any THREE of the following, giving examples: pastiche, parody, plagiarism, allusion, borrowing, adaptation.

END OF EXAM – GOOD LUCK!



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2015/2016 MID-YEAR EXAMINATIONS

FULL TIME

LIT 5521 – CONTEMPORARY AFRICAN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS:

1. Primary texts and a dictionary are allowed into the examination room.
2. Answer only three questions; one from Section A and two from Section B.
3. This is an open book examination so you gain more marks by quoting from the text.
4. Except for Section A, the other questions carry equal marks.

SECTION A (34 MARKS): The question in this section is COMPULSORY.

1. Is there any correlation between wealth and the ideology of masculinity? Discuss this question using any three of the novels discussed in class.

SECTION B (66 marks)

Answer any TWO questions from this section. Each question carries 33 marks.

2. In the Introduction to *The Granta Book of African Short Stories*, Helon Habila says of writers of contemporary African literature:

“The new generation has decidedly more cosmopolitan visions of the African condition, cultural production, and the subjectivities of gender, class, and sexuality.”

Illustrate the above statement by referring to any of the short stories in *The Granta Book of African Short Stories*.

3. To what extent is Malama Katulwende’s *Bitterness* a novel about clash between the old Zambian tradition and encroaching modernity. **Give specific illustrations.**
4. In what ways do the male characters in *Scarlet Song* influence Ousmane’s relationship with Mireille? **Discuss.**
5. **Give** a sociological interpretation of Aminata Sow Fall's *The Beggars Strike*.
6. **Discuss** the role and significance of Djibril Gueye in *Scarlet Song*.



UNIVERSITY OF ZAMBIA EXAMINATIONS
2015-2016 ACADEMIC YEAR
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
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P.O. Box 32379
Lusaka

MMC 5161: COMMUNICATION FOR PEACE AND CONFLICT RESOLUTION
DURATION: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

SECTION A. ANSWER ALL QUESTIONS FROM THIS SECTION

1. Write brief explanatory notes on the following in communication for peace:
 - a) Categorical imperative.
 - b) Jihad.
 - c) The Golden Rule.
 - d) Positive peace.
 - e) Tolstoy's philosophy of war.
 - f) Thomas Kilmann's Conflict resolution model.
 - g) Hourglass model of conflict resolution.
 - h) Conflict management.
 - i) "Just war theory."
 - j) Martin Luther King Jr. 10 Marks
 2. Briefly discuss how to overcome marital conflict. 10 Marks
 3. What are the main strategies and tactics for resolving workplace conflict? 5 Marks
 4. Compare and contrast Clausewitz's philosophy of peace and war with that of Kenneth Kaunda. 10 Marks
 5. What do people need to learn from Mandela and Ghandi's philosophies of war and peace? 5 marks
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Subtotal = 40 Marks

SECTION B

ANSWER ONLY THREE QUESTIONS FROM THIS SECTION

6. Examine the pillars of the Christian Philosophy of war and Peace. 20 Marks
 7. Compare and contrast war journalism and peace journalism. 20 Marks
 8. Examine the main theses of the eschatological school of thought regarding war. 20 Marks
 9. Between Deontological and Teleological philosophies, which one makes sense for Africa to follow and emulate in the quest for peace, and why? In your answer, examine the main principles of each approach. 20 Marks
-

Subtotal = 60 Marks

GRAND TOTAL = 100 Marks

END OF EXAMINATION



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

EXAM FOR 2015 – 2016 ACADEMIC YEAR

COURSE: MMC 5311 – MEDIA ETHICS, PRINCIPLES & PRACTICE

INSTRUCTIONS:

- There are three (3) sections
- Sections A and B are compulsory
- Section C has seven (7) questions. Please choose five (5) only

Venue: MCLT

Time: 09:00 hrs

Date: 09/03/2016

SECTION A

Instructions:

- **Write short answers**
- **All the questions are compulsory**
- **Each question has 2 marks**

- | | |
|-----------------------|-------------------------|
| 1. Ethics | 6. Media bastardisation |
| 2. Ethical blind | 7. Freebies |
| 3. Conscience | 8. Junkets |
| 4. Metaethics | 9. Philosophy |
| 5. Layered journalism | 10. Social media |

SECTION B

Instructions:

- **Brief answers**
- **All the questions are compulsory**
- **Every question has 5 marks**

11. Deontological ethics
12. Teleological ethics
13. Situational ethics
14. Judeo-Christian ethics
15. Egalitarian ethics
16. Arab-Islamic ethics

SECTION C

Instructions:

- **Answer only 5 questions**
- **Each question has 10 marks**

17. How would you prevent your family members from abusing the social media?
18. Your aunt who educated you is a front runner in a constituency as MP. Your parents are the campaign managers, but you have discovered that she has falsified a grade 12 certificate. You are torn apart and at great pains to make a decision. Just how did you finally make this decision?

19. Can you attest to the fact that the Zambian media has failed to yield to glocalisation and hence suffers from ethical hybridisation?
20. There is no ethical responsibility without personal development. Explain
21. While we appreciate the technological development of the social media, yet it has made the world to be full of untrained journalists with no ethical responsibilities. Discuss
22. Zambia is a Christian nation and as such some fanatical Christians are up in arms to influence government to start regulating the media because sometimes it prints and exposes “un printables”. You are a media expert who feels government should not go that way despite some parts of the media being in bad taste. Explain reasons for your position.
23. The right to freedom of expression often collides with other competing interests. Sometimes there is no legal remedy for types of journalistic misconduct which can upset readers, listeners and viewers. A court is sometimes not the best place to resolve journalistic disputes. In such a situation, what then is the alternative and why?

GOOD LUCK & ALL THE BEST

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

PAM 5355: Local Government Administration examination.

Instructions: Answer any three of the questions below, taking account of appropriate grammar and practical illustrations.

1. Identify the elite in the local governance of Zambia and discuss a catalogue of challenges they do grapple with in their areas of jurisdiction.
2. If you were asked to institute reform to the Zambian local government system to make it a more viable tool for various dimensions of development, what suggestions would you advance?
3. What challenges in the post apartheid era is South Africa facing which Zambia is not confronted with today in the local governance practice?
4. Argue out the assertion that the colonial local government system in Zambia was a blessing in disguise.
5. Compare and contrast the local government system in unitary and federal states anywhere in the world.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
FIRST HALF OF 2015/2016 ACADEMIC YEAR .
M. A. FINAL EXAMINATIONS

PHL5011: RESEARCH METHODS IN APPLIED ETHICS

TIME: THREE HOURS

ANSWER: ANY FOUR OF THE FOLLOWING FIVE QUESTIONS

1. Different methodological designs can be used in qualitative research. Explain what is meant by **three** of the following five types and give **an example** in each case:
 - (a) Phenomenological
 - (b) Grounded Theory
 - (c) Content Analysis
 - (d) Ethnographical
 - (e) Biographical
2. Knowledge claims can differ in approaching a research project. Explain **three** of the following and give **an example** in each case:
 - (a) Postpositivism
 - (b) Constructivism
 - (c) Advocacy/Participatory
 - (d) Pragmatism.
3. Some form of sampling is required in most researches involving human participants.
 - (a) In probability sampling, explain the difference between the following:
simple random sampling, cluster sampling, and systematic sampling.
 - (b) In purposive non-probability sampling, explain the difference between:
quota sampling, snowball sampling, and convenience sampling.
 - (c) Explain what is meant by the following five kinds of variables:
dependent, independent, control, extraneous and moderator.
4. In qualitative research, observation is one of the common methods used.
 - (a) Identify and explain the **four** kinds of observation in which there is a different relationship between participation and control.
 - (b) Mention some of the advantages and disadvantages of each method.
5. In-depth interviews and focus group discussions are essential in most forms of qualitative research methodology.
 - (a) Discuss some of the problems that can interfere with the reliability of the data collected in in-depth interviews.
 - (b) Discuss some of the advantages and disadvantages of focus group discussions.

END OF EXAMINATION

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

PSG 5195 – ATTACHMENT THEORY FINAL EXAMINATION

DATE: 3rd March, 2016

TIME: 09:00

VENUE: LTPS

INSTRUCTIONS: This paper contains two (2) sections. Answer two (2) questions from each section.

Section A

1. According to John Bowlby, “ the provision of mothering is as important to a child’ s development as proper diet and nutrition” . Discuss
2. Discuss, with examples, characteristics of the three *organized* attachment styles.
3. Attachment is said to be rooted in *evolutionary theory* with each attachment type serving an adaptive function. Briefly discuss the adaptive functionality that each of Ainsworth’ s (1972) attachment classifications serve.

Section B

1. According to Bowlby, Children show specific reactions that have been universally reported following separation from caregivers. He further goes on to say that purpose of these reactions serves as a strategy for survival. In light of this
 - a. Discuss with relevant examples the IMPORTANT STAGES that a child goes through from the time they are protesting to when they calm down.
 - b. How DOES each of these stages serve as a survival strategy?
2. Placing attachment theory in the Hierarchy of evolutionary theories, discuss how survival is preserved for individuals who engage in self sacrificial or non-reproductive behaviours

3. In the Psychobiological origins of Attachment, research evidence shows and offers support that the development of the attachment bond between a maternal figure and offspring starts in the utero (Hepper, 1987). Discuss
- How this bond has been found to develop in Pups
 - How the experiments in pups has helped to shed light in understanding the Psychobiological Origins of Attachment .

*****All the best*****

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

MID YEAR EXAMINATIONS: 2015/2016 ACADEMIC YEAR

COURSE: EARLY CHILDHOOD DEVELOPMENT AND PARENT EDUCATION

COURSE CODE: PSG 5495

DATE: 1ST MARCH, 2016

DURATION: THREE HOURS

INSTRUCTIONS

THIS EXAMINATION IS DIVIDED INTO TWO SECTIONS. EACH SECTION MUST BE ANSWERED IN A SEPARATE ANSWER BOOKLET. YOU ARE REQUIRED TO ANSWER TWO QUESTIONS FROM EACH SECTION. ALL QUESTIONS CARRY EQUAL MARKS

SECTION A (ANSWER ANY TWO)

1. The benefits of Neurological foundations in behavioural development in Early Childhood have been investigated and identified. Engle and colleagues (2007) documented a number of Strategies that help to avoid the loss of developmental potential in more than 200 million children in the developing world. In light of this research discuss;
 - a. The factors that enhance developmental potential in children
 - b. The factors that may hinder developmental potential of children in developing countries in the first five years of life
 - c. What are the strategies put forward to enhance the developmental potential of children in developing countries?
2. Development in Early Childhood follows an orderly process that is manifested in milestones or landmarks of development. In the same way that developmental milestones are important in monitoring the growth of children, RED flags in children's development help with early identification and intervention. Discuss the commonly identified developmental RED flags at ages
 - a. Six months
 - b. Nine to twelve months

- c. Toddlers eighteen to twenty-four months
 - d. Three years
 - e. Four years
 - f. Five years
3. As a researcher in Early Childhood development, you have been directed to give a talk on the **ROLE and INFLUENCE of PLAY** in young children's **DEVELOPMENT**. Your discussion should be guided by the following;
- a. Why is playing important for children?
 - b. How does play evolve and change in the six levels of **PLAY** identified in the Classic study by **PARTEN (1932)**.
 - c. Discuss four ways in which **PLAY** influences Early Childhood Development

SECTION B (ANSWER ANY TWO)

1. In the articles by Thomas and Thomas (2009) and Duncan & Magnuson (2014), they had contradictory arguments for establishing early childhood education in low income countries like Zambia. Discuss these contradictory arguments and summarize the argument by giving your professional view in light of the current state of ECDE and socioeconomic conditions in Zambia
2. Discuss the proactive and reactive approaches to child behavior management. Do you think there would be differences between practices observed in Greece by Galini & Kostas (2014) and those practiced among ECD teachers in Zambia? Why or why not?
3. Discuss adaptive and non-adaptive parenting styles. Are there cultural differences in childrearing practices and what are the possible causes of these differences if any?

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