

HUMANITIES AND SOCIAL SCIENCES

POSTGRADUATE EXAMS 2008-2010

1. DS 5022 – Foreign and development rationale
2. DS 5142 – Civil society ,governance and development
3. ECN 5302 – Econometrics
4. ECN 5522 – Monetary Economics
5. EPM 5111 – Microeconomics for policy
6. EPM 5131 – Applied quantitative methods
7. EPM 5155 – Public sector economics
8. EPM 5211 – Management accounting for policy
9. EPM 5465 – Policy analysis and economic management
- 10.EPM 5525 – Entrepreneurship and small enterprises
- 11.EPM 5611 – Computer skills
- 12.EPM 5621 – Effective policy communication
- 13.LIN 5052 - French phonology
- 14.LIN 5112 – Psycholinguistics
- 15.LIN 5152 – Semantics
- 16.LIN 5171 – Discourse analysis
- 17.LIN 5172 – Discourse analysis
- 18.LIN 5192 – Translating and interpreting
- 19.MC 5112 – Seminar in current issues in communication for development.
- 20.MCN 5122 – Communication skills and strategies
- 21.PHL 5052 – Major issues in environmental ethics
- 22.PHL 5082 – Public service ethics ,integrity and leadership
- 23.POL 5342 – Case studies in international integration and regionalism
24. POP 5052 – Applied demography
- 25.POP 5062 – Multivariate Analysis
- 26.POP 5085 – Select topics in population studies
- 27.PSY5242–Child
adolescent Psychology

andA



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES
UNIVERSITY EXAMINATIONS
END OF SECOND SEMESTER 2009/2010 EXAMINATIONS

DS 5022: FOREIGN AID AND DEVELOPMENT RATIONALE

TIME: THREE HOURS

INSTRUCTIONS:

1. There are THREE sections. Section One is COMPULSORY.
2. Chose ONE question from Section TWO and ONE question from Section THREE

SECTION ONE

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

1. Write BRIEF answers to each of the following TEN questions;
 - (i) Define Foreign Aid and state the conventional theory behind it
 - (ii) List the various forms of Foreign Aid and give at least three examples of Aid Agencies
 - (iii) Mention any five reasons to suggest that Foreign Aid is not given genuinely by donors
 - (iv) Mention at least five various reasons for which Foreign Aid is given
 - (v) Give at least five official reasons for US Aid to developing nations
 - (vi) Give at least two reasons for Gender Sensitive reforms in foreign Aid
 - (vii) Explain the Green Fund and state its origins
 - (viii) State at least four reasons why private Sector Development takes centre stage in Foreign Aid
 - (ix) Define Non Governmental Organisations and give at least two reasons why foreign aid agencies considers them important
 - (x) Define Neo liberal Structural adjustment and relate it to Foreign Aid

SECTION TWO

There are three questions in this section. Select ONE and write an ESSAY on it

2. "Foreign Aid only emerged as a significant and Institutionalised aspect of U.S. diplomacy and International relations during the Cold War" Explain this statement by making use the publicly stated reasons for U.S. involvement in foreign Aid as contained in the Truman Doctrine, the Marshal Plan, and the Point Four Program.
3. Agree very strongly for either the conventional aid theory or the radical position that Foreign Aid is basically centred on advancing social political and economic interests of donor nations in aid recipient countries.
4. Present and Discuss reasons behind the formation of the Bretton Woods Institutions, the challenges posed by the emergence of the Soviet Union and the variations in the foreign Aid regime following the demise of the Soviet Union and the end of the Cold War.

SECTION THREE

There are three questions in this section. Select ONE and write an ESSAY on it.

5. Explain the disappointing performance of more than 50 years of foreign Aid to developing nations in terms of either the Radical (Socialist/Dependence) or the Liberal perspective.
6. Explain how the incorporation of the following dimensions to Foreign Aid is expected to improve the effectiveness of Foreign Aid in the development of developing nations; (a) Gender Considerations, (b) Private Sector Development, (c) Public Sector management, (d) Focus on the macro economy and (e) Environmental Considerations.
7. Explain the Crisis of Aid Policies and practices in the late 1990s from the angle of Foreign Aid sponsored Structural Adjustment Programs. In your opinion what do you think is the way forward for developing nations

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

MASTERS PROGRAMME

DEPARTMENT OF DEVELOPMENT STUDIES

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009/2010 UNZA SECOND SEMESTER EXAMINATIONS

DS 5132-: ENVIRONMENT , GROWTH AND SUSTAINABLE DEVELOPMENT

INSTRUCTIONS: Answer question 1 in Section A which is compulsory, and any other two questions from section B;

SECTION A

1. State the Global Environmental Concerns as outlined in the Brundtland Report, and subsequent summits of Rio de Janeiro (1992) and the recent Copenhagen one (2009). Critically discuss the global measures being undertaken on the concerns, from the position of a Less Developed Country like Zambia.

SECTION B

2. Climate Change has several developmental implications, such as increasing intensity of floods and droughts in some cases. Recommend some Environmentally suitable, and developmentally sustainable measures for coping with climate change. Give examples where applicable.
3. For any big or small Development Project or Business Investment to take place in Zambia, it has to go through an Environmental Impact assessment (IEA) . What do you understand by the EIA, what are its merits and demerits in the development of a country?
4. Many scholars of development studies have argued the Developed Industrial Countries and Multinational Corporations (MNCs) are largely responsible for the Global Environmental problems the world is facing today. Do you agree with this statement or not? Justify your answer.
5. Research and Development (R&D) especially in Environmentally friendly , better technologies is key to environmental protection and sustainable development. Elaborate on this ~~and~~ statement with examples, and critically evaluate it.

END OF THE EXAMINATION



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UNIVERSITY EXAMINATIONS
END OF SECOND SEMESTER 2009/2010 EXAMINATIONS

DS 5142: CIVIL SOCIETY, GOVERNANCE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

1. There are THREE sections. Section One is COMPULSORY.
2. Chose ONE question from Section TWO and ONE question from Section THREE

SECTION ONE

There are Five questions in this Section. Answer ALL of them.

1. Write BRIEF answers to each of the following TEN questions;
 - (i) Explain what is meant by Civil Society. State what it is not and mention what it is composed of.
 - (ii) State briefly what the concept of Civil Society referred to during the pre modern classic period
 - (iii) Give at least four examples of Civil Society Institutions in modern democratic societies.
 - (iv) Give at least two reasons to justify the existence of civil society in modern democratic societies.
 - (v) Give at least two reasons why communist regimes and other one party state polities disapproved of institutions of Civil Society

SECTION TWO

There are four questions in this section. Select ONE and write an ESSAY on it

2. Trace the origins and development of the concept of civil society from the pre modern classic period to modern liberal democratic republics.
3. Present and discuss significant values that civil society add to the development and consolidation of democracy in emerging democracies in developing countries.

4. Account for the rapid development of civil society institutions on the global scale following the collapse of communism in the former Soviet Union
5. Argue for or against the allegation by radical scholars that civil society institutions are merely a front for advancing western countries economic interests in developing nations.

SECTION THREE

There are three questions in this section. Select ONE and write an ESSAY on it.

6. "Is Civil Society capable of replacing the state in service provision and social care?" discuss this question with regard to civil society activities in the post 1980s emerging democracies of developing nations.
7. Make use of the following reference points to establish how Civil Society can complement both the State and private sector initiatives on poverty reduction and the achievement of development
 - (a) Building Voice and Accountability
 - (b) Providing Humanitarian assistance and services
 - (c) Promoting awareness and understanding of development
8. Give a general account of the usefulness of civil society activities in the socio economic development of developing nations

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2009 ACADEMIC YEAR SECOND SEMESTER**

ECN5302 ECONOMETRICS

FINAL EXAMINATION

Date: MONDAY, 26th APRIL 2010

**Time: 3 HOURS (A.M.)
(5 minutes reading time)**

Instructions to the candidates:

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

Materials required:

1. Answer Books
2. Use selected critical values in section 2 at the end of this question paper

1. Consider the model below

$$\begin{aligned} y &= X\beta + \epsilon \\ E(\epsilon|X) &\neq 0 \\ E(\epsilon\epsilon'|X) &= \sigma^2 I_n \end{aligned}$$

- (a) Show that OLS estimators of β are inconsistent because $E(\epsilon|X) \neq 0$. [10 marks]
- (b) Section 1 shows results of instrumental variable estimation. The researchers are interested in finding the effect of worker's iq on the wage. However, they suspect that iq is correlated with the error term and they decide to instrument for it. Stata commands are indicated for the first-stage regression and the second stage regression. From the ivreg command, can you identify the instruments used in the regression? [5 marks]
- (c) Do the first regression results indicate that your instruments are good instruments? State two conditions for a variable to qualify as a good instrument? [5 marks]
- (d) Interpret the results of the second-stage regression? [5 marks]

2. You are given the model

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

where

$$f(\epsilon|X) = \begin{cases} \frac{1}{2b} & \text{if } \epsilon \leq |\beta| \\ 0 & \text{otherwise} \end{cases}$$

and where b is a positive constant. You are also given the following information:

$$(X'X)^{-1} = \begin{bmatrix} 0.22191 & -0.0186 \\ -0.0186 & 0.0024 \end{bmatrix}$$

$$X'y = \begin{bmatrix} 186.4 \\ 1939.6 \end{bmatrix}$$

$n = 15$ and $e'e = 18.053$

- (a) Do the assumptions of the classical linear regression model hold in this case? Explain. [2 marks]

- (b) What is $E(\varepsilon|X)$? [3 marks]
- (c) What is the variance covariance matrix of the disturbance, $\sum_{\varepsilon|X}$? [3 marks]
- (d) Estimate β by OLS? [2 marks]
- (e) Estimate the variance-covariance matrix of $\hat{\beta}$, $\sum_{\hat{\beta}|X}$? [7 marks]
- (f) Test $H_0: \beta_1 = \beta_2 = 0$ by means of an F-test [8 marks]

3. Consider the following model

$$y = X\beta + \varepsilon$$

$$E(\varepsilon|X) = 0$$

$$Var(\varepsilon|X) = \Psi$$

and you are given the following information:

$$(X'X)^{-1} = \begin{bmatrix} 0.22191 & -0.0186 \\ -0.0186 & 0.0024 \end{bmatrix}$$

$$X'y = \begin{bmatrix} 186.4 \\ 1939.6 \end{bmatrix}$$

$$(X'WX)^{-1} = \begin{bmatrix} 0.08484 & -0.0084 \\ -0.0084 & 0.00123 \end{bmatrix}$$

$$X'Wy = \begin{bmatrix} 402.4 \\ 3476.2 \end{bmatrix}$$

$$X'W^{-1}X = \begin{bmatrix} 9.75 & 95 \\ 95 & 1241.5 \end{bmatrix}$$

Where $W = \Psi^{-1}$ and $W = \text{diagonal}(1, 1, 1, 1, 1, 1, 1, 1, 4, 4, 4, 4, 4, 4)$. $e'e = 18.053$, where e is the vector of OLS residuals and 3.27895 is a consistent estimate of σ^2 as defined by the data generation process (DGP) above.

- (a) What is n ? [2 marks]

(b) Estimate β by Generalized Least Squares?

[5 marks]

(c) Estimate the variance-covariance matrix of the GLS estimators of β ?

[8 marks]

(d) Test $H_0: \beta_2 = 1$?

[10 marks]

4. Consider the following three equation model: $y = \beta x + u$; $x = \lambda u + \varepsilon$; and $z = \gamma \varepsilon + v$. where the mutually independent errors u, ε and v are iid normal with mean zero and variances, respectively, $\sigma_u^2, \sigma_\varepsilon^2$, and σ_v^2 .

(a) Show that $P \lim (\hat{\beta}_{OLS} - \beta) = \lambda \sigma_u^2 / (\lambda^2 \sigma_u^2 + \sigma_\varepsilon^2)$.

[10 marks]

(b) Show that $\rho_{XZ}^2 = \frac{Cov[X, Z]}{Var[X] \cdot Var[Z]} = \gamma \sigma_\varepsilon^2 / (\lambda^2 \sigma_u^2 + \sigma_\varepsilon^2) (\gamma^2 \sigma_\varepsilon^2 + \sigma_v^2)$.

[10 marks]

(c) Show that $\hat{\beta}_{IV} = \beta + \frac{\sum_{i=1}^n z_i u_i}{\left(\lambda \sum_{i=1}^n z_i u_i + \sum_{i=1}^n z_i \varepsilon_i \right)}$.

[5 marks]

5. (a) Consider the model $y_t = \alpha + \beta y_{t-1} + u_t$ where $u_t \sim iid(0, \sigma^2)$ and $|\beta| < 1$. Calculate the mean, variance and covariance of y_t showing that these are not functions of t (time)

[10 marks]

(b) While still assuming that $|\beta| < 1$, define a new variable $x_t = y_t - \mu$ where μ is the mean of y_t . This definition ensures that the mean of x_t is zero. We can thus re-define x_t in terms of its lagged values as: $x_t = \pi x_{t-1} + \epsilon_t$. Show that the autocovariance function is given by $E(x_t x_{t-k}) = \gamma_k = \pi^k \gamma_0$ where $\gamma_0 = var(x_t) = E(x_t^2)$ and $k = 1, 2, 3, \dots$

[10 marks]

(c) Now Assume that $\beta = 1$ and the model $y_t = \alpha + \beta y_{t-1} + u_t$ where $u_t \sim iid(0, \sigma^2)$. Show that y_t is now nonstationary because both the mean and variance of y_t are functions of time, t .

[5 marks]

1 Instrumental Variable Estimation Results

reg iq s expr tenure rns smsa _I* med kww age mrt

Table 1: First-Stage Regression Results

Variable	Coefficient	(Std. Err.)
s	2.498**	(0.286)
expr	-0.034	(0.253)
tenure	0.616*	(0.273)
rns	-2.610**	(0.950)
smsa	0.026	(0.922)
_Iyear_67	0.925	(1.656)
_Iyear_68	0.471	(1.575)
_Iyear_69	2.165	(1.521)
_Iyear_70	5.735**	(1.696)
_Iyear_71	5.181**	(1.562)
_Iyear_73	4.527**	(1.483)
med	0.288†	(0.162)
kww	0.458**	(0.070)
age	-0.881**	(0.223)
mrt	-0.585	(0.946)
Intercept	67.204**	(4.107)
<hr/>		
N	758	
R ²	0.336	
F (15,742)	25.033	
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Significance levels :	† : 10%	* : 5% ** : 1%

ivreg lw s expr tenure rns smsa _I* (iq = med kww age mrt)

Table 2: Second-Stage Regression Results

Variable	Coefficient	(Std. Err.)
iq	0.000	(0.004)
s	0.069**	(0.013)
expr	0.030**	(0.007)
tenure	0.043**	(0.008)
rns	-0.104**	(0.030)
smsa	0.135**	(0.027)
_Iyear_67	-0.053	(0.048)
_Iyear_68	0.079†	(0.045)
_Iyear_69	0.211**	(0.044)
_Iyear_70	0.239**	(0.051)
_Iyear_71	0.228**	(0.044)
_Iyear_73	0.326**	(0.041)
Intercept	4.400**	(0.271)

N	758
R ²	0.426
F (12,745)	45.913

Significance levels :	† : 10%	* : 5%	** : 1%
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2 Selected Critical Values

$$f_{1,8}(0.05) = 3.46$$

$$f_{2,13}(0.05) = 3.41$$

$$f_{1,13}(0.05) = 4.67$$

$$f_{2,18}(0.05) = 3.55$$

$$f_{1,18}(0.05) = 4.41$$

$$t_8(0.05) = 1.86$$

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

ECN 5522 MONETARY ECONOMICS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. Discuss the opportunity space for inflation targeting and interest rate targeting in Zambia.
2. "The Mundell- Fleming (M-F) Model was premised on addressing weaknesses in the SWAN diagram, but the (M-F) model has its own weaknesses." Discuss
3. Compare the analytical approaches of monetarists and keynesians to inflation. What value is added by the Latin American structuralists view of inflation? Be sure to relate your observations to Zambia.
4.
 - a) Define the concept of seigniorage and briefly outline its significance on the domestic scene and international financial relations.
 - b) Give brief outline of the genesis and current motives for off-shore currencies
 - c) If Bank of Zambia sells K50 billion of its international reserves and is paid for by a cheque of K30 billion and cash of K20 billion. Use the T- Account of the central bank to comment on implications for money supply.
 - d) outline strategies of Insurance companies to mitigate information asymmetry and moral hazard.
 - e) Give brief outline of factors that have motivated financial innovation.

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EPM 5111: MICROECONOMICS FOR POLICY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS.

Question 1

Read the following statements carefully and state whether each one is TRUE, FALSE or UNCERTAIN (ambiguous). Briefly justify your answers.

- (a) A consumer will always buy more of a good when its price declines, ceteris paribus.
- (b) The marginal cost and the average variable cost are the same at the first unit of output.
- (c) A perfect competitive market faces an infinitely elastic demand curve implying that the marginal revenue equals the market price.
- (d) A Monopoly will choose to operate only in the regions in which the market demand curve is inelastic.
- (e) Adverse selection is a problem of hidden actions and moral hazard is a problem of hidden information.

Question 2

- (a) What is an indifference curve? State its properties.
- (b) Suppose a consumer has a utility function $U = x_1^\alpha x_2^{1-\alpha}$ and income y , obtain his demand functions for x_1 and x_2 .
- (c) Obtain the consumer's indirect utility function and show that it is homogenous of degree zero in income and prices.

Question 3

- (a) Distinguish between accounting costs and economic costs.
- (b) Given two inputs X_1 and X_2 with prices W_1 and W_2 , respectively, and a production function $Y = f(X_1, X_2)$, show that cost minimization implies that the marginal rate of substitution between the inputs X_1 and X_2 equal the ratio of their prices.
- (c) State the properties of a cost function.

Question 4

- (a) State the assumptions which govern the perfect competitive market.
- (b) Characterise the long-run equilibrium of a decreasing cost industry under perfect competition given an increase in demand and show that its long run supply curve is downward sloping.
- (c) What are the main causes of departure from the perfect competitive assumptions?

Question 5

- (a) Monopolies are said to be associated with misallocation in resources relative to other forms of market structure. Explain.
- (b) Given the explanation in (a), regulation of natural monopolies is inevitable. Show how regulation of natural monopolies in relation to marginal cost pricing is a dilemma.
- (c) Explain one way out of the marginal cost pricing dilemma in (b) above.

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

EPM 5131: APPLIED QUANTITATIVE METHODS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

Q1 (a) Let $A = I - X(X'X)^{-1}X'$. show that A is an idempotent matrix.

b) Consider the utility function $U = x_1^\alpha x_2^\beta$.

(i) Calculate the marginal utilities for x_1 and x_2 , i.e. $H = \begin{pmatrix} U_{11} & U_{12} \\ U_{21} & U_{22} \end{pmatrix}$

(ii) Derive the Hessian matrix of second order partial derivatives

(iii) Calculate the determinant of the following matrix $\begin{pmatrix} 0 & U_1 & U_2 \\ U_1 & U_{11} & U_{12} \\ U_2 & U_{21} & U_{22} \end{pmatrix}$

Q2 (a) A consumer maximises a utility function represented as $U = \frac{1}{4} \ln x_1 + \frac{3}{4} \ln x_2$ subject the budget constraint given by $p_1 x_1 + p_2 x_2 = 10$. Find demand functions for x_1 and x_2 .

(b) Use Cramer's rule to find the solution of the following equation system

$$5X_1 + X_2 + X_3 = 9$$

$$-2X_1 + 5X_2 - X_3 = 3$$

$$-X_1 - X_2 + 7X_3 = 17$$

- Q3 (a) It is estimated that breast cancer occurs in 1 in 10,000 women in Sub-Saharan Africa. Assume that the probability of a biopsy test procedure retaining a positive result for breast cancer if a woman has breast cancer is 0.90 (90%), and the probability that the test gives a false positive result in 1 in 1000 tests. Determine the probability that a woman actually has breast cancer given that the test says she does.
- (b) Researchers compared protein intake among three groups of post-menopausal women: (1) women eating a standard African diet (STD) (2) women eating a lacto-ovo-vegetarian diet (LAC) and (3) women eating a strict vegetarian diet (VEG). The mean and standard deviation of protein intake as well as the sample sizes are presented in the table below.

Group	Mean	Standard deviation	Number of observations (n)
STD	75	9	10
LAC	57	13	10
VEG	47	17	6

Determine whether there is a significant difference in mean protein intake between the three groups. Assume a 95% confidence level.

- Q4 (a) The consumer's optimization problem can be stated as follows:

$$\max U(x_1, x_2) = x_1 x_2 + x_1 + x_2 + 1$$

$$\text{subject to } x_1 + 2x_2 = 30$$

- (i) Find the optimal values of x_1 and x_2 .
- (ii) Determine whether this solution maximizes or minimizes the objective function?
- (b) A company produces machine components which pass through an automatic testing machine. 5% of the components entering the testing machine are defective. However, the machine is not entirely reliable. If a component is defective there is 4% probability that it will not be rejected. If a component is not defective there is 7% probability that it will be rejected.
- (i) What fraction of all the components is rejected?
- (ii) What fraction of the components rejected is actually not defective?
- (iii) What fraction of those not rejected is defective?

- Q5 (a) The number of weeds in each 10 m² square of lawn was recorded by a team of second-year students at UNZA school of Agriculture for a random sample of 220 lawns.

Number of weeds per 10 m ²	Frequency
0	19
1	44
2	68
3	48
4	18
5	7
6	6
>6	10

At the 5% level of significance, is this distribution significantly different from a Poisson distribution?

- (b) On the basis of past experience, the probability that a certain electrical component will be satisfactory is 0.98. The components are sampled item by item from continuous production. In a sample of five components, determine the probability that the number of defective components are;
- (i) zero
 - (ii) exactly one
 - (iv) two or more defectives
- Q6 (a) Suppose that the marginal revenue function of a firm is given by
- $$MR = 100 - \frac{3}{2}\sqrt{2q}.$$
- Determine the corresponding demand equation.
- (b) Assuming that the Zambian grade seven final examination scores are normally distributed with a mean = 500 and standard deviation = 100. Find the proportion of scores;
- (i) between 627 and the mean
 - (ii) below 627
 - (iii) ~~(i)~~ between 720 and 755

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009/10 ACADEMIC YEAR THIRD TERM FINAL EXAMINATIONS

EPM 5155: PUBLIC SECTOR ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (Compulsory) and ANY OTHER THREE QUESTIONS.

Question One.

Indicate whether each of the following statement is TRUE, FALSE or UNCERTAIN, and briefly justify your answer.

- (a) If everyone has the same marginal rate of substitution, then the allocation of resources is Pareto efficient.
- (b) If the allocation of resources is Pareto efficient, then everyone has the same marginal rate of substitution.
- (c) All taxes impose a burden while some taxes impose an excess burden.
- (d) There is no difference in the valuation of projects between the private sector and the public sector.
- (e) Efficient provision of a public good occurs at the level at which each member of society places the same value (price) on the last unit (marginal cost).

Question Two

- (a) Explain the causes of government failure as viewed from the public choice theory approach.
- (b) How relevant is this theory in explaining some of the apparent government failures in your country? Cite concrete examples.

Question Three

- (a) Distinguish between technological and pecuniary externalities.
- (b) “Once property rights are established, no government intervention is required to deal with externalities”. Critically discuss the statement.

Question Four

- (a) Distinguish between the concepts of quasi-rent and full rent in natural resource taxation.
- (b) What are the key features of natural resource sector that makes its taxation not only important but challenging as well?

Question Five

- (a) Characterise the trends in government expenditure at different levels of economic development as observed from international cross-section data.
- (b) Compare and contrast Rostow’s stages of development model and Wagner’s law in explaining growth in public expenditure.

Question Six

- (a) What is fiscal federalism and on what basis is it justified?
- (b) State the Tiebout hypothesis and critically discuss its relevance in explaining efficient provision of local public goods.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EPM 5211 : MANAGEMENT ACCOUNTING FOR POLICY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION 1

A company produce a number of products, one is a chemical that is used in preventing crop damage.

The company operates a standard costing and following are the budget for three months ended 31 December 2009.

Budgeted output 16000 units

Standard hours required per unit 3 hours

Budgeted fixed production overhead \$192,000

During the period the following actual information was recorded.

Actual fixed production overhead \$190,000

Actual output 16700 units

Actual hours worked 25218

Required:

Calculate:

1.

- (a) The fixed overhead cost variance**
- (b) The fixed overhead expenditure variance**
- (c) The fixed overhead volume variance**
- (d) The fixed overhead efficiency variance**
- (e) The fixed overhead capacity variance**

20 marks

- 2. Prepare some brief notes outlining the purpose of the fixed overhead cost variance and its analysis to expenditure and volume**

5 marks

TOTAL MARKS 25

QUESTION 2

Process 1

Input

Direct material 10,000 kgs at \$18 per kg

Direct labour \$72,000

Factory overheads are charged at 21.25% of material cost

Output

8,500 kgs were transferred to process 2

There is a normal loss in process of 10% of input.

Scrap value \$5 per kg

Process 2

8500 kgs were transferred from process 1

Added material \$21,250

Direct labour \$29,050

Production overheads were \$36,520

Output

8,000 kgs were transferred to finished goods stock.

There is a normal loss in process of 5% of input

Scrap value \$8 per kg

Required:

Prepare process 1 and process 2 accounts showing clearly the treatment of normal loss and abnormal loss in each process.

TOTAL 25 MARKS

QUESTION 3

A building company constructs a standard unit which sells for \$30,000. The company's costs can be readily identifiable between fixed and variable costs.

Budgeted data for the coming six months include the following.

	Sales Units	Profit \$
January	18	70,000
February	20	100,000
March	30	250,000
April	22	130,000
May	24	160,000
June	16	40,000

You are told that the fixed costs for the six months have been spread evenly over the period under review to arrive at the monthly profit projections.

Required:

- (a) Calculate the total fixed costs for the period using high-low method. 7 marks
- (b) Calculate the break even point in terms of both units and sales revenue. 8 marks
- (c) Prepare a breakeven chart for the six months under review. Make sure that your graph shows the following. 15 marks
- Total sales
 - Costs(fixed and total)
 - Breakeven point
 - Margin of safety

TOTAL 25 MARKS

QUESTION 4

- (a) State two items that would be regarded as 'stock holding costs' and explain how they may be controlled effectively. 7 marks
- (b) A company uses 5200 units of a component per annum in the manufacture of one of its products. The bought-in cost of the component is \$8 per unit. Each purchase order costs \$130. The cost of carrying stock is 40% of the bought-in cost per annum.

Required

Calculate the Economic Order Quantity of the component. 6 marks

- (d) In the previous month, stock movements of another component used by the company were:

Purchase	320 units at \$1.778/unit	Working day 4
Purchase	275 units at \$1.785/unit	Working day 15
Usage:	494 units	Throughout the month

Opening stock was 228 units (\$401.81)

Required

Calculate:

- (1) The amount charged to production in the month for component usage, a weighted average price calculated to three decimal places of \$.**
- (2) The value of closing stock of the component,using FIFO** **12 marks**

TOTAL 25 MARKS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2009-2010 FINAL EXAMINATIONS

EPM 5465: POLICY ANALYSIS AND ECONOMIC MANAGEMENT

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

Q1 What are the main constraints to growth in Sub-Saharan Africa? Outline the main elements of a policy framework that will serve to heighten the pro-poor impact of growth in Sub-Saharan Africa.

Q2 Using the attached sheet showing the multiplier process among endogenous SAM accounts, derive an expression showing the direct and indirect effects of an initial exogenous injection of investment on output.

Q3 Explain how the efficient functioning of financial markets in Sub-Saharan African countries can be affected by information asymmetries.

Q4 a) The following table shows the costs (-) and benefits (+) of two projects:

	Year 0	Year 1	Year 2
Project m	-1000	550	634
Project p	-1000	1,150	00

Which project would you choose on the basis of:

- i) the Internal Rate of Return;
- ii) the Net Present Value using 0.05 as the discount rate?

Do you get the same results in both cases? If not, why not?

- b) When is there a need to use shadow prices instead of market prices in Cost-Benefit Analysis?

Q5 a) What do you understand by the term “good governance”? What changes in your country’s constitution would you advocate to strengthen good governance?

- b) What potential does the African Peer Review Mechanism, APRM, hold for promoting sustainable development in Africa?

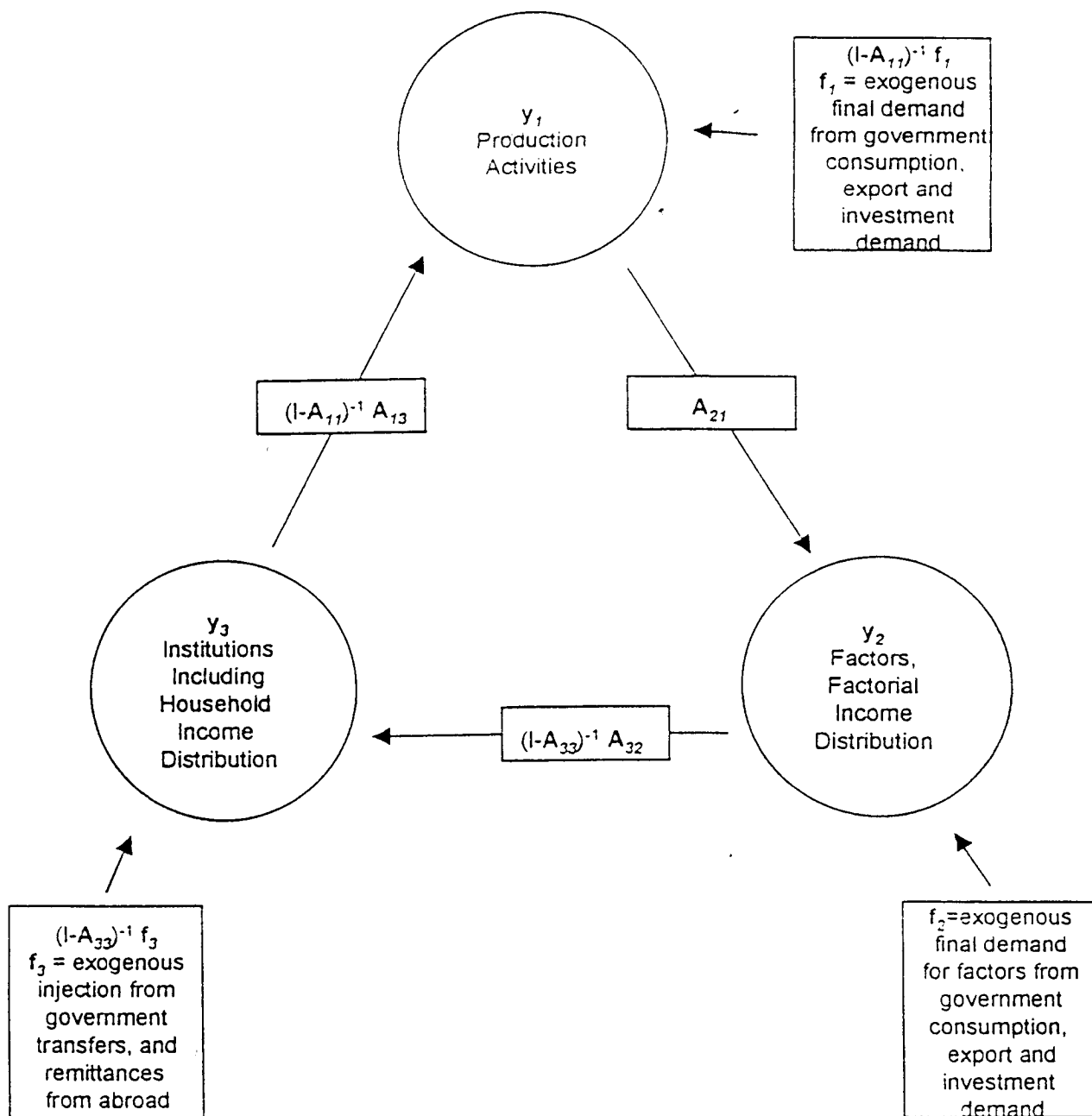


Figure 5. Multiplier process among endogenous SAM accounts*

*The different mechanisms through which an exogenous injection affects the three endogenous accounts (incomes of factors, incomes of socioeconomic groups and outputs of production activities) are made explicit in this diagram. It is based on the decomposition appearing in equation (2b).

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF ECONOMICS

EPM 2009/10 THIRD SEMESTER FINAL EXAMINATIONS

EPM 5525: ENTREPRENEURSHIP AND SMALL ENTERPRISES

TIME : 3 Hours Only

INSTRUCTIONS: Answer Questions 1 and 2 in Section A, Plus Any Other Question From Section B.

SECTION A

1. The last few years have recorded several fundamental changes in the business environment. These changes have created both opportunities and challenges for the entrepreneur. Write an essay in which you identify and analyze some of these opportunities and challenges. In so doing, explain very clearly, using appropriate examples, how such opportunities can be exploited, as well as how the challenges can be overcome, by an entrepreneur.
2. What is a “guerrilla marketing plan?” Before preparing a guerrilla marketing plan, an entrepreneur needs to conduct both an industrial analysis and a competitor analysis in his or her first steps of crafting a business plan. Explain the primary focus of each of these two analyses and illustrate how they are conducted. Furthermore, illustrate how the two analyses are connected, if at all they are, to market research.

SECTION B

3. Can anyone become an entrepreneur or not? What kind of people actually become entrepreneurs? Write an essay in which you answer these questions. In the same essay, identify and explain also several of the reasons why people become entrepreneurs. What are the steps that people go through in their entrepreneurial decision-making process?
4. Business experts agree, almost unanimously, that creativity is a big factor when it comes to success in entrepreneurship. However, they (the business experts) go their separate ways (meaning they disagree) when it comes to the question of whether creativity can be learnt, or it is inborn. Discuss. What conclusion(s) do you come to about whether creativity can be learnt or not? Support your conclusion(s) with factual evidence.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

EPM 5611: COMPUTER SKILLS

TIME: ONE AND HALF HOURS

SECTION A

MULTIPLE CHOICE QUESTIONS

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. MS Excel application is an example of
 - a. Database
 - b. Word processor
 - c. Spreadsheet
 - d. Desktop publisher
2. What is the octal representation of this hexadecimal number - FF?
 - a. 377
 - b. 337
 - c. 255
 - d. 256
3. Programs and data are stored in
 - a. Primary memory
 - b. Secondary memory
 - c. Tertiary memory
 - d. ROM

4. During execution the program and data are loaded into
 - a. Primary memory
 - b. Secondary memory
 - c. Tertiary memory
 - d. ROM
 5. What the result of $1 \text{ X } 1$, where X is the AND Boolean operator?
 - a. 0
 - b. 1
 - c. 2
 - d. None of the above
 6. Which one is odd one out
 - a. Monitor
 - b. Electronic pen
 - c. OCR
 - d. Joystick
 7. Windows XP is an example of
 - a. Application software
 - b. Systems software
 - c. Compiler
 - d. CLI
 8. Which of the following is a random access storage device
 - a. Magnetic tape
 - b. Magnetic disk
 - c. Optical disk
 - d. b and c
 9. The complement of 16_8 is
 - a. 46
 - b. 47
 - c. 83
 - d. None of the above
 10. How many bits are in half a byte
 - a. 8
 - b. 4
 - c. 2
 - d. 1
-

SECTION B

SHORT ANSWER QUESTIONS

INSTRUCTIONS : ANSWER ANY TWO QUESTIONS **(40 Marks)**

1. Mainza is using the quad number system whose base is 4. Answer the following questions
 - a. What is total number of valid digits in this number system?[1marks]
 - b. Draw a table of these digits against their representation in binary.[8 Marks]
 - c. Hence how many bits are required to be able to write any of the digits in this system?[1 Mark]
 - d. Using c above,
 - i. convert the following binary number to base 4 – 1101010101010001[5 Marks]
 - ii. convert the following base 4 number to binary – 1032[5 Marks]
2.
 - a. Explain the difference between primary memory and secondary memory. [4 Marks]
 - b. What are the three types of technologies that are used for secondary storage? [3 Marks]
 - c. What is tertiary memory?[4 Marks]
 - d. State three types of tertiary memory and explain the technology used in each type of memory.[9 Marks]
3.
 - a. Describe three tasks of an Operating System [6 Marks]
 - b. Describe two types of interfaces that Operating Systems offer [4 Marks]
 - c. What is the difference between an Operating system using Uniprogramming and one using multiprogramming?[10 Marks]
4.
 - a. Discuss difference between the two types of software that exist.[4 Marks]
 - b. Describe three of the ways of acquiring software.[6 Marks]
 - c. A small business is booming and the owner decides to invest in a computer system and an integrated application software package. State four of the different applications that you would expect in the software package and explain how each program would be used to effectively run the business.[10 Marks]

SECTION C

INSTRUCTIONS: ANSWER ANY TWO QUESTIONS

(40 marks)

1. Briefly describe steps how you would systematically combine MS-ACCESS, MS-EXCEL, SPSS, and MS-WORD creatively together to write a report
2. Briefly, but systematically, describe the export and import procedures of files:
 - a) Between MS – ACCESS and MS – EXCEL
 - b) Between MS – EXCEL and SPSS
 - c) Between MS – EXCEL and STATA
3. Describe the circumstances in SPSS under which you use the commands below. For each command, give the correct sequence of steps you would follow in it.
 - a) The **RECODE** command.
 - b) The **SELECT IF** command.

END OF FINAL EXAMINATION

ACADEMIC INTEGRITY STATEMENT

The University of Zambia does not tolerate academic dishonest in any form whatsoever. Any student who violates the code of academic and professional conduct will face disciplinary action.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EPM 5621: EFFECTIVE POLICY COMMUNICATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (a) ANSWER FOUR (4) QUESTIONS AS FOLLOWS: TWO (2) QUESTIONS FROM SECTION (A) AND TWO (2) QUESTIONS FROM SECTION (B).**
 - (b) ALL QUESTIONS CARRY EQUAL MARKS.**
- =====

SECTION A

1. State and explain any four (4) guidelines or tips for positively dealing with cross-cultural communication.
2. Identify and explain any three (3) of the most common beliefs about cultural communication and gender. Explain how these beliefs would be detrimental to communication in an organization.
3. Outline and discuss any four (4) dimensions of an effective crisis communication management plan.
4.
 - (a) State and briefly discuss any two (2) management functions of internal communication for your organization.
 - (b) State and briefly discuss any two (2) possible barriers to effective internal communication for your organization.

SECTION B

5. The communication process comprises six main components. List and briefly discuss any five (5) of the components.
 6. Briefly outline the procedure for developing a communication strategy.
 7. With clear relevant examples, explain the characteristic features which would enable you decisively identify a speech or a set of minutes.
-

END OF FINAL EXAMINATION

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

**DEPARTMENT OF LITERATURE AND
LANGUAGES**

MA SECOND SEMESTER EXAMINATIONS 2009/2010

LIN 5052

FRENCH PHONOLOGY

.....
INSTRUCTIONS: ANSWER ALL QUESTIONS
.....

QUESTION 1: En vous appuyant sur des exemples bien précis, expliquez la similitude et la différence qui existent entre la phonétique et la phonologie.

QUESTION 2: Expliquez très brièvement en quoi les 5 branches principales de la phonologie ci-dessous sont différentes les unes des autres:

- i) La phonologie générale;
- ii) La phonologie contrastive;
- iii) La phonologie appliquée;
- iv) La phonologie synchronique;
- v) La phonologie diachronique.

QUESTION 3: Donnez 5 exemples pour chacune des formes syllabiques phonologiques ci-dessous:

- I) CV;
- II) CV-VC;
- III) CV-CV;
- IV) CV-C1C2V;

- V) VC1-C2V
- VI) VC1C2V;

QUESTION 4: La phonologie s'organise essentiellement en deux champs. Lesquels? Expliquez en détail les grandes lignes de chacun de ces deux domaines.

QUESTION 5: Définissez chacun des termes ou expressions ci-dessous:

- i) L'accent;
- ii) La syllabe
- iii) Le rythme en Français;
- iv) La quantité d'un son en Français;
- v) L'assimilation.

FIN DE L'EXAMEN

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2009 - 2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS for the
MASTERS DEGREE IN LINGUISTIC SCIENCE**

LIN 5112 PSYCHOLINGUISTICS

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer FOUR questions.

Relevant illustration and example will receive credit.

- 1. What is the current state of knowledge about the localization of language in the brain?**
- 2. What are the differences between Broca's area and Wernicke's area with respect to the language skills and functions which it is claimed they control?**
- 3. How do we acquire our mother tongues, and does this process differ from the way we learn other languages?**
- 4. Is there a *critical* period for learning one's first language?**
- 5. What have psycholinguists learned from a study of the various types of aphasia?**
- 6. What difficulties are faced by dyslexics, and how can their condition be remedied?**

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2009 - 2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS for the
MASTERS DEGREE IN LINGUISTIC SCIENCE**

LIN 5152 SEMANTICS

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer FOUR questions.

Relevant illustration and example will receive credit.

1. What native-speaker knowledge should a semantic theory reflect?
2. "The meaning of a word derives from both its syntagmatic and paradigmatic relations." Examine and exemplify this assertion.
3. Comment on the view that modality in general allows us to compare the real world with hypothetical versions of it.
4. Distinguish between 'tense' and 'aspect'.
5. What are the advantages for formal semanticists of extending logical mechanisms to ordinary language?
6. Discuss the view that "thematic roles are closely related to the argument structure of particular predicates, i.e. the roles associated with a verb are determined by the verb's meaning, and thematic roles are assigned to arguments by verbs."

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

MASTER OF EDUCATION IN APPLIED LINGUISTICS

LIN 5171: DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: Answer any three (3) questions

1. Explain how you would apply the concept of *organisation of information* to the teaching of a specific topic in **Composition** to a specified grade at either High School or Basic School level in Zambia.
2. "In processing a piece of discourse, we cannot know its meaning in isolation from *our background knowledge, its context and (co) text*." Discuss the validity of this statement drawing relevant evidence from the text given below.

His face was smiling as he lowered the car window to talk to her. She stood on the kerb uncertainly.

"You better get into the car," he said encouragingly. "I'm not dangerous."

She sat in the front seat and started a slight assessment of him as he drove, then realised he had said something. She looked quizzically at him.

"I asked where you would like me to drop you off."

"Wherever you please," she gave the standard answer.

"Why should it please me where you get off? You know your home better than I do."

So, he was not a customer after all, or was he putting her to the test? Leya was not very good at this. She did not have the stamina her friends and colleagues seemed to have. Often she wished there were an easier way to make a living.

"Would you prefer to come to my place or do you have a different place in mind?"

In that instant, he grew wise to the situation.

As they walked into his house, she made a mental note of things. It was a big house, expensively furnished. Tonight she was onto a winner. Among other things, a portrait of a beautiful young woman hung on the wall.

"My daughter," he offered, following her gaze.

Leya did not see the girl's mother's portrait anywhere. Not that it mattered, she reminded herself. A client's private life has nothing to do with business.

A couple of drinks and some chat later, Leya started to grow conscious of time. After all, the man had not indicated how long he wanted her for. She could still fit in one more client before the evening was over. She crossed her legs over several times, parting her skirt as though unconsciously, to expose her attractive legs. Usually that did the trick even with the reticent ones.

"I didn't stop for a pick-up, really. I was on my way home, it was dark and there you were by the roadside. Naturally, I thought you were having trouble finding public transport home."

"So you invited me into your car, and now here I am. You could have let me out as soon as you realised the mix up but you didn't."

"You're right. I didn't but not because I want any service from you."

Leya felt a flush of anger starting to grow in her. What game did the man think he was playing with her? He was going to cost her an evening's takings.

"How much do you charge?"

"It depends."

"Without asking for much detail, how much do you make in one night?"

"On a good night, I can get in fifteen to twenty thousand kwacha."

"It is a profitable occupation."

"That's only on a good, exceptionally good night." She did not want to give him the impression that hers was a glamorous and lucrative business, because it was far from being so.

"Stay the evening with me and I will pay you twenty thousand."

"With pleasure...Where is the bedroom?"

"You are feeling sleepy?"

"Of course not. I thought..."

"Wrong. That's not what I want. Just stay and talk. Watch television together."

"That's it?"

"That's it!"

"Is it that you don't like my body?"

"You are very beautiful."

She lowered her eyes, suddenly uncertain of herself. The girls had taught her how to handle situations but they had not covered a situation like this one. People think whores are tough talking full of guts, but a whore is just the girl next door who has to make a living selling the only thing she's got - her body. He got up and came over to where she was sitting, his eyes full of sympathy. He pulled her skirt over her legs and held her face in his hands.

"You are uncomfortable. I'll take you home now."

On the way out he stopped at the door, pulled out the money and gave it to her. Leya felt an inexplicable urge to cry.

3. Illustrate the distinction between *cohesion* and *coherence* and show the relevance of each to the teaching of English at secondary school level in Zambia.
4. Write brief notes on each of the following pairs of linguistic concepts:
 - (i) Logical inferencing and Pragmatic inferencing;
 - (ii) Frame and schemata;
 - (iii) Bottom-up processing and Top-down processing;
 - (iv) Theme and rheme; and
 - (v) Given and new information.

End

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

MASTER OF ARTS IN LINGUISTIC SCIENCE

LIN 5172: DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: Answer any three (3) questions.

1. Explain the distinction between *cohesion* and *coherence* in Discourse Analysis and show the relevance of each to the teaching of English at secondary school level in Zambia.
2. Discuss any two (2) approaches to Discourse Analysis, showing both their strengths and limitations in actual practice.
3. With specific reference to the concept of thematic progression in discourse production, analyse the two pieces of text given below and explain which of the two is more effectively presented.

Text A:

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

Text B:

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

4. It has often been said that "In processing a piece of discourse, we cannot know its meaning in isolation from *our background knowledge, its context and (co) text.*" Discuss the validity of this statement drawing relevant evidence from the text given below.

His face was smiling as he lowered the car window to talk to her. She stood on the kerb uncertainly.

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

**DEPARTMENT OF LITERATURE AND
LANGUAGES**

MA SECOND SEMESTER EXAMINATIONS 2009/2010

LIN 5192

TRANSLATION AND INTERPRETING

.....
INSTRUCTIONS: ANSWER ALL QUESTIONS
.....

QUESTION 1: Traduisez le texte ci-dessous de l'Anglais en Français

TEXT 1 : A BRAZILIAN COACH

The FAZ executive should not labour to search for a new Chipolopolo trainer, but go for the Government's offer to facilitate the engagement of a Brazilian coach. The offer has come at an opportune time when Zambia needs to start building a soccer team to participate in the 2012 African Cup of Nations and the 2014 World Cup editions.

On more than two occasions, Sports Minister Kenneth Chipungu has expressed his willingness for Zambia to have a Brazilian Coach one day. For the Kalusha Bwalya-led executive, this is an opportunity too good to miss, more so because it would be a government-to-government arrangement in which quality and transparency cannot be compromised. In fact, a Brazilian government delegation, which was in the country recently offered to give technical support in terms of modern sports equipment as well as exchange programmes for coaches and players.

Locally, the national Soccer governing body has a pool of coaches to assist the expatriates, should Chipungu's offer be taken up. The country certainly needs a high-class coach, mature enough to handle criticism, and able to work well with FAZ, the Government, and other stakeholders.

(Times of Zambia, 9th April 2010)

QUESTION 2 : Translate the following text from French into English.

Texte 2 : MOT DU CONSEILLER TECHNIQUE

La publication du troisième numéro de « **L'EXPRESSION** » accuse un petit retard par rapport aux deux précédents. Ceci pour diverses raisons qui tiennent à la fois à l'organisation du travail qu'aux aspects purement logistiques de réalisation de ce projet d'écriture. Comme ce fut le cas, notamment pour le deuxième numéro, la principale cause de ce retard a été au départ l'insuffisance de contributions de la part de nos collaborateurs pour constituer un numéro suffisamment étoffé du présent magazine. En effet, après le premier appel à contributions, les productions écrites sollicitées ne nous arrivaient qu'au compte goûtes. Il a fallu donc relancer cet appel à maintes reprises pour finalement récolter un peu plus de manuscrits. La seule idée de composer un texte spécialement destiné à la publication dans un magazine qui sera lu par tout le monde suffit à décourager plus qu'un. Cependant, ils oublient qu'un long voyage de mille kilomètres commence toujours par un seul.

(L'expression des étudiants, **Botswana**)

QUESTION 3 : Find the English equivalent of the following French acronyms.

- i) OMS : Organisation mondiale de la santé ;
- ii) CEDEAO : Communauté de développement des Etats de l'Afrique de l'ouest ;
- iii) SYDONIA
- iv) OMD : Les objectifs du millénaire pour le développement ;
- v) AGCS : Accord général sur le commerce des services.

FIN DE L'EXAMEN



UNIVERSITY OF ZAMBIA FINAL EXAMINATIONS

DEPARTMENT OF MASS COMMUNICATION

SECOND SEMESTER 2009-2010

MC 5112 SEMINAR IN CURRENT ISSUES IN COMMUNICATION FOR
DEVELOPMENT

Time: 3 hours

Answer *all question in section A* and *three questions in Section B*

SECTION A: 50 MARKS (/40)

1. Briefly discuss the following elements:
 - a) Corruption Perception Index
 - b) Kaizen
 - c) Just in time
 - d) Three types of ethics
 - e) Conflict Resolution
 - f) Longwe framework for dealing with gender problems
 - g) How internet and cellular telephony might bridge a knowledge and information gap between rich and poor.

10 Marks
 2. What are major pitfalls in political reporting?

20 Marks
 3. How does one apply the PESOS to teaching television camera craft?

5 Marks
 4. Examine the cornerstones for preparation and execution of effective seminar presentations?

5 Marks
 5. What are the weaknesses of Zambia's socio-political and legal framework for dealing with orphans, widows and other vulnerable groups as exemplified in the Interstate Succession Act of 2009?

10 Marks
-
-

SECTION B: ANSWER THREE QUESTIONS ONLY:

60 MARKS

6. The People's Republic of China and South Korea both have examples of best practices and worst practices for other developing countries to emulate?

20 Marks

7. Examine the main issues in the application of media Laws in Zambia

20 Marks

8. Your Republican President has been invited by the African Union (AU) to speak on the main issues and best practices in the fight against corruption in developing countries with special emphasis on Zambia. Draft a presentation speech for the President.

20 Marks

9. Discuss the assertion by Edmund Burke that *"Among a people generally corrupt, liberty can not long exist"* satellites.

20 Marks

20 Marks

10. You are chosen to be part team planning for a campaign to demolish negative attitudes towards gender equity. Part of your job description is to examine the factors which lead to fewer women than men holding land in their own right, and to formulate communication strategies for the campaign. Make a write up for your task manager so she is able to decide whether and when to schedules you for a presentation to the team the following day.

END OF EXAM



UNIVERSITY OF ZAMBIA EXAMINATIONS
DEPARTMENT OF MASS COMMUNICATION
SECOND SEMESTER 2009-2010
MCN 5122: COMMUNICATION SKILLS AND STRATEGIES

Time: 3 hours

Answer **all question in section A** and **three questions in Section B**

SECTION A: ANSWER ALL THE QUESTIONS IN THIS SECTION (40 MARKS)

1. Write brief explanatory notes on the following:
 - a. Agenda-building in communication for change
 - b. The camera lens mechanism.
 - c. Defining TV shots.
 - d. Preparing a camera for work

8 Marks
2. List and explain the basics of good radio presentation and then show other practicalities which show dos and don'ts.

8 Marks
3. You are a media liaison person of your Organisation and you decide to be submitting a script every week to Radio Nyamasoya. List and explain some basic points which you should observe in writing your script as a radio writer.

8 Marks
4. Television depends more on form than substance. Explain.

8 Marks
5. With reference to five advertising appeals, briefly explain the psychology of persuasion in communication for development.

8 Marks

SECTION B: ANSWER ONLY THREE QUESTIONS (60 Marks)

6. Discuss what a documentary programme is and show what it takes to make a documentary programme.

20 Marks
7. The organization you work for is planning a nationwide campaign to encourage teenage pregnant girls to return to school after delivery. You have been asked to advise your organization on the most appropriate communication tools to use on such a campaign. What is your advice? Give reasons to support your decision.

(20 Marks)
8. You are working for an Organisation and in order to be in touch with the grassroots, you decide to use the radio. Kindly show the good practice which as a radio user you are going to observe and the bad practice which you are going to avoid.

(20 Marks)

9. Examine the unique role of TV in Communication for Development. (20 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2009-2010 ACADEMIC YEAR
SECOND SEMESTER

PHL5052: MAJOR ISSUES IN ENVIRONMENTAL ETHICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS (Only one question may be chosen from each of the three sections).

SECTION A

1. International Conferences seldom achieve all that is expected of them.
 - (a) Discuss some of the successes and failures of international conferences on environment and development.
 - (b) Discuss the influence of Transnational Corporations (TNCs), Nongovernmental Organisations (NGOs), World Economic Forums (WEFs) and World Social Forums (WSFs) at these conferences.

or

2.
 - (a) Discuss the importance of environment “regimes” with respect to pressures at work in political policy decision making related to the environment.
 - (b) Discuss the three strategies identified by the Kyoto Protocol for tackling the problem of excessive carbon emissions.

SECTION B

3. “Sustainable development” has been defined as development that must “meet the needs of the present without compromising the ability of future generations to meet their own needs”.
 - (a) Discuss critically the adequacy of this definition with special reference to “needs” and the natural environment.
 - (b) As future generations do not yet exist, explain how you would go about justifying any ethical responsibility that present generations can have to them.

or

4. Some countries consider economic development to be the priority for human development while other countries consider environmental protection to be the priority.
 - (a) Discuss critically whether these two perspectives can be combined for the benefit of human development.
 - (b) Using the utilitarian focus on preferences, the economic model of cost-benefit analysis is being applied to environmental issues in the form of willingness to pay (WTP) and willingness to accept (WTA). Discuss critically the adequacy of this model.

SECTION C

5. (a) Environmental Justice involves the relationship between humans and the natural environment. Discuss this relationship with reference to distributive justice and participatory justice.
- (b) With respect to population growth and the scarcity of food, discuss Garrett Hardin's understanding of "the tragedy of the commons" and "lifeboat ethics" giving your own critique.

or

6. (a) Discuss critically the problem of global population growth with reference to the carrying capacity of planet earth.
- (b) Discuss reasons why the role of women is so crucially important with regard to the problem of population growth.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2009 ACADEMIC YEAR SECOND SEMESTER

PHL 5082: PUBLIC SERVICE ETHICS, INTEGRITY AND LEADERSHIP

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS (Choose only one question from each of the three sections)

SECTION A

1. 'There are increasing signs that ethics in public service is an idea whose time has come. We now stand at a point where the environmental movement stood some thirty (30) years ago: on the threshold of a heightened public awareness.'
 - (a) Define the phenomenon of public corruption with which, according to Stephen Potts, the heightened public awareness about public service ethics is being identified.
 - (b) State, according to Potts, the political costs of corruption that make public service ethics to be crucial to the success of democratic institutions.
 - (c) Clearly outline the six components of an effective preventive programme for dealing with corruption that Potts proposes.
 - (d) Critically discuss the reasons Potts gives for his belief that prevention and early detection are the best ways to deal with corruption.

OR

2. "The real challenge about the future of public service ethics is not only guidance to public servants about what not to do but also inspiration as to the values that should inform public service," Stephen Potts contends.
 - (a) Briefly describe the five core values or principles that should inform public service ethics, according to Josephson.
 - (b) Discuss under what means for guiding public servants to carry out proper conduct in public service the core values or principles of public service ethics fall (that is, whether under disciplinary or aspirational means or otherwise).
 - (c) Discuss one way in which the core values or principles of public service ethics can be best operationalised.
 - (d) Discuss how we can ensure that the core values or principles of public service ethics have any effect on the conduct of public servants.

SECTION B

3. (a) Discuss Peter Ekeh's problem of Africa's "two publics".
(b) Give an account for the origin of this problem.
(c) Show how this problem has shaped the context of Africa's public service.
(d) Critically discuss solutions to the problems of Africa's "two publics".

OR

4. (a) Discuss three philosophical approaches to ethical conduct in public service.
(b) Discuss one public service approach to ethical conduct in public service.
(c) State the advantages and shortcomings of each of the three philosophical approaches.
(d) Critically show how the limitations of each of the three philosophical approaches to ethical conduct in public service ethics can be overcome by using the Ethics Triangle.

SECTION C

5. (a) Define an ethical dilemma by distinguishing it from a physical dilemma and a logical dilemma.
(b) Describe the following three public service problem areas from which ethical dilemmas may arise (i) administrative discretion (ii) nepotism (iii) information leaks.
(c) Discuss how a public servant may come to be faced with an ethical dilemma in each of the three problem areas.
(d) Discuss what steps the public servant may take in order to analyse ethical dilemmas arising in each of the three problem areas and possibly resolve them.

OR

6. (a) Define a National Integrity System and name the nine pillars of an integrity system.
(b) Discuss what is involved in the disclosure of income, assets and gifts as one of the key instruments for maintaining integrity in public service.
(c) Discuss the problem in public service that the disclosure of income, assets and gifts attempts to address.
(d) Discuss the pillars of a National Integrity System that are relevant in addressing the problem through the disclosure of income, assets and gifts.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2009 ACDEMIC YEAR UNIVERSITY POSTGRADUATE EXAMINATIONS
POL 5342: CASE STUDIES IN INTERNATIONAL INTEGRATION AND
REGIONALISM

Instructions: Answer Any Three (3) Questions

Time: Three (3) Hours

1. Analyse the view that neo-functionalism explains the evolution of the European Union better than functionalism.
2. Assess the extent to which the concept of “spillover” is useful in explaining the development of the Southern Africa Development Community (SADC).
3. Identify and discuss the dilemmas faced by some member countries of NATO over the proposal that, following Moscow’s invasion of Georgia, the alliance should prepare standing plans for a possible war with Russia.
4. One of the goals of the African Union (AU) is to achieve political integration of Africa by the year 2023. Critically assess the prospects of attaining this goal.
5. With reference to any regional grouping you are familiar with, identify and discuss the benefits of regional political and economic integration that members gain.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2009 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
POP 5052: APPLIED DEMOGRAPHY

TIME: THREE HOURS

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

SECTION A

ANSWER ~~ANY~~ ALL QUESTIONS IN THIS SECTION

1. Briefly discuss the expected role of an applied demographer in the following scenarios:
 - a) Application of the demographic information and methods to the problems of business administration.
 - b) Application of demographic information and methods to the problems of state and local government administration.
2. Discuss , using relevant examples and illustrations, the relevance and importance of the demographic information and techniques in the following areas:
 - a) Segmentation in marketing
 - b) Targeting in marketing
 - c) Cluster marketing
 - d) Insurance
3. Briefly discuss the, with relevant examples the following techniques in applied demography:
 - a) Observed measures
 - b) Adjusted measures
4. Explain the differences between demographics and applied demography.

5. Discuss, with examples drawn from Zambia, the following measures associated with education planning:
- a) Measures of educational input
 - b) Measures of educational progression
 - c) Measures of educational output

SECTION B

ANSWER ANY TWO QUESTIONS FROM THIS SECTION

1. Use relevant examples to illustrate the differences between the following aspects of applied demography:
 - a) Micro – level aspects of applied demography
 - b) Macro-applied aspects of applied demography.
2. To what extent would you consider demographic information and techniques relevant in the field of politics? Discuss this with examples drawn from Zambia and other parts of Africa.
3. a) In what way can education planning resemble population dynamics?

b) Discuss the influence of demographic factors in educational planning.
4. Use appropriate examples to discuss the following:
 - a) The major demographic factors affecting the demand for housing.
 - b) Discuss some possible solutions to the housing crisis.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2009/2 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
POP 5062: MULTIVARIATE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. From a survey of households in Kitwe, the crime figures shown in the accompanying table were estimated by the Police Commander for the city.

Crime	Number reported	Number not reported
Murder	12	12
Robbery	145	105
Assault	85	177
Rape	12	60
Auto theft	314	62

On the basis of these data, answer the following questions:

- a) What is the probability that a crime is reported?
 - b) What is the probability that a crime is reported, given that an assault occurs?
 - c) What is the probability that a nonreported crime is either a robbery or an assault?
 - d) What is the probability that a crime is a rape and it is reported?
 - e) What is the probability that a crime is reported or that the crime is a robbery?
2. Demonstrate your understanding of analysis of variance (ANOVA) by answering the questions below:
- a) Discuss what you consider to be the main differences between a difference between means test and analysis of variance.
 - b) Discuss the underlying logic behind ANOVA
 - c) Assuming you are investigating salary disparities among three categories of workers – clerical, custodial, and senior management. outline in the correct sequence the

steps you would follow in order to establish whether there are significant differences in the salaries and interpret the computer output below:

Descriptives								
Beginning Salary								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Clerical	363	14,096.05	2,907.47	152.60	13,795.95	14,396.15	9,000.00	31,980.00
Custodial	27	15,077.78	1,341.23	258.12	14,547.20	15,608.35	9,000.00	15,750.00
Manager	84	30,257.86	9,980.98	1,089.01	28,091.85	32,423.86	15,750.00	79,980.00
Total	474	17,016.09	7,870.64	361.51	16,305.72	17,726.45	9,000.00	79,980.00

ANOVA					
Beginning Salary					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17,925,544,532.30	2	8,962,772,266.15	371.1061	0.0000
Within Groups	11,375,360,433.16	471	24,151,508.35		
Total	29,300,904,965.45	473			

3. A demographer is investigating the effectiveness of a sex education program among adolescents in Matero. Using a baseline survey, ten students are randomly selected then asked the number of sexual partners they have sex with in a month. After the survey, the youths are given intensive sex education on the dangers of multiple concurrent partners. A year later, in a follow up study, the same youths are administered a questionnaire and asked the number of partners they have sex with per month. The outputs in both SPSS and EXCEL are given below:

SPSS OUTPUT

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Baseline value	2.70	10	1.42	0.45
Follow up value	1.30	10	0.48	0.15

Paired Samples Test

				Interval of the difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Baseline value – Follow up value	1.4	1.26	0.40	0.50	2.30	3.50	9	0.01

EXCEL OUTPUT

	<i>Baseline</i>	<i>Follow up</i>
Mean	2.7	1.3
Variance	2.01	0.23
Observations	10	10
Pooled Variance	1.12	
Hypothesized Mean Difference	0	
df	18	
t Stat	2.96	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.73	
P(T<=t) two-tail	0.01	
t Critical two-tail	2.10	

- a) Discuss the descriptive findings of both the baseline and follow – up surveys.
 - b) On the basis of these findings, is there any reason to believe that sex education has had a positive effect on the adolescents?
 - c) On the basis of your conclusions, what lessons have been learnt and what recommendations would you come up with?
4. A social scientist is studying the relationship between the quality of municipal bureaucracy and economic development of cities. She hypothesizes that the higher the quality of city bureaucracy (as measured by such factors as innovativeness, efficiency, and responsiveness), the greater the economic development. By this hypothesis, she assumes that bureaucratic quality leads to economic development. To test this hypothesis, she sent out questionnaires to a random sample of 120 districts and comes up with the data below:

BUREAUQ * ECONDEV Crosstabulation
Count

	Economic development		
Bureaucratic quality	High	Low	Medium
High	16	6	8
Low	10	16	14
Medium	22	12	16

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.151	4	.128
Likelihood Ratio	7.259	4	.123
N of Valid Cases	120		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.50.

- a) Is there any reason to believe that there is a relationship between bureaucratic quality and economic development?
 - b) Would you agree with someone's claim that districts with lower levels of bureaucratic quality experience lower levels of economic development? Clearly demonstrate how you have reached your conclusion.
 - c) On the basis of these data, what recommendations would you suggest?
5. A market researcher wants to identify significant variables that explain variation in purchases at Game Stores. Once these variables are determined, Game Stores intends to try to attract new customers who would be predicted to have a higher volume of sales. Carefully examine the output given below and answer the questions that follow.

Descriptive Statistics

	Mean	Std. Deviation	N
Purchases	76.64	40.061	25
Age	38.84	13.082	25
Family income (US\$)	21536.00	9236.234	25
Family size	2.72	1.061	25

Correlations

		Purchases	Age	Family income	Family size
Pearson Correlation	Purchases	1.000	-.406	.459	-.244
	Age	-.406	1.000	.051	.504
	Family income	.459	.051	1.000	.272
	Family size	-.244	.504	.272	1.000
Sig. (1-tailed)	Purchases	.	.022	.010	.119
	Age	.022	.	.404	.005
	Family income	.010	.404	.	.094
	Family size	.119	.005	.094	.
N	Purchases	25	25	25	25
	Age	25	25	25	25
	Family income	25	25	25	25
	Family size	25	25	25	25

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657 ^a	.432	.351	32.272

a. Predictors: (Constant), Family size, Family income, Age

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16646.091	3	5548.697	5.328	.007 ^a
	Residual	21871.669	21	1041.508		
	Total	38517.760	24			

a. Predictors: (Constant), Family size, Family income, Age

b. Dependent Variable: Purchases

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	87.790	25.468		3.447	.002
	Age	-.970	.586	-.317	-1.656	.113
	Family income	.002	.001	.538	3.133	.005
	Family size	-8.723	7.495	-.231	-1.164	.258

a. Dependent Variable: Purchases

- a) Give a detailed interpretation of the following:
 - i. The descriptive statistics
 - ii. The correlation matrix
- b) Examine and interpret the regression output of the SPSS outputs below and
 - i. Interpret the overall significance of the model.
 - ii. Interpret the both unstandardized and standardized coefficients.
 - iii. On the basis of your interpretations, come up with your own conclusions and recommendations to present to the Manager of the store.

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
2008/9 SECOND SEMESTER FINAL EXAMINATION
MASTER OF ARTS IN POPULATION STUDIES
POP 5085: SELECT TOPICS IN POPULATION STUDIES**

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. Prescribe the best strategies to integrate current demographic parameters if the Common Market For Eastern and Southern Africa (COMESA) is to attain sustainable development.
2. As the Permanent Secretary in the Ministry of Community Development and Cultural Affairs, provide inputs to the cabinet on addressing the prevailing policies and programmes on ageing in Zambia.
3. The Director General at National HIV/AIDS/STI/TB Council has requested you to evaluate the existing policies and programmes on HIV and AIDS in the country. Provide a position paper through your POP 5085 course Lecturer.
4. As a steering committee member tasked with controlling and preventing Maternal and Child Health (MCH) in Sub-Saharan Africa, which factors do you consider critical?

END OF EXAMINATIONS

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
2008/9 SECOND SEMESTER FINAL EXAMINATION
MASTER OF ARTS IN POPULATION STUDIES
POP 5085: SELECT TOPICS IN POPULATION STUDIES**

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. Prescribe the best strategies to integrate current demographic parameters if the Common Market For Eastern and Southern Africa (COMESA) is to attain sustainable development.
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4. As a steering committee member tasked with controlling and preventing Maternal and Child Health (MCH) in Sub-Saharan Africa, which factors do you consider critical?

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PSYCHOLOGY
MA CHILD AND ADOLESCENT PSYCHOLOGY

**END OF SECOND SEMESTER EXAMINATIONS IN APPLICATION
OF ATTACHMENT THEORY, 2009 ACADEMIC YEAR**

PSY 5242

DATE: MONDAY, APRIL 12, 2010

TIME: 0900-1200 HOURS

COMPUTER NUMBER:.....

INSTRUCTIONS

Part A- There are five short questions in this section. All must be answered.

- 1) State 3 patterns of behaviour displayed by infants when they are distressed by a separation from their caregivers in the strange situation which Ainsworth and Colleagues (1978 in Cassidy & Shaver, 2008) discovered
- 2) How well the parents fulfil their child rearing functions depends on many factors. Briefly explain four of these factors
- 3) State 6 major determinants of a healthy child-parent caregiver relationship which Maccoby and Martin (1983) proposed
- 4) State 3 treatments/services for children with maladaptive behaviours or psychopathological problems
- 5) Attachment problems occur when children have been unable to consistently connect with a caregiver. State 9 reasons why this can happen?

SECTION B

ANSWER 2 ESSAY QUESTIONS OUT OF 4 QUESTIONS IN THIS SECTION

- 1) With examples, give a detailed account of indicators for different classifications of attachment styles.
- 2) Compare and contrast the Ainsworth (1978), the Mervin-Cassidy (1992) and the Main-Kaplan-George (1996) classification systems of attachment.
- 3) State and define the attachment classifications assessed using the Strange Situation Procedure, providing behavioural examples during separation and reunion.
- 4) Taking into consideration social milieu, discuss attachment's core theoretical predictions.