

# SCHOOL OF HUMANITIES 2010/2011 ACADEMIC YEAR

## FIRST SEMESTER EXAMINATIONS (PG)

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**THE UNIVERSITY OF ZAMBIA**

**MASTERS PROGRAMME**

**DEPARTMENT OF DEVELOPMENT STUDIES**

**SECOND SEMESTER EXAMINATIONS/ APRIL 2010**

**DS 5012 –: POLITICAL ECONOMY OF CONTEMPORARY ZAMBIA**

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

**VENUE-: D2**

**INSTRUCTIONS-:** Answer Question one (1) in Section A which is compulsory and any other two questions from Section B

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**SECTION A**

1. Describe the concept of globalization in great detail and analyze the role that the phenomena of globalization plays in maintaining unequal exchange and power relations within the framework of the North-South divide. As much as possible draw examples from the Zambian experience.

**SECTION B**

2. Why is third world debt an important topic of discussion on the development agenda of both developing and developed countries? To what extent have measures such as SAPs and related initiatives such as the highly indebted poor country initiative (HIPC) contributed to debt relief in the south?
3. Multilateral institutions such as the IMF and the World Bank have substantially contributed to the development prospects and welfare of developing countries. Critically discuss the above statement.
4. Describe and evaluate the historical evolution from state-led to market-led development by juxtaposing the orthodox and alternative/critical views of the post war international economic order.
5. Define and write short notes on any five (5) of the following concepts-:
  - A) Nation State
  - B) Neo Patrimonialism
  - C) Bureaucracy
  - D) Informal Sector
  - E) Washington consensus
  - F) Uneven Development

6. **Discuss the role of the state in economic development. Is a developmental state possible in conditions of liberalism?**



**THE UNIVERSITY OF ZAMBIA**  
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**Directorate of Research and Post Graduate Studies**

UNIVERSITY EXAMINATIONS  
END OF SECOND SEMESTER 2010/2011 EXAMINATIONS

DS 5022: Foreign Aid and Development

TIME: THREE HOURS

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**INSTRUCTIONS:**

Answer **any three** questions from the following list. Your answers must be written in **Essay form**:

1. Define Foreign Aid and draw examples from US Aid motives and activities in sub Sahara Africa to determine donors' real motives behind giving AID to recipient countries.
2. Explain the various forms of foreign Aid and discuss their relevance to the development process of recipient nations
3. Give reasons why foreign Aid appears to have failed to impact positively on the development of recipient nations in Sub Sahara Africa and discuss ways in which it can be made to play a more positive role.
4. Use structural adjustment programmes to discuss the crisis of foreign aid policies in Sub Sahara Africa.
5. Compare arguments for and against foreign aid to Sub Sahara Africa and state your personal views by giving good examples from any country case study of your choice
6. Argue very strongly for or against development without foreign aid in developing nations

**END OF EXAMINATION**



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**UNIVERSITY EXAMINATIONS**  
**POST GRADUATE**

**2010 FIRST SEMESTER EXAMINATIONS**

**DS 5131: POVERTY AND RURAL DEVELOPMENT**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- a) **ANSWER ANY THREE (3) QUESTIONS**
  - b) **ALL QUESTIONS CARRY EQUAL MARKS**
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1. What is development induced displacement (DID)? How effective is the risk and reconstruction model in tackling the problems generated by DID?
2. What is redistributive land reform? What are its pros and cons? Illustrate your answer with case examples.
3. What is market-based land reform? Is market-based land reform a panacea to rural inequalities in developing countries?
4. What was the rationale for Integrated Rural Development Projects (IRDPs). What Challenges did this rural development strategy face?
5. What is 'the livelihoods approach'? How do diversity and diversification relate to the livelihoods approach? How effective is this approach as a poverty reduction strategy?
6. What role do agricultural cooperatives play in rural development in developing countries? Discuss the major challenges to the cooperative movement in African rural communities.

**END OF EXAMINATION**



# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES  
2010/2011 SECOND SEMESTER EXAMINATIONS**

## **DS 5132: ENVIRONMENT, GROWTH AND SUSTAINABLE DEVELOPMENT**

**INSTRUCTIONS-:** Answer any three questions from the following;

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1. The United Nations Convention on Climate Change (UNFCCC) is already underway to develop the adaptive capacity of poor people and poorer countries to the impacts of climate change. Specifically identify and explain the various climate change issues, the challenges they pose, in any area in the world. Recommend adaptive measures that should be taken.
2. The Harlem Brundtland Report ; “Our Common Future” came out with the concept of Sustainable Development. Is Sustainable Development possible in the Third World today given the rate of industrialization and globalization? Critically discuss.
3. Using the example of any developing country you know, how are the environmental problems and challenges (both natural and manmade) being handled? Make your own recommendations on how such challenges and problems should be handled.
4. The Earth Summit, also known as Agenda 21 brought out issues on managing the Natural Resources of our Mother Earth. Do you think the Global community is succeeding in this task or not? Justify your answer.
5. The Multinational Corporations (MNCs) are very exploitative business entities and tend to pollute the environment without redress. Zambia, through the Mining Corporations has had its share of both pollution and exploitation by Mining Companies. Critically discuss the issues of Development versus Natural Resources exploitation. To what extent should human benefit VS natural resources preservation go?
6. Recently an industrialized country (Japan) was hit by a major natural disaster of an Earthquake followed by a Tsunami. Discuss the nature of such disasters and what measures, on Global level response, should be taken to alleviate the human aftermath suffering and costs.

**END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMNITATIONS**

**ECN5015:** ADVANCED MICROECONOMICS  
**TIME:** THREE (3) HOURS  
**INSTRUCTIONS:** ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS

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**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) Diminishing marginal utility implies convexity of the indifference curves.
- (c) If the indifference curves intersect, the consumer is inconsistent.
- (d) A perfect competitive market faces an infinitely elastic demand curve implying that the marginal revenue equals the market price.
- (e) A Monopoly will choose to operate only in the regions in which the market demand curve is inelastic.

**QUESTION 2**

- (a) State the Axioms of consumer choice.
- (b) A consumer has a utility function of the form

$$u = x_1^\alpha x_2^\beta$$

Show that the implied demand curves are of the form

$$x_1^* = \frac{\alpha y}{(\alpha + \beta) p_1} \quad x_2^* = \frac{\beta y}{(\alpha + \beta) p_2}$$

- (c) What is the implied indirect utility function?

**QUESTION 3**

- (a) State the properties of an indifference curve.
- (b) Let the the indirect utility function be given by :

$$v(p_1, p_2, y) = 10y \left( \frac{1}{p_1} + \frac{1}{p_2} \right)$$

Show that this indirect utility function satisfies the properties of a well-behaved indirect utility function.

- (c) What is the associated expenditure function?

**QUESTION 4**

Given a production function of the form:

$$y = 15x_1^{\frac{1}{2}}x_2^{\frac{1}{4}}$$

- (a) Derive the associated cost function
- (c) Derive the associated profit function.

### QUESTION 5

A monopolist has a cost function of the form:

$$C(Y) = 2Y^2 + 1$$

and faces an inverse demand function of the form

$$P(Y) = 20 - 2Y$$

where  $Y$  = output.

- (a) What level of price and output will result assuming optimal behaviour on the part of the monopolist?
- (b) What will the monopolist profits be?
- (c) If the monopolist behaved like a competitive firm, what would be the equilibrium price, quantity and profits?

### QUESTION 6

You are given the following pay-off matrix:

		Player 2		
		L	C	R
Player 1	T	2,0	1,1	4,2
	M	3,4	1,2	2,3
	B	1,3	0,2	3,0

- (a) What is the normal-form representation of this game?
- (b) Find any dominated strategies
- (c) What strategies survive the iterated elimination of strictly dominated strategies?
- (d) What are the pure-strategy Nash equilibria of this game?

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**END OF FINAL EXAMINATION**

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UNIVERSITY OF ZAMBIA  
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DEPARTMENT OF ECONOMICS

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

**ECN 5025: ADVANCED MACROECONOMICS**

DATE: November 1, 2010, AM

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TIME: THREE HOURS

INSTRUCTIONS

Answer **ANY FOUR** Questions. All questions carry equal marks.

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1. Consider an industry with a large number  $N$  of identical firms. Each firm chooses investment  $I(t)$  in order to maximize:

$$q(t) = \int_0^{\infty} e^{-rt} [\pi(K(t)) - C(I(t))] dt$$

subject to  $\dot{K} = I - \delta K$ ,

where  $C = I + d(I)$ ,  $d' > 0$ ,  $d'' > 0$

- (i) Give an economic explanation of  $q(t)$ .
- (ii) Then, provide an interpretation for each of the first order conditions for maximisation.
- (iii) Discuss the effects of uncertainty about future taxes and low GDP prospects on  $q(t)$  and  $K(t)$ .

2. Assume that an economy comprises young and old individuals. Since individuals live two periods their total utility has to consider their consumption both at period  $t$  and at period  $t+1$ .

$$U_t = \frac{C_{1t}^{1-\theta}}{1-\theta} + \frac{C_{2t+1}^{1-\theta}}{(1+\rho)(1-\theta)}$$

where  $\rho$  is the intertemporal *subjective* discount rate;  $\theta$  is the consumption elasticity of marginal utility.

Assume further that the old consume out of their capitalized savings, their consumption,  $C_{2t+1}$ , will be  $C_{2t+1} = (1+r_{t+1})[w_t A_t - C_{1t}]$ . Hence, which is each individual's lifetime budget constraint is given as  $C_{1t} + \frac{C_{2t+1}}{(1+r_{t+1})} = w_t A_t$

Individuals maximize lifetime utility subject to their lifetime budget constraint.

- (i) Set up the Lagrangian expression for lifetime utility maximisation
  - (ii) Obtain the Euler equation and interpret it
  - (iii) Obtain the budget constraint in terms of  $C_{1t}$
  - (iv) Derive an expression for  $C_{1t}$  in terms of savings and interpret it
3. (a) Briefly formally state the following concepts
- (i) Certainty equivalence hypothesis in the Random Walk consumption theory
  - (ii) Solow's conditional convergence hypothesis
  - (iii) Lucas Critique (of macro policy)
  - (iv) Ricardian Equivalence Hypothesis
- (b) Provide a brief summary of the empirical literature on the following consumption theories
- (i) Keynesian Hypothesis
  - (ii) Permanent Income Hypothesis
  - (iii) Random Walk hypothesis

4. (a) Consider the Lucas supply curve denoted by  $y = b(p - E[p])$  and assume an Aggregate Demand equation represented by the log-form quantity theory of money equation,  $p + y = m$ . All the variables have the usual representations.

Assuming imperfect information, demonstrate that unanticipated changes in money supply could have real economic effects.

(b) What are the key sources of economic growth according to the Solow model?

5. Assume that society has the following quadratic loss function in terms of output and inflation:

$$L = \frac{1}{2}(y - y^*)^2 + \frac{a}{2}(\pi - \pi^e)^2; y^* > \bar{y}; a > 0$$

where  $a$  measures the extent to which the public dislikes deviations in inflation from its desirable level relative to deviations in output from its desirable level.

Assume a Lucas supply function given by;  $y = \bar{y} + b(\pi - \pi^e); b > 0$

Where;

$\pi^e$  = expected inflation

$\bar{y}$  = long run income

$y^*$  = desired income

$\pi^*$  = desired inflation

- (i) Derive the first-order condition with respect to  $\pi$  that minimises the loss function.
- (ii) Show that without commitment to a policy rule the social loss is greater.
- (iii) Mention some of the mechanisms that are used to ensure that Central Bank is virtually single-minded about reducing inflation as opposed to worrying about other macro variables such as unemployment.

6. (a) The Government budget constraint is represented by the following equation.

$$\int_{t=0}^{\infty} e^{-R(t)} G(t) dt \leq -D(0) + \int_{t=0}^{\infty} e^{-R(t)} T(t) dt \text{ where } R(t) = \int_{\tau=0}^{\infty} r(\tau) d\tau$$

where  $G(t)$  is government spending at time  $t$ ,  $T(t)$  is tax revenue at time  $t$ ,  $D(0)$  budget deficit at initial period.

Write down the condition that stipulates 'No-Ponzi game' scheme that prevents government from rolling debt over and over.

(b) Use the following information to derive the main result of the Random Walk hypothesis of private consumption. The expected utility framework is given by:  $E[U(C_1) + \beta U(C_2)]$ .

Assume a utility function specified as  $U(C) = C - \frac{\alpha}{2} C^2$ , with  $\alpha > 0$ , determine the individual's life time budget constraint.

Illustrate the Certainty Equivalence Hypothesis.

-END OF FINAL EXAMINATION-

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2010 ACADEMIC YEAR FIRST SEMESTER**

**ECN5101 STATISTICS FOR ECONOMICS**

**FINAL EXAMINATION**

**Date: TUESDAY, 26<sup>th</sup> OCTOBER 2010**

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

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**Instructions to the candidates:**

1. Maximum marks for each question are shown in brackets.
2. You may attempt any **FOUR** questions.
3. Each question carries equal marks.

**Materials required:**

1. Answer Books



1. Consider the model below

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

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

$$E(\epsilon\epsilon'|X) = \sigma^2 I_n$$

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

Also assume that

$$P \lim \left( \frac{X'X}{n} \right) = Q, \text{ a positive definite matrix}$$

$$P \lim \left( \frac{X'\epsilon}{n} \right) = 0$$

(a) Show that the OLS estimator of  $\beta$ ,  $\hat{\beta}$  is consistent.

[5 marks]

(b) Derive the asymptotic distribution of the OLS estimator  $\hat{\beta}$ .

[5 marks]

(c) Show that the OLS estimator of the variance  $\hat{\sigma}^2 = \frac{e'e}{n-K}$ , where  $e = Y - X\hat{\beta}$ , is an unbiased estimator of  $\sigma^2$

[10 marks]

(d) Suppose you want to test the hypothesis

$$H_0 : \underset{(g \times K)(K \times 1)}{R} \underset{(g \times 1)}{\beta} = \underset{(g \times 1)}{r}$$

and assuming that  $\epsilon \sim N_n(0, \sigma^2 I_n)$ , derive the F-test for the above null hypothesis

[5 marks]

2. Suppose  $y_i \sim NIID(\mu, \sigma^2)$  such that

$$f_Y(y_i) = \frac{1}{\sqrt{2\pi\sigma^2}} \exp \left\{ -\frac{(y_i - \mu)^2}{2\sigma^2} \right\}$$

(a) Derive the maximum likelihood estimators of the mean  $\mu$  and the variance  $\sigma^2$ ?

[5 marks]

- (b) Derive the information matrix  $I(\theta)$  where  $\theta = \begin{pmatrix} \mu \\ \sigma^2 \end{pmatrix}$ ? [10 marks]
- (c) Derive the Cramer-Rao lower bound? [5 marks]
- (d) Now suppose  $X = e^Y$ . Using this information, derive the density function of  $X$ ,  $f_X(x_i)$ ? [5 marks]

3. Let

$$\begin{pmatrix} Y \\ X \end{pmatrix} \sim N_2 \left[ \begin{pmatrix} 1 \\ 0 \end{pmatrix}, \begin{pmatrix} 4 & 1 \\ 1 & 1 \end{pmatrix} \right]$$

- (a) Determine  $E[Y/X]$ . [10 marks]
- (b) Suppose  $U = Y - E[Y/X]$ , find  $Var[U]$ ? [10 marks]
- (c) Show that  $U$  and  $X$  are independent. [5 marks]

4. Consider the following model

$$f_{XY}(x, y) = \begin{cases} 3xy, & \text{if } 0 < x < y \text{ and } 0 < y < 1 \\ 0 & \text{elsewhere} \end{cases}$$

- (a) Verify that this is a pdf. If not, make it a pdf. [5 marks]
- (b) Derive the marginal distributions,  $f_X(x)$  and  $f_Y(y)$ . [5 marks]
- (c) Derive the conditional distribution  $f(y|x = 0.5)$ . [5 marks]
- (d) Calculate the  $Cov[X, Y]$ ? [10 marks]
5. (a) Let  $\{\Omega, \mathcal{F}, P\}$  be a probability space and let  $B \in \mathcal{F}$  with  $P(B) > 0$ . Verify that  $\{B, \mathcal{F} \cap B, P(.|B)\}$  is a probability space? [5 marks]

- (b) Let  $\Omega = \{0, 1, 2, \dots\}$ . Let  $\mathcal{F}$  be the collection of subsets of  $\Omega$  that are either finite or whose complement is finite. Is  $\mathcal{F}$   $\sigma$ -algebra? Explain. [5 marks]
- (c) Suppose you toss a six-sided fair dice. define the sample space  $\Omega$ ? What is the total number of elements of  $\mathcal{F}$  the  $\sigma$ -field? [5 marks]
- (d) Suppose  $\Omega = [0, 1]$ , show that when one chooses uniformly in this interval it is not possible to have a  $\sigma$ -algebra [10 marks]

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ECONOMICS

2010 FIRST SEMESTER FINAL EXAMINATIONS

ECN 5201: MATHEMATICAL TECHNIQUES AND PROGRAMMING

TIME: THREE HOURS

NB: THIS IS AN OPEN BOOK EXAMINATION

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

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**Q1 a)** A consumer wants to maximize his utility function:  $U = X_1X_2X_3$  subject to the budget constraint:  $p_1X_1 + p_2X_2 + p_3X_3 = I$ .

Write out the first-order and second-order conditions that will have to be fulfilled to achieve the consumer's objective.

**b)** The demand for some agricultural product at time  $t$  is given by:

$$Q_t^d = 120 - 4P_t$$

Where  $Q^d$  is quantity demanded and  $P$  is the price. The supply of the product at time  $t$  is given by:

$$Q_t^s = -20 + 3EP_t$$

Where  $Q^s$  is quantity supplied and  $EP$  is expected price. Assume that  $EP_t = P_{t-1}$  and that the market clears period by period.

- 1) If  $P_0 = 25$ , obtain the time path of the price and comment on its nature.
- 2) Assume the coefficient on the expected price in the supply function rises from 3 to 5. Does the market converge to the long-run equilibrium?

**Q2** Consider the following equation:

$$d^2y/dt^2 + 2dy/dt + 2y = \cos t, \quad y(0) = 2, \quad y'(0) = -1$$

- Obtain the complementary function.
- Find the particular integral.
- Obtain the general solution.
- Derive the particular solution.

**Q3** Test the dynamic stability of the following equation system:

$$dx/dt = -5x - 0.5y + 12$$

$$dy/dt = 6x - y - 8$$

$$x(0) = 3, \quad y(0) = 6$$

**Q4** The following table provides data on unit transportation cost from each of 3 production factories A, B and C to each of three distributors of the output D, E and F. The figures in bold indicate an initial basic feasible solution obtained by the Matrix Minimum Method.

Factory	D	E	F	Supply
A	2	1 <b>10</b>	5	10
B	7 <b>13</b>	3 <b>12</b>	4	25
C	6 <b>2</b>	5	3 <b>18</b>	20
Requirement	15	22	18	55

- Check if the cost of the initial basic feasible solution is optimal.
- If not what is the optimal cost?

**Q5** A publishing company employs typists on an hourly basis. There are five typists for service and their charges and speeds are different. According to an earlier understanding, only one job is given to one typist and the typist is paid for full hour even if he works for a fraction of an hour.

Given the data in the following tables, find the optimal assignment of typists to jobs.

Typist	Rate per hour (in '000K)	Number of pages typed per hour
A	5	12
B	6	14
C	3	8
D	4	10
E	4	11

Job	Number of pages
P	199
Q	175
R	145
S	198
T	178

END OF FINAL EXAMINATION

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

2010/11 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

**ECN 5442: HEALTH ECONOMICS**

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: Answer ALL questions in section A. Answer any three in section B.

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SECTION A: Answer all questions.

- Q1 The Grossman model makes predictions about the association between demand for health and health care and a number of variables. In the table below, indicate the direction of impact of each of these variables on the demand for health and health care, according to the Grossman model?

	Demand for Health (H)		Demand for medical care (M)	
	Pure Consumption	Pure Investment	Pure Consumption	Pure Investment
Health				
Age				
Education				
Lifetime Wages				

- Q2 Describe the marginal efficiency of investment in health according to the Grossman model.
- Q3 Briefly explain the distinction between the standard gamble and the time-trade off techniques for eliciting utility scores in the calculation of Quality-Adjusted Life Years (QALYs).
- Q4 Discuss the limitations of the main technical assumptions underlying the calculation of the Quality-Adjusted Life Years (QALYs).
- Q5 What are the reasons for discounting *and* age-weighting in the calculation of the QALY or the Disability-Adjusted Life Years (DALY)?

**SECTION B: Answer ANY THREE questions.**

- Q6 (a) Assume a physician utility function given as  $U = U(\pi(q), B(q, s), s)$ . Show formally, that under a prospective reimbursement system (with a total revenue function generically defined as  $R(q) = a$ , where  $a$  is a constant), if physicians undervalue benefits to patients relative to profits for the hospital, then there will be under-provision of services.
- (b) Assume a mixed provider payment system with net revenue defined as  $R(q) = a + r(q)$ . Derive the conditions under which an optimum outcome can be achieved.
- Q7 (a) Explain using an appropriate diagram the phenomenon of adverse selection in insurance markets. Show that a pooled (average) risk-premium based equilibrium is not sustainable and can cause a collapse of a health insurance market.
- (b) What are some of the measures that can be used to mitigate adverse selection in health insurance markets?



- Q8 (a) Outline the Newhouse model of non-profit hospitals. Show formally that the marginal cost of hospital care equals the willingness to pay of the consumer plus the marginal utility that the provider derives from quality. Assume that hospitals face a utility function given as  $U = U(q, s)$ , where  $q$ =quantity of services and  $s$ = quality of services delivered. Assume further that  $\frac{\partial U}{\partial q} > 0$  and  $\frac{\partial U}{\partial s} > 0$ . The cost function is represented as  $C = q \cdot P(q, s)$ . The hospital faces a constraint to break-even.
- (b) What are the reasons for discounting future health gains in the calculation of the QALY or DALY?
- Q9 (a) State the characteristics of the *health care market* that may prevent markets from allocating resources efficiently. Briefly discuss how each characteristic impairs efficient market functioning.
- (b) Outline formally the main features of the Grossman model of demand for health.

-END-

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF ECONOMICS**  
**2010/11 SECOND SEMESTER FINAL EXAMINATIONS**  
**ECN 5532: POLICY ANALYSIS AND ECONOMIC MANAGEMENT**

**Time allowed: 3 hours**

**NB: Answer ANY THREE questions**

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**Q1** “The normative theory of economic policy is a theory of the public interest, which does not address the problem of the realism of its basic hypotheses or the behavior of the public authorities that they imply”. Write an elaborate commentary on this statement bringing out, with the help of practical illustrations from Zambia or sub-Saharan Africa, the aspects of lack of realism of the normative theory of economic policy.

In the light of your discussion, what are the areas of special attention that must be incorporated in constructing a more realistic theory of government intervention?

**Q2** What does received empirical literature tell us about the linkages between economic growth, inequality and human development? Discuss the kind of policies that you would recommend to forge a strong link between economic growth and human development in Zambia.

**Q3** Explain the factors that constrain financial development in a country like Zambia. What lessons can be derived from the implementation of financial sector reforms in Zambia so far? In the light of these lessons, what are the key elements that must be included in an appropriate design of financial sector reforms?

**Q4** What do you understand by the term ‘social dimensions of policy’? Explain the logic of social safety nets and transfers in mitigating the impact of the social dimensions of adjustment policies. In particular, what is the global evidence so far of the potential of social cash transfers in achieving the Millennium Development Goals?

**Q5** What is the nature of the relationship between good governance and development? Discuss the political, institutional, economic and gender dimensions of good governance. What are the policy requirements for addressing the shortfalls in each of these dimensions in Zambia and other countries of sub-Saharan Africa?

# **MA/ECN 5601 ECONOMIC RESEARCH METHODS**

**Exam Monday 8<sup>th</sup> November 2010**

**Room 227, AM; 9.00-12.00**

## **Instructions**

- 1) Attempt all questions and be as brief as possible.
- 2) Write your name and computer number on all pages submitted.
- 3) Turn off mobiles and no bags on the desks.

## **Question 1**

What are the major differences between an experimental research design and a descriptive research design?

## **Question 2**

What is probability sampling and how can this technique be used in different sampling methods?

## **Question 3**

As a researcher you have collected secondary and quantitative data for your analysis and you have to enter it into a computer. What steps do you have to undertake to secure high quality results?

## **Question 4**

When you are reading a research article, which questions should you ask yourself to understand and assess the article correctly?

End

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ECONOMICS**  
**2010-2011 FINAL EXAMINATIONS**  
**EPM 5111 : MICROECONOMICS FOR POLICY**  
**TIME ALLOWED: 3 HOURS**

**October 3, 2011**

**INSTRUCTIONS:**

**Answer All questions from Section A and any Three from Section B**

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**SECTION A**

- 1) Consider the following Demand and Supply Functions for Compact Discs:
- Demand Function:  $P = 20 - 3Q$
- Supply Function:  $P = Q - 6$
- Where  $Q$  = quantity of CDs  
 $P$  = Price of CDs

Compute the equilibrium price and quantity of CDs analysing your results based on the laws of supply and demand.

- 2) Describe the properties of **Indifference Curves**. Based on your answer show the link between one of the properties and the law of diminishing marginal utility.

- 3) Why is it argued that the demand functions of consumers are not entirely independent? Outline some key examples of Network Externalities as reviewed under demand theory.
- 4) With the use of graphs analyse the income and substitution effects of a normal good. Contrast this with income and substitution effects of an **Inferior Good**.
- 5) Which of the following cause demand curve for factor of production to shift to the right:
  - a) Increase in price of factor that is substitute for given factor;
  - b) Increase in price of that is complement to given factor;
  - c) Increase in price of factor itself;
  - d) None of the above.
- 6) Assume that Coffee and Tea are substitutes. An increase in the price of Coffee is likely to have which of the following effects on the market for Tea (Ceteris Paribus):
  - a) A movement down the demand curve for Tea
  - b) A leftward shift in the demand curve for Tea
  - c) A movement up the demand curve for Tea
  - d) A rightward shift in the demand curve for Tea.

## Section B

- 7) Outline and discuss any five of the eight necessary conditions for existence of general equilibrium.
- 8) Discuss the notion of the Kinked Demand Curve and analyse its significance in Oligopoly Theory.

- 9) What are the necessary conditions for Perfect Competition ? Using appropriate graphics show how a short run equilibrium position reflecting surplus profit or loss cannot be sustained in the long run.
- 10) Consider the following Supply and Demand Schedule for commodity X.

Price	Supply (pounds/thousands)	Demand (pounds/thous)
3	2	34
6	4	28
9	6	22
12	8	16
15	10	10
18	12	4

Assuming there is a price movement from \$6 to \$9 compute the Price Elasticity of Supply and Price Elasticity of Demand and discuss the significance of the results you get.

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**DEPARTMENT OF ECONOMICS**  
**2010-2011 ACADEMIC YEAR FINAL EXAMINATIONS**

**EPM 5122: MACROECONOMICS FOR POLICY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**Question One**

In case of industrial pollution affecting a few communities, use diagrams to show why environmental activists may advocate for public intervention through auction of pollution rights rather than for a market solution to the externality.

**Question two**

Discuss the three major monetary policy tools and comment on the current global trend in the utilization of these tools.

**Question three**

Policy management is often distorted by lags. Discuss the challenges of policy lags and how these might influence Government reliance on automatic stabilizers or choice between monetary and fiscal policies.

**Question four**

- a) Give an outline of commercial bank strategies against credit risks
- b) Give brief comparison of the life- cycle-permanent income theory with Keynesian consumption function.
- c) Economic theory makes a strong case for free trade. What are the major barriers to free trade?
- d) Discuss the significance of Lucas Critique of rational expectations.
- e) Outline the challenge of structural adjustment in your country.
- f) Without use of diagrams discuss the significance of comparative advantage to international trade.

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**End of Examination**

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ECONOMIC POLICY MANAGEMENT PROGRAMME  
2010 ACADEMIC YEAR THIRD TRIMESTER**

**EPM5131: APPLIED QUANTITATIVE TECHNIQUES**

**SUPPLEMENTARY EXAMINATION**

**Date: TUESDAY, 4<sup>TH</sup> OCTOBER 2011**

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

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**Instructions to the candidates:**

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

**Materials required:**

1. Answer Books



1. Consider a competitive firm with the following profit function

$$\pi = R - C \quad (1)$$

$$= PQ - wL - rK \quad (2)$$

where  $P$  = Price,  $Q$  = Output,  $L$  = labour;  $K$  = capital;  $w, r$  = input prices for  $L$  and  $K$ , respectively. Suppose the firm produces output using a Cobb-Douglas function:

$$Q = L^\alpha K^\beta \quad (3)$$

where decreasing returns are assumed.

- (a) What restrictions do you put on  $\alpha$  and  $\beta$  for the production function to have constant returns to scale? Explain. [5 marks]
- (b) Assuming that the firm's objective is to maximize profits, calculate the optimal levels for capital and labour that result into maximum profits? [10 marks]
- (c) Calculate the optimal levels of output ? [5 marks]
- (d) What is the maximum profit that the firm achieves? [5 marks]
2. (a) Calculate  $\partial Y / \partial X_1$  and  $\partial Y / \partial X_2$  for each of the following functions

$$y = 2x_1^3 - 11x_1^2x_2 + 3x_2^2 \quad (4)$$

$$y = (5x_1 + 3) / (x_2 - 2) \quad (5)$$

$$y = (2x_1 + 3)(x_2 - 2) \quad (6)$$

Please show your calculations clearly.

[10 marks]

- (b) Differentiate the following

$$y = (9x^2 - 2)(3x + 1) \quad (7)$$

$$y = 6x / (x + 5) \quad (8)$$

[10 marks]

(c) Find the derivatives of :

$$y = e^{2t+4} \quad (9)$$

$$y = 5x^4 \ln x^2 \quad (10)$$

[5 marks]

3. (a) Calculate the following

$$\int 16x^{-3} dx \quad ; \quad (x \neq 0) \quad (11)$$

$$\int \left( 3e^x + \frac{4}{x} \right) dx \quad (x > 0) \quad (12)$$

[15 marks]

(b) Evaluate the following

$$\int_1^5 3x^2 dx \quad (13)$$

$$\int_1^2 e^{-2x} dx \quad (14)$$

[10 marks]

4. A random variable  $X$  has the following pdf  $f_X(\cdot)$  where

$$f_X(x) = \begin{cases} cx(1-x), & \text{if } 0 \leq x \leq 1; \\ 0, & \text{otherwise} \end{cases} \quad (15)$$

(a) Find  $c$ ?

[5 marks]

(b) Find  $P\left(\frac{1}{2} < X \leq \frac{3}{4}\right)$ .

[5 marks]

(c) Find the cdf  $F_X(\cdot)$  of  $X$ ?

[5 marks]

(d) Calculate  $E[X]$  and  $\text{var}[X]$ ?

[10 marks]

5. Suppose you toss a fair coin twice.

- (a) Define the sample space of this experiment?  
[5 marks]
- (b) Define  $\mathcal{F}$  the collection of all subsets of the sample space.  
[5 marks]
- (c) What is the total number of elements in  $\mathcal{F}$ ?  
[5 marks]
- (d) Define a random variable  $X$  the number of 'heads'?  
[5 marks]
- (e) Calculate the expectation of this random variable?  
[5 marks]

**THE UNIVERSITY OF ZAMBIA  
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ECONOMIC POLICY MANAGEMENT PROGRAMME  
2010 ACADEMIC YEAR THIRD TRIMESTER**

**EPM 5145 ECONOMETRICS**

**SUPPLEMENTARY EXAMINATION**

**Date: WEDNESDAY, 05<sup>TH</sup> OCTOBER, 2011**

**Time: 3 HOURS  
(5 minutes reading time)**

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**Instructions to the candidates:**

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

**Materials required:**

1. Answer Books

1. Consider the population regression equation below

$$y = \beta x + \varepsilon$$

- (a) Derive the OLS estimates of  $\beta$ . [10 marks]
- (b) State the Gauss Markov assumptions? [5 marks]
- (c) Show that given the Gauss Markov assumptions, the OLS estimate of  $\beta$  is unbiased? [5 marks]
- (d) Derive the variance of the OLS estimate of  $\beta$ ? [5 marks]
2. A researcher is interested in the effect of location of a new gabbage incinerator on housing prices. Using data for before and after construction of the incenerator, the following model was estimator ( 1978 is the survey year before construction of the incinerator and was 1981 after it was built)

$$\begin{aligned} \log(\widehat{price}) &= 11.29 + 0.457y_{81} - 0.34nearinc - 0.063y_{81} * nearinc \\ &\quad (0.031) \quad (0.045) \quad (0.055) \quad (0.083) \\ n &= 321, R^2 = 0.409 \end{aligned}$$

Where price is the price of a house,  $y_{81}$  is a dummy variable equal to 1 if the obsevation unit is drawn from the 1981 survey and equal to zero otherwise,  $nearinc$  is also a dummy variable equal to 1 if a housing unit is located within a radius of 3 miles within the incinerator's location and zero otherwise and  $y_{81} * nearinc$  is the interaction term between the year dummy and the location dummies.

- (a) Interpret the coefficient of the interaction term  $y_{81} * nearinc$ ? [5 marks]
- (b) Interpret the coefficients of  $nearinc$  and  $y_{81}$ ? [5 marks]
- (c) From the regression results, do you think that construction of the incinerator lowered prices of houses within 3 miles of the incinerator? Explain your answer [10 marks]
- (d) What is the meaning of the intercept term? [5 marks]

3. Consider a  $\log(\text{wage})$  equation (where wage is hourly wage) pooled across the years 1978 (the base year) and 1985

$$\begin{aligned}\log(\text{wage}) &= .459 + .118y_{85} + .0747educ + .0185y_{85}.educ & (1) \\ &+ .0296\text{exper} - .0004\text{exper}^2 + .202\text{union} \\ &- .317\text{female} + .085y_{85}.\text{female} \\ n &= 1,084, R^2 = .426, \bar{R} = .422\end{aligned}$$

where wage is the hourly wage,  $y_{85}$  is a dummy equal to 1 if the observation is from 1985 and zero otherwise, exper is experience, union is equal to one if a union member and zero otherwise, female is one if female and zero otherwise.

- (a) What is the return to education in 1985? [5 marks]
- (b) Calculate the gender gap in 1978 and 1985? Has this gap narrowed between these two years? [5 marks]
- (c) Interpret the coefficient of union? [5 marks]
- (d) Why is the union dummy not interacted with the dummy  $y_{85}$ ? [5 marks]
- (e) From the regression equation, what can you say about the relationship between hourly wage and experience? [5 marks]
4. The variable smokes is a binary variable equal to one if a person smokes, and zero otherwise. We estimate a linear probability model for smokes:

$$\begin{aligned}\widehat{\text{smokes}} &= .656 - .069\log(\text{cigpric}) + .012\log(\text{inc}) - .29\text{educ} & (2) \\ &\quad \begin{matrix} (.855) & (.204) & & (.026) & & (.006) \\ [.856] & [.207] & & [.026] & & [.006] \end{matrix} \\ &+ .020\text{age} - .00026\text{age}^2 - .101\text{restaun} - .026\text{white} \\ &\quad \begin{matrix} (.006) & (.00006) & (.039) & (.052) \\ [.005] & [.00006] & [.038] & [.050] \end{matrix} \\ n &= 807, R^2 = .062\end{aligned}$$

The variable white equals one if the respondent is white, and zero otherwise; In round brackets are usual OLS standard errors and in square brackets we have 'robust' standard errors

- (a) Are there any important differences between the two sets of standard errors?  
[5 marks]
- (b) Holding other factors fixed, if education increases by four years, what happens to the estimated probability of smoking?  
[5 marks]
- (c) At what point does another year of age reduce the probability of smoking?  
[5 marks]
- (d) Interpret the coefficient on the binary variable *restaurn* (a dummy variable equal to one if the person lives in a state with restaurant smoking restriction)?  
[5 marks]
- (e) Person number 206 in the data set has the following characteristics: *cigpric*=67.44, *income*=6,500, *educ*=16, *age*=77, *restaurn*=0, *white*=0, and *smokes*=0. Compute the predicted probability of smoking for this person and comment on the result.  
[5 marks]

5. Consider a simple time series model where the explanatory variable has classical measurement error:

$$\begin{aligned} y_t &= \beta_0 + \beta_1 x_t^* + u_t \\ x_t &= x_t^* + e_t \end{aligned} \quad (3)$$

where  $u_t$  has zero mean and is uncorrelated with  $x_t^*$  and  $e_t$ . We observe only  $y_t$  and  $x_t$ . We assume that  $e_t$  is uncorrelated with  $x_t^*$  and that  $x_t^*$  has zero mean.

- (a) Rewrite  $x_t^* = x_t - e_t$  and replace it in 3, show that the new error term is  $v_t = u_t - \beta_1 e_t$ ?  
[5 marks]
- (b) Show that  $v_t$  is correlated with  $x_t$  in your new equation? And what does this mean for OLS estimators of the model?  
[5 marks]
- (c) In addition to the previous assumptions, assume that  $u_t$  and  $e_t$  are uncorrelated with all past values of  $x_t^*$  and  $e_t$ ; in particular, with  $x_{t-1}^*$  and  $e_{t-1}$ . Show that  $E(x_{t-1}v_t) = 0$ .  
[5 marks]
- (d) Are  $x_t$  and  $x_{t-1}$  correlated? Explain.  
[5 marks]

- (e) What do 5b and 4b suggest about the strategy you should use to consistently estimate  $\beta_1$ ?

[5 marks]

**END**



**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF ECONOMICS**

**2010-2011 FINAL EXAMINATIONS**

**EPM 5222 : STRATEGIC PLANNING AND MANAGEMENT**  
**TIME : THREE (3) HOURS**  
**INSTRUCTIONS : ANSWER BOTH QUESTIONS ONE (1) AND TWO (2)**  
**IN SECTION A AND ANY ONE QUESTION IN SECTION B**

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**SECTION A**

1. What do you understand by the term “product life cycle”, as used in Strategic Management Theory? What is the significance, or strategic implications, if any, of the product life cycle to the profitability of a given product? Finally, what are the criticisms, if any, that may be leveled against the product life cycle? **(20 Marks)**.
2. What is meant by the term “innovation”, as used in Strategic Management Theory? Imagine that you have been hired as a consultant, by a profit-oriented organization. Your contract is to write the organization’s management policy for promoting innovation. Write such a policy for the organization. Finally, outline Rosabeth Moss Kanter’s contribution to the analysis of innovation. **(20 Marks)**.

**SECTION B**

3. A company must not pursue market penetration anyhow. Rather, it must be clear about why it wishes to pursue such a strategy. Identify and explain the circumstances, or reasons, under which a company can consider pursuing such a strategy. **(10 Marks)**.
4. “The best kind of strategy for a company to pursue may depend largely on the kind of pressures the company must cope with.” Discuss. **(10 Marks)**.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF ECONOMICS**

**2010-2011 ACADEMIC YEAR FINAL EXAMINATIONS**

**EPM 5322: POLICY ANALYSIS, DESIGN AND EVALUATION**

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

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THE LIST BELOW. TAKE ACCOUNT OF GOOD GRAMMAR AND RELEVANT ILLUSTRATIONS.**

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1. What is validity in policy evaluation and how does it affect inferences in relation to (a) Instrumentation (b) Maturation and (c) history?
2. What strengths and weaknesses for the Elitist Approach to policy making have been identified in your country's policy environment?
3. Explain the Rational Approach to policy making, and identify the limitations that policy analysts have to grapple with from time to time.
4. Your country, in the face of limited resources, had a set of national agricultural needs as follows: Training extension officers, providing soft loans to small and medium scale farmers, removing tariff duties on imported agricultural inputs, providing farmland to large scale farmers, encouraging the formation of producers' and consumers' cooperatives, constructing dams for irrigation. Using the preceding list, construct a policy needs hierarchy, and substantially justify the choice of your policy rank order.
5. Distinguish a policy problem situation from a policy problem by providing a practical example in your country and explain how the problem was finally resolved.
6. If inputs are equated to effort, then outputs are equated to effects. Analyze this assertion in relation to the policy cycle and give illustrations of what has happened in your country.

7. If the water in the Zambezi river was polluted by industrial effluents, who would be: (a) The principal, policy, stake holders?  
(b) The other policy stake holders?

What policy issues would make consensus building difficult, and which ones would easily be agreed upon?

8. What would you do to build policy capacity in your country's legislature?

END OF EXAMINATION.

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

**DIRECTORATE OF ECONOMIC POLICY MANAGEMENT.**

**3<sup>RD</sup> SEMESTER, FINAL EXAMINATION, SEPTEMBER, 2010.**

**EPM 5335: PROJECT MANAGEMENT**

**Instructions:** Answer any **THREE** of the following questions. Take account of good grammar and appropriate illustrations:

1. If Ghana won the project of hosting the 2011 Africa Cup of Nations football contest, what would you, if co-opted into project team, suggest to ensure that the project commences and finishes according to schedule with minimal disruptions?
2. Write readable notes on **Phased, Reimbursible** and **Hourly** contracts, providing arguments for and against the application of each type of contract.
3. The biblically renowned project of building a tower to try to reach God up in heaven is reported to have encountered a series of communication challenges. If that project was to be repeated to day, what hurdles would be faced and what would you do to surmount them?
4. Create and illustrate with a diagram Work Break Downs (WBS) on any project of your choice, and substantially annotate the diagram.
5. What, in your view, are the virtues associated with a project that is well managed?
6. Monitoring is one of the cardinal aspects in project management. Identify specific areas of monitoring often universally applicable to any project and briefly offer an explanation about each area.
7. What is your understanding of a risk in project management, and which various kinds can you identify affecting many projects round the world?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
ECONOMIC POLICY MANAGEMENT PROJECT**

**2010 ACADEMIC YEAR THIRD TRIMESTER  
FINAL EXAMINATIONS**

**EPM 5515: HUMAN RESOURCE MANAGEMENT**

**TIME: THREE (3) HOURS**

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

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1. Human Resource Management is referred to as “a strategic issue”? Why is it referred to as such? Using a critical analysis of the growth and development of the current conception of Human Resource Management, exemplify this view.
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) Work-flow Analysis and Organization Structure
  - ii) Human Resource Planning
  - iii) Job Analysis
  - iv) Employee Relations
5. 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.
6. 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.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF ECONOMICS

EPM 2010/11 THIRD SEMESTER FINAL EXAMINATIONS

EPM 5525: ENTREPRENEURSHIP AND SMALL ENTERPRISES

**TIME** : 3 Hours only  
**INSTRUCTIONS** : Answer question 1 in Section A, plus any other two questions from section B.

SECTION A

1. Read the following case study very carefully. Thereafter, identify, and comment on, ten of the factors, or events, that conspired to make Bill Gates the kind of entrepreneur that he is today (20 marks).

Let's now turn to the history of Bill Gates. His story is almost as well known as the Beatles'. Brilliant, young math whiz discovers computer programming. Drops out of Harvard. Starts a little computer company called Microsoft with his friends. Through sheer brilliance and ambition and guts builds it into the giant of the software world. That's the broad outline. Let's dig a little bit deeper.

Gate's father was a wealthy lawyer in Seattle, and his mother was the daughter of a well-to-do banker. As a child, Bill was precocious and easily bored by his studies. So his parents took him out of public school and, at the beginning of seventh grade, sent him to Lakeside, a private school that catered to Seattle's elite families. Midway through Gate's second year at Lakeside, the school started a computer club.

"The Mothers' Club at school did a rummage sale every year, and there was always the question of what the money would go to," Gates remembers. "Some went to the summer program, where inner-city kids would come up to the campus. Some of it would go for teachers. That year, they put three thousand dollars into a computer terminal down in this funny little room that we subsequently took control of. It was kind of an amazing thing.

It was an "amazing thing," of course, because this was 1968. Most *colleges* didn't have computer clubs in the 1960s. Even more remarkable was the kind of computer Lakeside bought. The school didn't have its students learn programming by the laborious computer-card system, like virtually everyone else was doing in the 1960s. Instead, Lakeside installed what was called an ASR-33 Teletype, which was a time-sharing terminal with a direct link to a mainframe computer in downtown Seattle. "The whole idea of time-sharing only got invented in nineteen sixty-five," Gates

continued. "Someone was pretty forward looking." Bill Joy got an extraordinary, early opportunity to learn programming on a time-share system as a freshman in college, in 1971. Bill Gates got to do real-time programming *as an eighth grader in 1968*.

From that moment forward, Gates lived in the computer room. He and a number of others began to teach themselves how to use this strange new device. Buying time on the mainframe computer the ASR was hooked up to was, of course, expensive – even for a wealthy institution like Lakeside – and it wasn't long before the \$3,000 put up by the Mothers' Club ran out. The parents raised more money. The students spent it. Then a group of programmers at the University of Washington formed an outfit called Computer Center Corporation (or C-Cubed), which leased computer time to local companies. As luck would have it, one of the founders of the firm – Monique Rona – had a son at Lakeside, a year ahead of Gates. Would the Lakeside computer club, Rona wondered, like to test out the company's software programs on the weekends in exchange for free programming time? Absolutely! After school, Gates took the bus to the C-Cubed offices and programmed long into the evening.

C-Cubed eventually went bankrupt, so Gates and his friends began hanging around the computer center at the University of Washington. Before long, they latched onto an outfit called ISI (Information Sciences Inc.), which for working on a piece of software that could be used to automate company payrolls. In one seven-month period in 1971, Gates and his cohorts ran up 1,575 hours of computer time on the ISI mainframe, which averages out to eight hours a day, seven days a week.

"It was my obsession," Gates says of his early high school years. "I skipped athletics. I went up there at night. We were programming on weekends. It would be a rare week that we wouldn't get twenty or thirty hours in. There was a period where Paul Allen and I got in trouble for stealing a bunch of passwords and crashing the system. We got kicked out. I didn't get to use the computer the whole summer. This is when I was fifteen and sixteen. Then I found out Paul had found a computer that was free at the University of Washington. They had these machines in the medical center and the physics department. They were on a twenty-four-hour schedule, but with this big slack period, so that between three and six in the morning they never scheduled anything." Gates laughed. "I'd leave at night, after my bed time. I could walk up to the University of Washington from my house. Or I'd take the bus. That's why I'm always so generous to the University of Washington, because they let me steal so much computer time." (Years later, Gates' mother said, "We always wondered why it was so hard for him to get up in the morning.")

One of the founders of ISI, Bud Pembroke, then got a call from the technology company TRW, which had just signed a contract to set up a computer system at the huge Bonneville Power station in southern Washington State. TRW desperately needed programmers familiar with the particular software the power station used. In these early days of the computer revolution, programmers with that kind of specialized experience were hard to find. But Pembroke knew exactly whom to call: those high school kids from Lakeside who had been running up thousands of hours of computer time on the ISI mainframe. Gates was now in his senior year, and somehow he managed to convince his teachers to let him decamp for Bonneville under the guise of an independent study project. There he spent the spring writing code, supervised by a

man named John Norton, who Gates says taught him as much about programming as almost anyone he'd ever met.

Those five years, from eighth grade through the end of high school presented Bill Gates with an ... extraordinary series of opportunities ... .

(Source: Malcolm Gladwell. (2008: 50). *Outliers: The Story of Success*. New York.: Little, Brown and Company).

## SECTION B

2. Explain why many small scale business entrepreneurs tend to think that business beyond the borders of their countries is not meant for them. Why is it important for them to consider going global? And what strategies can they use to do so? **(10 marks)**.
3. Despite the differences in their sizes, activities and ownership, the various kinds of business enterprises in existence, both large and small, can be broadly classified into three groups. Identify and analyze these groups, and briefly comment on their advantages and disadvantages, where applicable **(10 marks)**.
4. Once an entrepreneur comes up with an innovative idea of a product or service that has market potential, his or her immediate concern should be to protect that idea. Discuss. Furthermore, suggest how the problem of piracy that is rampant all over the world can be combated **(10 marks)**.

**END OF THE EXAMINATION. GOOD LUCK!**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2010 ACADEMIC YEAR FIRST TRIMESTER EXAMINATIONS**

**EPM 5611: COMPUTER SKILLS**

**TIME: ONE AND HALF HOURS**

**INSTRUCTIONS:**

**ANSWER BOTH QUESTIONS. ALL THE ANSWERS AND COMPUTATIONS MUST BE PUT IN MICROSOFT WORD. SAVE YOUR FILE IN A FOLDER WITH YOUR COMPUTER NUMBER AS THE FILE NAME.**

---

1. Open the **EPM DATA 2011 EXCEL FILE** on the desktop and do the following:
  - a) The frequency distribution for sex (i.e., the number of females and males in the sample.
  - b) The frequency distribution for satisfaction (i.e., , the number who are satisfied, unsatisfied, etc)
  - c) Compute the age of each of the respondents in the sample.
  - d) Compute the mean, median, mode and standard deviation for age and interpret the results.

(In each case, give the correct MS – EXCEL commands you would use)

2. Open the **EPM DATA 2011 SPSS FILE** on the desktop and describe the correct sequence of SPSS to do the following:
    - a) Use a t – test to show if there is a statistically significant difference in income between male and female respondents. Briefly interpret the results.
    - b) Use chi-square test and percentages to show if there is a relationship between sex and job satisfaction. Briefly interpret the results.
    - c) Use the **COMPUTE** or **DATE WIZARD** command to:
      - i. Calculate the age of each respondent and give it the variable name - **AGE** (Hint: 86,400 seconds =1 day and 365.25 days =1 year); then compute the measures of central tendency and dispersion.
      - ii. Calculate the number of years of experience and give it the variable name – **EXPERIENCE** (Hint: 86,400 seconds =1 day and 365.25 days =1 year); then compute the measures of central tendency and dispersion.
    - d) Use regression analysis to predict one's income on the basis of years of experience. Briefly interpret the results.
- 

**END OF FINAL EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF ECONOMICS  
ECONOMIC POLICY MANAGEMENT PROGRAMME**

**2010/2011 ACADEMIC YEAR FINAL EXAMINATIONS**

EPM 5614: HEALTH ECONOMICS

Time: THREE hours

**INSTRUCTIONS**

Answer ANY FOUR questions.

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**Question One**

- (a) Using the four-quadrant diagram for demand for health discussed in class demonstrate, separately, the effects of an increase in education, the price of all consumption commodities, and in income, on the demand for health.
- (b) State the characteristics of the *health care market* that may prevent markets from allocating resources efficiently. Briefly discuss how each characteristic impairs efficient market functioning.

**Question Two**

- (a) Consider the following simple model of mixed-payment provider model.

Providers have a utility function defined as  $U(B(s), \pi)$ .

where  $B(s)$  and  $\pi$  are benefits to patients and net revenue to the provider respectively. Assume further that  $\pi(q) = a + rC(q)$ , where  $a$  is a fixed prospective component of the funding while  $r$  is the proportion of the funding that is paid retrospectively.  $C$  is the cost function which you are advised to assume is a simple linear form as  $C = cq$ .

Show under what conditions a mixed payment system would yield an optimal balance of incentives for cost control and quality to the patients?

What are the key pitfalls on prospective payment systems and how could policy makers address such pitfalls?

- (b) Briefly explain why it is important to measure the technical efficiency of health institutions in developing countries despite the widely held view that African health systems are severely under-funded.

### Question Three

- (a) Outline the salient elements of the EQ-5D instrument for measuring health-related quality of life.
- (b) Decentralisation is a policy reform that was intended to improve efficiency and equity in African health systems. Outline the specific instruments of Decentralisation that have been implemented to achieve the efficiency and equity goals in African health systems.

### Question Four

- (a) Outline the analytical steps involved in calculating the Disability Adjusted Life Years.
- (b) Using simple illustrations, demonstrate how the Standard Gamble and the Time Trade-Off techniques measure quality of life lived in a health state?

### Question Five

- (a) A team of local and international researchers have conducted a cost-effectiveness study to determine whether one of two new drugs, *Metoprolol* and *Dozazosin* should be introduced to replace the status quo of no drugs at all. The data is presented as follows:

	Dozazosin	Metoprolol
QALYs	1655.36172	4760.85577
Cost	\$1,273,233	\$1,025,157

- (i) Calculate the Incremental Cost-effectiveness Ratio (ICER) for both drugs.
  - (ii) Which drug should the researchers recommend to policy makers, and why?
- (b) For each of the following hypothetical scenarios, state which economic evaluation technique is appropriate?
- (i) We need to evaluate programme independently of any alternatives?
  - (ii) Imagine that the government of the Democratic Republic of Chaos faces a difficult choice of deciding if they should adopt a policy of using social market strategy or mass distribution of free bed nets, in order to control malaria.
  - (iii) Is mass screening for cervical cancer from age 16 years, a better option than giving all women an HPV vaccine at first antenatal visit?

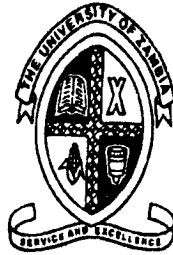
- (iv) Which of the following interventions promises the highest health improvement per unit cost for Bilharzia control: (a) Status quo intervention which is selected population chemotherapy with Oxamniquine, (b) Drip mollusciding, (c) focal mollusciding, (d) household health education visits, (e) vented improved pit latrines and (f) mass population chemotherapy with Oxamniquine.
- (v) We need to assess whether male circumcision is a better option than condom promotion in preventing the spread of HIV/AIDS in Southern Africa.

**Question Six**

- (a) What are the main limitations of implementing Social Health Insurance in Sub-Saharan Africa?
- (b) Proponents of user fees for health care in African health systems argue that user fees will do the following: (i) generate additional revenue which can be used to improve quality of care, (ii) people in Africa already spend substantial amounts on private and traditional health care and cost is not a serious barrier, (iii) user fees will discourage frivolous utilization, and (iv) free health care is simply not affordable.

*Provide a cogent critique of each of these propositions.*

-END OF EXAMINATION-



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
ECONOMIC POLICY MANAGEMENT PROGRAMME  
2010 ACADEMIC YEAR FIRST TRIMESTER FINAL EXAMINATIONS**

**EPM 5621: EFFECTIVE POLICY COMMUNICATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- (a) Answer both Sections A and B following instructions given.
  - (b) All questions carry equal marks
  - (c) Marks will be awarded for correct use of the English language, focus on answering the question appropriately and provision of appropriate illustration from your own organization to support your answers.
- 

**SECTION A**

**( Answer either Question 1 or Question 2)**

**QUESTION 1**

- (a) The grapevine has come to be recognized as one of the major sources of information for employees in most organizations. In view of this and with reference to your organization
  - (i) State and explain any two (2) conditions that promote the flourishing of the grapevine as a source of information in an organization.
  - (ii) State and explain any two (2) characteristics of the grapevine.
- (b) Although some organizations regard press conferences as the best platform to reach out to the media, research has shown that the media despises press conferences. Provide and explain any four (4) reasons why the media despises press conferences.
- (c) Despite the enormous value of national publicity many institutions do not understand how to go about attracting the media's attention. If you were the manager of an organization what measures would you take to ensure that your organization gets national media coverage? Provide and explain any two (2) strategies you would use.
- (d) With appropriate illustration explain any two (2) sources of gender differences in communication.
- (e) What two (2) considerations would you have to make when engaged in intercultural communication from the perspective of language? Briefly discuss.

- (f) If you were the manager of an organization that has been hit by a crisis explain any two (2) initial crisis response guidelines would you follow?

## **QUESTION 2**

- (a) Effective communication is the life source of organizations. In view of this and with reference to your organization explain any four (4) consequences of the absence of effective communication in an organization
- (b) Imagine that you were the Chief executive of an organization that has been receiving very negative publicity from the media. Briefly outline any two (2) techniques you would use to respond to negative comments or publicity from the media.
- (c) For one to have a good working relationship with the media they have to watch out for certain dos and don'ts. State and explain any two (2) dos and any two (2) don'ts about working with the media.
- (d) With appropriate examples explain any two (2) strategies you would use to bridge gender differences in communication.
- (e) Globalization has resulted in people from different cultures coming together to work in similar organizations. If you were working in an organization with people from different cultures what two (2) strategies would you employ to improve communication with such people? Briefly explain.
- (f) Every organization at one time or another is bound to experience a crisis. What would you advise your organization with regard to any two (2) best practices it can employ in preparation for a crisis. Explain with examples.

## **SECTION B**

**( Answer either Question 3 or Question 4)**

### **Question 3**

Identify an issue of concern to your organization, community or country and show, step by step, in specific terms, how you would develop a communication strategy which would facilitate the mitigation of the concern.

### **Question 4**

- (i) It has often been said that the way we use language can either facilitate or frustrate effective communication. Illustrate the validity of this statement drawing practical evidence from your organization or institution.
- (ii) In the communication process, the sender of the message is considered to be the most important component of the process. List and explain any four factors relating to the sender which can compromise the effectiveness of communication.

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**END OF FINAL EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF ECONOMICS  
2010/11 ACADEMIC YEAR SECOND SEMESTER**

**EPM5625 ECONOMETRICS**

**FINAL EXAMINATION**

**Date: FRIDAY, 03<sup>rd</sup> JUNE 2010**

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

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**Instructions to the candidates:**

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

**Materials required:**

1. Answer Books

1. Consider the population regression equation below

$$y = \alpha + \beta x + \varepsilon$$

- (a) Derive the OLS estimates of  $\alpha$  and  $\beta$ . [10 marks]
- (b) State the Gauss Markov assumptions? [5 marks]
- (c) Show that given the Gauss Markov assumptions, the OLS estimate of  $\beta$  is unbiased? [5 marks]
- (d) Calculate the variance of the OLS estimate of  $\beta$ ? [5 marks]

2. (a) Outline the Breusch-Pagan Test? [5 marks]
- (b) Outline the RESET test? [10 marks]
- (c) Explain how you can detect multicollinearity and correct for it [5 marks]
- (d) Briefly explain the consequence of heteroscedasticity? [5 marks]

3. Consider a log(wage) equation (where wage is hourly wage) pooled across the years 1978 (the base year) and 1985

$$\begin{aligned} \log(wage) = & .459 + .118y_{85} + .0747educ + .0185y_{85}.educ & (1) \\ & + .0296 \exp er - .0004 \exp er^2 + .202union \\ & - .317female + .085y_{85}.female \\ n = & 1,084, R^2 = .426, \bar{R} = .422 \end{aligned}$$

where wage is the hourly wage,  $y_{85}$  is a dummy equal to 1 if the observation is from 1985 and zero otherwise,  $\exp er$  is experience,  $union$  is equal to one if a union member and zero otherwise,  $female$  is one if female and zero otherwise.

- (a) What is the return to education in 1985?. [5 marks]



- (b) Calculate the gender gap in 1978 and 1985? Has this gap narrowed between these two years?

[5 marks]

- (c) Interpret the coefficient of union?

[5 marks]

- (d) Why is the union dummy not interacted with the dummy  $y_{85}$ ?

[5 marks]

- (e) From the regression equation, what can you say about the relationship between hourly wage and experience?

[5 marks]

4. The following equation was estimated for 330 major league baseball players for which city racial composition statistics are available. The variables *black* and *hispan* are binary indicators for the individual players. (The base group is white players.) The variable *percblk* is the percentage of the team's city that is black, and *perchisp* is the percentage of Hispanics. In addition to including *black* and *hispan* in the equation, we add the interactions *black.percblk* and *hispan.prchisp*. The estimated equation is

$$\begin{aligned} \log(\widehat{\text{salary}}) = & 10.34 + .073 \text{ years} + .0089 \text{ gamesyr} & (2) \\ & \begin{matrix} (2.18) & (.0129) & (.0034) \end{matrix} \\ & + .00095 \text{ bavg} + .0146 \text{ hrnsyr} + .0045 \text{ rbisyr} \\ & \begin{matrix} (.00151) & (.0164) & (.0076) \end{matrix} \\ & + .0072 \text{ rnsyr} + .0011 \text{ fldperc} + .0075 \text{ allstar} \\ & \begin{matrix} (.0046) & (.0021) & (.0029) \end{matrix} \\ & - .198 \text{ black} - .190 \text{ hispan} + .0125 \text{ black.percblk} \\ & \begin{matrix} (.125) & (.153) & (.0050) \end{matrix} \\ & + .0201 \text{ hispan.prchisp}, \\ & \begin{matrix} (.0098) \end{matrix} \\ n = & 330, R^2 = .638 \end{aligned}$$

- (a) Interpret the coefficient of *black*?

[5 marks]

- (b) Suppose you have a city with 10% blacks, by what percentage does a black player earn compared to a white player?

[5 marks]

- (c) Calculate the level of *perchisp* (the percentage of hispanic people in a city) at which a Hispanic player will earn the same as a white player.

[10 marks]

- (d) Based on these results, is it possible to conclude that there is discrimination against black and hispanic players? Explain.

[5 marks]

5. Consider a simple time series model where the explanatory variable has classical measurement error:

$$\begin{aligned} y_t &= \beta_0 + \beta_1 x_t^* + u_t \\ x_t &= x_t^* + e_t \end{aligned} \quad (3)$$

where  $u_t$  has zero mean and is uncorrelated with  $x_t^*$  and  $e_t$ . We observe only  $y_t$  and  $x_t$ . We assume that  $e_t$  is uncorrelated with  $x_t^*$  and that  $x_t^*$  has zero mean.

- (a) Rewrite  $x_t^* = x_t - e_t$  and replace it in 3, show that the new error term is  $v_t = u_t - \beta_1 e_t$  ?

[5 marks]

- (b) Show that  $v_t$  is correlated with  $x_t$  in your new equation? And what does this mean for OLS estimators of the model?

[5 marks]

- (c) In addition to the previous assumptions, assume that  $u_t$  and  $e_t$  are uncorrelated with all past values of  $x_t^*$  and  $e_t$  ; in particular, with  $x_{t-1}^*$  and  $e_{t-1}$ . Show that  $E(x_{t-1}v_t) = 0$ .

[5 marks]

- (d) Are  $x_t$  and  $x_{t-1}$  correlated? Explain.

[5 marks]

- (e) What do 5b and 4b suggest about the strategy you should use to consistently estimate  $\beta_1$ ?

[5 marks]

END

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

**FINAL EXAMINATION**

**COURSE: GDS 5182: GENDER ACROSS CULTURE**

DATE: 23/04/2010

TIME: 09:00 hrs

Note: Answer any **THREE** questions from **SECTION A & B**

**SECTION ONE**  
**(Attempt at least one or two questions)**

1. When are you man or woman enough? Discuss basing yourself on gender and cultural theories?
2. "The Female/Male distinction should be considered as a merely physiological distinction." Do you agree or not?
3. Foucault theorised that sex identity presumes a regulatory discourse. Discuss?
4. Critically analyse the reason/emotion dichotomy in the light of gender?

**SECTION TWO**  
**(Attempt at least one or two questions)**

5. We are merely born asexual and society constructs us. Do you agree or not?
6. Explain Foucault's view of power and how it resonates with gender?
7. Leclerc argues that women must recover their positive image of their biological selves and find fulfillment in their 'innate caring and nurturing functions'. What is your view of this statement?
8. Judith Butler says: "gender is not an essence but a set of acts that produce the effect". What problem does this statement pose?

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

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**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF GENDER STUDIES  
FIRST SEMESTER SUPPLEMENTARY EXAMINATIONS 2010**

**Feminist Theory GDS 5211**

**Time: Three hours**

**Answer two questions, one from each section**

**Both questions carry equal weight**

**Section A**

1. Compare and contrast the feminist writings of Mary Wollstonecraft and John Stuart Mill.
2. Explain why socialist feminists argued that women would achieve equality in a socialist society.
3. Examine the arguments put forward in the nineteenth century for women to have the right to vote and stand for election.

**Section B**

4. 'The problems women face are the same. They differ only in degree' (Gertrude Mwendela, Beijing, 1995). Discuss.
5. What is radical feminism?
6. Evaluate the thought of either Simone de Beauvoir or Betty Friedan.

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

**COURSE GDS 5311 RESEARCH METHODS IN GENDER STUDIES**

**FINAL EXAMS**

**Time: 3 hrs**

**Lecturer: Dr. Anne Namakando-Phiri**

**Date: 19<sup>th</sup> November, 2010**

## **Part 1**

**Answer all questions.**

1. What considerations should be borne in mind when choosing a study method? (3 marks)
2. Who are considered to be vulnerable groups in research? 3 marks
3. What is feminist research? (2 marks)
4. Name the five common sources for research topics or problems. (5 marks)
5. Research serves many purposes. Name three common useful purposes of research. (3 marks)
6. Generally, research is understood to follow a certain structural process. Though step order may vary depending on the subject matter and researcher. What steps would usually form part of most formal research? (5 marks)
7. What is a sampling frame? What are the advantages of sampling?  
(3 marks)
8. Science uses research to achieve its outcomes. What models are used to link theory and research? (2 marks)
9. What are the differences between simple random and systematic sampling? (5 marks)
10. What are laws in relation to science and what are their roles? (4 marks)



## **Part 2**

**Answer five questions only. All questions carry equal marks (15 marks each).**

1. The issue of feasibility in research encompasses a variety of considerations. A research problem may be both significant and researchable, but some factors may render a study not to be feasible. What factors should be borne in mind when making decisions to conduct a study? Discuss.
2. Humans are usually used as study subjects in social sciences. How would you ensure that the rights of the subjects are protected when conducting a study?
3. Researchers rarely can investigate the entire population of individuals who interest them. What is sampling? Briefly discuss the common terminology used in sampling.
4. Discuss the relationships/differences between qualitative and quantitative methods.
5. Researchers almost never conduct a study outside the context of an existing body of knowledge base. Why? What steps should be taken in conducting a literature review?
6. Literature review can be utilised for both research and non-research activities. Discuss the non- research focus of the literature review.
7. Research is a systematic and objective search for analysis of information relevant to the identification and solution of any problem. Name three approaches to gathering data. Discuss advantages and disadvantages of each approach.
8. Why is gender focus in research design important?

**Good Luck**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF GENDER STUDIES  
FIRST SEMESTER EXAMINATIONS 2010**

**Feminist Theory GS 5211**

**Time: Three hours**

**Answer two questions, one from each section**

**Both questions carry equal weight**

**Section A**

1. What is liberal feminism? Illustrate your answer with references to individual liberal feminists.
- 2 John Stuart Mill said that the family is a school for tyranny. Discuss what he meant by this and consider how other first wave feminists referred to the family and marriage.
3. Women are made, not born'. (Simone de Beauvoir) Discuss.

**Section B**

4. Explain the concept of patriarchy and how radical feminists have used it in discussions of such issues as battery, rape, incest and sexual harassment.
5. How have feminists addressed the problem of patriarchal religion?
6. Consider the development of identity feminism. Has it contributed to the worldwide liberation of women?

**UNIVERSITY OF ZAMBIA**  
**School of Humanities and Social Sciences**  
**Department of History**

**2010 ACADEMIC YEAR: POST GRADUATE  
EXAMINATIONS.**

**COURSE: HIS 5011 ( Central African Historiography 1750  
to 1890)**

**DATE: 27 October 2010**

**VENUE: 3B New Education Building**

**Time: 9.00 -12.00**

**TIME: Three Hours**

**INSTRUCTIONS: Answer THREE Questions-ONE from  
each section**

---

**Section A**

1. Broadly speaking, historiography examines the writing of history and the use of historical methods, drawing upon such elements such as authorship, sourcing, interpretation, style, bias, and audience. The word “**historiography**”, refers to a body of oral sources and multidisciplinary writings based on a given subject or activity in a given area, region or country... What are the difficulties encountered?

2. Historiography is “writing *about* rather than of history a given subject area based on the critical examination of sources, the selection of particulars from the authentic materials, and the synthesis of particulars into a narrative”. Discuss the importance of historiography in the understanding of the economic history of Zimbabwe OR Malawi before 1890.

3. Highlight the role and function of the differentiation in the endowment of resources in understanding the economic historiography of Central Africa. Give the example of Malawi.

### **Section B**

4. From the earliest period of human settlement, human beings have interacted with their surrounding environment as gatherers or collectors, agriculturalists, miners, hunters, and fishers. Discuss the course and consequences of this interaction in the light of the historiography for Central Africa.

OR

Traditional crafts played very important roles and functions in the social and economic lives of the Central African societies. Pick one of these crafts and highlight its role and contribution.

5. Why was metallurgy so important in the historiography of Central African societies before 1890?

6. Long distance trade to the East and West coasts played a critical role in changing the economic landscape of Central Africa. Picking ivory and slaves, show the impact of these two commodities.

### **Section C**

7. Critically examine the role and function of the division of labour by gender in the pre-colonial Central Africa before 1890.

OR

Why was tribute, redistribution and reciprocity very important in Centralised states in Central Africa?

8. Many authors have discussed the critical social and economic roles and functions played by women in Central African societies. Following their lead, pick one area in which the role of women which was crucial allowing them to become

specialists

9. Slave trade involved the sale and buying of human beings. How slaves were used in the social fabrics of the Central African societies before the coming of maritime capitalism?

OR

From reading Siamwiza's work on the catastrophes which affected Central Africa from the late Eighteenth Century, discuss the coping strategies adopted by the various ethnic groups.

10. "The economic resources found in various parts of Central Africa played a catalytic role in attracting the coming of colonial rule to this region". Qualify this statement.

XXXXXXXXXXEND OF THE EXAMINATIONXXXXXXXXXXXX

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER UNIVERSITY EXAMINATIONS –NOVEMBER 2010**  
**HIS5031**  
**HISTORIOGRAPHY OF SOUTHERN AFRICA UP TO 1880S**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:    Answer *two* questions, one from each section**

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**SECTION A**

1. What is the significance of the different historiographical schools of thought in the study, research, writing and understanding of Southern African history?
2. Do you agree with Colin Bundy's theory of the *Rise and Fall* of the African peasantry in South Africa?
3. How have women been depicted in the literature on Southern African history?

**SECTION B**

4. Critically examine Saan and Khoikhoi reaction vis-à-vis Dutch occupation and eventual colonization of the Cape settlement.
5. Critically examine African societies' response to the demands of the Mineral Revolution in Southern Africa.
6. Historians have argued that Portuguese colonial rule in Angola and Mozambique was characterized by vicious brutality towards African societies. Discuss.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS, OCTOBER/NOVEMBER 2010**  
**H5041: HISTORICAL METHODOLOGY AND PHILOSOPHY OF HISTORY I**

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**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER TWO QUESTIONS ONLY.**

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1. What is the philosophy of history and how is it related to the theory of knowledge?
2. Discuss the central thesis of E.H. Carr's *What is History* in relation to the study of history in the contemporary world.
3. How tenable is the argument that following the collapse of the Soviet Union, Marxist philosophy of history is moribund?
4. What is the philosophical underpinning of the statement that history is an investigation of the past or indeed a story about the past, but that history itself is not the past?
5. From a philosophical standpoint, what would you say are the major challenges facing students of African history?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS, APRIL 2010**  
**H5042: HISTORICAL METHODOLOGY AND PHILOSOPHY OF HISTORY II**

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**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS ONLY.**

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1. "The historian who is too conscious of the social needs may well produce a bad history". (Marwick) Discuss.
2. As a student of history, identify the five steps in Historical Research and explain how they inform the process of the proposal writing.
3. In Historical Research, review of literature is considered a data collection technique. Why?
4. While Historical Research does not generate new data, historians use interviews as a method of collecting oral evidence. What skills and procedures would a student of history require to conduct a reliable interview?
5. What are the limitations of archival sources and how would you correct the identified limitations?

**END OF EXAMINATION**



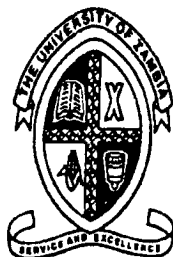
**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**LIN 5001: RESEARCH METHODS IN LINGUISTIC SCIENCE  
TIME: THREE HOURS**

**INSTRUCTIONS:** Answer any three (3) questions in all.

1. Kuhn describes a paradigm as a set of "general theoretical assumptions and laws and techniques for their application that the members of a particular scientific community are taught to adopt and sets the standard for the normal way in which inquiry is conducted" (Mautner, 1997:408). Discuss the relevance of paradigms in research with particular reference to any two paradigms with which you are familiar.
2. Show how you would apply each of the three components of research: Control, Manipulation and Comparison to a research topic of your choice.
3. With relevant examples, distinguish between descriptive and analytical research in linguistics.
4. With relevant examples, describe a study at any level or in any field of linguistics which uses three data collection methods: the questionnaire, the interview and observation, clearly justifying the use of each of the three methods as well as a combination of the three.

**End of Examination**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**LIN 5021: SYNTACTIC THEORY - FIRST SEMESTER FINAL EXAMINATION (2010)**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- (a) Answer any TWO (2) questions
  - (b) All questions carry equal marks
  - (c) Marks will be awarded for correct use of the English language and focus on answering the question appropriately
  - (d) Provide examples to support your answers
  - (e) Illustrations not in English should be glossed
- 

**QUESTION ONE**

- (a) Briefly provide and explain any four major assumptions about the sentence by Transformational Generative Grammar.
- (b) Briefly state and explain any four (4) components of syntax in Transformational Generative grammar.
- (c) Provide the possible phrase structure of the following sentence in Government-Binding theory  
"The girl who passed the examination is here"
- (d) Explain the meaning of the following sentence:  
"Alpha is a variable over syntactic categories and the fundamental idea in Move-alpha is that any structure may be altered in any way by 'moving anything anywhere' while independent universal principles will dictate just what can move and where it can move to."
- (e) Using tree diagrams demonstrate and explain why the following sentence is ambiguous in the English language:  
"They are fasting priests"

**QUESTION TWO**

- (a) Write brief notes on the following concepts of Government-Binding theory.
  - (i) Theta theory
  - (ii) Theta criterion
- (b) With examples explain any four (4) possible phrase structures of the sentence in Transformational Generative grammar.

- ### QUESTION THREE

- ## QUESTION FOUR

- END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2010-2011 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS for the  
MASTERS DEGREE IN LINGUISTIC SCIENCE**

**LIN 5152 SEMANTICS**

**TIME: THREE (3) HOURS**

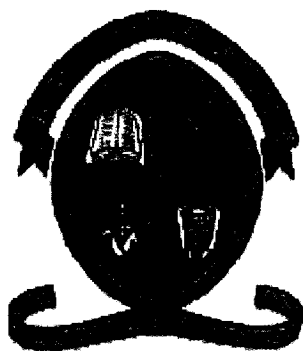
**INSTRUCTIONS: Answer FOUR questions.**

**Relevant illustration and example will receive credit.**

**Candidates may bring into the examination a copy of  
an English Dictionary.**

1. "Semantics is the study of the 'toolkit' for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings." What is the nature of this knowledge?
2. Discuss the view that logical systems provide a frame for a model of an open-ended, infinite phenomenon (such as a language) in a formal, finite way.
3. Distinguish sense from reference, and illustrate the different ways in which we refer in English.
4. What differences are there between 'tense' and 'aspect', and how are they realised in English?
5. Examine the links between thematic roles and grammatical relations.
6. What is the relationship between propositional structure and sentence structure?

\*\*\*\*\*



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS, 2009/2 – APRIL 2010**

**LIN5072 – ENGLISH SYNTAX**

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

**INSTRUCTIONS :** There are two Sections : Section A and Section B. Answer in all ten (10) questions as follows : any three (3) questions from Section A and any seven (7) questions from Section B.

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

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**SECTION A**

1. Discuss in not more than one (1) page to what extent in the history of linguistic theory, the 20<sup>th</sup> century may be referred as the century of F. de Saussure and N. Chomsky.
2. Write brief notes on the following:
  - (a) Structuralism
  - (b) Tree-diagram
3. With reference to English, show that the scope of syntax in contemporary grammatical theories is wider than the scope of syntax in Traditional Grammar.
4. With examples from English, discuss the following four rules:

$$(a) \quad S \rightarrow \left\{ \begin{array}{l} \text{and} \\ \text{or} \end{array} \right\} S^n, n \geq 2$$

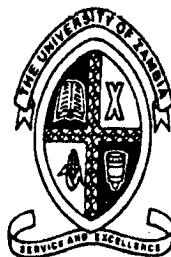
- (b)  $S \rightarrow (\text{Presentence}) \text{Nucleus}$
- (c)  $\text{Nucleus} \rightarrow (\text{Sentence Adverb}) \text{NP} + \text{Predicate Phrase}$
- (d)  $\text{NP} \rightarrow \left\{ \begin{array}{l} \text{and} + \text{NP}^n, n \geq 2 \\ \text{NP} + \text{S} \\ (\text{Det}) \text{N} + \text{No} \left( \left\{ \begin{array}{l} \text{PP} \\ \text{S} \end{array} \right\} \right) \end{array} \right\}$

## SECTION B

5. With reference to English, write, in not more than three pages, an essay on interrogative sentences.
6. With reference to English, compare and contrast the following two items:
  - (a) NP
  - (b) DP
7. Morphosyntax is the interface between morphology and syntax. Discuss and exemplify from English.
8. With reference to English, discuss X'-theory.
9. Government-Binding theory (GB) is a theory made of theories and principles. Discuss this statement with reference to English.
10. Some grammatical rules are universal, others are not. Discuss with reference to English syntax.
11.
  - (a) With reference to English syntax, discuss the concept of transformation in Chomsky's Standard Theory and Government-Binding theory.
  - (b) What is lexicalism and transformationalism?
12. Name and exemplify any two (2) transformational rules in English syntax
13. With reference to English, discuss, in not more than one page, any two topics in contemporary linguistic theory

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E N D



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**LIN 5141: MORPHOLOGICAL THEORY – FIRST SEMESTER FINAL**  
**EXAMINATION (2010)**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- (a) Answer any TWO (2) questions
  - (b) All questions carry equal marks
  - (c) Marks will be awarded for correct use of the English language and focus on answering the question appropriately
  - (d) Provide examples to support your answers
  - (e) Illustrations not in English should be glossed
- 

**QUESTION ONE**

- (a) The central principle of Lexical Morphology is that the morphological component of grammar is organised in a series of hierarchical strata. Explain this principle with TWO (2) appropriate examples.
- (b) Explain the concepts of neutral and non-neutral affixes in Lexical Morphology. Provide illustrations with your answer.
- (c) With examples explain what is meant by the following in Lexical Morphology:
  - (i) Head
  - (ii) Feature percolation
- (d) Provide a brief account of the following process in relation to word formation processes in Lexical Morphology taking into account the following:
  - (i) Bleeding
  - (ii) Feeding

**QUESTION TWO**

- (a) Provide a brief explanation of any TWO (2) types of morphological typologies of the languages of the world.
- (b) With illustration using any language of your choice explain why it is difficult to categorise languages into single distinct morphological typologies.
- (c) With appropriate examples briefly compare and contrast the nominal structure of English and Bantu languages.

- (d) With appropriate examples briefly explain why the verbal morphology of Zambian languages is said to be more complex than that of the English language.

### QUESTION THREE

- (a) Answer either (i) or (ii)
- (i) Enumerate in the order in which they occur any four verbal morphemes of Bantu languages.
  - (ii) Translate the following in a Bantu language of your choice and provide a morphological analysis of the Bantu form of your translation:  
'They are not plaiting each other'
- (b) Explain the following statement:  
'Productivity in word formation processes is a matter of degree'.
- (c) With examples explain any four (4) constraints to the productivity of a word formation process.
- (d) Consider the following data from a language called Setswana and answer the questions that follow:
- | <b>Word</b> | <b>Gloss</b>    |
|-------------|-----------------|
| rata        | love            |
| ratana      | love each other |
| ratilwe     | has been loved  |
| ratile      | has loved       |
| ratisa      | cause to love   |
| ratiwa      | being loved     |
- (i) What is the morpheme that marks the passive in this language?
  - (ii) What the morpheme that marks the reciprocal in this language?
  - (iii) What is the morpheme that marks for the causative in this language?
  - (iii) What is the morpheme that marks the past perfect tense in this language?

### QUESTION FOUR

**Study the following data:**

uninterruptability  
recarbodate  
unmerciful  
theatrically  
circumscribable  
perceptable  
mongolianism  
audacity  
environmentality

- (a) Identify the word class of each of the words above.
- (b) Identify all the various morphemes the words are made up of.
- (c) For each word provided above state the initial base/root of the derivational process of the word.
- (d) For each of the words above identify the base and word class of the base that forms the input to which the last suffix is attached.



- (e) State which of the suffixes above are neutral and non-neutral.
- (f) For the non-neutral suffixes state and explain the phonological changes that are brought about by the addition of the suffixes.

**END OF THE EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2010 - 2011 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS:M.A. IN LINGUISTIC SCIENCE**

**LIN 5262 PRAGMATICS**

**TIME: THREE(3) HOURS**

**INSTRUCTIONS: 1.Answer FOUR (4) questions**

**2.Each answer carries equal weight**

**3.Appropriate EXAMPLES will receive credit**

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1. Is there a clear demarcation between semantics and pragmatics?
2. "Deixis is a 'self-centred' phenomenon, its centre being typically 'I – here – now'." (Huang 2007) Is this always the case?
3. How do we distinguish between direct and indirect speech acts?
4. What are the essential properties of conversational implicature?  
Discuss with illustrations.
5. To what extent is the 'face-saving' model of politeness universal?  
Illustrate your answer by reference to English and a Zambian language.  
Zambian language examples must be translated.
6. To what extent is presupposition a pragmatic phenomenon?

.....  
.....

**THE UNIVERSITY OF ZAMBIA  
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DEPARTMENT OF LITERATURE AND LANGUAGES**

**2010 1<sup>ST</sup> SEMESTER EXAMINATION  
LIT 5001**

**DURATION: 3 HOURS**

**INSTRUCTIONS**

- (a) Answer one question from each of the sections A, B, and C
  - (b) Each section carries equal marks with the others
- 

**SECTION A**

- 1. This course is about research and research methods in literature. What does the concept of research mean to you as a researcher?
- 2. (a) A hypothesis is closely related to literature review. Show how hypothesis can be in harmony with, and in conflict against literature review.
- (c) Elaborate characteristics of a good hypothesis.

**SECTION B**

- 3. When we talk about logic we talk about deductive and inductive reasoning. Elaborate these two phenomena by examples.
- 4. Elaborate 3 of the following research terms
  - (a) Statistics
  - (b) Quantitative research
  - (c) Qualitative research
  - (d) Participatory observer
  - (e) Catchment area

**SECTION C**

- 5. You have read and studied many novels, select one and discuss and describe:
  - (a) the title and author of the novel
  - (b) the theme and ideology it stands for
  - (c) the choice of the characters
    - (i) main character (s)
    - (ii) minor character(s)
    - (iii) time of introduction of characters
    - (iv) relationship of characters
  - (d) symbolism it stands for in the society
  - (e) is it heroic or tragic, satiric etc
  - (f) make some felicitations, weakness or strengths, successes, interests etc you have found about the book

**END OF EXAM**



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

2010/2011 SEMESTER 1 POST-GRADUATE FINAL EXAMINATIONS

LIT 5111: MODERNISM

**INSTRUCTIONS**

ANSWER ALL QUESTIONS

DURATION: THREE (3) HOURS

A COPY OF THE ENGLISH DICTIONARY AND CLEAN TEXTS ARE ALLOWED.

1. What do you comprehend by the term 'modernism'?
2. Is it possible in the context of modernism to envision issues related to existentialism and 'the condition of man' in the universe?
3. Attempt a synoptic appraisal of Samuel Beckett's play *Waiting for godot* and its appropriateness or inappropriateness to what has been looked at as 'the torment of modern man'.

END OF EXAMINATION

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

**2010 1<sup>st</sup> SEMESTER EXAMINATIONS**

**MASTER OF ARTS**

**LIT 5121 STUDIES IN LITERATURE AND GENDER**

**DURATION: 3 HOURS**

**INSTRUCTIONS:**

- (a) You are allowed 3 questions in all
- (b) You are allowed to use a book or document where necessary

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**SECTION A**

1. In many government, academic, international regional for a, symposiums and conferences the term gender has gained great momentum in the last decade. Give an account as to why this issue has become a subject of concern in cultural and social status of the two conditions.
2. Read the following statements carefully and comment on each of them showing how they bring us to the issue which preoccupies people to indulge in gender and equality.
  - (a) Creation, religion and culture have allowed the dominance of men over women
  - (b) Differentiation of biological sexes leads us to the issue of feminism which is a critique of society based on inequalities that exist through gender roles and assumptions.
  - (c) In current Feminist usage gender is defined as characteristics of socio-cultural origin attributed to different biological sexes.

**SECTION B**

3. Read the extract attached written and comment various scholars on various tribal attributes towards, gender, thoughts, cultural guidance and beliefs. Considering the issue raised in the extract give what happens in your society about gender attributes regarding the sex roles in homes, at work, decision making, education, superiority and inferiority complexes etc etc etc.

**SECTION C**

4. In Literature gender becomes one of the subjects or themes in which many writers ponder to deal with.

Some of the cases or questions of interest are how do the writers treat the problem of gender and quality, how do they portray the character, male and female. You have read various novels, choose (select) one book which has interested you about the issue mentioned.

**END OF EXAMINATION**

and aggressive partner.'

Both men and women in this Brazilian tribe make 'open, ribald and aggressive onslaughts', including some by women on this male anthropologist himself, who professed to a belief that many of the women were stronger than men in his own country. He summarises both masculine and feminine personality in this tribe as 'practical' and 'aggressive'. A similar aggressiveness on the part of the female exists among the Zuni Indians; Ethel Albert, in a fascinating article on the roles of women in different cultures, reports that among these people the alliance of sexual aggressiveness with femininity means that the male, and not the female, faces the wedding night with fear and trembling.

Differing stereotypes of masculine and feminine temperament are often found in other societies, without there being a wholesale reversal of our own cultural patterns. Edward T Hall in his book on Iran, 'The Silent Language', describes a thoroughly patriarchal society, where women are nevertheless expected to be the practical, cool and calculating sex. Men are the ones who show emotion, being sensitive and intuitive, and preferring poetry to logic.

There would be pronounced cross-cultural disagreement on the preference for domestic occupations found by Terman and Miles in their Masculinity and Femininity Test. One instance would be women in a wide area of Africa, for, as one ethnographer put it, 'the typical woman thinks of herself as a cultivator and trader, as well as a wife and mother.' Traditionally, the role of cultivating the land and marketing its produce has been a female one. Women have developed an ability and an interest in moving freely outside the home. They have also played a very strong political role. An index of this was the Ibo revolt in 1929 when ten thousand women demonstrated against the imposition of direct taxation, and military forces had to be called in to quell the revolt. It seems that the administration of the time had vastly underestimated the independence and personal ambition of these African women,



This New Guinea girl may be carrying half a hundredweight or more, slung from her forehead in the traditional feminine way. (Anthony Forge)

whose 'masculinised' personalities bore witness to a long tradition of female self-definition and extra-domestic activity in that part of the world.

Terman and Miles comment on the feminine proclivity for personal adornment, and on the way this is reflected in the female's choice of word associations indicating aesthetic appeal. In a number of cultures this difference between male and female personalities is reversed. Thus William Davenport writes of a Southwest Pacific society, in which

6 Only men wear flowers in their hair and scented leaves tucked into their belts or arm bands. At formal dances it is the man who dresses in the most elegant finery and...when these young men are fully made up and costumed for the dance they are considered so irresistible to women that they are not allowed to be alone, even for a moment, for fear some women will seduce them.

And even in a society where the Western sex difference in adornment is not reversed, one may find men valued for attributes as Western society would consider more feminine than masculine. Thus girls in the pastoral tribe of the Bororo (in tropical Africa) choose men at dances for their 'gracefulness and beauty'.

Quite often one finds these examples of masculinity and femininity in other societies dismissed as eccentric, deviant, peculiar, and irrelevant to the mainstream of human development. This is an absurdly ethnocentric view. The history of Western culture itself contains within it precisely the same kind of reversal of today's accepted patterns. Women in Anglo-Saxon times were self-assertive and independent, like many women in Africa today, and most writers on the social history of the Middle Ages call attention to the 'masculine character' of women at that time. Anne A. Astasi quotes a passage from Garreau on France in the time of the crusades:

between the manners of men and women. The rule that such and such feelings or acts are permitted in one sex and forbidden to the other was not fairly settled. Men had the right to dissolve in tears, and women that of talking without prudery...If we look at their intellectual level, the women appear distinctly superior. They are more serious: more subtle. With them we do not seem to be dealing with the rude state of civilisation that their husbands belong to....As a rule, women seem to have the habit of weighing their acts; of not yielding to momentary impressions.

Many anthropologists have been impressed by the degree of coherence there is in any society between adult personality and the techniques used in the early care and control of the individual. This relationship between personality and society has been extensively studied. Does it tell us anything about the origins of sex differences in personality?

One detailed study of child-rearing investigated the differences and similarities between six cultures, ranging from Kenya to Mexico and from the Philippines to New England. In this study twenty-four children, aged from three to ten, were picked from each of the six cultures and studied by trained fieldworkers. The results indicated that boys are more likely than girls to engage in physical aggression in all six cultures, while girls have a greater tendency to act affectionately and responsibly. These sex differences were associated with differential child-rearing practices. Where boys and girls differed in the display (and kind) of aggressive behaviour, for instance, parents were usually distinguishing between them in their expectations about aggression and in their handling of it (punishment or reward). For example, mothers in the Kenyan community do little to stop fights between girls—they say that girls are less likely to hurt each other than boys (girls are weaker); but they strongly discourage fights between boys and still more so fights between boys and girls (they assume the boys are sexually motivated and came them).

In this community, the greater aggression of the boys contrasts with the greater sociability (defined as making friendly approaches to others) and succourance (asking others for help) of the girls. However, among the Mexican children, boys are significantly more sociable and dependent than girls. It is notable that these Mexican parents treat boys and girls very similarly in all respects during early childhood: in later childhood (from three to six) parents continue to use physical punishment to control the girls but not the boys. The community as a whole is distinctly non-aggressive, which perhaps goes with the low achievement and self-reliance in this sample of children compared with the other samples.

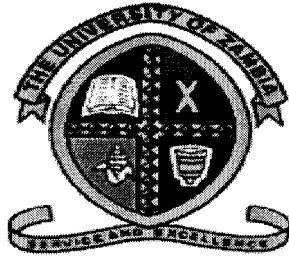
Another cross-cultural survey, by Barry, Bacon and Child, this time of 10 societies but based only on the ethnographic literature, found considerable differences in the socialisation of male and female children. In particular, they found that in most of these societies there is a specific mention of social practices designed to make boys self-reliant and to encourage male achievement, while girls are trained to be nurturant, responsible and obedient. (See Table 4.)

In accounting for this consistency, the authors say that the degree to which the socialisation of the sexes differs is associated with different types of economy. They point to the association of large sex differences in child-rearing with the existence of an economy dependent upon the superior strength of the male (hunting, grain crops rather than root crops, a nomadic rather than sedentary life). Their conclusion is that these child-rearing practices are a means of ensuring the differences between male and female temperament and personality which have a practical function in such an economy. This explanation, however, has several flaws in it. Communities are found with economies requiring the exercise of strength but with very little sex differentiation of personality and role—for example, the pygmies of the Congo. (See Chapter 5.)

	boys	neither	girls
ance (33)	0	18	82
sociability (84)	11	28	61
ance (69)	3	62	35
ment (31)	87	10	3
ance (82)	85	15	0

Table 4 Differences between cultures in encouraging certain qualities in boys and girls. The columns show, for each quality, the percentage of cultures in which there was evidence of greater encouragement for boys, girls or neither. (The figures in brackets are the number of cultures for which there was available information.)





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**2<sup>ND</sup> SEMESTER EXAMINATIONS APRIL/2010**

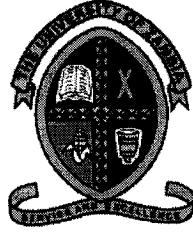
**LIT 5212: GOLDE AGES OF ENGLISH LITERATURE**

**DURATION:            3 HOURS**

**INSTRUCTIONS:    ANSWER 3 QUESTIONS ONLY.**

- 
1. Give reasons why Hamlet delays in killing Claudius.
  2. Is Hamlet regarded as mad or not? Give reasons for your answer in detail.
  3. To what extent is it accurate to call Hamlet a revenge type of play?
  4. How important are politics and comedy in Hamlet?
- 

**END OF EXAMINATION**



# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2010/11 SECOND SEMESTER EXAMINATIONS**

**LIT 5312 – MAJOR AFRICAN AMERICAN AUTHORS**

**TIME: THREE HOURS**

## **INSTRUCTIONS:**

- (i) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.**
  - (ii) Answer Section A and ANY TWO from Section B**
-

## SECTION A (This question is compulsory)

Read the excerpt which relates to Arthur Miller's *Death of a Salesman* and answer the question which follows:

*On the psychological front the play spawned a small hill of doctoral theses explaining its Freudian symbolism, and there were innumerable letters asking if I was aware that the fountain pen which Biff steals is a phallic symbol. Some, on the other hand, felt it was merely a fountain pen and dismissed the whole play. I received visits from men over sixty from as far away as California who had come across the country to have me write the stories of their lives, because the story of Willy Loman was exactly like theirs. The letters from women made it clear that the central character of the play was Linda; sons saw the entire action revolving around Biff or Happy, and fathers wanted advice, in effect, on how to avoid parricide. Probably the most succinct reaction to the play was voiced by a man who, on leaving the theater, said, 'I always said that New England territory was no damned good.' This, at least, was a fact. That I have and had not the slightest interest in the selling profession is probably unbelievable to most people, and I very early gave up trying even to say no. And when asked what Willy was selling, what was in his bags, I could only reply, 'Himself.' I was trying neither to condemn a profession nor particularly to improve it, and, I will admit, I was little better than ignorant of Freud's teachings when I wrote it.*

How interpretive is the foregoing excerpt of the father-son relationships in *Death of a Salesman*?

**SECTION B (Answer ANY TWO questions from this section)**

1. Discuss the question of race and femininity in Maya Angelou's *I Know Why the Caged Bird Sings*.
2. Explore Maya's search for identity from childhood to the time she has a child.
3. Discuss the assertion below, relating it to other African-American writers.

'Today, Toni Morrison shows irritation when she is constantly discussed as a "Black Writer" instead of merely a writer. Nevertheless, Morrison's works such as *The Bluest Eye* (1970), *Song of Solomon* (1977), and *Beloved* (1987) give readers riveting insights into the painful lives of her black protagonists as they confront racism in all its forms in American society.' (*A Handbook of Critical Approaches to Literature*, W L Guerin, et al, 1992)

4. Robert Grant says of Morrison's *Sula* that the central concern of the novel is black-female bonding with lesbian connotations. Discuss.
5. Explain the role of race relations in the unfolding of events in W E B Dubois' *The Souls of Black Folk* and James Weldon Johnson's *The Autobiography of an Ex-Colored Man*.

**END OF EXAM**



**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF LITERATURE AND LANGUAGES**

**MASTER OF ARTS IN LITERATURE –SEMESTER ONE EXAMINATIONS**

LTL 5301- AMERICAN LITERATURE AND SOCIETY

DURATION: **THREE HOURS**

23<sup>RD</sup> NOVEMBER 2010

INSTRUCTIONS: CLEAN TEXTS AND DICTIONARIES ARE ALLOWED

ANSWER **THREE** QUESTIONS. QUESTION ONE IS **COMPULSORY**.

CHOOSE TWO OTHERS.

1. “Past lives in us, through us. Each of us harbors the spirits of people who walked the earth before we did, and those spirits depend on us for continuing existence, just as we depend on their presence to live our lives to the fullest.” (John Edgar Wideman).

Discuss the plausibility or implausibility of this statement with particular regard to the aesthetic ideal of the African American artist.

2. *Beloved* by Toni Morrison “most obviously focuses on issues related to race, but also to gender issues as being central. Morrison’s treatment of slavery in the book concentrates on the special forms of oppression suffered by women slaves.” (Discuss).

**EITHER**

3. “*The grapes of Wrath* by John Steinbeck is an unforgettable panorama of an era and bold dramatization of the plight of the dispossessed everywhere.” (Discuss with special reference to Marxism).

**OR**

4. “*The Grapes of Wrath* is the powerful story of the survival of human dignity and spirit under the most desperate conditions.” (Discuss).
5. (a) Discuss the journey motif in the novel, *Uncle Tom’s Cabin* Harriet Beecher.  
(b) What elements of feminist solidarity do you decipher in your reading of the same novel?
6. What is the importance of Arthur Miller’s *Death of a Salesman* as portraiture of the American society?

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF LITERATURE AND LANGUAGES**

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**END OF EXAMINATION**

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

**2<sup>ND</sup> SEMESTER EXAMINATIONS – APRIL 2010**

**LIT 5402 AFRICAN ORAL AND WRITTEN LITERATURE**

**TIME: 3 HOURS**

**INSTRUCTIONS**

- (a) Answer one question from each of the section A, B or C
- 

**SECTION A**

1. In one of your assignments in this course you dealt with the origin of your own language, show how the story reached you and show the performers (story-tellers) have depicted the ethics of your society through their creation of myths, legends and sociological stories.
2. Show what oral literature is and indicate the functions or role it has played among the societies of the world and indeed your own society.

**SECTION B**

3. Demonstrate how the author of the novel of your choice has revealed his/her thought or ideology through the choice of his/her characters' activities, utterances and behaviour. Show also the era of the novel and the status of the author.
4. Many Zambians in early novels (1950-1980) have written mostly about the main characters' journeys to town and back to the rural area. Show how this statement carries water by comparing two novels in your language that depict this trend.

**SECTION C**

5. You have dealt with the theories of Vladimir Propp and Denise Paulme on the **morphology** of folktales, the types of characters in a story, and the story the characters

and plot of patterns in narratives. Analyse the attached story according to the theories of the two exponents.

6. Write a story of your own story of about 2-3 pages and analyse it according to the exponents Propp and Paulme

**END OF EXAM**



## Story

Once upon a time, there lived a young man of marriageable age. Relatives encouraged him to marry especially his sisters-in-law, grand parents and uncles. He was a little worried because he was in need of a wife. He wanted someone to love, to cook for him and to be proud of like any other person in the village.

He went through a forest and across a valley and found a girl of his liking and suite to marry. He went back to his village and informed his uncle about the girl. The uncle looked at him and shook his head negatively. 'No nephew, you should not marry from across the forest and through to that village. It is taboo.' The young man Yambelwa said, 'what taboo is there in loving a girl.

That is all nonsense, I shall marry the one I love and Kalememo will be my wife.' The uncle insisted that Yambelwa should stop his idea and he should marry from among his own people and society and not from beyond the forest. Many people told Yambelwa against his intentions but could not take heed. Yambelwa went beyond the forest and married Kalememo. He came back married to his lover. At his advent his uncle said, 'bring her back to her parents, she is a danger and detrimental to him and peoples' life'. Yambelwa refused despite several warnings and advices.

One day Kalememo asked her husband to take her to visit her parents. Yambelwa agreed. Before they started off, Kalememo told Yambelwa to make food and water before they would enter the forest because, 'it is not allowed to make food or water in the sacred forest and valley.' The husband replied, 'do you think am so insane that I can make food and water before my in-laws, no lets go.'

They emerged into the forest and in the middle of the forest, Yambelwa felt badly pressed and wanted to release himself. Kalememo said, 'no dear it is taboo.' But Yambelwa went ahead and released himself. Kalememo was now very perturbed. No sooner did they walk far, there was some little wind and soon a song was head behind them:

Luwe luwetanga luwe – It is miracle serious

Luwe tanga – It is shameful or disgrace

Ananyene musikanda kanda luwekanda – He has defecated in a sacred place

Musikanda samunyakatongo – In the sacred place of the in-laws

Luwetanga – It is shameful

Luwe – Shame

Luwetanga luwe – It is shamefull shame

Luwetanga – It is shameful

They looked back and saw the food, water and leaves used to cleanse the bottoms. 'I told you' Kalememo retorted, 'that it is forbidden to make food or water in this forest. Now look it is a disgrace.'

They embarked on their journey and they walked a longer distance this time, Yambelwa had done the job and no more song. Amidst his thought and meditations the song was heard.

Luwe luwetanga luwe – It is miracle serious

Luwe tanga – It is shameful or disgrace

Ananyene musikanda kanda luwekanda – He has defecated in a sacred place

Musikanda samunyakatongo – In the sacred place of the in-laws

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Luwetanga – It is shameful.

This time Yambelwa collected the firewood and made a big fire and threw the food, water and leaves into it to burn. It burned to ashes and and they started off for wife's home.

The song was heard again and again and severally Yambelwa either threw food, water and into the fast flowing river, or burning, even sniffing the ashes. But the song came until people at the wife's village heard it.

When they approached home, the song stopped. They were given a mat to sit on. Yambelwa thought things were then okay. The wife was taken to a private place and asked to comment on what had happened and she explained.

Yambelwa was wearing a kind of skirt and beside him the food, water and leaves expanded inside the pleats and there was a stench and the song was sung loudly.

Luwe luwetanga luwe – It is miracle serious

Luwe tanga – It is shameful or disgrace

Ananyene musikanda kanda luwekanda – He has defecated in a sacred place

Musikanda samunyakatongo – In the sacred place of the in-laws

Luwetanga – It is shameful

Luwe – Shame

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Luwetanga – It is shameful.

People remarked very badly about their son -in -law. They chased him even by unleashing their dogs to make him run faster. Yambelwa came back home tired, dejected, sorry and disappointed. The uncle said, ' you will never marry again and continued,

**Bemba:** Umwana ushiumfwa amenena umwefu kuikoshi

**Mbunda:** Malanga ambati akulishahila

**Luvale:** Kunyi ya njamba yakulicabila

**Lozi:** Mwanuke ka sambelwa alungamine tumone.

**Tonga:** Mulonga watazyolwa wakabula makomwe

**Nyanja:** Wanzelu zopitilila anadewa ndi mkango.

And here ends the story (akashimi, litangu, kaambo).

**END OF STORY**



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

**M.A: 2010/2011 ACADEMIC YEAR FIRST SEMISTER EXAMINATION**

**LIT 5502: FRENCH LITERATURE FROM RENAISSANCE TO 18<sup>th</sup> CENTURY**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- DICTIONARIES ARE ALLOWED
- ANSWER THREE QUESTIONS IN ALL USING THE TEXT ATTACHED
- THIS PAPER COMPRISES ONE PAGE

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- 1) Parlez du concept « Littérature » selon les périodes. Puis illustrez-en l'état actuel quant à sa considération.
- 2) Remontez d'un fait littéraire de votre choix pour en arriver au fait social qui lui a donné naissance. Les deux faits doivent être présentés de manière claire. Ensuite, faites un commentaire sur le passage du fait social au fait artistique.
- 3) Donnez et commentez la différence entre ces trois concepts : Reforme, Renaissance et Humanisme. Puis, parlez de la Renaissance en France.
- 4) Au 16<sup>ème</sup> Siècle, la poésie française est étroitement liée aux conditions sociales des poètes et aux goûts du public auquel ces derniers s'adressent. Discutez cette assertion ; puis, parlez de la Pléiade.

.....

**END OF EXAMINATION**



# **UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF MASS COMMUNICATION**

**FINAL FIRST SEMESTER EXAM 2010**

**COURSE: COMMUNICATION THEORY AND PROCESS: MCD 5031**

**INSTRUCTIONS:**

- This paper comprises of two sections: Sections A and B.
- Answer ALL questions from Section A.
- Answer only two (2) questions from Section B.

**DURATION: Three hour (3 hrs)**

**09/11/10**

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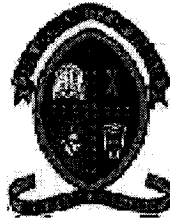
## **SECTION A**

1. You are the manager of Kingambo Sugar Loaf Mountain. What would you do about the informal information flows taking place in your company? (10 marks)
2. What 2 communication barriers are you likely to meet in any organisation? Discuss (10 marks)
3. List and explain 3 directions in which communication flows at your working place. Then show the advantages you see in communication flows and finally discuss the disadvantages of communication flows. (10 marks)

## **SECTION B**

4. Explain and give an example of the expectancy violations theory. (10 marks)
5. Discuss and give an example of a social attribution theory. (10 marks)
6. Discuss and give an example of the identity management theory. (10 marks)

**GOOD LUCK & WISHING U EVERY SUCCESS**



# **UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF MASS COMMUNICATION**

**FINAL FIRST SEMESTER EXAM 2010**

**COURSE: HUMAN DEVELOPMENT AND PARTICIPATORY COMMUNICATION:**

**MCD 5041**

**INSTRUCTIONS:**

- This paper comprises of two sections: Sections A and B.
- Answer ALL questions from Section A.
- Answer only two (2) questions from Section B.

**DURATION: Three hour (3 hrs)**

**05/11/10**

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## SECTION A

1. State and explain the following:
  - (a) Define what a Non Governmental Organisation is.
  - (b) Functions of the NGOs
  - (c) The relationship between NGOs and the government
  - (d) Some of the barriers to healthy State – NGO relationship (10 marks)
  
2. You are a lecturer at UNZA who has been invited to go to a workshop and make a presentation to International Organisations working with the grassroots. Your topic is to sensitize them about the empowerment of the grassroots so that the grassroots participate fully in the projects. Therefore, in your presentation, explain what a participative society is and the instruments used in building a participative society. Then finally show the factors which will lead people into participating in projects. (10 marks)
  
3. You are working for an Organisation as a Project Management Officer. Recently you employed a few workers and wish to give them a crash course about projects planning. Kindly discuss the following:
  - (a) Advantages and obstacles of planning and how to overcome these obstacles.
  - (b) The planning process
  - (c) Planning tools: the Gantt chart and the network scheduling
  - (d) Development project management (10 marks)



## **SECTION B**

4. You are staying in a community where you are running a community media. Recently you decided to use a video for your community development projects. State the purpose and rationale for using the video and finally show the strengths and weaknesses of using the video. (10 marks)
5. Recently the people of Mwendapole village started a community radio station. Most of the broadcasters are volunteers lacking expertise knowledge and experience. So you have been requested as an expert to explain to them about:
  - (a) The ordinary radio format.
  - (b) The basic elements of radio production
  - (c) The basic principles of radio scripting
  - (d) Evaluation of a radio programme (10 marks)
6. In Muzinga village, you have initiated projects and people are participating fully. However, despite the full participation of the people, you are surprised that still there are some problems. What are some of these problems? (10 marks)
7. Your NGO has gone to a remote area. Some people are taken aback over the fact that you are using print materials. Kindly do the following:
  - (a) Justify the uses and rationale of print material
  - (b) Discuss the types of discussion tools
  - (c) Outline and explain the basic elements of print material production
  - (d) How to draw for rural people (10 marks)

**GOOD LUCK & WISHING U EVERY SUCCESS**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS**

**MCN 5051: COMMUNICATION AND CHANGE**

**OCTOBER/NOVEMBER 2010**

**TIME: THREE HOURS**

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

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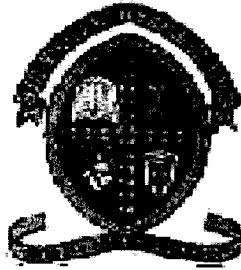
**SECTION A**

1. In any social change campaign, why is “bulldozing” any type of resistance from the target audience never encouraged? (8 Marks)
2. First define culture, and then distinguish between modern and traditional societies. (12 Marks)
3. First define what you understand social change is, and then state why it is important to study social change. ( 10 Marks)
4. In development, “*technology* can be a coincidental factor or part of a systematic process.” What do you understand by this statement? (10 Marks)

**SECTION B**

5. “Managing change means managing people’s fear.” From a social change perspective, discuss this statement. (20 Marks)
6. Some social change is almost always occurring, but many different theories have attempted to explain significant changes in history. Identify at least three of these theories and explain what they have tried to achieve. (20 Marks)
7. It is argued that the role of communication in rural development cannot be overemphasised. State and discuss some of the problems that development communication can help overcome. (20 Marks)
8. “When people are impacted upon by change that influences their own team or communities, the process they go through psychologically can actually mirror that of personal grief.” What do you understand by this statement? (20 Marks)

**END OF EXAMINATION**



# **UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF MASS COMMUNICATION**

**SECOND SEMESTER EXAM 2010**

**COURSE: COMMUNICATION AND POLICY PLANNING MCN 5082**

**INSTRUCTIONS: - ANSWER SEVEN (7) QUESTIONS ONLY.**

**- BUT QUESTION SIX (6) IS COMPULSORY**

**TIME: 3 HOUR**

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1. Define what network planning is and identify its weaknesses.
2. You are a consultant in communication and you have been engaged by a client to plan for the institution. Your client is surprised that instead of looking at institutional creation, you have instead concentrated on institutional reform and regeneration. Kindly justify your position.
3. In planning for institutions, list and explain the 14 orientations of the IPDC grouped under 3 main areas.

4. Using the planning framework, what is the effectiveness of the planning process which was adopted in the IPDC?
5. At the National Assembly, the Members of Parliament are debating as to whether government should regulate the communication system here in Zambia or not. You are an MP who is also an expert in Communication and policy planning. You are on the floor debating the motion. Kindly show your position and why?
6. Show the most intriguing aspect of the COMNET case which could have considerable impact upon future planning assumptions in the IPDC.
7. You are heading a team whose task is to revisit and refine the operational framework. What are some of the experiences of anxieties and preoccupations you are likely to experience?
8. Explain the following:
  - (i) The better and effective way to study and understand the role of mass communication as discussed in Montreal.
  - (ii) Planning
  - (iii) Policy
9. Kindly illustrate the contribution of the case study of COMNET in reviewing the IPDC institution.

**GOOD LUCK AND ALL THE BEST**



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2010-2011 SECOND SEMESTER EXAMINATIONS

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MCN 5112: CURRENT ISSUES IN COMMUNICATION FOR DEVELOPMENT

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TIME: THREE HOURS

INSTRUCTIONS: ANSWER **ALL QUESTIONS IN SECTION A**, BUT **ONLY THREE IN SECTION B**.

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

1. Write brief explanatory notes on the following in communication:
  - a) The Longwe Empowerment Framework 10 marks
  - b) Copyright law 10 marks
2. Write an outline of the main types of ethics, and relate these to specific codes used by journalists to guide them in their work. 10 Marks
3. The diseases affecting many Zambians today can be overcome with more effort in communication and allied endeavours. Discuss 10 Marks

SECTION B: ANSWER **ONLY THREE QUESTIONS** FROM THIS SECTION

4. Why, from a communication for development standpoint is the migration to digital technology ~~is~~ a must for developing countries. In your answer supply a technical comparison of digital and analogue technologies to buttress your argument. 20 Marks
5. Examine, in relation to lessons from the Far East, the problems of achieving development in a world that seems to condemn third world populations to "hewers of wood and drawers of water." In your answer, interrogate factors that could be taken advantage of, to build a more prosperous Africa. 20 Marks
6. Discuss the issues surrounding the growth of corruption in Zambia. In your answer, examine ways which might be tapped to deal with the scourge. 20 Marks
7. Examine the main features of Zambian journalism today, and how they relate to global standards of reporting theory and practice. 20 Marks

# **THE UNIVERSITY OF ZAMBIA**

## **UNIVERSITY SECOND SEMESTER EXAMINATIONS 2010**

### **MCN 5132: COMMUNICATION OF INNOVATIONS**

**TIME:** THREE HOURS

**INSTRUCTIONS:** ANSWER THE QUESTION IN SECTION A, AND THEN ANY THREE FROM SECTION B.

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#### **SECTION A**

##### **Case Study (Partly fictitious)**

##### **1. Ensuring Education Doesn't Leave Disabled Youth Behind**

The education of children living in poverty often suffers, but those who are poor and disabled face even greater problems. A study by the Centre for Commonwealth Education (CCE), University of Cambridge, UK has identified key issues faced by the 5 million or so disabled people aged 12-24 in India. Nidhi Singal of the CCE points out that those with disabilities are less likely to be able to work, not just because of their disability, but because of the discrimination they face because of it. In the paper, "Forgotten Youth: Disability and Development in India", Singal says that they also suffer at school because teachers aren't trained to help with their needs, buildings are unsuitable, and there are low expectations. The situation is much the same in many developing countries, Zambia included.

There is wildly conflicting data on the levels of participation of disabled children in education - with estimates varying from 1% to 67%. In general, disabled children that do attend school have no special provisions made. While recent government initiatives have targeted disabled children, such efforts have focused on structural issues rather reviewing the teaching and learning processes in the classroom. And while enrolments of disabled children in primary education have increased, very few complete primary school, and fewer still make it into secondary education.

You have been engaged by a reputable non-governmental organisation specialising in the rights of children, especially disabled ones, to design a sensitisation campaign aimed at Zambian policy makers to try and redress some of the problems alluded to above. State all you will do to achieve this objective. (40 Marks)

### **SECTION B**

2. A broad social psychological/sociological theory called Diffusion of Innovations (DoI) theory purports to describe the patterns of adoption. Explain the mechanism and how it assists in predicting whether and how a new invention will be successful or not. (20 Marks)
3. It is often stated that *Social Marketing* is a strategy for changing behaviour. What does this mean, and what are its tasks? (20 Marks)
4. In any social campaign programme, why are the aspects of effectiveness, efficiency, and strategy important, and why should they be monitored? (20 Marks)
5. According to Josephine Klein, "Ideas confine a man to certain social groups and social groups confine a man to certain ideas. Aiming at a group than aiming at an individual more easily changes many ideas." Critique this assertion from the perspective of communication of innovations. (20 Marks)

**END OF EXAMINATION**

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

**2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS (DIFERRED)**

**PAM 5111: THE THOERY AND PRACTICE OF PUBLIC ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Explain why theory is important in the Social Sciences? Giving relevant examples outline and critically discuss the theoretical and practical underpinnings of Public Administration. Illustrate the possibility to draw any contrast with private administration.
2. Identify and discuss any four of the common approaches to the study of Public Administration, highlighting the central points of departure, key issues of focus and the main advocates of each approach.
3. What are the four common ingredients of leadership? How do they operate to strengthen and sustain the workers motivation to attain improved individual and organizational performance?
4. Critically discuss the main tenets of Weber's ideal bureaucracy. Illustrate the significance of those tenets of bureaucratic organization in one of Zambia's public organizations.
5. Define the term "Decentralization". What are its main forms and what roles are they intended to play in national socio-economic development? Illustrate your discussion.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2010 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**PAM 5122: POLICY ANALYSIS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Identify and critically discuss the main forms of Policy Analysis? How do these main forms help in understanding the dialectics of policy systems and the resolution of the contradictions inherent in Policy Analysis?
2. Identify and describe any three models of Policy Analysis highlighting their content, common applications, strengths and weaknesses.
3. Critically discuss the role of Policy Argumentation in Policy Analysis. Identify and exemplify the six elements of a Policy Argument.
4. Discuss and exemplify how the policy-analytic procedure of Recommendation relates to the concepts, processes and problems of Multiple Advocacy, Advocacy Claims, Simple Choice and Complex Choice models.
5. What are the bases and grounds for the explanation and justification of Reason, Values and Ethics as consequences of individual and group preferences? Exemplify in terms of individual and social ethical rules and moral principles.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
FIRST SEMESTER FINAL EXAMINATIONS, 2010**

**PAM 5141: Public Policy Choice one.**

**Instructions:** Choose two of the following questions and write an essay that addresses it. Be sure to write your essay in a general format with an introduction, a body of knowledge in the middle and a conclusion.

1. Take one disease that one finds in Zambia and write an essay using the five steps of the policy process that explains how policy is made to combat the disease. Be sure to discuss the actors at each step of the process.
2. Write an essay that explains the risks of security and infectious diseases. Your essay should discuss, in depth, three of the problems presented in the lecture notes.
3. Keeping food and water safe is one of the major problems associated with infectious diseases. Write an essay that explains and gives an overview of these issues, how they are similar, overlapping, or different. Which one, food or water, is the most problematic, and why?

**GOOD LUCK!**

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

**2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PAM 5311: HUMAN RESOURCE MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Why is Human Resource Management referred to as “a strategic issue”? Drawing from an analysis of the growth and development of the current conception of Human Resource Management, critically exemplify this view.
2. The words “Before”, “During” and “After” aptly describe the three basic stages of the Human Resource Management process? Outline and discuss, in some detail, what each stage is and what it involves.
3. What is understood by Human Resource Planning? Using examples from organizations you know, outline and describe the main steps in the human resource planning process.
4. Define, and giving relevant examples write short notes on, the following activities of Human Resource Management.
  - i) Job Analysis
  - i) Recruitment, Selection and Placement
  - iii) Performance Management
5. Motivating staff is an important strategy for improving the production and productivity of people in organizations and the attainment of organizational goals and objectives. Critically discuss the main elements, which are often used to motivate people and the roles which leadership must play in the process..
6. What critical Gender issues are affecting Human Resource Management in Zambia today? Illustrate the consequences of each issue and suggest interventions to ensure that Gender issues play a beneficial role towards improved organisational performance.

**END OF EXAMINATION**

# FINAL EXAM

PAM 5342: Spring, 2010

## PART I: Short Answer Section, worth 30 points

The following questions are worth 10 points each. Write a paragraph to answer these questions. Choose 3 of the following questions.

1. Why is cost effectiveness an important part of the evaluation process?
2. Explain the differences between interviews and surveys. Be sure to explain the strengths and weaknesses of each method.
3. Posavac and Carey show that ethics is important in the evaluation process. What are the roles of Informed Consent and confidentiality in evaluation ethics? Whose confidentiality is protected? Why?
4. Explain why the assessment of need is so confusing.

## PART II: Essay Questions, worth 50 points

The following questions are worth 25 points each. Write an essay to answer 2 of the following questions.

1. Write an essay that compares and contrasts non-experimental, quasi-experimental, and experimental designs. What are the strengths and weaknesses of each approach.
2. Write an essay that describes and explains the seven threats to validity described by Posavac and Carey. Which of these threats cause serious damage to an evaluation? How can the threats be reduced?
3. Write an essay that identifies and explains the different kinds of validity. How do these types of validity impact an evaluation?

## PART III: Evaluation, worth 20 points

Write an evaluation for the following scenario.

### The Great UNZA Traffic Accident Reduction Proposal

You have been hired as the evaluator for the following project with an evaluation budget of \$15,000 USD, not including your salary. Your proposal will show how the parameters stipulated by the City Council can either be met, or not. Be sure to prepare a budget to justify the \$15,000 USD expenditure.

**SCENARIO:** Traffic at the intersection of UNZA and The Great East Road is problematic at most times during the day. Right turns in and out of UNZA are especially problematic. There are numerous traffic accidents at the intersection that clog traffic.

**PROPOSAL:** The City of Lusaka is contemplating installing a traffic light at the intersection, with delayed right turn signals, but they need more information. The City Council wants to know if the traffic light will reduce enough accidents and congestion to justify the expense. The city estimates that the traffic light project will cost \$750,000 USD.

Your job as evaluator is to write an evaluation that fits the parameters stipulated by the City Council. If you can show that the parameters can be met, the council will approve the project.

### PARAMETERS:

1. The project will cost no more than \$750,000.
2. The traffic light will reduce accidents by at least 30%.
3. The traffic light will reduce congestion by at least 30%.

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PAM 5351: ISSUES IN LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY TWO QUESTIONS

- 
1. Many Scholars and practitioners of local government administration have argued that for decentralized local authorities to perform better, and to fully deliver the benefits of decentralisation they need to be *fiscally* empowered. In short, *fiscal decentralisation* is very critical to the operations of local authorities. Discuss.
  2. Discuss, in detail, at least five (5) factors which are helping to shape the decentralisation process in Zambia.
  3. Decentralising government administration is associated with improvements in government responsiveness to local problems, local participation in the decision-making process, and the promotion of good governance etc. However, many observers, including Hyden (1983), Kasfir (1983), Conyers (1982), Harris (1983), and Turner and Hulme (1997) have noted the existence of what is often referred to as the *centralizing imperative* or tendency especially among most governments in the developing countries. Discuss.

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END OF EXAMINATION

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

**2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PAM 5411: RESEARCH METHODS AND TECHNIQUES IN PUBLIC  
ADMINISTRATION**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. As a student of Public Administration, identify and critically discuss four of the common types of social research you may use in your research? Outline the basic elements or features, main purposes, strengths and weaknesses of each of types of research you have identified.
2. Explain the relationship between Science, Knowledge and Research. In doing so, you will need to critically establish the scientific context of research by critically answering the following questions: i) What is “science” and What are the presuppositions of “science”?, ii) What is “knowledge”?, and iii) What is “research”? How do they relate to the understanding, explanation and prediction of the causes and effects of social phenomena?
3. Describe the main stages of a scholarly or scientific research process? Discuss the critical points to observe at each stage of the research process in order to improve the validity and reliability of the data and the conclusions to be derived from them.
4. What is “sampling” as used in scientific research? Outline and critically discuss at least four sampling methods you know, highlighting the basis, merits and demerits of each.
5. What do you understand by the term research? Why do people conduct research? In order to conduct their research processes more effectively and speedily, all researchers enlist the assistance of specific “tools of research”. Identify and critically discuss four basic “tools of research” and show how each of those tools assists the research process.

**END OF EXAMINATION**

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

2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS

**PHL 5045: POLITICAL PHILOSOPHICAL PERSPECTIVES**

TIME:        THREE HOURS

INSTRUCTIONS:        **ANSWER THREE QUESTIONS: ONE QUESTION FROM EACH OF THE THREE SECTIONS.**

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**SECTION A**

1. (a) Briefly define political philosophy.  
(b) Clearly show, using examples about what each of the two disciplines deals with, how political philosophy is related to and can be distinguished from political science.  
(c) Demonstrate, with the aid of examples from ethical utilitarianism and ethical deontology, how ethics is related to political philosophy.  
(d) State the distinctive problems of political philosophy and its method of inquiry.
2. (a) State the core meaning of sovereignty.  
(b) State and briefly describe four aspects of this core meaning of sovereignty.  
(c) Explain the two features of the 1648 Peace of Westphalia that made it the origin of the system of sovereign states.  
(d) Critically discuss present-day challenges to the idea of state sovereignty and state whether these signal an end to the idea of state sovereignty.

**SECTION B**

3. (a) State the conception of the modern state as it developed in the 19<sup>th</sup> century.  
(b) Specify the distinctive features of the history of the modern state, for Max Weber.  
(c) Discuss the type of domination that is typical of the modern state. Outline six characteristics of this type of domination, according to Weber.  
(d) Critically discuss the problems in the application of these characteristics in the African context of the idea of a modern state.

4. (a) Clearly define democracy
- (b) State the aim of normative democratic theory
- (c) Describe four forms or models of democracy according to David Held, bringing out the instrumental arguments for and against each of them
- (d) Critically discuss why democratic forms of democracy are morally desirable from a non-instrumental point of view.

### **SECTION C**

5. (a) Define the concept of justice. State how the concept of justice is related to law and distinguished from it.
  - (b) Discuss the four moral ideas of justice in terms of which a law can be evaluated.
  - (c) State and briefly describe four components of justice.
  - (d) Critically discuss the principles of John Rawls' egalitarian theory of justice and Robert Nozick's libertarian theory of justice.
- 
6. (a) Describe the core characteristics of liberalism.
  - (b) Explain the limitations of the liberal notion of rights, according to communitarianism.
  - (c) Clarify the communitarian response to the liberal idea of a "thin community".
  - (d) Discuss the three types of communities invoked by communitarians.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS**  
**2010 ACADEMIC YEAR**  
**SECOND SEMESTER**  
**PHL5052: MAJOR ISSUES IN ENVIRONMENTAL ETHICS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. (a) Discuss critically the importance of the international conference on the environment and development that took place at Rio de Janeiro in 1992.  
(b) Explain and discuss critically the three strategies devised by the Kyoto Protocol for tackling the problem of excessive carbon dioxide.
2. (a) Discuss critically the meaning and adequacy of the definition of “sustainable development” as given in the Brundtland Report.  
(b) Discuss critically the adequacy of the economic model of Cost-Benefit-Analysis (CBA) as applied to issues relating to the natural environment.
3. (a) Explain and discuss critically the ongoing debate between what have been referred to as the “ecologists” in the North and the “developers” in the South.  
(b) In the national context, discuss whether it is the responsibility of the government, businesses, or the people to care for the natural environment.
4. (a) Explain what is meant by “environmental justice” and give a critique.  
(b) Discuss the problems involved in the concept of “intergenerational justice”.
5. (a) The carrying capacity of the earth is related to population growth. Discuss critically the arguments for and against the urgency of controlling population growth.  
(b) Discuss why the role of women is considered so critical in confronting this problem.
6. Discuss critically to what extent the Zambian government and other bodies are effectively managing the natural environment.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**2010 ACADEMIC YEAR FIRST SEMESTER**

**M. A. FINAL EXAMINATIONS**

**PHL5071: RESEARCH METHODS IN APPLIED ETHICS**

**TIME: THREE HOURS**

**ANSWER: ANY FOUR OF THE FOLLOWING QUESTIONS**

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1. Different methodologies can be used in research design. Explain what is meant by the following four types and give an example in each case:
  - (a) Phenomenology;
  - (b) Grounded Theory;
  - (c) Content Analysis;
  - (d) Ethnography.
  
2. Knowledge claims can differ in approaching a research project. Explain the following and give an example in each case:
  - (a) Postpositivism;
  - (b) Constructivism;
  - (c) Advocacy/Participatory;
  - (d) Pragmatism.
  
3. Research involving human subjects is neither theory-neutral nor value-neutral. Discuss some of the ethical issues related to the following:
  - (a) the researcher;
  - (b) the participants;
  - (c) the gatekeepers;
  - (d) the sponsors.
  
4. Some form of sampling is required in researches involving human participants.
  - (a) In probability sampling, explain the difference between the following:
    - (i) simple random sampling, (ii) cluster sampling, (iii) systematic sampling.
  - (b) In purposive non-probability sampling, explain the difference between:
    - (i) quota sampling, (ii) snowball sampling, and (iii) convenience sampling.
  - (c) Explain what is meant by the following five kinds of variables:  
dependent, independent, control, extraneous and moderator.

5. 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.
  
6. 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.
  
7.
  - (a) Discuss some of the advantages and disadvantages of structured survey questionnaires.
  - (b) Identify as many as you can of the types of questions that should not be used in a structured questionnaire.

**END OF EXAMINATION**

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

**2010 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATION**

**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)**

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**SECTION A**

1.
  - (a) Describe 'good governance' by identifying its characteristic features.
  - (b) Give an account of the factors leading to the origin of the notion of good governance.
  - (c) State the limitations of the good governance agenda.
  - (d) Discuss the role that public service ethics is supposed to play on account of the limitations of the good governance agenda.
  
2. "We now stand at a point where the environmental movement stood some 30 years ago: on the threshold of a heightened public awareness. In this case, the new awareness is that ethics in public service is crucial to the success of democratic institutions."
  - (a) State, according to Stephen Potts, the political costs of corruption that make ethics in public service crucial to the success of democratic institutions.
  - (b) Outline the six components of an effective preventive ethics programme for dealing with corruption.

- (c) Discuss which ones of the six components are being implemented in Zambia.
- (d) Explain the benefits that Pott sees strong preventive ethics systems as having over drastic measures of prosecution, administrative discipline and punishment.

## **SECTION B**

- 3. "The real challenge about the future of public service 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 argues.
  - (a) Briefly describe the five core values or principles of public service, according to Josephson.
  - (b) Explain why public servants must be held to higher standards than those they govern.
  - (c) State the functions that the adoption of high ethical standards is intended to serve in public service.
  - (d) Discuss the role that ethical leadership should play with respect to the values or principles of public service.
  
- 4.
  - (a) Define ethics in general by showing how distinguishable it is from morality and law.
  - (b) Explain the conventional model of ethical thinking among public service administrators. In addition, account for the source of ethical ideas for this model.
  - (c) Explain the three philosophical approaches to ethics. In addition, account for the source of ethical ideas for these approaches.
  - (d) Critically discuss how the philosophical approaches to ethics expand on the conventional model.

### **SECTION C**

5.
  - (a) Describe Peter Ekeh's problem of Africa's "two publics".
  - (b) Explain the cultural and historical factors that are responsible for the origin of this problem.
  - (c) Show how this problem has shaped the context of present-day public service ethics.
  - (d) Critically discuss solutions to the problems of Africa's "two publics", taking into account the cultural and historical origins of the problem.
  
6.
  - (a) Define an ethical dilemma.
  - (b) Describe the following three public service problem areas from which ethical dilemmas may arise : (i) administrative secrecy (ii) pressure group influence and (iii) the relationship between appointed public officials and elected political office holders.
  - (c) Explain how a public servant may come to be faced with an ethical dilemma in each of the three problem areas.
  - (d) Discuss the steps the public servant may take in order to analyse ethical dilemmas in each of the three areas and to resolve them.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**PO 5021: MIGRATION AND URBANIZATION ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A AND ANY TWO QUESTIONS FROM SECTION B.**

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**SECTION A**

**ANSWER ONE QUESTION ONLY**

1. Critically review the various methods used in collecting international migration data by:
  - a) Identifying the problems inherent in the methods as well as their positives.
  - b) On the basis of the problems identified, suggest improvements that would lead to improvements in the data collection process.
5. Describe how the following methods can be used in migration analysis:
  - a) Direct methods
  - b) Vital statistics method
  - c) The national growth rate method
  - d) The survival ratio method.

## **SECTION B**

### **ANSWER ANY TWO QUESTIONS**

1. What are the main dynamics behind the rapid growth of uncontrolled urban settlements in the Third World? What measures would you, as a planner, introduce in order to deal with this problem?
2. Discuss the main factors underlying the brain drain problem and suggest policy measures to mitigate the negative effects of this problem.
3. Review various policy options in dealing with the problems of migration and urbanization. Argue with sufficient justification, what, in your view, would be the appropriate policy measures to adopt for a country like Zambia.
4. Discuss the relevance of these theories of migration to the African context
  - a) Ravenstein's theory
  - b) Lee's reformulation of Ravenstein's theory
  - c) Neoclassical theory
  - d) Segmented labor market theory
  - e) World system theory

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**END OF EXAMINATION**



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

**2010 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATIONS**

**POL 5211: APPROACHES TO COMPARATIVE POLITICS**

**TIME: THREE (3) HOURS**

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

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**SECTION A**

1. Write an essay in which you outline and critically examine the past and present trends in Comparative Politics **(20 Marks)**.
2. Politics and economics are intrinsically and inextricably linked; it is very difficult to study or discuss one without talking about the other, and vice versa. Critically examine this thesis in the context of political economy. In so doing, identify and analyze also the components of political economy and illustrate, using concrete examples, how different economic systems view the relationship between the State and the market **(20 marks)**.

**SECTION B**

3. Write an essay in which you analyze the contributions of rational choice and the culturalist approach to the study of comparative politics **(10 marks)**.
4. Some scholars, led by Lipset, M.S., suggest that democracy, as a political system, requires some preconditions. On the other hand, other scholars, such as Bollen, K. and Jackman R.W., argue to the contrary. Write an essay in which you critically

analyze the arguments in both schools of thought. What conclusion do you come to, in this polemic? **(10 marks)**.

**END OF EXAMINATION**

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

**2010 ACADEMIC YEAR SECOND SEMESTER**

**UNIVERSITY OF ZAMBIA POST-GRADUATE EXAMINATIONS**

**POL 5242: POLITICS AND GOVERNANCE IN ZAMBIA**

**Instructions: Answer Any Three (3) Questions**

**Time: Three (3) Hours**

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1. Evaluate the role and interests of the various social groups in the struggle against the colonial state in Zambia.
2. Critically assess the role of race and class in understanding the nature and motives of institutional changes and functioning of the immediate post-colonial state in Zambia.
3. Assess the extent to which it can be argued that the collapse of socialism in Eastern Europe and in particular the Soviet Union more than the internal dynamics against the one party system existing in the country was principally responsible for the collapse of the one party system in Zambia and the defeat of the then ruling party.
4. Critically analyse the extent to which good governance and the upholding of liberal democratic principles and practices under the election platform of which the Movement for Multi-party Democracy (MMD) won the 1991 elections have been realised in the past nineteen years that the MMD has been in power.
5. Critically assess the role that the interest groups and other civil society organisations have played towards the full realisation of liberal democracy in Zambia.

**End of the Examination**

THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES  
2010 ACDEMIC YEAR UNIVERSITY POSTGRADUATE EXAMINATIONS  
POL 5311: APPROACHES TO INTERNATIONAL RELATIONS

**Instructions:** Answer Any Three (3) Questions

**Time:** Three (3) Hours

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1. Discuss the liberal argument that globalization makes the outbreak of war in the international system unlikely.
  2. Critically analyse the six principles of the realist approach to international relations as postulated by Hans Morgenthau.
  3. From the balance of power perspective, discuss the implications of the People's Republic of China's emergence as "an economic giant" for the post-cold war distribution of power in the international system.
  4. Assess the extent to which neo-realist theory remedies defects identified in classical realist theory.
  5. It has been claimed that, after the collapse of the Soviet Union, the United States is the only superpower left in the World. From the perspective of any approach to international relations that you are familiar with, critically analyse the validity of this claim.

END OF EXAMINATION

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**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**  
**2010 ACDEMIC YEAR SECOND SEMESTER**  
**UNIVERSITY POSTGRADUATE EXAMINATIONS**  
**POL 5342: CASE STUDIES IN INTERNATIONAL INTEGRATION AND**  
**REGIONALISM**

**Instructions:** Answer Any Three (3) Questions

**Time:** Three (3) Hours

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1. Analyse the view that constructivism explains the MERCUSOR situation better than neo-realism.
2. Assess the extent to which the concept of “politicization” is useful in explaining the evolution of the European Union.
3. Discuss the relevance of NATO in the post-cold war era.
4. Analyse the contributions of neoliberal institutionalism to understanding regional and interregional mechanisms in the contemporary international system.
5. With reference to SADC or COMESA, identify and discuss the benefits of regional economic integration that Zambia gains.

END OF EXAMINATION

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**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SOCIAL DEVELOPMENT STUDIES DEPARTMENT**  
**DEMOGRAPHY DIVISION**  
**2010/2011: FIRST SEMESTER FINAL EXAMINATIONS**  
**POP 5011: ADVANCED FERTILITY AND MORTALITY ANALYSIS**

**INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS EXAMINATION PAPER. READ THE INSTRUCTIONS IN EACH PART**

**SECTION A: CHOOSE TWO QUESTIONS**

1. Illustrate how the stationary and stable population concepts can be used in developmental
2. Provide the basic components of a life table, and how it can be used in Demographic Analysis
3. Discuss whether Developing Countries should use either the generation or cross-sectional life tables

SECTION B: ANSWER ONLY ONE QUESTION IN THIS SECTION

1.

- (a) Briefly discuss the rationale and assumptions underlying Brass fertility estimation procedure.
- (b) What are the major limitations of this procedure?
- (c) Briefly discuss the kind of distortion that occurs in information on children ever born.
- (d) Briefly describe how multipliers are obtained.
- (e) Complete columns of the table below and compute both the observed as well as the adjusted total fertility rate (TFR). Briefly comment on the result.

	Average number of births in 12 months preceding the survey per woman ( $f_i$ )	Average number of children ever born ( $P_i$ )	$\Phi_i = 5 \sum f_i$	$w_i$	$F_i$	$P1/F1$	Adjusted $f_i^*$
15-19	0.121	0.301		1.716			
20-24	0.357	1.842	0.605	2.798			
25-29	0.338	3.475	2.39	2.993			
30-34	0.280	4.956	4.08	3.103			
35-39	0.228	5.916	5.48	3.224			
40-44	0.118	6.37	6.62	3.458			
45-49	0.058	6.498	7.21	4.224			

2.

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

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



**TABLES TO BE COMPLETED WITH COEFFICIENTS ASSUMING THE WEST MODEL.**

	Ai	Bi	Ci	k(i)	q(x)	lx
15-19	1.1415	-2.7070	0.7663	1.1053		
20-24	1.2563	-0.5381	-0.2637	1.0286		
25-29	1.1851	0.0633	-0.4177	0.9740		
30-34	1.1720	0.2341	-0.4272	0.9838		
35-39	1.1865	0.3080	-0.4452	1.0008		
40-44	1.1746	0.3314	-0.4537	0.9883		
45-49	1.1639	0.3190	-0.4435	0.9809		

Age	Ai	Bi	Ci	t(x)
1	1.097	5.5628	-1.9956	
2	1.3062	5.5677	0.0296	
3	1.5305	2.5528	4.8962	
5	1.9991	-2.4261	10.4282	
10	2.7632	-8.4065	16.1787	
15	4.3468	-13.2436	20.199	
20	7.5242	-14.2013	20.0162	

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**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SOCIAL DEVELOPMENT STUDIES DEPARTMENT**  
**2010/2011 ACADEMIC YEAR**  
**POP 5031: POPULATION THEORIES AND THEIR APPLICATION IN MODERN TIMES**  
**DEFERRED FINAL EXAMINATION**  
**2<sup>ND</sup> DECEMBER, 2010**

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**TIME: THREE HOURS**

**INSTRUCTIONS: ATTEMPT QUESTION ONE AND ANY OTHER TWO QUESTIONS:**

1. You have been requested to sit on a National Planning Committee to integrate population into developmental matters. What aspects of the Esther Boserup can be considered in addressing Agricultural and Population Dynamics?
2. Explain to the degree that Modern Africa is experiencing the Demographic Transition Theory
3. Migration is an element that affects the Southern Africa Development Community (SADC) and Beyond. Discuss how the Ravenstein's Law of Migration can be applied in the Regional movements
4. Examine the extent to which the Developing Nations have experienced the Child Health that Mosley and Chen prescribed

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**END OF FINAL EXAMINATIONS**

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

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

**POP 5041: RESEARCH METHODS IN SOCIAL SCIENCE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS.**

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- Q1. A research problem is the difference between an ideal and real situation and this problem can be depicted using a conceptual framework. During the course of this semester, you identified a research problem and also undertook a comprehensive review of literature on your identified problem. Using your identified research problem, construct an appropriate conceptual framework and define all your variables, operationally.
- Q2a. Discuss, in detail, any **three** qualitative research designs you may use to investigate a research problem.
- b. What is the difference between internal and external validity?
- Q3a. Discuss, in detail, any **five** attributes of a well conducted qualitative study.
- b. What are the main attributes of a poorly written research proposal?
- Q4a. Provide any **five** reasons why it is important for you to understand the research process.
- b. Define the following concepts:
- (i) ratio
  - (ii) ratio scale
  - (iii) population
  - (iv) theory

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**POP 5052: APPLIED DEMOGRAPHY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS. EACH QUESTION MUST BE IN A SEPARATE ANSWER BOOK.**

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1. Discuss the important uses of the following techniques in applied demography:
  - a) Multiple decrement life table
  - b) Multi state life table
  - c) Measures of inequality
  - d) The Gini ratio
  - e) Table of working life its main applications.
2. Discuss the following issues related to the demographic aspects of human resource planning:
  - a) The difference between the concept of human capital and the economically active population
  - b) Labour mobility
  - c) The difference between unemployment and underemployment.
  - d) The effect of demographic factors on labour force growth
3. Using relevant examples from any part of the world, explain what you understand by:
  - a) Domestic demographics.
  - b) International demographics
  - c) Projection of demand for goods and services
  - d) The relationship between targeting and segmenting in market research.
4. Use appropriate examples, preferably from Zambia in particularly or any part of Africa, to discuss the following:
  - a) The major demographic factors affecting the demand for health care
  - b) Demographic and other factors influencing the cost of health care.
  - c) Measures of health care delivery
5. Illustrating with relevant examples, drawn from Zambia or any other part of the world, explain how demographic information and techniques may apply in the situations below :

- a) Political planning
- b) Campaign strategy
- c) Legislative analysis

6. a) How are demographic processes and techniques important in educational planning?
- b) Discuss, with examples drawn from Zambia, the following measures associated with education planning:
- i. Measures of educational input
  - ii. Measures of educational progression
  - iii. Measures of educational output

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**POP 5062: MULTIVARIATE ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS.**

**EACH QUESTION MUST BE IN A SEPARATE ANSWER BOOK**

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**SECTION A**

**ANSWER ANY TWO QUESTIONS**

1. Demonstrate your understanding of analysis of variance (ANOVA) by answering the questions below:
  - a) Discuss the underlying logic behind ANOVA
  - b) You are required to analyze the relationship between poverty levels and parity of the women based on the ZDHS sample data below:
  - c) Give in the correct sequence the SPSS commands required to generate the outputs below.
  - d) Analyze and interpret the importance of the results observed.
  - e) Give policy recommendations on the basis of these results.

V201 Total children ever born

					95% Confidence Interval for Mean	
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
1 Poorest	1385	4.59	2.488	.067	4.46	4.72
2 Poorer	1390	4.45	2.437	.065	4.32	4.57
3 Middle	1467	4.31	2.440	.064	4.18	4.43
4 Richer	1355	3.62	2.261	.061	3.50	3.74
5 Richest	804	3.14	2.145	.076	2.99	3.29
Total	6401	4.11	2.430	.030	4.05	4.17

ANOVA

V201 Total children ever born

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1617.688	4	404.422	71.528	.000
Within Groups	36163.149	6396	5.654		
Total	37780.836	6400			

2.

- Under what circumstances do you use contingency table analysis?
- Of three sets of SPSS outputs given below, choose the one that makes sense to you, and justify your choice.
- What sequence of SPSS commands would you use to create a contingency table for the relationship between type of residence and current use of contraceptives?
- Interpret the findings of the output below and come up with some policy recommendations.

A)

**Current contraceptive method \* Type of place of residence Crosstabulation**

Count				
		V025 Type of place of residence		
		Urban	Rural	Total
V312	Current Not using	1073	2662	3735
contraceptive method	Pill	356	310	666
	IUD	0	1	1
	Injections	280	366	646
	Condom	136	191	327
	Female Sterilization	19	24	43
	Periodic Abstinence	19	47	66
	Withdrawal	78	268	346
	Other	14	64	78
	Norplant	17	0	17
	Lactational amenorrhea	80	395	475
	Female condom	1	0	1
Total		2073	4328	6401

B)

**Current contraceptive method \* Type of place of residence Crosstabulation**

% within V312 Current contraceptive method				
		V025 Type of place of residence		
		Urban	Rural	Total
V312	Current Not using	28.7%	71.3%	100.0%
contraceptive method	Pill	53.5%	46.5%	100.0%
	IUD		100.0%	100.0%
	Injections	43.3%	56.7%	100.0%
	Condom	41.6%	58.4%	100.0%
	Female Sterilization	44.2%	55.8%	100.0%



	Periodic Abstinence	28.8%	71.2%	100.0%
	Withdrawal	22.5%	77.5%	100.0%
	Other	17.9%	82.1%	100.0%
	Norplant	100.0%		100.0%
	Lactational amenorrhea	16.8%	83.2%	100.0%
	Female condom	100.0%		100.0%
Total		32.4%	67.6%	100.0%

C)

Current contraceptive method \* Type of place of residence Crosstabulation

% within V312 Current contraceptive method				
		V025 Type of place of residence		Total
		Urban	Rural	
V312	Current Not using	28.7%	71.3%	100.0%
contraceptive method	Pill	53.5%	46.5%	100.0%
	IUD		100.0%	100.0%
	Injections	43.3%	56.7%	100.0%
	Condom	41.6%	58.4%	100.0%
	Female Sterilization	44.2%	55.8%	100.0%
	Periodic Abstinence	28.8%	71.2%	100.0%
	Withdrawal	22.5%	77.5%	100.0%
	Other	17.9%	82.1%	100.0%
	Norplant	100.0%		100.0%
	Lactational amenorrhea	16.8%	83.2%	100.0%
	Female condom	100.0%		100.0%
Total		32.4%	67.6%	100.0%

		Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
V137 Number of children 5 and under	Equal variances assumed						0.024102
	Equal variances not assumed		-11.6073	4023.202	0.0000	-0.28141	0.024244

## SECTION B

### ANSWER ONE OF THE TWO QUESTIONS

1.

- Under what circumstances do you use logistic rather than ordinary least squares regression
- What is the relationship between the method of least squares and maximum likelihood estimation?
- What is the relationship between odds ratios, log odds, and probability?
- The SPSS output below is based on the 2007 ZDHS data set and gives the logistic regression model showing the likelihood of having more than one child as the dependent binary variable. The independent variables are in the form dummy variables with reference categories indicated in the bold italics. Interpret this output and come up with your recommendations.

#### Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	7676.354 <sup>a</sup>	.079	.110

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

#### Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	31.490	8	.000

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	
	<b>RESPONDENTS WORK STATUS</b>						
Step 1a	Working	-0.10	0.07	2.24	1.00	0.13	0.907
	<i>Not working</i>						
	<b>LITERACY</b>						
	Read	-0.31	0.07	19.59	1.00	0.00	0.735
	<i>Unable to read</i>						
	<b>PARTNER'S EDUCATION</b>						
	Inpr	0.89	0.09	90.85	1.00	0.00	2.433
	Cpr	0.73	0.09	61.29	1.00	0.00	2.066
	Insec	0.77	0.09	72.96	1.00	0.00	2.158
	Csec	0.63	0.12	27.81	1.00	0.00	1.876
	Higher	0.49	0.15	10.53	1.00	0.00	1.634
	<i>No education</i>						
	<b>RELIGION</b>						
	Catholic	-0.02	0.07	0.06	1.00	0.81	.983
	<i>Other</i>						
	<b>POVERTY LEVEL</b>						
	Poorer	0.03	0.09	0.11	1.00	0.74	1.030
	Middle	-0.09	0.09	1.03	1.00	0.31	.912
	Richer	-0.44	0.12	14.50	1.00	0.00	.644
	Richest	-0.53	0.14	13.58	1.00	0.00	.587
	<i>Poorest</i>						
	<b>TYPE OF RESIDENCE</b>						
	Urban	-0.13	0.09	1.96	1.00	0.16	.877
	<i>Rural</i>						
	<b>RESPONDENTS EDUCATION</b>						
	Primary	0.22	0.09	6.43	1.00	0.01	1.243
	Secondary	0.04	0.11	0.16	1.00	0.69	1.044
	<i>No education</i>						
	Constant	-0.01	0.12	0.01	1.00	0.94	.991

2. 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.

#### Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.657 <sup>a</sup>	.432	.351	32.272

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

#### ANOVA<sup>b</sup>

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

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

b. Dependent Variable: Purchases

**Coefficients<sup>a</sup>**

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) Examine and interpret the regression output of the SPSS outputs below and
- Interpret the overall significance of the model.
  - Interpret the both unstandardized and standardized coefficients.
  - On the basis of your interpretations, come up with your own conclusions and recommendations to present to the Manager of the store.

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**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**POPULATION STUDIES DEPARTMENT**  
**MASTER OF ARTS IN POPULATION STUDIES**  
**2010/11 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**  
**POP 5072: POPULATION PROJECTIONS AND MODELLING**

**TIME : THREE HOURS**

**INSTRUCTIONS : ANSWER A TOTAL OF THREE QUESTIONS**

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**SECTION A:**

**QUESTION 1.**

Examine a synthetic cohort of 100,000 marriages, marriage dissolution and death of married women as presented in the abridged table below.

Age of women	Marriages dissolved by death or divorce per 1000 marriages at beginning of age interval	
	Dissolved by death or divorce, n,zdx	Dissolved by divorce only, n,zx
15-19	.15000	.14160
20-24	.13000	.12000
25-29	.09500	.08400
30-34	.07600	.06060
35-39	.07600	.05100
40-44	.08400	.04260
45-49	.10000	.03270
50-54	.12300	.02300
55-59	.16600	.01450
60-64	.22700	.00850
65 and over	1.00000	.00900

**COMPUTE AND EXPLAIN THE FOLLOWING:**

- Number of marriages existing at beginning of each age interval
- Marriages dissolved by death or divorce
- Marriages dissolved by divorce alone
- Marriages dissolved by divorce in the age interval and all later ages
- Percent dissolved by divorce in each age interval and all later ages
- Years of marriage in age interval
- Years of marriage in age interval and all later ages
- Average number of years of marriage remaining at beginning of age interval before death or divorce

**QUESTION 2:** The Population of Zambia grew from about 10 Million in 2000 to 13 Million in 2010. A Senior Demographer examined age group data with the radix of 100,000 from 0 to 100 years and found that they correspond with Ansley J. Coale and Paul Demeny North Regional Model Life Table 15 instead of the 14 observed in 2000. The observed persons years lived among the females were as follows:

Age Group	Person Years Lived by Females
0	223082
5	422376
10	414029
15	407141
20	399197
25	389997
30	379652
35	368109
40	355183
45	340923
50	324330
55	303526
60	276096
65	238776
70	190083
75	131935
80	74498
85	30048
90	7156
95	757
100	23

- Compute the stable population model
- Estimate the birth rate of this population
- Describe how you would estimate death rate of this curve.

## SECTION B:

### QUESTION 1:

- a) Describe how you would drive an age and sex distribution of the 2010 census given that the only available information are preliminary figures as follows: male population of 6,394,455 and female population of 6,652, 053. State the assumptions you are using to drive the age and sex distribution.
- b) As a Demographer you have been given an age distribution by sex, a set of mortality functions and a set of age-specific fertility rates for Namibia, describe in detail (with table layouts) the cohort component method to project the population from 1990 to 2015 [show formulae where possible]. Discuss fully how you would overcome the difficulties arising from deficiencies in the data; and how assumptions of future fertility, mortality and migration might change with respect to socio-economic conditions of the country.
- c) Describe how you would perform the same projection using the DemProj model of the Spectrum suite of models; and how would you incorporate the impact of the HIV and AIDS epidemic on the population using the AIDS Impact Model (AIM) and Variable-R curve fitting.



**QUESTION 2:** Complete the Cohort Component Population Projection table below for a Scandinavian country, 1993. Project to 1998 and 2003 by age and sex. Compute births by sex, sex ratio at birth=105.  $l_0 = 100,000$ . Show computations for projected age 0-4 and age 85+. Fill also the spaces for births at bottom of table

Age	$sN^F_x$	$sL^F_x$	$sF_x$	$sN^F_x$	$sB_x$	$sN^F_x$	$sB_x$	$sN^F_x$	$sN^M_x$	$sL^M_x$	$sN^M_x$	$sN^M_x$	$sN^F_x$	$sN^M_x$	$sN^F_x$	$sN^M_x$
x	1993			1998	[1993.0-1998.0]	2003	[1998.0-2003.0]	1993			1993	1998	1993	2003	1998	2003
0	293,395	497,487						310,189		496,754						
5	248,369	497,138						261,963		496,297						
10	240,012	496,901						252,046		495,989						
15	261,346	496,531	0.0120					274,711		495,113						
20	285,209	495,902	0.0908					296,679		493,460						
25	314,388	495,168	0.1499					333,726		491,475						
30	281,290	494,213	0.1125					296,774		489,325						
35	286,923	492,760	0.0441					299,391		486,487						
40	304,108	490,447	0.0074					314,295		482,392						
45	324,946	486,613	0.0003					338,709		476,532						
50	247,613	480,665						256,066		467,568						
55	211,351	471,786						208,841		452,941						
60	215,140	457,852						199,996		428,556						
65	221,764	436,153						197,282		390,707						
70	223,506	402,775						184,234		336,027						
75	183,654	350,358						133,856		261,507						
80	141,990	271,512						86,732		172,333						
85+	112,424	291,707						49,095		128,631						
Total	4,397,428			4,449,570		4,478,712		4,294,585			4,354,685	4,393,358	8,692,013	8,804,255	8,872,071	
$l_0$		100,000														
$B^T[1993.0, 1998.0]$																
$B^F[1993.0, 1998.0]$																
$B^M[1993.0, 1998.0]$																
$B^T[1998.0-2003.0]$																
$B^F[1998.0, 2003.0]$																
$B^M[1998.0, 2003.0]$																

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF POPULATION STUDIES**  
**2010/2011 ACADEMIC YEAR**  
**SECOND SEMESTER FINAL EXAMINATION**  
**POP 5085: SELECTED TOPICS IN POPULATION STUDIES**

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**TIME: THREE HOURS**

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

1. Considering the population structure in Southern Africa Development Community (SADC):
  - (i) Describe how serious ageing is;
  - (iii) What Demographic factors need to be considered to ameliorate the situation; and
  - (ii) Prescribe the policy and programme interventions that need to be devised.
2. Analyse the premise that with the advent of Antiretroviral (ARVs) therapy the world should refocus attention and resources to human resource development.
3. Substantiate on a view that Sub-Saharan Africa needs more integration of population variables in development planning than family planning if socio-economic conditions are to improve.
4. Scrutinise this statement: "To foster socio-economic Development Africa should address mainly environmental and not Population Problems".

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**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**School of Humanities and Social Sciences**  
**Department of Psychology: MA Programme in Child and Adolescent Psychology**

**PSY 5285: Early childhood and parent education (2010)**

**FINAL EXAMINATION**

(3 hours)

ANSWER THREE QUESTIONS, ONE FROM EACH SECTION

**SECTION A**

1. To what extent are contemporary parental ideas in urban areas of Zambia influenced by traditions that were once adaptive to the eco-cultural context of village life but are no longer justifiable in modern, urban settings ? Cite examples of specific practices you have observed directly that illustrate your argument. How does your analysis relate to Greenfield's (2009) theory of social change and human development?
2. Some advocates of children's rights maintain that any form of corporal punishment is an abuse of power that should be prohibited by law. Others argue that a parent's choice among various types of discipline should be left to them as a matter of personal style, and that, provided corporal punishment does not inflict significant physical harm, it can be justified in certain circumstances as an effective way of teaching a child not to repeat socially undesirable behaviour. What is your view on this matter ? Cite research evidence to support your view.
3. Many families in Zambia and elsewhere in Africa take it for granted that pre-adolescent children will play an active role in the care and nurturance of their younger siblings of preschool age. Some social reformers, however, argue that this custom is neglectful of the developmental and safety needs of preschool age children, and exploitative of their older siblings. What are your views on this matter ? Are there any educational benefits to be derived by preadolescent children from taking responsibility for child care and nurturance ?

## SECTION B

4. Some researchers argue from the evidence of early neurological plasticity that the most important developmental period in which to invest in public intervention is the first five years of life, while others argue that the care of children in this period is best left to the child's parents, confining public intervention to later periods of child development. What are your views on this matter ? Cite evidence to support your views.
5. How can the specification of milestones of behavioural development contribute to the promotion of optimal development among African children in the first five years of life ? To what extent are the ages at which such milestones are attained a function of sociocultural context, and how important is this factor in the appropriate use of such milestones to monitor development and detect special needs ? Discuss with reference to research evidence.
6. How can the quality of a child's home environment be systematically assessed ? Of what practical use would a reliable measure be ? What are the most important parameters for inclusion in such an instrument ? Discuss with reference to research evidence.

## SECTION C

7. What are the potential benefits of home-based educational programmes for the delivery of effective early childhood interventions ? What are the challenges of such programmes ?
8. Describe three or more important lessons that have been learned from systematic evaluation of large-scale Early Childhood Care and Education programs in the industrialised countries . To what extent are each of these lessons directly applicable to the design of Early Childhood Development policy and programmes in Zambia ?
9. In what specific ways do you think socio-cultural context should be taken into account in the design of public policy for ECD in Zambia ? Cite evidence from studies of ECD programmes elsewhere in Africa to support your argument.

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