# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## UNDERGRADUATE EXAMS  2015/2016

1. ARC 1210 : INTRODUCTION TO ARCHAEOLOGY
2. ARC 4210 : AFRICAN ARCHAEOLOGY
3. BBA  1110 : PRINCIPLES OF BUSINESS ADMINISTRATION
4. BBA  2122 : BUSINESS ENVIRONMENT
5. BAA 2123 : BUSINESS COMMUNICATION
6. BAA 2421 : BUSINESS MATHEMATICS
7. BAA  3211 : FINANCIAL MANAGEMENT
8. BAA  3222 : COST AND MANAGEMENT ACCOUNTING
9. BAA 9315 : MARKETING OF SERVICES
10. DE 9210    : HEALTH DEMOGRAPHY
11. DEM 1110 :  INTRODUCTION TO DEMOGRAPHY
12. DEM 2210 : POPULATION COMPOSITION, CHANGE AND THEORIES
13. DEM 2414 :RESEARCH AND STATISTICAL METHODS IN DEMOGRAPHY
14. DEM 4110 : ADVANCED TECHNIQUES IN DEMOGRAPHIC ANALYSIS AND ESTIMATION
15. DEV 1150 : INTRODUCTION TO DEVELOPMENTAL STUDIES
16. DEV  2150 : SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES
17. DEV   2254  : RESEARCH AND STATISTICAL METHODS IN DEVELOPMENT STUDIES
18.  DEV 3150 : AGRICULTURAL, FOOD SECURITY AND RURAL DEVELOPMENT
19. DEV  4154  : RESEARCH METHODS AND PROJECTS IN DEVELOPMENT STUDIES
20. DEV 4250  : SCIENCE, TECHNOLOGY INNOVATION AND DEVELOPMENT
21. DEV  4450 : TRADE POLICY AND DEVELOPMENT
22. DEV 9050  : CIVIL SOCIETY AND DEVELOPMENT
23. DEV 9110  : HUMAN DEVELOPMENT
24. DEV  9150 : PROJECT APPROVAL AND IMPLEMENTATION IN DEVELOPMENT
25.  DEV  9210 : DEVELOPMENT MANAGEMENT
26. DEV  9250: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES
27. DEV 9350 :  THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
28. DEV 9450  : ECONOMICS ,POLITICS, GROWTH AND DEVELOPMENT
29. DEV  9550 : ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES
30. DEV 9850  :ENTREPRENEURSHIP AND DEVELOPMENT

31. DEV 9950 :WORLD COMMODITIES MARKETS AND DEVELOPING COUNTRIES
32. ECN 1115 : INTRODUCTION TO MICRO ECONOMICS
33. ECN 1215 : INTRODUCTION TO MACRO ECONOMICS THEORY
34. ECN 2215 : INTERMEDIATE MICRO ECONOMICS
35. ECN 2331 : STATISTICS THEORY AND TECHNIQUES FOR ECONOMICS
36. ECN 2322 : MATHEMATICS FOR ECONOMICS
37. ECN 2342 : APPLIED STATISTICS FOR ECONOMICS
38. ECN 3215 : ADVANCED MACRO ECONOMICS
39. ECN 3222 : ECONOMICS 11
40. ECN 3422 : COOPERATE FINANCE
41. ECN 4222 : INTERNATIONAL FINANCE THEORY AND PRACTICE
42. ECN 9135 : AGRICULTURAL ECONOMICS
43. ECN 9155 : HEALTHY ECONOMICS
44. ELL 2220 : ENGLISH GRAMMAR
45. ELL 3210/3220/3220 : ADVANCED ENGLISH GRAMMAR
46. ELL 4320 :THE HISTORY AND AVAILABILITY OF ENGLISH
47. FRE 1130 :FRENCH FOR BEGINNERS
48. FRE 2110 :FRENCH LANGUAGE 11 PAPER 7
49. FRE 3210 :FRENCH PHONE LITERATURE
50. FRE 4210 :ADVANCED STUDIES FRANCO PHONE LITERATURE
51. FRE 4310 :ADVANCED TRANSLATION FROM FRENCH TO ENGLISH AND ENGLISH TO FRENCH
52. GDS 1110 :INTRODUCTION TO GENDER STUDIES
53. GDS 2120 :THEMES IN GENDER STUDIES
54. GDS 2224 :RESEARCH METHODS IN GENDER STUDIES
55. GDS 3130 :GENDER AND FOOD SECURITY
56. GDS 9230 : GENDER AND DEVELOPMENT: THEORY AND PRACTICE.
57. GDS 9330 :GENDER AND LAW
58. GDS 9430 : GENDER ISSUES IN EDUCATION POLICY AND COMMUNITY DEVELOPMENT
59. H435 : HISTORY OF THE UNITED STATES OF AMERICA
60. HIS 4110 : LAND AND LABOUR IN CENTRAL AFRICA
61. HIS 1110 : INTRODUCTION TO THE STUDY OF HISTORY
62. HIS 2310 : STUDY OF AFRICAN HISTORY FROM THE 18$^{TH}$ CENTURY TO THE PRESENT
63. HIS 2410 : STUDIES IN THE GROWTH OF CAPITALISM
64. HIS 3350 : HISTORY OF MODERN INDIA FROM 1820-1984
65. HIS 9110 : HISTORY OF ZAMBIA
66. HIS 9310 : HISTORY OF SOUTHERN AFRICA SINCE 1800
67. LAN 1220 : ENGLISH FOR ACADEMIC AND OTHER PURPOSES

68. LAN 2810 : INTRODUCTION TO AFRICAN LANGUAGES
69. LAN 4210 : THEORETICAL LINGUISTIC
70. LAL 3210 : GRAMMAR OF AFRICAN LANGUAGES
71. LIT 2710 : CLASSICAL, ROMANTIC AND MODERN CRITICISM
72. LIT 9010 : AFRICAN AMERICAN LITERATURE
73. LIT 9410 : AMERICAN LITERATURE
74. MCS     :MASS COMMUNICATION
75. MCS 1310 : INTRODUCTION TO MEDIA STUDIES
76. MCS 1340 :WRITING AND PRESENTATION SKILLS
77. MCS 2220: BASIC NEWS WRITING AND REPORTING
78. MCS 3225 :DIGITAL JOURNALISM
79. MCS 3310:COMMUNICATION FOR CHANGE
80. MCS 9070 :STRATEGIC COMMUNICATION FOR HEALTH DEVELOPMENT
81. MCS 9320/2320 : MASS COMMUNICATION
82. MCS 9410 :  PUBLIC RELATIONS THEORY AND PRACTICE
83. MCS 9420 :  INTERGRATED MARKETING COMMUNICATION
84. PAM 2010 : NATIONAL GOVERNMENT AND ADMINISTRATION
85. PAM 2020 :LOCAL GOVERNMENT ADMINISTRATION
86. PAM 3020 : ORGANIZATIONAL BEHAVIOR & MANAGEMENT
87. PAM 3030 : HUMAN RESOURCE MANAGEMENT & LABOUR RELATION
88. PAM 4010 : DEVELOPMENT ADMINISTRATION
89. PAM 4024 : PUBLIC POLICY ANALYSIS
90. PAM 9010 : PUBLIC FINANIAL MANAGEMENT
91. PAM 9025 : PUBLIC ENTERPRISE MANAGEMENT
92. PAM 9055 : STRATEGIC MANAGEMENT
93. PHI 1020 : CRITICAL THINKING
94. PHI 2030  : PHILOSOPHY OF SOCIAL SCIENCE
95. PHI 9125/ECN 9422–BUSINESS ETHICS
96. PHI 3050 : ETHICS
97. PHI 9205 : SCIENCE ETHICS AND RELIGION
98. POL 2010 : INTRODUCTION TO COOPERATIVE POLITICS
99. POL 3020 : REGIONAL INTERGRATION AND INTERNATIONAL COOPERATION
100.       POL 4020: POLITICS OF INTERNATIONAL PEACE AND SECURITY
101.       POL 9025:  DIPLOMACY IN INTERNATIONAL AFFAIRS
102.       PSG 2110 : BASIC STRUCTURES AND PRACTICES
103.       PSG 2210 :FOUNDATIONS OF RESEARCH METHODS
104.       PSG 3110  LIFE SPAN DEVELOPMENT (FULL COURSE
105.       PSG 9110 :COGNITIVE NEUROPSYCHOLOGY
106.       PSG 9214 :COUNSELLING PSYCHOLOGY
107.       PSG 9410 :INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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

<u>FIRST YEAR UNIVERSITY EXAMINATIONS, SEPTEMBER 2016</u>

ARC 1210:   INTRODUCTION TO ARCHAEOLOGY

TIME:   THREE HOURS

**INSTRUCTIONS:**
1.    Answer *all* questions in Part One
2.    Answer only Three (3) questions in Part Two

**PART ONE**

1.    State the three goals of Archaeology.

2.    Name the year and person that formulated the Principle of Superposition.

3.    Name the dating method that helped to expose the hoax of the "Piltdown Man" fossil in England in 1912.

4.    Which of the following branches of Archaeology best represents Zambian Archaeology?
   a)    Historical Archaeology
   b)    Classical Archaeology
   c)    Prehistoric Archaeology
   d)    Old-world Archaeology
   e)    New-world Archaeology

5.    Name five (5) theories that were advanced by Renaissance "Scientists" to explain the antiquity of man and his existence.

6.    Name four (4) developments that have contributed to improvements in the accuracy of explanation of archaeological data.

7.    Define Archaeology.

8.    Which theory demonstrated that life on earth was older than 6000 years and that it had changed gradually over time?

9.    Explain the concept of Uniformitarianism and why it is important to archaeology.

10.    Name four (4) steps that are basic to Archaeological research.

11. In each group of three items, which item does not fit with the other two?
    (i)   (a)   Savagery            (iii)  (a)   Stratigraphy
          (b)   Barbarism                  (b)   Stratification
          (c)   Unilinear evolution        (c)   Law of Superposition
    (ii)  (a)   Test pit            (iv)   (a)   New Archaeology
          (b)   Trench                     (b)   Lewis Binford
          (c)   Mapping                    (c)   David Clarke

12. What were the challenges faced by archaeologists in the early years of archaeology?

13. Outline (List) major developments in the field of archaeology in their order of occurrence between 1870 and 1980 that have made the discipline what it is today.

14. Briefly describe the concept you applied in the Case Study you undertook in this course (ARC 1210) and its importance to the study of the past.


## PART TWO

15. Discuss the relationship between history and archaeology citing similarities and differences and how these disciplines benefit from each other.

16. Discuss how Processual archaeology and post Processual archaeology distinguished themselves from culture historic archaeology. Do you agree that these approaches resulted in a paradigm shift in archaeological explanation?

17. Time dimension is an important concept in archaeology. Discuss the contribution of radiocarbon dating to the development of the discipline citing its strengths, limitations and applicability.

18. Animal bones and plant remains from archaeological sites, like stone tools and potsherds, are important products of complex human behavior. Discuss.

19. According to Ashmore and Sharer (2010:76), "archaeologists use *research design* to plan the ways they gather and evaluate evidence of past human activity". Discuss the essential features of a Research Design and why it is important.

20. Archaeological interpretation depends on the skills of a researcher to determine accurately the nature of a people's past. Discuss those interpretive tools that depend on analogy, citing their strengths and weaknesses.


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# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF HISTORY

## UNIVERSITY EXAMINATIONS, SEPTEMBER 2016

ARC 4210: AFRICAN ARCHAEOLOGY

Time: Three Hours

INSTRUCTIONS: Answer ALL Questions in SECTION A and only THREE (3) Questions in SECTION B.

SECTION A

1. Name those theories that explain the process of plant and animal domestication.
2. Describe briefly the contribution of Jack Harlan to the explanations relating to the origin of African agriculture.
3. Name the classification system that uses Species as a basic unit.
4. Define Archaeology
5. Which of the following groups of Archaeological sites have yielded remains of Australopithecus?
   a) Sterkfontein, Taung, Makapansgat, Hadar
   b) Kalambo Falls, Mumbwa Caves, Nachikufu Caves, Haua Fteah
   c) Hadar, Olduvai Gorge, Isimila, Laeotoli
   d) FxJj 50, Melka Kontoure, Kharga Oasis, Klasies River Mouth
   e) Ingombe Ilede, Ternifine, Cassablanca,Border Cave
   f) None of these
6. Name two (2) Regions on the African continent that boast of ample Archaeological evidence on the development of agriculture.
7. Name the stone tool assemblages that preceded the Acheulean Industry at Olduvai Gorge.
8. Define the following: a) Microwear analysis b) Taphonomy  c) Forensic Archaeology

   d) Ethnoarchaeology  e) Zooarchaeology  f) Positive Schlepp effect

9. Draw a Map of Africa and clearly indicate the location of the following: The Sahel Region, Afar Triangle, FxJj 50, Casablanca, Kharga Oasis and Isimila.

10. Why is the Geological Time Scale important to the study of African Archaeology?

11. Name four (4) Stratigraphic Units that are used in constructing Stratigraphy and the Geologic Time Scale.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2015/15 2016 ACADEMIC YEAR

BBA 1110: PRINCIPLES OF BUSINESS ADMINISTRATION

**TIME: THREE HOURS**

**INSTRUCTIONS: (1) SECTION A IS COMPULSORY.**

**(2) ATTMEPT ANY OTHER <u>THREE</u> (3) QUESTIONS FROM SECTION B**

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**SECTION A (COMPULSORY)**

**QUESTION ONE (Compulsory)**

"Leaders have to be resilient. At the moment the bad news is coming not in single spies, but in battalions. Tough trading conditions test character as much as business acumen. Your physical and emotional response to these challenges is just as important as the decisions you actually take, because employees are more sensitive to mood than leaders often realize. And moods are contagious. Research carried out at a named University found that in 70 different teams, people working together in meetings ended up sharing moods :whether good or bad – within two hours. And bad moods spread faster than good ones. In their 2001 Harvard Business Review article 'Primal Leadership', Daniel Goleman, Richard Boyatzis and Annie McKie argued that one of the key duties of leadership is to manage your emotions with care. 'Moods that startat the top tend to move the fastest because everyone watches the boss,' they wrote. 'They take their emotional cues from him. Even when the boss isn't highly visible his attitude affects the mood of his direct reports, and a domino effect ripples throughout the company.'

Leaders risk reverting to earlier, less skillful versions of themselves under pressure. They can slip into a default mode of frantic busyness, which to colleagues may look a lot like panic. They can find themselves instinctively adopting a crude command and control management style, even though they know this might not be the best way to deal with an intelligent, questioning (but anxious) workforce. Instead leaders should be trying to create a greater sense of safety. There are four things they can do to achieve this.

First, they must take prompt and considered action in the face of any crisis.

- ✓ Second, leaders need to communicate honestly and consistently.
- ✓ Third, leaders have to make an emotional connection with the workforce. This is not a time to be remote or aloof. That will only add to the sense of uncertainty.
- ✓ Lastly, leaders need to inspire. A 'call to arms' can work if it follows on from the sort of confidence- boosting measures described above. But it will fall flat if the leader has failed to make a strong connection with his colleagues, and they are too fearful to be able to buy into it.

So yes, the way leaders behave matters. Temperament and character can help stop a bad situation from getting worse."

*( Source:* Stern, S. 'Managing the Mood Is Crucial', *Financial Times,* 23 March 2009.)

**Required:**

a) Explain clearly what you understand by the meaning of leadership. Give four differences between leadershipand management?

b) What does this article tell us about the qualities or traits needed to be a good leader?

c) Describe the strengths and weakness of trait theories of leadership

d) What is transactional leadership

e) How would you explain self leadership

**[25 Marks]**

SECTION B:

1. Discuss aspects of the Chimpanzee behavior that are useful in the study of early hominins.

2. Discuss aspects of human behavior that can be learnt from ancient man's butchery practices with specific reference to Mwanganda site.

3. Discuss the impact of food production and metallurgy on ancient communities that adopted these practices.

4. Discuss the significance of African Archaeology in the study of the human past, giving examples from Eastern and Southern Africa.

5. Discuss the significance of three (3) of the following archaeological sites in the context of age, material culture and their contribution to reconstruction of Africa's past :

   a. Kalambo Falls Pre historic site
   b. Ingombe I'lede
   c. Mumbwa Caves
   d. Sterkfontein
   e. Olduvia George
   f. FxJi 50
   g. Hadar

6. The Acheulian period is one of the most exciting periods in human history.
   Discuss those aspects that characterize this period that are important in understanding human cultural development.

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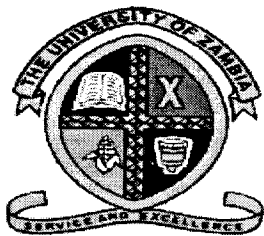
THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2015/2016 FINAL EXAMINATION

DATE: 21ᵀᴴ SEPTEMBER, 2016

BBA 2122: BUSINESS ENVIRONMENT

TIME: THREE (3) HOURS

INSTRUCTIONS:
1. The Paper has a Total Number of Six (6) Questions.
2. Section A has Two (2) Questions; Answer Both.
3. Section B has Four (4) Questions; Answer ANY Two (2).
4. Marks Allocation Indicates the Depth of the Answer Expected.

## SECTION A – *COMPULSORY*

### QUESTION ONE

You are the Business Analyst for Top Brass Energy Drink Ltd. The company has been in existence for seven (7) year now producing the Top Brass Energy Drink which has been a success story and currently one of the leading brands on the Zambian energy drinks market. The company is considering developing an extension product to its core business to be known as Slim Fit Drink, a solution to obesity. The Chief Executive Officer has instructed you to collaborate with consultants and carry out an external analysis of business prospects for the new product in the two regions of Lusaka and Copperbelt as the first target markets. You have a number of tools at your disposal that you are contemplating using to carry out the market analysis and among them is Porter's Five Forces.

Describe the Porter's Five Forces as an analytical tool and explain the relevance of each of the specific areas you wish to consider in the development of the new product.   **(25 Marks)**

### QUESTION TWO

Competitive analysis provides both an offensive and defensive strategic context to identify opportunities and threats and one of the key steps to take in analysis is profiling.

Comprehensively discuss the strategic rationale of undertaking a competitor profiling and give a detailed analysis of all the relevant factors to consider.           (25 Marks)

## SECTION B – *ATTEMPT ANY TWO (2) QUESTIONS*

### QUESTION THREE

The scope of a private business and the extent of government regulation of economic activities depend to a very large extent on the nature of economic system, which is an important part of business environment.

Critically discuss the two extremes of economic systems and how they impact on business.

1. Capitalism                                                                (15 Marks)
2. Communism                                                              (10 Marks)

### QUESTION FOUR

A. Whatever the nature and scale of operations, any business enterprise possesses certain common characteristics. Discuss any five business characteristics.           (15 Marks)

B. Business comprise all activities from production to distribution of goods and services. Compare and contrast between Industry and Trade as two segments of business activities.

(10 Marks)

### QUESTION FIVE

Critically discuss the five (5) stages of the technology adoption process Zambian company in the cement manufacturing industry would take to exploit a new innovation on the market.

(25 Marks)

### QUESTION SIX

A. Discuss the reasons why it is necessary for companies to monitor their technological environment.                                                      (9 Marks)

B. Explain any four (4) evaluation characteristics of innovation.           (8 Marks)

C. Discuss the characteristics of individual adopters of innovation as postulated by Ryan and Gross (1943).                                                        (8 Marks)

### END OF THE EXAMINATION

## SECTION B: ATTEMPT ANY THREE (3) QUESTIONS FROM THIS SECTION

### QUESTION TWO

Distinguish between formal and informal organization and explain their main characteristics. What functions are served by the informal organization? [25 Marks]

### QUESTION THREE

Assess critically the relevance of scientific management to present-day organization
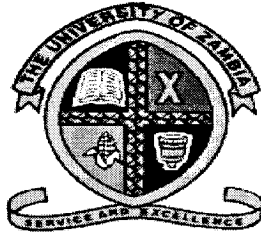
[25 Marks]

### QUESTION FOUR

Analyze Shoprite Zambia's external and internal environment usingan appropriate model.

[25 Marks]

### QUESSTION FIVE

Differentiate Herzberg's two-factor theory from Maslow's hierarchy theory of needs.

[25 Marks]

### END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF ECONOMICS
## 2015/2016 END OF YEAR FINAL EXAMINATION

### DATE: 15<sup>TH</sup> SEPTEMBER, 2016

### BBA 2123: BUSINESS COMMUNICATION

TIME: THREE (3) HOURS

INSTRUCTIONS:
1. The Paper has a Total Number of Six (6) Questions.
2. Section A has Two (2) Questions; Answer Both.
3. Section B has Four (4) Questions; Answer ANY Two (2).
4. Marks Allocation Indicates the Depth of the Answer Expected.

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## SECTION A – *COMPULSORY*

### QUESTION ONE

You are the Business Analyst for Top Brass Energy Drink Ltd. The company is considering developing an extension product to its core business to be known as Slim Fit Drink, a solution to obesity. As a company and in collaboration with the consultants you recently completed an external analysis of business prospects for the new product that comprised Lusaka and Copperbelt as the first target markets.  The Chief Executive Officer has instructed you to carry out an internal company analysis in as far as the task at hand is concerned and you successfully completed the analysis. In not less than 600 (six hundred) words, you are required to write a **report** discussing the specific areas you considered and how relevant they are to the new product development.

Note: *Being an internal report you are not expected to include Report Production Elements.*
**(25 Marks)**

### QUESTION TWO

A. Chibumba Security Services has been your security services provider for the past five (5) years. Of late, there service has been lacklustre with a number of security breaches reports, lack of proper uniform attire by their officers, some reporting drunk for work especially those in the night shift, failure to provide enough manpower to guard all red

spots of your premises and general failure to abide by the provisions in the security code. You have had two meeting (the last one was held on 28$^{th}$ June 2016) before with the management of Chibumba Security Services on which they promised to attend to your concerns but all your efforts have proven futile.

You have now decided to terminate the security contract with the company. In not less than 300 (three hundred) words, write the letter of termination to the Chief Executive Officer of Chibumba Security Services citing your reasons for the decision you have arrived at. *You do not need to include the addresses in the letter.* (15 Marks)

B. Give any five (5) reason why it is important to conduct a literature search and review.
(10 Marks)

## SECTION B – *ATTEMPT ANY TWO (2) QUESTIONS*

### QUESTION THREE

As part of your project or dissertation, you will need to undertake a literature search. This is a search designed to identify existing research and information about your chosen topic. From the materials you find you will produce a literature review. This is a written piece summarising and analysing the literature you have found through your search.Information on academic databases can be searched through two methods; the simple search and the advanced search.

Describe the literature search process. (25 Marks)

### QUESTION FOUR

Briefly discuss each of the following terms used in information communication skills;

1. Hardware (5 Marks)
2. Systems software (5 Marks)
3. Applications software (5 Marks)
4. Primary storage (5 Marks)
5. Main memory (5 Marks)

### QUESTION FIVE

A. Caring about data quality is key to safeguarding and improving it. Discovering whether data are of acceptable quality is a measurement task, and not a very easy one. Discuss the five (5) characteristic of good quality data. (15 Marks)

B. Explain the importance of quality data management and the pitfalls of lack of it.
(10 Marks)

## QUESTION SIX

**A.** You are a deputy class representative to Chris Katangilila and as BBA second year students you have been given a project to conduct surveys on behalf of the Government through the University of Zambia and come up with workable proposals on how the government can set up a sustainable revolving fund to support the SME's involved in agriculture, food processing, manufacturing, transport and construction. You have set up groups to undertake the tasks for each of the business areas mentioned but not much headways have been made and among the reasons observed are lack of systematic approach, and failure to appreciate the importance of the task at hand. As a follow up to the pre-project trainings and workshops, you advise Chris on the need to circulate the written guidelines to follow in the approach to the surveys and to further, to follow up with written reminders on the importance of the exercise and the consequences of failure to actively participate but Chris contend that he prefers a crisis meeting in which all the pertinent issues could be ironed out.

Advise Chris on the potential benefits as well as the pitfalls of his chosen approach?

**(15 Marks)**

**B.** Briefly explain the five (5) basic skills of oral communication.          **(10 Marks)**

*END OF FINAL EXAMINATION*

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## 2015/2016 ACADEMIC YEAR
## MID-YEAR FINAL EXAMINATIONS

BBA 2421:         BUSINESS MATHEMATICS
TIME:            THREE (3) HOURS
INSTRUCTIONS:    ANSWER **ALL QUESTIONS** IN ANY ORDER OF YOUR
                 CHOICE, AND CLEARLY SHOW ALL YOUR WORK

## QUESTION ONE

State whether the following statements are true, false or uncertain.

I.     At the breakeven point, a firm's profits are positive.

II.    Both simple interest and simple discount are calculated on the principal amount.

III.   With simple interest, the invested amount grows nonlinearly

IV.    Compound interest is calculated on the principal amount

V.     Reduced net profit occurs when the selling price of an item is below the breakeven point but above the cost of the item.

VI.    Both the NPV and the internal rate of return methods recognize that the timing of cash flows affects project value.

VII.   For mutually exclusive projects, the project with the higher IRR (and not the number of profitable years) is the correct selection.

VIII.  When calculating IRR using the trial and error process, discount rates should be raised when NPV is positive.

IX.    An investor fails to reject the project if the cost of capital is less than the internal rate of return

X.     An NPV of zero suggest that the rate of return is equal to the discount rate

XI.    Ordinary interest yield higher revenues to the lender relative to exact interest

XII.   An annuity is a stream of equal payments.

XIII.  The net cost equivalent is simply the total discount

XIV.   The IRR may fall outside the interval of discounts rates used to compute it.

XV.    A debt is said to be amortized if it is extinguished at the end of the amortization?

## QUESTION TWO

a) *Potbelly Lufumo* is considering whether to launch a new soya beans seed. The annual rate of return on a similar risk project is 8%, the cash flows occur semi-annually, and this company requires a payback period of 2 years. Furthermore, the financial officer from the financial department has calculated that the cost of buying a farm is K11,500 per hectare ,other costs add up to K77, 000 and the required rate of return for all projects that it will consider is 15%. Given that the firm buys 22 hectares of land and the semi-annual cash inflows are K75, 000 and K100, 000 in year 1, and K125, 000 and K100, 000 in year 2. Calculate the payback, discounted payback and IRR for the project. Hence, should you accept the project? Why?

b) Briefly explain three advantages of using the Net Present Value (NPV)

c) State and briefly explain three short comings associated with the Internal Rate of Return

## QUESTION THREE

*Game Stores* has a choice of three suppliers of laptops. Suppliers 1, 2 and 3 offer a series discount of 20/10/25, 20/30 and 40/10/5 on a list price of K 3200, K3100 and K3200 per laptop respectively.

a) What is the discount from each supplier?

b) Which supplier gives *Game stores* a lower price?

c) Assuming *Game Stores* buys 50 laptops, how much does it save by buying from the lower-priced supplier?

Suppose an invoice received from *Game Stores* for K2, 800 is dated March 20, and offers terms 5/15,n/30. If the invoice is paid on April 4 and the shipping and insurance charges are K125, find

d) The last date on which the 5% discount may be taken

e) The net payment date

f) Find the amount due

## QUESTION FOUR

a) Distinguish between simple interest and compound interest

b) First National Bank (FNB) offered *"Good Life"* a loan amounting to K100, 000 at an interest rate of 7% in order to allow *"Good Life"* to facilitate the acquisition of land in state lodge. Compute the interest due and the amount repaid if the

    I.    The loan is due in 7 months

    II.   The loan was taken out on April 7 and is due in 8 months

    III.  The loan was taken out for 45 days

c) A loan officer at First National Bank had also given *"Good Life"* an option of contracting the K100, 000 loan and repaying K120, 000 within two months. What would have been the appropriate annual interest rate if the loan was repaid

    I.    On the $30^{th}$ day

    II.   At the end of two months

d) Suppose FNB's loan officer persuaded *"Good Life"* to obtain a 180-day loan of K90, 000 at 9.5%, determine

    I.    The exact simple interest

    II.   The ordinary simple interest

## QUESTION FIVE

*"Dinda Signs and Company"* has found space where to build their office infrastructure. Because of the growing demand for Dinda's products, *Dinda Signs and Company* approaches Barclays Bank and signs a 10-week simple discount note that has a maturity value of K150, 000 and discounted at 24%. Calculate

a) The bank discount

b) The amount that *Dinda Signs and Company* receives from Barclays Bank (i.e. the proceeds)

c) Suppose *Dinda Signs and Company* wants to borrow the K150, 000 from Barclays and signs a 10-week simple discount note with Barclays Bank at 24% discount rate. Find the face value corresponding to the 10-week simple discount note.

d) Briefly explain the concept of Amortization.

## END OF FINAL EXAMINATION

BBA 3211:          FINANCIAL MANAGEMENT
TIME:               THREE (3) HOURS
INSTRUCTIONS:  ANSWER ALL QUESTIONS

## QUESTION ONE

You are the Finance Manager of Amanita plc. Amanita plc is a manufacturer of cooking oil. Two new automated process machines used in the production of cooking oil have been introduced in the market. Both will give cost savings over existing processes.

|  | Machine 1 $000s | Machine 2 $000s |
|---|---|---|
| Initial cost (machine purchase& installation) | 120 | 250 |
| Cash flow Savings: | | |
| Year:    1 | 48 | 90 |
| 2 | 48 | 90 |
| 3 | 48 | 90 |
| 4 | 48 | 90 |

All other factors remain constant and the firm has access to large amounts of capital. The required return on projects is 8%. Production ceases after 4 years and the machines will then have a zero scrap value.

**Required:**

(a) Calculate the IRR in respect of both machines.

(b) Based on your IRR calculations, which machine would you purchase?

(c) Calculate the NPV for each machine.

(d) Based on your NPV calculations which machine would you buy?

(e) Is IRR or NPV the better decision tool?

(f) Give reasons for your answer in (e)

Ignore inflation                                                                 (20Marks)

## QUESTION TWO

Chitimukulu plc has 10 million ordinary shares in issue with a current market value of $2 per share. The expected dividend for next year is 16cents per share and this is expected to grow each year at a constant rate of 4%. The business also has:

(i) 10 million 9 % $1 irredeemable preference shares in issue with a market price of $0.90 per share.

(ii) $20 million of irredeemable loan capital in issue with nominal rate of interest of 6% and which is quoted at $80 per $100 nominal value.

(iii) Assume tax rate of 20% and that the current capital structure reflects the target capital structure of the business.

**Required**:

Calculate the weighted average cost of capital (WACC), of the business.    **(10 Marks)**

## QUESTION THREE

Provide short and concise answers to the following:

(a) Define Working Capital

(b) List Four (4) stockholding costs

(c) List Four(4) costs of not holding sufficient inventories

(d) How might arise in interest rates affect the level of inventories held?

(e) List the costs of holding too (i) much or (ii) too little cash.

**(10 Marks)**

## QUESTION FOUR

(a) The major external sources of short term finance are:

- Bank Overdrafts
- Bills of Exchange
- Debt Factoring
- Invoice Discounting

Define and give examples of each of the above.                    **(8 Marks)**

(b)What are Eurobonds?                                            **(1 Mark)**

(c) Would you expect the returns to loan capital to be higher or lower than those to preference shares?                                           **(1 Mark)**

*(10 Marks)*

## END OF FINAL EXAMINATION

BBA 3222:  COST AND MANAGEMENT ACCOUNTING
TIME:  THREE (3) HOURS
INSTRUCTIONS:  ANSWER ALL QUESTIONS

## QUESTION 1

The standard direct material and labour costs for a product are:

|  |  | $ |
|---|---|---|
| Direct material A | 2 kg X $ 4/kg | 8 |
| Direct material B | 0.4 litres X $ 6/ltr | 3 |
| Direct Labour | 0.75 hours X $ 12 per hour | 9 |
| Total |  | 20 |

During November, the company made 32,200 units and sold 2,900. Actual production costs were:

|  |  | $ |
|---|---|---|
| Direct material A | 6,100 kgs | 25,000 |
| Direct Material B | 1,750 litres | 11,600 |
| Direct labour | 2,200 hours paid | 28,000 |

(Only 2,000 hours worked)

**Required:**

Calculate the following variances:

a)  Direct materials price                          (3 Marks)
b)  Direct materials usage                         (3 Marks)
c)  Direct labour rate                             (3 Marks)
d)  Direct labour idle time                        (3 Marks)
e)  Direct labour efficiency                       (3 Marks)

*(15 Marks)*

## QUESTION2

A company manufactures and sells a single product which has the following cost and selling price structure.

|  | $/unit | $/unit |
|---|---|---|
| Selling price |  | 120 |
| Less: |  |  |
| Direct material | (22) |  |
| Direct labour | (36) |  |
| Variable overhead | (14) |  |
| Fixed overhead | (12) |  |
|  |  | (84) |
| **Profit per unit** |  | **36** |

The fixed overhead absorption rate is based on the normal capacity of 2,000 units per month. Assume that the same amount is spent each month on fixed overheads,

Budgeted sales for next month are 2,200 units.

**You are required to calculate:**

a) The breakeven point, in sales units per month.

b) The margin of safety for next month

c) The budgeted profit for next month

d) The sales required to achieve a profit of $96,000 in a month.

e) The contribution to sales ratio.

f) The break-even revenue that must be generated in order to break even.

*(15 Marks)*

## Question 3

a) Describe the key components of conventional management accounting systems. How do these differ from contemporary management accounting systems?

b) Compare and contrast Job Costing and process costing. Give example of each.

c) What is activity based costing (ABC)?

d) What are cost drivers?

e) Compare and contrast Absorption costing with Marginal costing.

*(10 Marks)*

## Question 4

Management decision making involves (i) make or buy decisions (ii), Accept or reject decisions, (iii) shut-down decisions and pricing decisions.

In relation to the above decision making processes, which of the following are relevant costs? Give reasons in each case.

i.   Sunk costs

ii.  Committed costs

iii. Opportunity costs

iv.  Variable costs

v.   Fixed costs

vi.  Depreciation

*(10 Marks)*

## END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FINAL EXAMINATIONS

2015/ 2016 ACADEMIC YEAR

BBA 9315: MARKETING OF SERVICES

TIME: THREE HOURS

INSTRUCTIONS: (1) QUESITION ONE IS COMPULSORY.

(2) ATTMEPT ANY OTHER THREE QUESTIONS

## QUESTION ONE

ABC courier ltd is an innovative overnight delivery company that helped change the way companies do business. It was one of the first companies to offer an overnight delivery system, but the company markets more than just a delivery service. What ABC really sells is on-time reliability. The company markets risk reduction and provides the confidence that people shipping packages will be "absolutely, positively, certain their packages will be there by 10.30 in the morning".

In fact, ABC sells even more than reliable delivery. It designs tracking and inventory management systems for many large companies. In other words, the customers buy more than just delivery service they buy a solution to their distribution problems. For example, a warehouse designed and operated by ABC is part of the distribution centre for a very large computer firm. In other organizations, customers can place an order for inventory as late as midnight, and the marketer, because of ABC's help, can guarantee delivery by the next morning. ABC has positioned itself as a company with a service that solves its customer's problems.

**Required:**

I. What is ABC's product? What are the tangible and intangible elements of this product?

II. What are the elements of service quality for the service offered by ABC?

III. In what way does technology influence ABC's service quality?**[25Marks]**

## QUESTION TWO

For most services, the server cannot be separated from the service.Explainwhy service employees are crucially important to the success of a firm.

**[25Marks]**

## QUESTION THREE

Performing the service right the first time contributes significantly to a company's profits.Explain the five dimensions of service quality and describe the benefits of service reliability. **[25Marks]**

## QUESTION FOUR

Businesses increasingly find themselves facing external pressure to improve their ethical track record. Is the risk of unethical business practices greater or lesser in service businesses than in manufacturing firms? Explain your answer.**[25Marks]**

## QUESTION FIVE

There is a trend of service delivery moving from high contact to low contact. Are service employees still important in low-contact services? Explain your answer. **[25Marks]**

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARMENT OF POPULATION STUDIES

### DE 9210 (HEALTH DEMOGRAPHY) EXAM

DATE: 13th SEPTEMBER 2016
TIME: 14-17 HOURS
VENUE: POPULATION STUDIES LECTURE THEATRE

*Instructions*: Sections A, B and C are compulsory. Answer *only one (1) question* from section D

**Section A (Compulsory, 10 marks total)**
1. Define the following concepts:
   a) Maternal death **(2 marks)**
   b) Attributable risk **(2 marks)**
   c) Adolescence **(2 marks)**
   d) Disease **(2 marks)**
   e) Infertility **(2 marks)**

**Section B (Compulsory, 30 marks total)**
2. Briefly state the difference between the following **(12 marks total)**:
   a) Medical Model and Functional Model **(4 marks)**
   b) IEC and BCC **(4 marks)**
   c) Absolute Risk and Relative Risk **(4 marks)**

3. Explain two sources of maternal death data in a developing country like Zambia (4 marks)

4. Give two (2) application challenges the International Classification of Impairments, Disabilities and Handicaps (ICIDH) faced **(4 marks)**

5. The International Classification of Impairments, Disabilities and Handicaps (ICIDH) has since been revised into a new version known as the International Classification of Functioning, Disability and health (ICF) (WHO, 2001). The ICF captures both the positive and negative aspects of functioning. Outline the four (4) aspects of functioning the ICF focuses. **(6 marks)**

6. Briefly explain the difference between Sexual rights and Reproductive rights **(4 marks)**

**Section C (Compulsory, 30 marks)**

Use the data in the 2 x 2 table below to answer the following questions below:

**EFFECT OF VIEWING SMOKING IN MOVIES ON ADOLESCENT SMOKING INITIATION: A COHORT STUDY**

| | Tried Smoking | Did Not Try Smoking | Total |
|---|---|---|---|
| Exposed (second, third and fourth quartiles: 532 - 5, 308 occurrences) | 237(a) | 1,715(b) | 1,952 |
| Unexposed (first quartile: 0 – 531 occurrences) | 22(c) | 629 (d) | 651 |
| Total | 259 | 2,344 | 2,603 |

**Q7 (13 marks)**

    a) Calculate the Relative Risk (RR) **(4 marks)**

    b) What is the probability that these adolescents, regardless of their movie viewing status, would start to smoke during the study? **(2 marks)**

    c) What do Health Demographers call what you just calculated in question 7b)? **(1 mark)**

    d) How much of the total incidence of starting to smoke among adolescents who view 532 or more smoking occurrences in movies is due to viewing such movies? **(4 marks)**

    e) What does the answer in Question 7d) mean? **(1 mark)**

    f) What do Health Demographers call what you just calculated in question 7 e)? **(1 mark)**

**Q8 (11 marks)**

    a) How much of the total incidence is due to viewing 532 or more smoking occurrences in movies among all adolescents in the study sample? **(4 marks)**

    b) What do Health Demographers call what you just calculated in question 8 a)? **(1 mark)**

    c) What percent of the total incidence of starting to smoke among all adolescents is due to viewing 532 or more smoking occurrences in movies? **(4 marks)**

    d) What does your answer in question 8 c) mean? **(1 mark)**

e) What do Health Demographers call what you just calculated in question 8 d)?
**(1 mark)**

Q9. As an advisor in the Ministry of Sports, youth and child development what would you put in place to stop or prevent adolescent smoking? **(6 marks)**

## Section D (Answer only <u>one</u> (1) question, 30 marks)

10. Discuss the benefits of family planning to individuals and to a developing country like Zambia. What should be put in place to improve use of family planning in the country?

11. Discuss the direct and indirect causes of maternal mortality in Africa. What measures would you put in place to reduce maternal and neonatal mortality.

12. Since 1994 ICPD 17 indicators have been developed to gauge progress on various goals related to RH. What challenges are developing countries facing in the achievement of those goals and what solutions are workable to facilitate the achievement of each of these goals?

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**END OF EXAM**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## AUGUST 2015/16 ACADEMIC YEAR FINAL EXAMINATIONS

## DEM 1110: INTRODUCTION TO DEMOGRAPHY

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER <u>ALL</u> QUESTIONS FROM SECTION A

CHOOSE ANY <u>TWO (2)</u> QUESTIONS FROM SECTION B

ANSWER <u>ALL</u> QUESTIONS FROM SECTION C

## SECTION A: ANSWER <u>ALL</u> QUESTIONS IN THIS SECTION (40 MARKS)

1. Define the following concepts? Give an example for each.

    a. Proportion
    b. Inferential Statistics
    c. Sex Ratio
    d. Retrospective method
    e. Categorical and Continuous data
    f. Content and Coverage Errors

2. Using the 2010 population as a base figure (13,092,666) and annual population growth rate of 3.1 percent, how long will it take for this population to double and what will the population be then and in which year will this be?

3. Interpret the following demographic characteristics of a country called Izwe:

    a. Total fertility rate of 5
    b. Gross reproduction rate of 3.5
    c. Net reproduction rate of 2.5

4. Briefly, in a few sentences, describe the process of population change using a balancing equation.

5. Briefly, in a few sentences, discuss the differences and similarities between crude birth rate, total fertility rate, completed family size, and net reproduction rate.

6. Give **three (3)** key points to consider when using charts to display data? *(be brief and Concise)*

7. Give **three (4)** inherent limitations of vital registration in Zambia? *(be brief and Concise)*

8. The collection of social and economic statistics is important for National and Development Planning, briefly outline the problems of collecting accurate Social and Economic Statistics in Zambia? *(be brief and Concise)*

9. As a newly employed Demographer at the Department of Registration and Passport Control (DRPC), suggest (3) ways to improve the registration of Vital Events in Zambia.

10. Outline **four (4)** inherent limitations in sample surveys? *(be brief and Concise)*


## SECTION B:

## ANSWER <u>ANY TWO</u> QUESTIONS FROM THIS SECTION (30 MARKS)

1. Answer the following:
   a. Outline the principle sources of errors in socio-economic data
   b. Give **three (3)** reasons why it is important to evaluate socio-economic data
   c. Briefly **describe** the two types of errors
   d. The **Myers** and **Whipples Index** are both used to detect age preference, what is the main difference between the methods?
   e. Briefly describe the Passive and Active methods of registration of vital events

2. Discuss the importance and relevance of the following concepts in market research:
   a. Segmentation
   b. Targeting
   c. Cluster marketing

3. Explain how demography can contribute to our understanding of the following problems:

   a. Inflation
   b. Environmental issues, particularly global warming
   c. Energy shortages

# SECTION C:

## ANSWER <u>ALL</u> QUESTION FROM THIS SECTION (30 MARKS)

1. What in your view, were the major contributions of John Graunt and Thomas Malthus in the development of Demography as a scientific discipline?

2. Use Table 1 to answer the questions below.

    a. Comment on the percentage of women currently employed by residence (rural/urban).

    b. What type of graph would be appropriate to present the number of women by education?

    c. Use an appropriate graph to display the distribution of women currently employed, not currently employed and those not employed in the 12 months preceding the survey. Give a comment based on the graph

    d. What is the proportion of women aged below 39 years?

    e. What is the ratio of female population in Copperbelt to that of Lusaka Province? Comment on the result

    f. What graph would be appropriate to represent women's marital status?

# Table 1: Women; Employment Status

Percent distribution of women age 15-49 by employment status, according to background characteristics, Zambia 2013-14

| Background characteristic | Employed in the 12 months preceding the survey | | Not employed in the 12 months preceding the survey | Total | Number of women |
|---|---|---|---|---|---|
| | Currently employed[1] | Not currently employed | | | |
| **Age** | | | | | |
| 15-19 | 19.4 | 2.5 | 78.1 | 100.0 | 3,625 |
| 20-24 | 39.6 | 3.8 | 56.6 | 100.0 | 3,006 |
| 25-29 | 55.6 | 3.1 | 41.3 | 100.0 | 2,813 |
| 30-34 | 61.0 | 4.2 | 34.8 | 100.0 | 2,476 |
| 35-39 | 64.9 | 3.3 | 31.9 | 100.0 | 2,009 |
| 40-44 | 70.0 | 3.6 | 26.3 | 100.0 | 1,464 |
| 45-49 | 69.3 | 3.2 | 27.5 | 100.0 | 1,018 |
| **Marital status** | | | | | |
| Never married | 25.6 | 2.2 | 72.3 | 100.0 | 4,572 |
| Married or living together | 55.5 | 3.8 | 40.7 | 100.0 | 9,859 |
| Divorced/separated/widowed | 68.7 | 3.7 | 27.5 | 100.0 | 1,980 |
| **Number of living children** | | | | | |
| 0 | 23.4 | 2.4 | 74.2 | 100.0 | 4,112 |
| 1-2 | 49.7 | 3.7 | 46.7 | 100.0 | 4,821 |
| 3-4 | 59.1 | 3.4 | 37.5 | 100.0 | 3,750 |
| 5+ | 65.2 | 3.8 | 30.9 | 100.0 | 3,727 |
| **Residence** | | | | | |
| Urban | 43.4 | 2.1 | 54.5 | 100.0 | 7,585 |
| Rural | 53.4 | 4.4 | 42.2 | 100.0 | 8,826 |
| **Province** | | | | | |
| Central | 40.3 | 6.1 | 53.5 | 100.0 | 1,467 |
| Copperbelt | 40.6 | 2.0 | 57.4 | 100.0 | 2,836 |
| Eastern | 37.8 | 5.6 | 56.7 | 100.0 | 1,930 |
| Luapula | 66.0 | 0.9 | 33.0 | 100.0 | 1,143 |
| Lusaka | 41.3 | 1.5 | 57.2 | 100.0 | 3,266 |
| Muchinga | 58.0 | 3.9 | 38.1 | 100.0 | 868 |
| Northern | 68.8 | 2.3 | 28.8 | 100.0 | 1,200 |
| North Western | 56.5 | 6.6 | 36.8 | 100.0 | 713 |
| Southern | 52.2 | 5.0 | 42.8 | 100.0 | 2,007 |
| Western | 65.9 | 2.4 | 31.7 | 100.0 | 980 |
| **Education** | | | | | |
| No education | 55.5 | 4.9 | 39.6 | 100.0 | 1,375 |
| Primary | 54.3 | 3.5 | 42.2 | 100.0 | 7,686 |
| Secondary | 38.1 | 2.9 | 59.0 | 100.0 | 6,521 |
| More than secondary | 69.9 | 2.8 | 27.3 | 100.0 | 830 |
| **Wealth quintile** | | | | | |
| Lowest | 57.7 | 3.2 | 39.0 | 100.0 | 2,859 |
| Second | 55.0 | 4.7 | 40.3 | 100.0 | 2,861 |
| Middle | 50.8 | 4.3 | 44.9 | 100.0 | 3,077 |
| Fourth | 43.5 | 3.0 | 53.5 | 100.0 | 3,510 |
| Highest | 41.2 | 2.0 | 56.8 | 100.0 | 4,103 |
| **Total** | 48.8 | 3.3 | 47.9 | 100.0 | 16,411 |

[1] "Currently employed" is defined as having done work in the past seven days. Includes persons who did not work in the past seven days but who are regularly employed and were absent from work for leave, illness, vacation, or any other such reason.

**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA
## DEPARTMENT OF POPULATION STUDIES
## POPULATION COMPOSITION, CHANGE AND THEORIES
## DEM 2210 2015/16 FINAL EXAMINATION

**DURATION: 3 HOURS**

**SECTION A**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN THIS SECTION**

Q1.  Differentiate the following terms

   a)  Nuptuality and Marriage

   b)  Foetal death and live birth

   c)  Maternal Mortality rate and Maternal mortality ratio

   d)  Refugee and Asylee

Q2.  Answer the following as briefly as possible.

   a)  List four (04) uses of marital status statistics.

   b)  List three( 03) uses and  three (03) limitations of divorce statistics

   c)  According to the marriage and divorce framework, what are the pre-detemined and intermediate  factors that influence the decision to marry or divorce

   d)  List four (04) factors that affect accuracy of mortality data

   e)  What are the characteristics of the three major succesive stages of disease transition of Omrans Epidemiological transition theory.

## SECTION B

## ANSWER ALL QUESTIONS IN THIS SECTION

Q1.   Using the statistics for Zambia 2010 provided in Table 1.0 calculate and interpret the following;

a.   Proportion of aged persons

b.   Proportion of children

c.   Aged child ratio

d.   Give five (05) economic consequences of the result in (b).

| Table 1.0: Zambia 2010 Census Population | | | | |
|---|---|---|---|---|
| | Total | Cumulative frequency | Male | Female |
| 0 - 4 | 2,252,748 | 2,252,748 | 1,121,468 | 1,131,280 |
| 5 - 9 | 1,916,287 | 4,169,035 | 954,332 | 961,955 |
| 10 - 14 | 1,774,134 | 5,943,169 | 878,572 | 895,562 |
| 15 - 19 | 1,531,115 | 7,474,284 | 748,616 | 782,499 |
| 20 - 24 | 1,194,642 | 8,668,926 | 553,267 | 641,375 |
| 25 - 29 | 1,057,077 | 9,726,003 | 497,774 | 559,303 |
| 30 - 34 | 840,308 | 10,566,311 | 425,227 | 415,081 |
| 35 - 39 | 682,921 | 11,249,232 | 357,097 | 325,824 |
| 40 - 44 | 473,238 | 11,722,470 | 250,415 | 222,823 |
| 45 - 49 | 376,164 | 12,098,634 | 189,047 | 187,117 |
| 50 - 54 | 284,864 | 12,383,498 | 138,764 | 146,100 |
| 55 - 59 | 194,162 | 12,577,660 | 96,718 | 97,444 |
| 60 - 64 | 168,563 | 12,746,223 | 78,301 | 90,262 |
| 65+ | 346,443 | 13,092,666 | 165,049 | 181,394 |

Q2. Using the statistics for Zambia provided in Table 1.0, define , compute and interpret the following.

a. Masculinity proportion

b. Femininity ratio

c. Percent excess or deficit males

d. Give three (03) social consequences of the result in (c)

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## SECTION C

## INSTRUCTIONS: ANSWER ANY ONE (01) OF THE FOLLOWING QUESTIONS.

1. Clearly outline Mosley and Chen's Child survival framework. Using the proximate determinants of child survival identified in this framework, explain why Zambia underfive mortality has declined from 183 deaths per 1000 live births in 2000 to 138 deaths per 1000 live births in 2010.

2. Clearly outline Davis and Blake's framework of fertility determinants and John Bongaarts proximate determinants of fertility. Using the John Bongaarts theory, explain why fertility is low in developed countries.

3. Clearly Outline Ernest Ravenstein's theory of migration and Everett Lees reformulation of his theory? How does Everett Lees theory explain the migration of more than a million migrants and refugees into Europe in 2015, which sparked a "migration crisis".

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**End of Examination**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2015 ACADEMIC YEAR FINAL EXAMINATIONS**

**DEM 2414: RESEARCH AND STATISTICAL METHODS IN DEMOGRAPHY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTIONS A AND C; ONE QUESTION EACH FROM SECTIONS B AND D.**

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## SECTION A

**ANSWER ALL QUESTIONS IN THIS SECTION. THIS SECTION CARRIES 30 PERCENT.**

1. In framing questions for research, certain pitfalls have to be avoided. Identify the pitfalls in the questions below:

   a) You don't think the government is fighting inflation strongly, don't you?
   b) Do you watch cinemas and play video games in your spare time?
   c) Are you of the view that diminishing returns in agriculture account for the exponential decline in Zambia's gross national product?
   d) Are you in support of the gross abuse of human rights by the current regime?
   e) Do you participate in sports because you are fit?

2. Define or explain the terms below making sure you also give the formulas where required in each case:

   a) Sampling fraction
   b) Sampling interval
   d) Verstehen
   e) The Hawthorne effect

3. Indicate what sorts of questions are being referred to here:

   a) A question used when respondents are asked to make a judgment in terms of sets of ordered categories, reflecting the intensity of judgment involved.
   b) A question with predetermined options to choose from.
   c) A question asked depending on the response to the preceding question
   d) A method of organizing a large set of questions that have the same responses
   e) A question that applies only to a segment of the sample.
   f) A question without predetermined categories to choose from.

4. For the statements below, indicate whether they represent qualitative or quantitative research techniques:

   a) A researcher uses focus group discussion in attempting to understand the patterns of social relationships among kaponyas at KMB Bus Stop. He then writes a report in which he quotes them extensively in their own words.
   b) Another researcher studies the ngw'ang'wazi using a questionnaire to collect his data. After this, he feeds the data into a computer and prints out a frequency distribution of their socio-economic and demographic characteristics.

c) Of the methods above, which one are you expected to use in Department of Population Studies?

5. Indicate what the flaws are with the following questions in a questionnaire:

a) Do you accept the unimaginative way the university administration is handling student affairs?
b) Are you cognizant of the dysfunctional aspects of the registration exercise at the beginning of each semester?
c) Do you favour the abolition of free education and the reduction student allowances at CBU?
d) Do you oppose the administration's handling of student affairs because they are unfair?
e) Are you not of the view that the administration should change its attitude towards the workers' welfare?
f) Do you smoke marijuana?

6. Researchers use both open-ended and closed-ended questions to collect data. Which of the following statements is true, false, or neither?

a) Open-ended questions directly provide quantitative data based on the researcher's predetermined response categories
b) Closed-ended questions provide quantitative data in the participant's own words
c) Open-ended questions provide qualitative data in the participant's own words
d) Closed-ended questions directly provide qualitative data in the participants' own words

7. Complete the following statements:

a) Pure research is ...................................................................................................
b) Applied research is ...............................................................................................

8. Match the statements below with the four aims and/goals of the social sciences.

a) A researcher studying AIDS concludes that the more promiscuous one's behaviour, the greater is the probability of contracting AIDS.
b) The same researcher states that due to the unchanging sexual behaviour of Zambians, he foresees an increase in the number of AIDS victims in the next 10 years.
c) At the start of his analysis, the researcher finds that 65% of AIDS cases are among prostitutes and 35% among the rest of the population.
d) A research learns about the problems experienced by AIDS sufferers by interacting with them for six months.
e) A social scientist investigating the increasing levels of recidivism among juvenile delinquents concludes, after an exhaustive study, that this is due to breakdown of the family in Zambia.
f) A social scientist given a breakdown of the percentage of juvenile delinquents from broken families, their sex and their average ages.
g) A social scientist joins a group of juvenile delinquents at the Inter-City Bus Terminal and tries to learn more about their way of life.
h) After his study of juvenile delinquents, the social scientist suggests, on the basis of the increasing divorce rates among Zambian couples, that in ten years' time one out of every youth will be a juvenile delinquent.

9. Indicate which of the following statements refer to popular modes of knowledge or characteristics of the scientific method:

a) Separation of values and prejudices from influencing the researcher's judgement
b) Believing that all valid knowledge resides in the divine

c) Basing research on observations and experiences
d) Reducing data into a more ordered form using existing analytical tools such as statistics
e) Believing something will happen on the basis of a premonition
f) Coming to a conclusion on the basis of widely held opinions in society
g) Basing one's judgement on the advice of a witchdoctor
h) Using reasoning and logic to come to a conclusion
i) Applying the findings of research to the whole population and socioeconomic contexts
j) Making a judgement on the basis of what is traditionally taken to constitute the truth.

10. Indicate which of the following statement best defines a paradigm or theory:

a) The use of qualitative methods in investigating social phenomena.
b) The positivist approach in research
c) Examining the relationship between attitudes towards family planning, family size and religious beliefs.
d) Subscribing to the phenomenological perspective in research.
e) A purported attempt to explain poverty on the basis of rising levels of poverty in society.

11. Indicate what is wrong with the hypotheses below:

a) There is a relationship between education and job success
b) The more religious an individual is, the greater is the likelihood of being saved
c) The higher educational level of an individual, the better the chances of job success
d) Female students are less likely to succeed in more demanding jobs
e) There is a relationship between social class and performance in examinations.

12. What are the scales of measurement of the following variables?

a) The religious affiliations of students at CBU.
b) The amount of money has in his bank account at FNB.
c) The grading system used at Mulungushi University.
d) The number of male and female students in DEM 2414.
e) The weights of students in DEM 1110.

13. Which of the two questions below best operationally defines the concept, social class, more accurately and precisely:

a) What is your father's occupation?
b) What company does your father work for?
c) Is your father divorced?
d) How much doses father earn per month?
e) What is your father's religious affiliation?

14. Complete the following statements:

a) A cross - sectional study is...............................................................
b) A longitudinal study is ...................................................................

15. Indicate the type of sampling designs represented by the situations below:

a) A researcher selects students in his class for a study on gossiping after which he writes a report.
b) A researcher selects every tenth household after having selected the first household randomly from the first interval of serially numbered households.
c) A researcher selects ten hostels randomly and then interviews all the students from these hostels.
d) A researcher selects 100 students using a table of random numbers and then gives self – administered questionnaires to the students.
e) A researcher subdivides the student population into female and male categories and then selects equal numbers of males and female students randomly in a population where the ratio of males to females is four to one.
f) A researcher selects every tenth household after having selected the first household randomly from serially numbered households.

16. Complete the following statements:

    a) A general objective is................................................................
    b) A specific objective is................................................................

---

## SECTION B

**ANSWER ONE QUESTION IN THIS SECTION. THIS SECTION CARRIES 20 PERCENT.**

1.

   a) Discuss the more salient advantages disadvantages of an interview
   b) What the more important advantages and disadvantages of a questionnaire
   c) What is the difference between primary and secondary data collection?
   d) Briefly discuss the major advantages and disadvantages of i) primary and ii) secondary techniques of data collection.

2.

   a) Explain the link between hypotheses formulation, measurement, and questionnaire construction.
   b) Give three important reasons why exploratory studies are necessary.
   c) Describe what a quasi-experimental design is and then discuss some strengths of it has over the classical experimental design.

3.

   a) Discuss three conditions to constitute a problem for investigation
   b) Discuss the criteria for prioritization of a research problem.
   c) Discuss some of the important reasons for undertaking literature review.

4.

   Discuss the differences and similarities between the sampling designs given below:

   a) Linear and circular systematic sampling
   b) Proportionate and disproportionate sampling

   c) Under what circumstances do you use:

      i. Simple random sampling

# TABLE I   Proportions of Area under the Standard Normal Curve

| z | O z | O z | z | O z | O z | z | O z | O z |
|---|---|---|---|---|---|---|---|---|
| 0.00 | .0000 | .5000 | 0.55 | .2088 | .2912 | 1.10 | .3643 | .1357 |
| 0.01 | .0040 | .4960 | 0.56 | .2123 | .2877 | 1.11 | .3665 | .1335 |
| 0.02 | .0080 | .4920 | 0.57 | .2157 | .2843 | 1.12 | .3686 | .1314 |
| 0.03 | .0120 | .4880 | 0.58 | .2190 | .2810 | 1.13 | .3708 | .1292 |
| 0.04 | .0160 | .4840 | 0.59 | .2224 | .2776 | 1.14 | .3729 | .1271 |
| 0.05 | .0199 | .4801 | 0.60 | .2257 | .2743 | 1.15 | .3749 | .1251 |
| 0.06 | .0239 | .4761 | 0.61 | .2291 | .2709 | 1.16 | .3770 | .1230 |
| 0.07 | .0279 | .4721 | 0.62 | .2324 | .2676 | 1.17 | .3790 | .1210 |
| 0.08 | .0319 | .4681 | 0.63 | .2357 | .2643 | 1.18 | .3810 | .1190 |
| 0.09 | .0359 | .4641 | 0.64 | .2389 | .2611 | 1.19 | .3830 | .1170 |
| 0.10 | .0398 | .4602 | 0.65 | .2422 | .2578 | 1.20 | .3849 | .1151 |
| 0.11 | .0438 | .4562 | 0.66 | .2454 | .2546 | 1.21 | .3869 | .1131 |
| 0.12 | .0478 | .4522 | 0.67 | .2486 | .2514 | 1.22 | .3888 | .1112 |
| 0.13 | .0517 | .4483 | 0.68 | .2517 | .2483 | 1.23 | .3907 | .1093 |
| 0.14 | .0557 | .4443 | 0.69 | .2549 | .2451 | 1.24 | .3925 | .1075 |
| 0.15 | .0596 | .4404 | 0.70 | .2580 | .2420 | 1.25 | .3944 | .1056 |
| 0.16 | .0636 | .4364 | 0.71 | .2611 | .2389 | 1.26 | .3962 | .1038 |
| 0.17 | .0675 | .4325 | 0.72 | .2642 | .2358 | 1.27 | .3980 | .1020 |
| 0.18 | .0714 | .4286 | 0.73 | .2673 | .2327 | 1.28 | .3997 | .1003 |
| 0.19 | .0753 | .4247 | 0.74 | .2704 | .2296 | 1.29 | .4015 | .0985 |
| 0.20 | .0793 | .4207 | 0.75 | .2734 | .2266 | 1.30 | .4032 | .0968 |
| 0.21 | .0832 | .4168 | 0.76 | .2764 | .2236 | 1.31 | .4049 | .0951 |
| 0.22 | .0871 | .4129 | 0.77 | .2794 | .2206 | 1.32 | .4066 | .0934 |
| 0.23 | .0910 | .4090 | 0.78 | .2823 | .2177 | 1.33 | .4082 | .0918 |
| 0.24 | .0948 | .4052 | 0.79 | .2852 | .2148 | 1.34 | .4099 | .0901 |
| 0.25 | .0987 | .4013 | 0.80 | .2881 | .2119 | 1.35 | .4115 | .0885 |
| 0.26 | .1026 | .3974 | 0.81 | .2910 | .2090 | 1.36 | .4131 | .0869 |
| 0.27 | .1064 | .3936 | 0.82 | .2939 | .2061 | 1.37 | .4147 | .0853 |
| 0.28 | .1103 | .3897 | 0.83 | .2967 | .2033 | 1.38 | .4162 | .0838 |
| 0.29 | .1141 | .3859 | 0.84 | .2995 | .2005 | 1.39 | .4177 | .0823 |
| 0.30 | .1179 | .3821 | 0.85 | .3023 | .1977 | 1.40 | .4192 | .0808 |
| 0.31 | .1217 | .3783 | 0.86 | .3051 | .1949 | 1.41 | .4207 | .0793 |
| 0.32 | .1255 | .3745 | 0.87 | .3078 | .1922 | 1.42 | .4222 | .0778 |
| 0.33 | .1293 | .3707 | 0.88 | .3106 | .1894 | 1.43 | .4236 | .0764 |
| 0.34 | .1331 | .3669 | 0.89 | .3133 | .1867 | 1.44 | .4251 | .0749 |
| 0.35 | .1368 | .3632 | 0.90 | .3159 | .1841 | 1.45 | .4265 | .0735 |
| 0.36 | .1406 | .3594 | 0.91 | .3186 | .1814 | 1.46 | .4279 | .0721 |
| 0.37 | .1443 | .3557 | 0.92 | .3212 | .1788 | 1.47 | .4292 | .0708 |
| 0.38 | .1480 | .3520 | 0.93 | .3238 | .1762 | 1.48 | .4306 | .0694 |
| 0.39 | .1517 | .3483 | 0.94 | .3264 | .1736 | 1.49 | .4319 | .0681 |
| 0.40 | .1554 | .3446 | 0.95 | .3289 | .1711 | 1.50 | .4332 | .0668 |
| 0.41 | .1591 | .3409 | 0.96 | .3315 | .1685 | 1.51 | .4345 | .0655 |
| 0.42 | .1628 | .3372 | 0.97 | .3340 | .1660 | 1.52 | .4357 | .0643 |
| 0.43 | .1664 | .3336 | 0.98 | .3365 | .1635 | 1.53 | .4370 | .0630 |
| 0.44 | .1700 | .3300 | 0.99 | .3389 | .1611 | 1.54 | .4382 | .0618 |
| 0.45 | .1736 | .3264 | 1.00 | .3413 | .1587 | 1.55 | .4394 | .0606 |
| 0.46 | .1772 | .3228 | 1.01 | .3438 | .1562 | 1.56 | .4406 | .0594 |
| 0.47 | .1808 | .3192 | 1.02 | .3461 | .1539 | 1.57 | .4418 | .0582 |
| 0.48 | .1844 | .3156 | 1.03 | .3485 | .1515 | 1.58 | .4429 | .0571 |
| 0.49 | .1879 | .3121 | 1.04 | .3508 | .1492 | 1.59 | .4441 | .0559 |
| 0.50 | .1915 | .3085 | 1.05 | .3531 | .1469 | 1.60 | .4452 | .0548 |
| 0.51 | .1950 | .3050 | 1.06 | .3554 | .1446 | 1.61 | .4463 | .0537 |
| 0.52 | .1985 | .3015 | 1.07 | .3577 | .1423 | 1.62 | .4474 | .0526 |
| 0.53 | .2019 | .2981 | 1.08 | .3599 | .1401 | 1.63 | .4484 | .0516 |
| 0.54 | .2054 | .2946 | 1.09 | .3621 | .1379 | 1.64 | .4495 | .0505 |

## TABLE IV   Critical Values of Chi Square

| df | Level of significance for a non-directional test | | | | | |
|---|---|---|---|---|---|---|
|    | .20 | .10 | .05 | .02 | .01 | .001 |
| 1 | 1.64 | 2.71 | 3.84 | 5.41 | 6.64 | 10.83 |
| 2 | 3.22 | 4.60 | 5.99 | 7.82 | 9.21 | 13.82 |
| 3 | 4.64 | 6.25 | 7.82 | 9.84 | 11.34 | 16.27 |
| 4 | 5.99 | 7.78 | 9.49 | 11.67 | 13.28 | 18.46 |
| 5 | 7.29 | 9.24 | 11.07 | 13.39 | 15.09 | 20.52 |
| 6 | 8.56 | 10.64 | 12.59 | 15.03 | 16.81 | 22.46 |
| 7 | 9.80 | 12.02 | 14.07 | 16.62 | 18.48 | 24.32 |
| 8 | 11.03 | 13.36 | 15.51 | 18.17 | 20.09 | 26.12 |
| 9 | 12.24 | 14.68 | 16.92 | 19.68 | 21.67 | 27.88 |
| 10 | 13.44 | 15.99 | 18.31 | 21.16 | 23.21 | 29.59 |
| 11 | 14.63 | 17.28 | 19.68 | 22.62 | 24.72 | 31.26 |
| 12 | 15.81 | 18.55 | 21.03 | 24.05 | 26.22 | 32.91 |
| 13 | 16.98 | 19.81 | 22.36 | 25.47 | 27.69 | 34.53 |
| 14 | 18.15 | 21.06 | 23.68 | 26.87 | 29.14 | 36.12 |
| 15 | 19.31 | 22.31 | 25.00 | 28.26 | 30.58 | 37.70 |
| 16 | 20.46 | 23.54 | 26.30 | 29.63 | 32.00 | 39.29 |
| 17 | 21.62 | 24.77 | 27.59 | 31.00 | 33.41 | 40.75 |
| 18 | 22.76 | 25.99 | 28.87 | 32.35 | 34.80 | 42.31 |
| 19 | 23.90 | 27.20 | 30.14 | 33.69 | 36.19 | 43.82 |
| 20 | 25.04 | 28.41 | 31.41 | 35.02 | 37.57 | 45.32 |
| 21 | 26.17 | 29.62 | 32.67 | 36.34 | 38.93 | 46.80 |
| 22 | 27.30 | 30.81 | 33.92 | 37.66 | 40.29 | 48.27 |
| 23 | 28.43 | 32.01 | 35.17 | 38.97 | 41.64 | 49.73 |
| 24 | 29.55 | 33.20 | 36.42 | 40.27 | 42.98 | 51.18 |
| 25 | 30.68 | 34.38 | 37.65 | 41.57 | 44.31 | 52.62 |
| 26 | 31.80 | 35.56 | 38.88 | 42.86 | 45.64 | 54.05 |
| 27 | 32.91 | 36.74 | 40.11 | 44.14 | 46.96 | 55.48 |
| 28 | 34.03 | 37.92 | 41.34 | 45.42 | 48.28 | 56.89 |
| 29 | 35.14 | 39.09 | 42.69 | 46.69 | 49.59 | 58.30 |
| 30 | 36.25 | 40.26 | 43.77 | 47.96 | 50.89 | 59.70 |
| 32 | 38.47 | 42.59 | 46.19 | 50.49 | 53.49 | 62.49 |
| 34 | 40.68 | 44.90 | 48.60 | 53.00 | 56.06 | 65.25 |
| 36 | 42.88 | 47.21 | 51.00 | 55.49 | 58.62 | 67.99 |
| 38 | 45.08 | 49.51 | 53.38 | 57.97 | 61.16 | 70.70 |
| 40 | 47.27 | 51.81 | 55.76 | 60.44 | 63.69 | 73.40 |
| 44 | 51.64 | 56.37 | 60.48 | 65.34 | 68.71 | 78.75 |
| 48 | 55.99 | 60.91 | 65.17 | 70.20 | 73.68 | 84.04 |
| 52 | 60.33 | 65.42 | 69.83 | 75.02 | 78.62 | 89.27 |
| 56 | 64.66 | 69.92 | 74.47 | 79.82 | 83.51 | 94.46 |
| 60 | 68.97 | 74.40 | 79.08 | 84.58 | 88.38 | 99.61 |

Find the row corresponding to the indicated degrees of freedom, find the column corresponding to the chosen level of significance, the critical value of $\chi^2_{crit}$ is at the intersection of that row and that column. If $\chi^2_{obs} \geq \chi^2_{crit}$, then $H_o$ is rejected.

# DEM 2414: STATISTICAL FORMULAS

**1**

$$X^2 = \frac{\sum\sum (O_{ij} - O_{ij})^2}{E_{ij}}$$

$$E_{ij} = \frac{r * c}{N}$$

**2.**

$$Z_{obs} = \frac{p_1 - p_2}{\sqrt{\dfrac{p_1 q_1}{n_2} + \dfrac{p_2 q_2}{n_2}}}$$

**3.**

$$r = \frac{N\sum XY - (\sum X).(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$A = \bar{Y} - B\bar{X}$$

$$B = \frac{N\sum XY - (\sum X).(\sum Y)}{[N\sum X^2 - (\sum X)^2]}$$

  ii.  Cluster sampling
  iii.  Snowball sampling

d) Given below are data on UNZA students, you are required to do the following:

  i) Select a sample of a sample of 100, the criteria for stratification being hall of residence and year of study.
  ii) Indicate the type stratification method you have used.

| Year of study | Hall of residence | |
| --- | --- | --- |
| | New Residence | Ruins |
| Second year | 400 | 200 |
| Third year | 300 | 500 |
| Fourth year | 500 | 100 |

---

## SECTION C

### ANSWER ALL QUESTIONS IN THIS SECTION. THIS SECTION CARRIES 30 PERCENT.

1. The use of the laws of probability to make inferences and draw statistical conclusions about populations based on sample data is referred to as.

  a) Descriptive statistics
  b) Inferential statistics
  c) Sample statistics
  d) Population statistics

2. If you drew all possible samples from some population, calculated the mean for each of the samples, and constructed a line graph (showing the shape of the distribution) based on all of those means, what would you have?

  a) A population distribution
  b) A sample distribution
  c) A sampling distribution
  d) A parameter distribution

6. The analysis of variance is a statistical test that is used to compare how many group means?

  a) Three or more
  b) Two or more
  c) One mean

7. What is the standard deviation of a sampling distribution called?

  a) Sampling error
  b) Sample error

c) Standard error

d) Simple error

8. As a general rule, researchers tend to use _____ percent confidence intervals.

a) 99%

b) 95%

c) 50%

d) None of the above

9. When $p<.05$ is reported in a journal article that you read for an observed relationship, it means that the author has rejected the null hypothesis (assuming that the author is using a significance or alpha level of .05).

a) True

b) False

10. When $p>05$ is reported in a journal article that you read for an observed relationship, it means that the author has rejected the null hypothesis (assuming that the author is using a significance or alpha level of .05).

a) True

b) False

11. . _____ are the values that mark the boundaries of the confidence interval.

a) Confidence intervals

b) Confidence limits

c) Levels of confidence

d) Margin of error

12. In 2015 academic year examinations, the following results were recorded in the DEM 1110 examination:

| Mean | 63.1 |
|---|---|
| Median | 67.1 |
| Mode | 60.8 |
| Standard deviation | 17.2 |

Briefly interpret:

a) Mean

b) Median

c) Mode

d) Standard deviation

13. Which of the following is true about a weighted mean?

a) It is an arithmetic mean in which each value is given an equal weight as any other value in the distribution.

b) It is an arithmetic mean in which each value is given arbitrary group weight regardless of their importance in the overall group.

c) It is an arithmetic mean in which each value is rarely weighted according to its importance in the overall group.
d) It is an arithmetic mean in which each value is weighted according to its importance in the overall group.

14. Which of the following is true about the percentile rank?

a) It shows the score below which a certain number of measurements are located.
b) It shows the percentage of observations falling below a score.
c) It is the score below which half the observations are located.
d) It is the third quartile in a distribution of measurements.

15. Respond to these questions briefly and to the point:

a) Under what circumstances should a t-distribution be used instead of a normal distribution?
b) Under what circumstances may a chi-square distribution be used instead of a normal distribution?
c) Give one property the t – distribution shares with the normal (or z) distribution.
d) Give one property that distinguishes e t – distribution from the normal (or z) distribution.

e) In hypothesis testing, when can you use:

  i.    A one-tailed test
  ii.   A two-tailed test

16. The amount of time required per individual at a bank teller's window at Stanbic Bank has been found to be approximately normally distributed with a mean of 130 seconds and a standard deviation of 45 seconds. What is the probability that a randomly selected individual?

a) Require less than 100 seconds to complete a transaction?
b) Spend between 2 and 3 minutes at the teller's window?
c) Spend less than 2 minutes at the teller's window?
d) Spend more than 3 minutes at the teller's window?

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## SECTION D

**ANSWER ONE QUESTION IN THIS SECTION. THIS SECTION CARRIES 20 PERCENT.**

1. The Zambia Police's Traffic Section lists the reasons for stopping cars and the number of tickets issued for the offences committed. Assume that a car was stopped.

| Reason for stopping car | Issued ticket | Not issued ticket | Total |
|---|---|---|---|
| Speeding | 40 | 170 | 210 |
| No taillights | 10 | 35 | 45 |
| Failure to use signals | 5 | 25 | 30 |
| Careless driving | 45 | 70 | 115 |

7

| Total | 100 | 300 | 400 |
|-------|-----|-----|-----|

a) What is the probability that a ticket is issued?

b) What is the probability that a car did not have taillights?

c) What is the probability that a driver will get a ticket, given that he or she was stopped for careless driving?

d) What is the probability that the person was stopped for speeding or for failure to use signals?

e) What is the probability that a driver is speeding and not issued with a ticket?

f) Is there a statistically significant relationship between issuance of a ticket and the reason for stopping a car. Use 5 percent level of significance.

2. A developer is considering alternative sites for constructing a shopping mall in Lusaka and Kitwe using the mean household incomes (in thousands) in the two cities as a proxy variable for purchasing power. For a random sample in Lusaka with 30 households, the average annual income is K45,000 with a standard deviation of K1,500. For a random sample of 40 households in Kitwe, the average annual income is K44,600 with a standard deviation of K2,400. The investor eventually decides to construct a shopping mall in Lusaka on the premise that the purchasing power of Lusaka residents is significantly higher than that of Kitwe residents. Is his decision justified? Test this at 1% level of significance?

3. The Ministry of Labour wants to compare newly hired employees who tested "alcohol free" with those who tested "alcohol positive" after six months on the job. They wanted to see whether more alcohol users than alcohol –free employees would be fired after during the six – month probation period. After six months, the following data given below was collected. Would you agree with the conclusion that alcohol users are more likely to be fired than alcohol – free employees? Use 5% level of significance.

|              | Total hired | Total fired |
|--------------|-------------|-------------|
| Alcohol free | 3,340       | 319         |
| Alcohol users| 315         | 42          |

4. A random sample of 10 employees from the accounting division of ZESCO is shown below:

| Employee Number | Weekly Salary ( Kwacha) | Years of Service with Company |
|-----------------|--------------------------|-------------------------------|
| 1               | 230                      | 2                             |
| 2               | 200                      | 3                             |
| 3               | 170                      | 1                             |
| 4               | 315                      | 5                             |
| 5               | 185                      | 1                             |
| 6               | 330                      | 7                             |
| 7               | 250                      | 4                             |
| 8               | 300                      | 7                             |
| 9               | 225                      | 6                             |
| 10              | 325                      | 9                             |

a) Compute the correlation coefficient and interpret the result.

b) Compute a least squares regression equation to show the dependence of salary on experience.

    (i)      Interpret the meaning of the observe regression coefficients within the context of the question.

    (ii)     Interpret the meaning of the intercept within the context of the question.

c)  (i)  If an employee has been with the company for 4 years, what would you estimate her weekly salary to be?

    (ii)     If an employee earns K375 per week, how many years could he have been with the company?

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2015/16 ACADEMIC YEAR FINAL EXAMINATION**

**16th JULY 2015**

**DEM 4110: ADVANCED TECHNIQUES IN DEMOGRAPHIC ANALYSIS AND ESTIMATION**

**TIME: THREE (3) HOURS – MORNING SESSION**

**INSTRUCTIONS:    ANSWER <u>ALL</u> QUESTIONS IN SECTION (A) AND, CHOOSE AND ANSWER <u>TWO</u> QUESTIONS IN SECTION (B)**

**<u>SECTION A – 60 Marks:</u>**

1.1    Given the values Z (70) =205.1 million, Z (80) =227.7 million and b=420.4 million, find the value of Z (90) in the logistic model:

$$\mathbf{Z}_{(t)} = 1/A + Be^{-kt}$$

1.2    Given the Logistic Method, $t_0$ = 80, $P_0$ = 83,500; $t_1$ =90, $P_1$=110,500; $t_2$ = 2000, $P_2$=118,200

Find: Population in Twenty Twenty (tt) given the form: $Ptt = \dfrac{S}{1 + me^{bt}}$

And, $S = \dfrac{2P_0P_1P_2 - P_1{}^2(P_0 + P_2)}{P_0P_2 - P_1{}^2}$

2. The 2002 ZDHS produced fertility estimates whose authenticity has been questioned the world over. You have been contracted to prove that the Census Office can be trusted. Using your advanced techniques acquired from DE4110, and information provided in **table 1**, prove that these estimates can be trusted by reporting on:

   i.     Z(i) and empirical differences;
   ii.    Linear equation parameters, the slope and intercept for a 3 by 3 average;
   iii.   The predicted empirical differences based on 3 by 3 averages;
   iv.    Implied levels of total fertility, and
   v.     Conclusions by comparing the total fertility of 2002 and what you have found.

**Table 1**

|  |  | Coefficients on CEB Data | | |
|---|---|---|---|---|
| Age | CEB | e(i) | g(i) | Y(i)s |
| 15-19 | 0.310 | 1.2897 | -1.744 | -1.079 |
| 20-24 | 1.520 | 1.4252 | -1.016 | -0.312 |
| 25-29 | 2.900 | 1.3725 | -0.335 | 0.3538 |
| 30-34 | 4.330 | 1.1421 | 0.4391 | 1.0569 |
| 35-39 | 5.650 | 0.7061 | 1.5117 | 1.9534 |
| 40-44 | 6.870 | 0.2763 | 3.2105 | 3.413 |
| 45-49 | 7.430 |  |  | 6.0557 |

3.  The same group of people got impressed with your work on the 2002 ZDHS and decided to offer you another assignment. This time around, they decided that you find for them the population of Zambia for 1985 given data in **table 2**. They insist that you need to show them a step by step process of how you will arrive at this population and emphasise that you need to use the Aitken's iterative procedure

**Table 2**

| Date(X) | Pop(f(x)) (000) | Computational stages | | | proportionate parts |
|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 |  |
| 1970 | 203,302 |  |  |  |  |
| 1980 | 226,542 |  |  |  |  |
| 1990 | 248,710 |  |  |  |  |
| 2000 | 281,422 |  |  |  |  |

## SECTION B – 40 Marks

4. Study **tables 3 and 4** and answer questions that follow:

**Table 3**

|  |  | Reported | Average |
|---|---|---|---|
|  |  | ASFR | CEB |
| Age |  | f(i) | P(i) |
| 15-19 |  | 0.053 | 0.133 |
| 20-24 |  | 0.140 | 0.901 |
| 25-29 |  | 0.121 | 1.902 |
| 30-34 |  | 0.075 | 2.850 |
| 35-39 |  | 0.030 | 3.650 |
| 40-44 |  | 0.015 | 4.250 |
| 45-49 |  | 0.005 | 4.810 |

**Table 4**

| Coefficients | | | | | |
|---|---|---|---|---|---|
| a(i) | b(i) | c(i) | x(i) | y(i) | z(i) |
| 2.531 | -0.188 | 0.0024 | 0.031 | 2.287 | 0.114 |
| 3.321 | -0.754 | 0.0161 | 0.068 | 0.999 | -0.233 |
| 3.265 | -0.627 | 0.0145 | 0.094 | 1.219 | -0.977 |
| 3.442 | -0.563 | 0.0029 | 0.120 | 1.139 | -1.531 |
| 3.518 | -0.763 | 0.0006 | 0.162 | 1.739 | -3.592 |
| 3.862 | -2.481 | -0.0001 | 0.270 | 3.454 | -21.497 |
| 3.828 | 0.016 | -0.0002 |  |  |  |

    a. Estimate the cumulated fertility schedule for a period
    b. Estimate average parity equivalents
    c. Estimate fertility schedules for conventional five-year age groups, and
    d. Estimate Interpolation Factors for correcting ASFR based on births

5. A growing Population Zambia has a gross reproductive rate (GRR) of 1.2 and female and male life expectancies at birth of 75.0 and 71.2 years respectively (West Model life table level 23). Using data for this Population as provided in **table 5**, compute and interpret the following;

    a. Mean length of a generation

    b. Intrinsic growth rate

    c. How long will it take for stable Population Zambia to double?

    d. Using intrinsic growth rate computed, calculate the age distribution of the stable Population Zambia for males and females (at every age , given a sex ratio of 105 males per 100 females)

e. Using data provided in **table 6**, what are the proportions of male to female population in Stable Population Zambia?

f. What two factors determine the age distribution of stable Population Zambia?

## Table 5

| Age group | Age group mid-point | Female ASFRs per woman | Probability of Survival |
|---|---|---|---|
| 15-19 | 17.5 | 0.01326 | 0.97914 |
| 20-24 | 22.5 | 0.04324 | 0.97703 |
| 25-29 | 27.5 | 0.07812 | 0.97421 |
| 30-34 | 32.5 | 0.07113 | 0.97061 |
| 35- 39 | 37.5 | 0.02906 | 0.96577 |
| 40-44 | 42.5 | 0.00506 | 0.9587 |
| 45-49 | 47.5 | 0.00013 | 0.94751 |

## Table 6

| | Age -group mid-point | Male 5Lx | Female 5Lx |
|---|---|---|---|
| 0-4 | 2.5 | 488600 | 491897 |
| 5-9' | 7.5 | 486890 | 490802 |
| 10-14' | 12.5 | 485948 | 490266 |
| 15-19 | 17.5 | 484591 | 489572 |
| 20-24 | 22.5 | 482443 | 488516 |
| 25-29 | 27.5 | 479960 | 487105 |
| 30-34 | 32.5 | 477360 | 485305 |
| 35-39 | 37.5 | 474200 | 482886 |
| 40-44 | 42.5 | 469679 | 479348 |
| 45-49 | 47.5 | 462323 | 473755 |
| 50-54 | 52.5 | 450108 | 464942 |
| 55-59 | 57.5 | 430119 | 451366 |
| 60-64 | 62.5 | 399032 | 430305 |
| 65-69 | 67.5 | 353417 | 396621 |
| 70-74 | 72.5 | 290250 | 343578 |
| 75-79 | 77.5 | 209498 | 265435 |
| 80-84 | 82.5 | 124792 | 172978 |
| 85-89 | 87.5 | 54522 | 84734 |
| 90-94 | 92.5 | 14691 | 26392 |
| 95-99 | 97.5 | 1876 | 4000 |
| 100+ | 101.3 | 77 | 197 |
| **TOTAL** | | **7,120,376** | **7,500,000** |

6. Using **table 7** answer the following questions:

    a) Convert survival functions of the observed and standard tables to logits

    b) Find the parameters beta and alpha, and

    c) Find the Y(f)x and the fitted lx(s).

    d) Compare the fitted lx(s) with the observed lx(s), what do you conclude on data from this table?

**Table 7**

| Age | lx | ls (x) |
|-----|------|--------|
| 0 | 1000 | |
| 1 | 858 | 0.8499 |
| 5 | 653 | 0.7691 |
| 10 | 603 | 0.7502 |
| 15 | 592 | 0.7362 |
| 20 | 559 | 0.7130 |
| 25 | 548 | 0.6826 |
| 30 | 528 | 0.6525 |
| 35 | 511 | 0.6223 |
| 40 | 492 | 0.5898 |
| 45 | 460 | 0.5535 |
| 50 | 435 | 0.5106 |
| 55 | 404 | 0.4585 |
| 60 | 381 | 0.3965 |

**END OF EXAM**

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

## FULL TIME / PARALLEL PROGRAMS

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**
THIS EXAMINATION PAPER HAS **FIVE (5)** QUESTIONS;
QUESTION ONE **(1)** IS COMPULSORY, ANSWER ANY OTHER TWO **(2)** TO MAKE A TOTAL OF
THREE **(3)** QUESTIONS.

1. Explain the process involved in coming up with the food basket. Who are the stakeholders in this process and what are their roles?

2. Identify at least six (6) implications of Globalisation and highlight how you can overcome the challenges of the losers among the key players.

3. Using practical examples, explain the reasons why despite all the efforts that Zambia has put in place so far to reduce poverty, levels of poverty still remain high. In your opinion what do you think needs to be done to reduce the levels of poverty in Zambia?

4. Distinguish Adam Smith's concept of absolute advantage from that of David Ricardo's comparative advantage. With practical examples, show which one between the two can justify the role of international trade in promoting economic development in the SADC region.

5. Explain the goal of millennium development goals (MDGs) and sustainable development goals (SDGs) and in your opinion what advantages do SDGs have over the MDGs. Give practical examples.

**END OF EXAMINATION!**
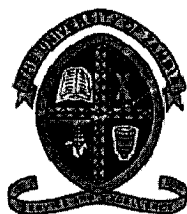
# THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES

2015- 2016 END OF ACADEMIC YEAR EXAMINATIONS

DEV 2150: SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES

## Instructions

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

## Section 1 (Compulsory)

1. Write brief notes on each of the following questions
    i. Give at least 2 examples of radical and 2 examples of liberal theories used in explaining social and political change in developing countries.
    ii. Define a Social Formation and give its main constituent parts
    iii. List the various modes of production as outlined by Karl Marx
    iv. List W.W. Rostow's stages of economic growth and tick the stage that is comparable to one of of Karl Marx's social economic formations
    v. Indicate what form of Imperialism is said to be present in today's underdeveloped nations
    vi. Define the concept of social classes according to either Karl Marx or Marx Weber
    vii. Briefly state what Karl Marx said was a mode of existence of Social Classes
    viii. Give at least two internal factors and two external factors in the development crisis of developing nations
    ix. Indicate at least two ways in which a closed economy tries to resolve the development crisis in developing countries and at least two ways in which an open economy tries to do it.
    x. Describe the concept of 'Cross Conditionality' with regard to multilateral Financial Institutions' lending requirements.

1

## Section two

Select one question and write an essay on it.

2. Use either the Neo Liberal or the current inclusive development theories to account for the post 1980's development crisis in many developing nations.
3. Describe the various ways in which either the Neo liberal perspective or the current inclusive development theories propose to resolve the development crisis in developing nations
4. Define the concept of Civil Society and provide details on the role it is accorded by current inclusive development theories in both the development and democratic process of developing countries.

## Section 3

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

5. Give a detailed description of the role inclusive development theories prescribe for the state in developing nations and comment on the effectiveness of that assigned role in achieving sustainable and inclusive development in those nations
6. Define Globalization and describe its role in either the development or underdevelopment of Developing Nations. Strengthen your case by drawing concrete examples from any country case study
7. Define the nature and character of the Post Colonial State in Africa in Marxian terms and use the Marxist Logic to account for reasons why post colonial states in Africa have not been able to resolve the development crisis of their nations.

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

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## 2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

**DEV 2254: RESEARCH AND STATISTICAL METHODS IN DEVELOPMENT STUDIES**

## INSTRUCTIONS:

Time 3 hours
The examination has three sections. Answer all questions in sections A and B. Attempt any two questions from section C.

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## SECTION A (ANSWER ALL THE QUESTIONS) 40 MARKS

1. Government is implementing an ambitious Social Cash Transfer (SCT) programme aimed at empowering various elderly men and women mainly in rural Zambia. This programme is being supported by some Cooperating Partners to alleviate poverty among the vulnerable groupings in society. During the 2015/2016 farming season, a study was undertaken in selected few villages and households to appreciate the result of the SCT programme. Below are data gathered indicating various yields in 50kg bags (measures) for selected men and women households:

| CROP | MALE | FEMALE | TOTAL |
|---|---|---|---|
| Cotton | 1000 | 220 | 1220 |
| Maize | 500 | 1600 | 2100 |
| Soya Beans | 1060 | 40 | 1100 |
| Irish potatoes | 960 | 100 | 1060 |
| | | | |
| **Total** | **3020** | **1960** | **5480** |

A farmer is selected at random (10 marks).
  a. What is the probability the farmer is male and grew cotton and Irish potatoes?
  b. What is the probability the farmer is female and grew either Soya beans or maize?
  c. What is the probability the farmer grew maize given a male farmer?
  d. What is the probability the farmer grew all crops and is female farmer?
  e. What is the probability the farmer grew Cotton and Soya beans given a male or female farmer?

2.  The following dataset is a sample of ages (in months) of 18 children obtained from a day care educational centre in one of the urban towns of Zambia (10 marks):

**36, 42, 18, 32, 22, 22, 25, 29, 30, 31, 19, 24, 35, 29, 26, 36, 24, 28**

Based on the sample ages above, determine the following:
a.  Median      b. Mean      c. Interquartile range      d. Standard deviation
e. Range

3.  In each part below, find the area under the standard normal curve that lies between the specified z-scores (6 marks).

a. −1 and 1      b. −2 and 2      c. −3 and 3

4. Determine the area under the standard normal curve that lies between (8 marks);
    **a.** -2.18 and 1.44   **b.** -2 and -1.5   **c.** 0.59 and 1.51   **d.** 1.1 and 4.2

5. Give brief answers to the questions below (6 marks);
a.  What is a density curve?
b.  State the two basic properties of every density curve.
c.  Two normally distributed variables have the same means and the same standard deviations. What can you say about their distributions? Explain your answer.

## SECTION B: ATTEMPT ALL QUESTIONS IN THIS SECTION (MULTIPLE CHOICE) 30 MARKS

1. If data are normally distributed:
   a. The data are typical of the population
   b. The data consist of categorical data
   c. The probability distribution of the population is bell-shaped
   d. The data are always positive

2. Which research paradigm is least concerned about generalizing its findings?
   a. Quantitative research
   b. Qualitative research
   c. Mixed research
   d. None of the above

3. A variable that is presumed to cause a change in another variable is called a(n):
   a. Categorical variable
   b. Dependent variable
   c. Independent variable
   d. Intervening variable

4. What is the defining characteristic of experimental research?
   a. Resistance to manipulation
   b. Manipulation of the independent variable
   c. The use of open-ended questions
   d. Focuses only on local problems

5. Research in which the researcher uses the qualitative paradigm for one phase and the quantitative paradigm for another phase is known as _____.
   a. Action research
   b. Basic research
   c. Quantitative research
   d. Mixed method research

6. Which of the following best describes quantitative research?
   a. The collection of numerical data
   b. An attempt to confirm the researcher's hypotheses
   c. Research that is exploratory
   d. Research that attempts to generate a new theory

7. The statement of purpose in a research study should:
   a. Identify the design of the study
   b. Identify the intent or objective of the study
   c. Specify the type of people to be used in the study
   d. Describe the study

8. One step that is not included in planning a research study is:
   a. Identifying a researchable problem
   b. A review of current research
   c. Statement of the research question
   d. Conducting a meta-analysis of the research

9. Sources of researchable problems can include:
   a. Researchers' own experiences as educators
   b. Practical issues that require solutions
   c. Theory and past research
   d. All of the above

10. A review of the literature prior to formulating research questions allows the researcher to do which of the following?
    a. To become familiar with prior research on the phenomenon of interest
    b. To identify potential methodological problems in the research area
    c. To develop a list of pertinent problems relative to the phenomenon of interest
    d. All of the above

11. Which of the following is necessary in obtaining informed consent?
    a. A description of the statistical analyses that will be carried out
    b. A description of the purpose of the research
    c. A description of the reliability and validity of test instruments
    d. A list of publications that the researcher has had in the last ten years

12. Which of the following generally cannot be done in qualitative studies conducted in the field?
    a. Getting informed consent
    b. Keeping participants from physical harm
    c. Maintaining consent forms
    d. Having full anonymity rather than just confidentiality

13. What is it called when the participants are not revealed to anyone but researcher and staff?
    a. Confidentiality
    b. Anonymity
    c. Ethics
    d. Discretion

14. Which of the following are principles of questionnaire construction?
    a. Consider using multiple methods when measuring abstract constructs
    b. Use multiple items to measure abstract constructs
    c. Avoid double-barreled questions
    d. All of the above

15. Which of these is not a method of data collection.
    a. Questionnaires
    b. Interviews
    c. Experiments
    d. Observations

16. Secondary/existing data may include which of the following?
    a. Official documents
    b. Personal documents
    c. Archived research data
    d. All of the above

17. Which of the following terms best describes data that were originally collected at an earlier time by a different person for a different purpose?
    a. Primary data
    b. Secondary data
    c. Experimental data
    d. Field notes

18. Researchers use both open-ended and closed-ended questions to collect data. Which of the following statements is true?
    a. Open-ended questions directly provide quantitative data based on the researcher's predetermined response categories
    b. Closed-ended questions provide quantitative data in the participant's own words
    c. Open-ended questions provide qualitative data in the participant's own words
    d. Closed-ended questions directly provide qualitative data in the participants' own words

19. Which one of the following in not a major method of data collection:
    a. Questionnaires
    b. Interviews
    c. Focus groups
    d. All of the above are methods of data collection

20. A question during an interview such as "Why do you feel that way?" is known as a:
    a. Probe
    b. Filter question
    c. Response
    d. Pilot

21. Which type of validity refers to the degree to which you can infer that the relationship between two variables is causal?
    a. Internal validity
    b. Population validity
    c. Ecological validity
    d. Statistical conclusion validity

22. In an experimental research study, the primary goal is to isolate and identify the effect produced by the _____.
    a. Dependent variable
    b. Extraneous variable
    c. Independent variable
    d. Confounding variable

23. Which measure of central tendency takes into account the magnitude of scores?
    a. Mean   b. Median     c. Mode       d. Range

24. Which of the following represents the fiftieth percentile, or the middle point in a set of numbers arranged in order of magnitude?
    a. Mode
    b. Median
    c. Mean
    d. Variance

25. If you drew all possible samples from some population, calculated the mean for each of the samples, and constructed a line graph (showing the shape of the distribution) based on all of those means, what would you have?
    a. A population distribution
    b. A sample distribution
    c. A sampling distribution
    d. A parameter distribution

26. Which of these is a probability sampling technique?
    a. Snowball sampling
    b. Convenience sampling
    c. Systematic random sampling
    d. Quota sampling

27. Which of these is a non-probability sampling technique?
    a. Purposive
    b. Multi-stage
    c. Random
    d. Cluster

28. Which scale is the simplest form of measurement?
    a. Nominal
    b. Ordinal
    c. Interval
    d. Ratio

29. In which of the following non-random sampling techniques does the researcher ask the research participants to identify other potential research participants?
    a. Snowball
    b. Convenience
    c. Purposive
    d. Quota

30. Which of the following sampling methods is the best way to select a group of people for a study if you are interested in making statements about the larger population?
    a. Convenience sampling
    b. Quota sampling
    c. Purposive sampling
    d. Random sampling

## SECTION C: ANSWER ANY TWO QUESTIONS FROM THIS SECTION (30 MARKS)

1. What is research? Briefly discuss the various types of research (15 marks).

2. What is a research design? (15 marks)

3. Give brief meaning of the following sampling techniques (15 marks)
   a. Stratified random sampling
   b. Non-probability sampling
   c. Snowball sampling

4. The **Five-Number Summary** comprise important statistics for the measures of relative standing. Discuss briefly what you understand by the Five-Number summary (15 marks).

5. What do you understand by **Probability Theory** in research? (15 marks)
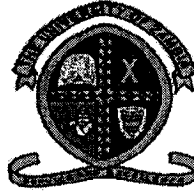
# THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
2015/2016 FINAL EXAMINATIONS
DEV 3150 – AGRICULTURE, FOOD SECURITY AND RURAL DEVELOPMENT
Instructions:TIME 3 Hours, Question 1 is compulsory and answer any
other two (2) questions. In all you are required to answer three (3)
questions.
...........................................................................................................

1. Define any five (5) of the following concepts and write brief notes on
   them giving practical examples as much as possible;
   a) Sustainable Development
   b) Green Revolution
   c) Agricultural Policy
   d) Buffer Stock Operations
   e) Demand Side causes of Famine
   f) Agribusiness
   g) Malnutrition

2. What is Food Security? Of what relevance is it to the process of
   development from a developing country perspective?

3. Define and evaluate theprogramme of Structural Adjustment in
   developing countries drawing practical examples from the Zambian
   experience.

4. Define the concept of Food Aid and analyse various major ways in
   which it impacts negatively relevancy and effectiveness of structural
   adjustment programme in facilitating development in developing
   countries drawing practical examples on the food security position of
   developing countries.

**END OF THE EXAMINATION**

**TABLE II (cont.)**
Areas under the
standard normal curve
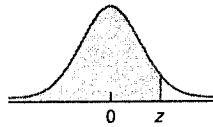


| z | Second decimal place in z | | | | | | | | | |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|      | 0.00   | 0.01   | 0.02   | 0.03   | 0.04   | 0.05   | 0.06   | 0.07   | 0.08   | 0.09   |
| 0.0  | 0.5000 | 0.5040 | 0.5080 | 0.5120 | 0.5160 | 0.5199 | 0.5239 | 0.5279 | 0.5319 | 0.5359 |
| 0.1  | 0.5398 | 0.5438 | 0.5478 | 0.5517 | 0.5557 | 0.5596 | 0.5636 | 0.5675 | 0.5714 | 0.5753 |
| 0.2  | 0.5793 | 0.5832 | 0.5871 | 0.5910 | 0.5948 | 0.5987 | 0.6026 | 0.6064 | 0.6103 | 0.6141 |
| 0.3  | 0.6179 | 0.6217 | 0.6255 | 0.6293 | 0.6331 | 0.6368 | 0.6406 | 0.6443 | 0.6480 | 0.6517 |
| 0.4  | 0.6554 | 0.6591 | 0.6628 | 0.6664 | 0.6700 | 0.6736 | 0.6772 | 0.6808 | 0.6844 | 0.6879 |
| 0.5  | 0.6915 | 0.6950 | 0.6985 | 0.7019 | 0.7054 | 0.7088 | 0.7123 | 0.7157 | 0.7190 | 0.7224 |
| 0.6  | 0.7257 | 0.7291 | 0.7324 | 0.7357 | 0.7389 | 0.7422 | 0.7454 | 0.7486 | 0.7517 | 0.7549 |
| 0.7  | 0.7580 | 0.7611 | 0.7642 | 0.7673 | 0.7704 | 0.7734 | 0.7764 | 0.7794 | 0.7823 | 0.7852 |
| 0.8  | 0.7881 | 0.7910 | 0.7939 | 0.7967 | 0.7995 | 0.8023 | 0.8051 | 0.8078 | 0.8106 | 0.8133 |
| 0.9  | 0.8159 | 0.8186 | 0.8212 | 0.8238 | 0.8264 | 0.8289 | 0.8315 | 0.8340 | 0.8365 | 0.8389 |
| 1.0  | 0.8413 | 0.8438 | 0.8461 | 0.8485 | 0.8508 | 0.8531 | 0.8554 | 0.8577 | 0.8599 | 0.8621 |
| 1.1  | 0.8643 | 0.8665 | 0.8686 | 0.8708 | 0.8729 | 0.8749 | 0.8770 | 0.8790 | 0.8810 | 0.8830 |
| 1.2  | 0.8849 | 0.8869 | 0.8888 | 0.8907 | 0.8925 | 0.8944 | 0.8962 | 0.8980 | 0.8997 | 0.9015 |
| 1.3  | 0.9032 | 0.9049 | 0.9066 | 0.9082 | 0.9099 | 0.9115 | 0.9131 | 0.9147 | 0.9162 | 0.9177 |
| 1.4  | 0.9192 | 0.9207 | 0.9222 | 0.9236 | 0.9251 | 0.9265 | 0.9279 | 0.9292 | 0.9306 | 0.9319 |
| 1.5  | 0.9332 | 0.9345 | 0.9357 | 0.9370 | 0.9382 | 0.9394 | 0.9406 | 0.9418 | 0.9429 | 0.9441 |
| 1.6  | 0.9452 | 0.9463 | 0.9474 | 0.9484 | 0.9495 | 0.9505 | 0.9515 | 0.9525 | 0.9535 | 0.9545 |
| 1.7  | 0.9554 | 0.9564 | 0.9573 | 0.9582 | 0.9591 | 0.9599 | 0.9608 | 0.9616 | 0.9625 | 0.9633 |
| 1.8  | 0.9641 | 0.9649 | 0.9656 | 0.9664 | 0.9671 | 0.9678 | 0.9686 | 0.9693 | 0.9699 | 0.9706 |
| 1.9  | 0.9713 | 0.9719 | 0.9726 | 0.9732 | 0.9738 | 0.9744 | 0.9750 | 0.9756 | 0.9761 | 0.9767 |
| 2.0  | 0.9772 | 0.9778 | 0.9783 | 0.9788 | 0.9793 | 0.9798 | 0.9803 | 0.9808 | 0.9812 | 0.9817 |
| 2.1  | 0.9821 | 0.9826 | 0.9830 | 0.9834 | 0.9838 | 0.9842 | 0.9846 | 0.9850 | 0.9854 | 0.9857 |
| 2.2  | 0.9861 | 0.9864 | 0.9868 | 0.9871 | 0.9875 | 0.9878 | 0.9881 | 0.9884 | 0.9887 | 0.9890 |
| 2.3  | 0.9893 | 0.9896 | 0.9898 | 0.9901 | 0.9904 | 0.9906 | 0.9909 | 0.9911 | 0.9913 | 0.9916 |
| 2.4  | 0.9918 | 0.9920 | 0.9922 | 0.9925 | 0.9927 | 0.9929 | 0.9931 | 0.9932 | 0.9934 | 0.9936 |
| 2.5  | 0.9938 | 0.9940 | 0.9941 | 0.9943 | 0.9945 | 0.9946 | 0.9948 | 0.9949 | 0.9951 | 0.9952 |
| 2.6  | 0.9953 | 0.9955 | 0.9956 | 0.9957 | 0.9959 | 0.9960 | 0.9961 | 0.9962 | 0.9963 | 0.9964 |
| 2.7  | 0.9965 | 0.9966 | 0.9967 | 0.9968 | 0.9969 | 0.9970 | 0.9971 | 0.9972 | 0.9973 | 0.9974 |
| 2.8  | 0.9974 | 0.9975 | 0.9976 | 0.9977 | 0.9977 | 0.9978 | 0.9979 | 0.9979 | 0.9980 | 0.9981 |
| 2.9  | 0.9981 | 0.9982 | 0.9982 | 0.9983 | 0.9984 | 0.9984 | 0.9985 | 0.9985 | 0.9986 | 0.9986 |
| 3.0  | 0.9987 | 0.9987 | 0.9987 | 0.9988 | 0.9988 | 0.9989 | 0.9989 | 0.9989 | 0.9990 | 0.9990 |
| 3.1  | 0.9990 | 0.9991 | 0.9991 | 0.9991 | 0.9992 | 0.9992 | 0.9992 | 0.9992 | 0.9993 | 0.9993 |
| 3.2  | 0.9993 | 0.9993 | 0.9994 | 0.9994 | 0.9994 | 0.9994 | 0.9994 | 0.9995 | 0.9995 | 0.9995 |
| 3.3  | 0.9995 | 0.9995 | 0.9995 | 0.9996 | 0.9996 | 0.9996 | 0.9996 | 0.9996 | 0.9996 | 0.9997 |
| 3.4  | 0.9997 | 0.9997 | 0.9997 | 0.9997 | 0.9997 | 0.9997 | 0.9997 | 0.9997 | 0.9997 | 0.9998 |
| 3.5  | 0.9998 | 0.9998 | 0.9998 | 0.9998 | 0.9998 | 0.9998 | 0.9998 | 0.9998 | 0.9998 | 0.9998 |
| 3.6  | 0.9998 | 0.9998 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 |
| 3.7  | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 |
| 3.8  | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 | 0.9999 |
| 3.9  | 1.0000[†] | | | | | | | | | |

[†] For $z \geq 3.90$, the areas are 1.0000 to four decimal places.

**TABLE II**
Areas under the
standard normal curve
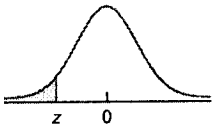


| Second decimal place in $z$ | | | | | | | | | | $z$ |
|------|------|------|------|------|------|------|------|------|------|------|
| 0.09 | 0.08 | 0.07 | 0.06 | 0.05 | 0.04 | 0.03 | 0.02 | 0.01 | 0.00 | |
| | | | | | | | | | 0.0000† | −3.9 |
| 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | −3.8 |
| 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | −3.7 |
| 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0002 | 0.0002 | −3.6 |
| 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | −3.5 |
| 0.0002 | 0.0003 | 0.0003 | 0.0003 | 0.0003 | 0.0003 | 0.0003 | 0.0003 | 0.0003 | 0.0003 | −3.4 |
| 0.0003 | 0.0004 | 0.0004 | 0.0004 | 0.0004 | 0.0004 | 0.0004 | 0.0005 | 0.0005 | 0.0005 | −3.3 |
| 0.0005 | 0.0005 | 0.0005 | 0.0006 | 0.0006 | 0.0006 | 0.0006 | 0.0006 | 0.0007 | 0.0007 | −3.2 |
| 0.0007 | 0.0007 | 0.0008 | 0.0008 | 0.0008 | 0.0008 | 0.0009 | 0.0009 | 0.0009 | 0.0010 | −3.1 |
| 0.0010 | 0.0010 | 0.0011 | 0.0011 | 0.0011 | 0.0012 | 0.0012 | 0.0013 | 0.0013 | 0.0013 | −3.0 |
| 0.0014 | 0.0014 | 0.0015 | 0.0015 | 0.0016 | 0.0016 | 0.0017 | 0.0018 | 0.0018 | 0.0019 | −2.9 |
| 0.0019 | 0.0020 | 0.0021 | 0.0021 | 0.0022 | 0.0023 | 0.0023 | 0.0024 | 0.0025 | 0.0026 | −2.8 |
| 0.0026 | 0.0027 | 0.0028 | 0.0029 | 0.0030 | 0.0031 | 0.0032 | 0.0033 | 0.0034 | 0.0035 | −2.7 |
| 0.0036 | 0.0037 | 0.0038 | 0.0039 | 0.0040 | 0.0041 | 0.0043 | 0.0044 | 0.0045 | 0.0047 | −2.6 |
| 0.0048 | 0.0049 | 0.0051 | 0.0052 | 0.0054 | 0.0055 | 0.0057 | 0.0059 | 0.0060 | 0.0062 | −2.5 |
| 0.0064 | 0.0066 | 0.0068 | 0.0069 | 0.0071 | 0.0073 | 0.0075 | 0.0078 | 0.0080 | 0.0082 | −2.4 |
| 0.0084 | 0.0087 | 0.0089 | 0.0091 | 0.0094 | 0.0096 | 0.0099 | 0.0102 | 0.0104 | 0.0107 | −2.3 |
| 0.0110 | 0.0113 | 0.0116 | 0.0119 | 0.0122 | 0.0125 | 0.0129 | 0.0132 | 0.0136 | 0.0139 | −2.2 |
| 0.0143 | 0.0146 | 0.0150 | 0.0154 | 0.0158 | 0.0162 | 0.0166 | 0.0170 | 0.0174 | 0.0179 | −2.1 |
| 0.0183 | 0.0188 | 0.0192 | 0.0197 | 0.0202 | 0.0207 | 0.0212 | 0.0217 | 0.0222 | 0.0228 | −2.0 |
| 0.0233 | 0.0239 | 0.0244 | 0.0250 | 0.0256 | 0.0262 | 0.0268 | 0.0274 | 0.0281 | 0.0287 | −1.9 |
| 0.0294 | 0.0301 | 0.0307 | 0.0314 | 0.0322 | 0.0329 | 0.0336 | 0.0344 | 0.0351 | 0.0359 | −1.8 |
| 0.0367 | 0.0375 | 0.0384 | 0.0392 | 0.0401 | 0.0409 | 0.0418 | 0.0427 | 0.0436 | 0.0446 | −1.7 |
| 0.0455 | 0.0465 | 0.0475 | 0.0485 | 0.0495 | 0.0505 | 0.0516 | 0.0526 | 0.0537 | 0.0548 | −1.6 |
| 0.0559 | 0.0571 | 0.0582 | 0.0594 | 0.0606 | 0.0618 | 0.0630 | 0.0643 | 0.0655 | 0.0668 | −1.5 |
| 0.0681 | 0.0694 | 0.0708 | 0.0721 | 0.0735 | 0.0749 | 0.0764 | 0.0778 | 0.0793 | 0.0808 | −1.4 |
| 0.0823 | 0.0838 | 0.0853 | 0.0869 | 0.0885 | 0.0901 | 0.0918 | 0.0934 | 0.0951 | 0.0968 | −1.3 |
| 0.0985 | 0.1003 | 0.1020 | 0.1038 | 0.1056 | 0.1075 | 0.1093 | 0.1112 | 0.1131 | 0.1151 | −1.2 |
| 0.1170 | 0.1190 | 0.1210 | 0.1230 | 0.1251 | 0.1271 | 0.1292 | 0.1314 | 0.1335 | 0.1357 | −1.1 |
| 0.1379 | 0.1401 | 0.1423 | 0.1446 | 0.1469 | 0.1492 | 0.1515 | 0.1539 | 0.1562 | 0.1587 | −1.0 |
| 0.1611 | 0.1635 | 0.1660 | 0.1685 | 0.1711 | 0.1736 | 0.1762 | 0.1788 | 0.1814 | 0.1841 | −0.9 |
| 0.1867 | 0.1894 | 0.1922 | 0.1949 | 0.1977 | 0.2005 | 0.2033 | 0.2061 | 0.2090 | 0.2119 | −0.8 |
| 0.2148 | 0.2177 | 0.2206 | 0.2236 | 0.2266 | 0.2296 | 0.2327 | 0.2358 | 0.2389 | 0.2420 | −0.7 |
| 0.2451 | 0.2483 | 0.2514 | 0.2546 | 0.2578 | 0.2611 | 0.2643 | 0.2676 | 0.2709 | 0.2743 | −0.6 |
| 0.2776 | 0.2810 | 0.2843 | 0.2877 | 0.2912 | 0.2946 | 0.2981 | 0.3015 | 0.3050 | 0.3085 | −0.5 |
| 0.3121 | 0.3156 | 0.3192 | 0.3228 | 0.3264 | 0.3300 | 0.3336 | 0.3372 | 0.3409 | 0.3446 | −0.4 |
| 0.3483 | 0.3520 | 0.3557 | 0.3594 | 0.3632 | 0.3669 | 0.3707 | 0.3745 | 0.3783 | 0.3821 | −0.3 |
| 0.3859 | 0.3897 | 0.3936 | 0.3974 | 0.4013 | 0.4052 | 0.4090 | 0.4129 | 0.4168 | 0.4207 | −0.2 |
| 0.4247 | 0.4286 | 0.4325 | 0.4364 | 0.4404 | 0.4443 | 0.4483 | 0.4522 | 0.4562 | 0.4602 | −0.1 |
| 0.4641 | 0.4681 | 0.4721 | 0.4761 | 0.4801 | 0.4840 | 0.4880 | 0.4920 | 0.4960 | 0.5000 | −0.0 |

† For $z \leq -3.90$, the areas are 0.0000 to four decimal places.
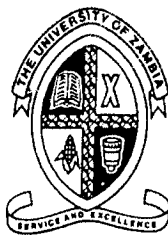
# THE UNIVERSITY OF ZAMBIA

## DEPARTMENT OF DEVELOPMENT STUDIES

### MID-YEAR EXAMINATIONS – 14TH JUNE, 2016

COURSE:   DEV 4154 (RESEARCH METHODS AND PROJECTS IN DEVELOPMENT STUDIES)

TIME:   3 HOURS

INSTRUCTIONS:  There are FIVE questions in this paper. Answer questions ONE and any other TWO of your choice.

___

1. Critically discuss the main differences among the questionnaire, an interview guide and a focus group discussion guide? In what specific circumstances is each of these data collection instruments best suited to be used?

2. Briefly discuss each of the following research concepts while highlighting their significance in social science research:
   a) Dogma
   b) Triangulation
   c) Methodology
   d) Sampling
   e) Literature review
   f) Empirical

3. Discuss any five (5) of the sampling methods discussed in this course making sure to highlight the most ideal circumstances for their application.

4. In order to collect relevant accurate information in field research, critically discuss the processes a researcher must undertake in order to develop an appropriate data collection tool.

5. When many people hear about research scandals, the tendency is to think about medical research (clinical trials) as opposed to social research. While providing practical examples of ethical issues, critically justify the basis for ethics considerations in social science research.

### END OF EXAMINATION

### GOOD LUCK!!

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

### 2015/2016 ACADEMIC YEAR- FINAL EXAMINATIONS

**DEV 4250: SCIENCE, TECHNOLOGY, INNOVATION AND DEVELOPMENT**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

CHOOSE AND ANSWER ANY **THREE (3)** QUESTIONS FROM THE FOLLOWING (1-6)

1. Prove that scientific knowledge is necessary for the development of technology and for the industrialization of any country. Use both Historical and Contemporary examples as evidence.

2. Less Developed Countries (LDCs) have a wide choice of technologies from the global arena. There are; Capital intensive; Labour intensive; Intermediate and Appropriate technologies. Given the Zambian economy, which of these technologies or their combinations would you prescribe for the industrialization of the nation?

3. Explain, analyse and illustrate the role played by; Patents; Trade Marks; designs; industrial and trade secrets in the process of technology transfer.

4. There are several channels through which technology is transferred from the Developed-Industrialised Countries to the LDCs. Identify the channels, discuss them and illustrate how the process takes place using examples you know.

5. Pick any technological item you have studied, show how it evolved or how it was invented, explain its role in society today and project its future.

6. Scientific and Technological infrastructure are necessary for National Development. What Constitutes scientific and technological infrastructure? Illustrate why it is necessary for the industrialization process of any country,

**END OF EXAMINATION.**
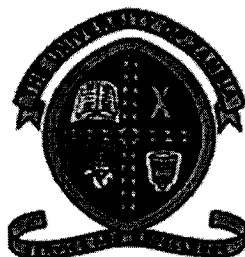
# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEVELOPMENT STUDIES DEPARTMENT

### 2015/2016 ACADEMIC YEAR
### SEPTEMBER 2016 EXAMINATIONS

### DEV 4450: TRADE POLICY AND DEVELOPMENT

**INSTRUCTIONS:**

- **This examination has a DURATION of 3 HOURS**
- **There are 2 Sections in this exam: observe the instructions for each section**
- **Write legibly**

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## SECTION ONE (COMPULSORY: 40 MARKS)

**This Section has two sub-sections**

Q1 A: Answer ALL the 15 multiple choice questions – transfer all your answers to the answer booklet (15 marks)

1) From the 17th century and up until the middle of the 19th century there was an economic system in Europe called mercantilism. Its characteristics were as follows except:

   *(a)* Increase exports as much as possible and at the same time minimise imports
   *(b)* Advancement of division of labour and specialization
   *(c)* Attempted the usage of extensive tariffs
   *(d)* Government coffers were filled with gold and precious metals

2) Some of the major recent developments in international trade have included the following except:
   *(a)* Growing trade in intermediates
   *(b)* Decline in tariffs versus an increase in technical barriers to trade (TBTs)
   *(c)* International fragmentation of production
   *(d)* Growing significance of global value chains (GVCs)

3) If Zambian Insurance Services Ltd opens a branch in Botswana which is also a WTO member, which mode of supply would it correspond to according to the General Agreement on Trade in Services (GATS)?
   *(a)* mode 4: Presence or movement of natural persons
   *(b)* mode 3: Commercial presence/establishment
   *(c)* mode 2: Consumption abroad
   *(d)* mode 1: Cross-border supply

4) The following, except one, are either part of Annex II, III, or IV of the Marrakesh Agreement Establishing the WTO?
   *(a)* Understanding on Rules and Procedures Governing the Settlement of Disputes
   *(b)* Agreement on Trade-Related Aspects of Intellectual Property Rights
   *(c)* Trade Policy Review Mechanism
   *(d)* Plurilateral Trade Agreements

5) One of the following is not among the three pillars of the WTO.
   *(a)* GATT
   *(b)* COMTRADE
   *(c)* GATS
   *(d)* TRIPS

6) One of the following trade theorists explains why trade today is mostly between countries with similar comparative advantages:
   *(a)* David Ricardo
   *(b)* Paul Krugman
   *(c)* Eli Hecksher and Bertil Ohlin
   *(d)* Adam Smith

7) Which one is not a WTO Trade Facilitation Agreement guiding principles?
   *(a)* Harmonization
   *(b)* Servicefication
   *(c)* Standardization
   *(d)* Simplification

8) A bound rate (tariff binding) is:
   *(a)* a tariff rate charged as percentage of the price
   *(b)* a commitment not to increase a rate of duty beyond an agreed level
   *(c)* a duty that is actually charged on imports
   *(d)* a tariff that members of regional trade agreement (RTA) have agreed on

9) The MCTI of GRZ executes its mandate through the following agencies except?
   *(a)* ZDA
   *(b)* ZRA

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### DEPARTMENT OF DEVELOPMENT STUDIES

### DEV 9050: CIVIL SOCIETY AND DEVELOPMENT

## END OF YEAR FINAL EXAMINATION

Instructions:

- Duration: Three Hours
- Answer **ONE** question from Section **A** and **ANY TWO** from Section **B**
- All questions Carry equal marks

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**Section A**

1. Explain Sherry Arnstein's ladder of participation and discuss its applicability to modern day participation of civil society in Zambia's policy processes.
2. In as much as NGOs are considered effective in channeling aid and poverty reduction, they cannot substitute the state. To what extent do you agree with this statement?

**Section B**

3. Civil society cannot exist without government, and democratic governments cannot exist without civil society. Critically analyze this statement using practical examples from any country of your choice.
4. Compare and contrast self regulation and statutory regulation of civil society. Which one would you recommend for a country like Zambia in order to enhance the efficiency, effectiveness and transparency of civil society organizations? Justify your choice
5. Write brief notes on any four of the following
    (a). Consultation from sherry Arnstein's perspective
    (b). Functional accountability
    (c). strategic management perspective to capacity building
    (d). Mobilizing structures and social movements
    (e). Collapse of the Soviet Union and the rise of civil society
    (f). Efficiency and effectiveness as features of good governance

**ALL THE BEST!**

**Section Two**

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

2. Give a detailed description of sustainable Development Goals and indicate the procedures that led to their final adoption on November 25, 2015 by the United Nations Sustainable Development Summit.
3. Mention the international efforts aimed at minimizing Human induced negative climate change and present and discuss reasons why such efforts appear to be frustrated.
4. Discuss the limitations of the Human Development paradigm as a liberal political and economic perspective by using the Radical perspective.

**Section Three**

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

5. Define HIV and AIDS and describe the negative effects the pandemic has had on Human Development in developing nations
6. Define the concept of Human Rights and explain the relationship between Human Rights and Human Development.
7. Use either the radical or liberal perspective to account for Zambia's persistent low levels of Human Development from the 1980s to date.

**End of Exam Go Back and check your work for any possible errors**

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

END OF YEAR EXAMINATIONS FOR THE ACADEMIC YEAR 2015/2016
IN DEV 9110: HUMAN DEVELOPMENT

## INSTRUCTIONS

1. There are three sections. Section One is compulsory. Answer one question from section two and another question from section three.
2. Each of the three questions selected must be answered in its own separate booklet.
3. The duration of the Exam is three hours. Do not spend more than one hour on each of the three questions.

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## Section One

This section constitute question one and is compulsory to all candidates.

1. Give brief answers to each of the following 10 questions
    i. Mention major development theories prior to the emergence of the Human Development paradigm in order of their occurrence.
    ii. Mention at least two reasons why the Human Development paradigm parted ways with previous theories of economic growth.
    iii. Define 'Social Exclusion' and state its negative impact on Human Development.
    iv. Mention all indices by which Human Development is measured.
    v. Give at least two reasons why discrimination against women can lead to low levels of Human Development
    vi. Mention at least four major factors of Human Development other than Education and Income
    vii. Give at least two major reasons why environmental conservation is important to Human Development.
    viii. Mention at least two characteristics of the type of Governance that is likely to lead to high levels of Human Development.
    ix. Mention the four major actors or stakeholders in both governance and development
    x. Mention the various specific means by which Human Development has been reported and monitored.

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

### COURSE: DEV 9150 - PROJECT APPRAISAL AND IMPLEMENTATION IN DEVELOPING COUNTRIES

### 2015 – 2016 ACADEMIC YEAR FINAL EXAMINATION

## INSTRUCTIONS

- Attempt question No. 1 (compulsory) plus any other two questions
- Students will be provided with present value tables

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1. ZESCO Ltd produces a variety of high quality products and associated items, mostly in energy. There is potential to expand the business. The Directors have identified three main options for a four-year plan.

   (a) Expand its flourishing hydropower to include all products.
   (b) Branch out into solar power
   (c) Produce thermal power

   These options would require initial investment of (a) $75,000, (b) $120,000 or (c) $200,000. The best information on year-end cash flow is as follows:

   |     | Year 1 $000 | Year 2 $000 | Year 3 $000 | Year 4 $000 |
   |-----|------|------|------|------|
   | (a) | 40   | 50   | 50   | 50   |
   | (b) | 50   | 60   | 80   | 100  |
   | (c) | 50   | 100  | 150  | 150  |

   Required:

   (a) Using the data on expansion plans, evaluate the three investment options using the net present value (NPV) technique, assuming the return of 10%, and recommend, with reasons, one option.

   (b) Find the internal rate of return (IRR) of your choice in (a) above.

   (c) Compare and contrast NPV and IRR and explain why in certain situations they give conflicting decisions.

2. ZAMTEL Ltd is considering two investment projects. Both projects are for similar products and both are expected to operate for four years. Only one project can be accepted for investment.

   The following information is available:

*(c)* ZABS

*(d)* CEEC

10) One of the following is an exception to the application of the MFN as Zambia trades with other countries in the multilateral trading system

    *(a)* Joining an FTA or Customs Union

    *(b)* Applying Technical barriers to trade (TBT)

    *(c)* Applying trade barriers for national security reasons

    *(d)* Utilizing the Enabling Clause

11) According to the Anti-Dumping (AD) Agreement, a Chinese product is being "dumped" in Zambia if:

    *(a)* it is exported at a price lower than the one applied in the country of importation

    *(b)* it is exported at a price made competitive by the grant of a governmental subsidy

    *(c)* it is exported at a price lower than the one applied in the country of production

    *(d)* both (a) and (c)

12) The two most important principles in the WTO system are:

    *(a)* GATT and GATS

    *(b)* Liberalization and tariff reduction

    *(c)* Transparency and Non-Discrimination

    *(d)* NTB and TRIPS

13) Which of the following statements is correct?

    *(a)* Any company or government affected by the behaviour of a WTO Member can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO

    *(b)* Only WTO Members and any representatives the WTO Members may authorize can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO

    *(c)* Only WTO Members can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO

    *(d)* Any entity from a WTO Member who is affected by the behaviour of another WTO Member can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO

14) Some of the main motivations for regional trade agreements (RTAs) are as follows except:

    *(a)* Trade expansion

    *(b)* Political considerations

    *(c)* Limit negotiating power in international for a

    *(d)* Enhance credibility to domestic reforms

15) One of the following is not among the fundamentals of a trade negotiating process?
   (a) Involved parties
   (b) Interests of parties
   (c) Products the parties are trading
   (d) Relationship between parties

**Q1B. Write brief notes (not more than one page/face per question) on ALL the following (25 marks):**

i.   Why/how trade procedures matter in trade facilitation **(5 marks)**
ii.  Special needs of developing countries in the WTO **(5 marks)**
iii. The new trade theory **(5 marks)**
iv.  The Principle of non-discrimination in the WTO **(5 marks)**
v.   Sanitary and Phytosanitary Measures (SPS) **(5 marks)**

## SECTION TWO (60 MARKS)

Answer ANY TWO (2) questions

**Q2.** Trade facilitation is an engine of economic growth which countries such as Zambia could prioritize in its development strategies.
   a) Discuss what trade facilitation is and its main principles **(10 marks)**
   b) With practical examples discuss why trade facilitation is important and how Zambia and other developing countries especially in Sub Saharan Africa can benefit? **( 20 Marks)**

**Q3.** With trade liberalization has come a pursuit to constantly reduce tariffs whereas Technical Barriers to Trade (TBT) have in the recent past been rising. From this:
   a) Discuss how technical regulations, standard and conformity assessment procedures affect trade in developing countries *(20 Marks)*
   b) Discuss the Technical Barriers to Trade Agreement (TBTA) principles of transparency, prevention of unnecessary obstacles to international trade and harmonization *(10 Marks)*

**Q4.** About TRIPS (Trade-related Intellectual Property Rights):
   a) What are intellectual property rights (IPRs) and how are they relevant to Zambia's development process *(15 Marks)*
   b) What are patents and what determines patentability? *(10 Marks)*
   c) With practical examples, how do patents promote domestic growth? *(5 Marks)*

**Q5.** From a developing country and Zambian contexts, discuss WTO impact on development processes *(30 Marks)*

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

**Profit/(loss) after depreciation**

|  | Project A | Project B |
|---|---|---|
|  | $ | $ |
| Initial Investment | 46,000 | 46,000 |
| Year 1 | 6,500 | 4,500 |
| Year 2 | 3,500 | 2,500 |
| Year 3 | 13,500 | 4,500 |
| Year 4 | (1500) | 14,500 |
| Estimated scrap value at the end of year 4 | 4,000 | 4,000 |

Depreciation is charged on the straight line basis

Required:

(a)  Calculate the payback period to one decimal place.

(b)  Calculate the accounting rate of return (ARR) on initial investment, to one decimal place.

(c)  Give two advantages and disadvantages for each of the methods of appraisal used in (a) and (b) above.

3.  Explain project planning and critically discuss the important aspects of project planning.

4.  What are project planning models and explain the various aspects of planning models and suggest which one is suitable for Zambia and justify your choice.

5.  Critically discuss the rationale for economic appraisal and explain how project economic benefits can be measured.

**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## 2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS
## DEV 9210: DEVELOPMENT MANAGEMENT

**Instructions:**

Duration: 3 Hours

This Examination has two sections; **A** and **B**.

Section **A** is **COMPULSORY**.

You are required to choose and answer any **TWO** questions from section **B**.

## SECTION A (COMPULSORY) (40 Marks)

1. <u>Problem analysis</u> is broadly argued as the missing-vital in impactful and sustainable development management. Show understanding of this statement by justifying **why** problem analysis is significant in good management of development interventions. Briefly discuss **how** you may conduct a complete problem analysis up to implementation stage.

## SECTION B: ANSWER ANY TWO QUESTIONS (30 Marks each)

2. The historical evolution of participatory approaches in development management points to 'Rapid Rural Appraisals (RRAs)' and 'Participatory Rural Appraisals (PRAs)'. Contrast the two approaches with illustrational justifications.

3. In the context of the *logical framework approach* (LFA), explain why it is important to consider the following aspects;
    i) Objectively Verifiable Indicators (OVIs)
    ii) Assumptions or risks
    iii) Means of Verification (MoV)

4. 'Process Monitoring' and 'Process Evaluation' are types of monitoring and evaluation (M&E), respectively. Why is it important to undertake these two processes in development management? Do so by distinguishing the two concepts.

5. Using the *stakeholder-grid* tool to illustrate how you may undertake a stakeholder's analysis in the implementation of development projects, discuss how this grid may simplify development practitioners' work when implementing projects and programmes.

*End of Examination*

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

## DS 9250: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES

### 2015/16 ACADEMIC YEAR FINAL EXAMINATIONS

TIME: THREE HOURS

INSTRUCTIONS
1. Answer Question One and any other two questions from Section Two.
2. Credit will be given for concise answers adequately addressing the subject matter using good Standard English.

SECTION ONE: To be attempted by all candidates (40 Marks)

1. Republic of Kelongwa is a commodity dependent Low Income Country that has enjoyed an average economic growth rate of 7.5% with stable macroeconomic indicators during the last 10 years. However, a recent global commodity price shock coupled with an ambitious domestic infrastructure expenditure has thrown its Balance of Payments position in disarray. The country is now considering enlisting support from the International Monetary Fund. You are Industrial Policy Consultant contracted to advise the authorities on the possible impact of the IMF austerity package on Kelongwa's industrialisation prospects. What would be your advice? **(40 marks)**

SECTION TWO (Answer any two questions).

2. It is often argued that industrialisation helps explain the major disparities in income and savings levels between the High Income Countries predominantly in the North and the Low Income Countries in the Global South. How far do you agree/disagree with the above assertion? **(30 marks)**

3. Some development actors have argued that Import Substitution Industrialisation has not been successful in LDCs. Critically discuss the above statement in light of the strategy's deployment in post-independence Zambia. **(30 marks)**

4. Critically discuss the relationship between trade and industrialization in the development process of Low Income Countries. **(30 marks)**

5. The Keynesian Model of industrialisation makes two important assumptions. You are required to give a concise but critical analysis of the model and its applicability to the industrialisation process of countries in the Global South. **(30 marks)**


**END OF EXAMINATIONS. WISHING ALL THE BEST.**

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

2015/2016 ACADEMIC YEAR- FINAL EXAMINATIONS

DEV 9350: THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS:

THIS EXAMINATION HAS TWO SECTIONS
SECTION A IS **COMPULSORY**
CHOOSE AND ANSWER ANY **TWO** QUESTIONS FROM SECTION B

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## SECTION A

1. Write short and concise notes on **ALL** the following concepts. (40 marks)

   a) Tragedy of the commons
   b) Global warming
   c) Ozone Layer Depletion
   d) Intra-generational equity

## SECTION B

**Answer any TWO questions from this section. Each question carries 30 marks.**

2. Given the increasing frequency and intensity of disaster events over the past decade, particularly in the global south, what are the challenges to governments, businesses and local communities in terms of Mitigation and Adaptation to climate change? In the absence of global agreements, how can local stakeholders respond to the challenge of climate change? Illustrate with examples.

3. The concept of Sustainable Developed (SD) has evolved since its popularisation in the Brundtland report yet it remains elusive to both Developed and Developing countries. Over 2 decades after Rio, what is your analysis and critique of how SD has been implemented? Do the Sustainable Development Goal (SDGs) offer any hope for achieving Sustainable Development? What strategies can LDCs employ to achieve Sustainable Development?

4. Discuss the Neoclassical economic approach to environmental analysis. How can this theory be applied in addressing environmental challenges of today? What are some of its limitations and how can these be addressed?

5. Conflict is inextricably linked to natural resources depletion and ultimately environmental degradation. With the use of valid examples, show how conflict has contributed to the depletion of natural resources. How can natural resources be used in the process of peacebuilding and recovery?

**END OF EXAMINATION.**

# University of Zambia
## School of Humanities and Social Sciences
## Department of Development Studies

**Course Code: DEV 9450**
**Course Title: Economic Policy, Growth and Development**
**2015/16 Academic Year Final Examinations**

**Date: Thursday, 15<sup>th</sup> September, 2016**          **Venue: Upper Dining Hall**

**Time allowed: 3 hours, 14:00 – 17:00 hours**

## Instructions

- This exam is 50% of the total course mark
- You are required to demonstrate theoretical knowledge and application
- You are to attempt questions as instructed in each section
- Section 1 is compulsory, while Sections 2 &3 you are to attempt any 1 question of your choice

## Section 1: Compulsory Question

1. Governments, the world over,seek to meet 3 key macro-economic policy objectives, namely; stabilisation, allocative and redistributive functions. The extent to which any of these becomes a key policy priority is a matter of the politicaleconomy of the party in government.

    i.    In your understanding, in what ways are these functions related to fiscal policy of any government? **(20 marks)**

    ii.    How does fiscal policy, in turn influence the rate of human development opportunities of citizens of a given country?**(20 Marks)**

## Section 2: Attempt 1 Question Only

2. Poverty and rising inequality in Zambia since the 2003is due to misplaced public spending priorities that emphasizespending on richer areas and population rather than on their poorer counterparts.

    i.    By analysing the distribution of economic and social opportunities between urban and rural areas evaluate the validity of this statement**(15 Marks)**

    ii.    Using practical evidence, discuss how public spending policies in Zambia have ended up entrenching rather reducing inequality of economic and social opportunities between the rich and the poor( **15 Marks)**

3. Policy reform measures to restore macro-economic stability, during times of recession, consist of stabilisation and adjustment policy instruments meant to restore internal stability and balance of payments position.

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## UNIVERSITY EXAMINATIONS – 2016

**DEV 9550: Economic Globalization & Development**

**INSTRUCTIONS TO CANDIDATES:**

I.  TIME ALLOWED: THREE (3) HOURS
II.  QUESTION ONE IS COMPULSORY
III.  THERE ARE FIVE (5) QUESTIONS IN THIS EXAMINATION PAPER. **ANSWER THREE (3)QUESTIONS**
IV.  ALL QUESTIONS MUST BE ANSWERED IN THE BOOKLET PROVIDED ONLY.
V.  EACH QUESTION TO BE ANSWERED ON A SEPARATE PAGE

1.  The Ministry of Finance announced on 2$^{nd}$ September, 2016 that Zambia is in discussions with the International Monetary Fund (IMF) to assist the country create prudence in the management of the Zambian Budget. The IMF's prescription for a developing financial discipline is based upon the Washington Consensus. Analyse the Ten (10) Washington Consensus Principles. (20marks)

2.  Discuss the Global risks that the Global economy is experiencing in the 21$^{st}$ century. (20marks)

3.  China has for the past twenty years been the major catalyst for economic growth. However, in the last three years China has experienced slow growth which has had a heavy bearing on the world economy. Explain the role and the significance of the global dynamic centers in the global economy and how this impacts on the Zambian economy. (20marks)

4.  Write notes on the Global Financial System and how it has evolved in the last 80 years (20marks)

5.  Culture has had a major influence on the global economy. It is argued that global culture is mainly dominated by McDonaldization. Critically comment on culture and globalization. (20marks)

**END OF EXAMINATION**

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

### 2015/2016 ACADEMIC YEAR- FINAL EXAMINATIONS

**DEV 9850: ENTREPRENEURSHIP AND DEVELOPMENT**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

CHOOSE AND ANSWER ANY **THREE (3)** QUESTIONS FROM THE FOLLOWING (1-7)

1. From the several cases of Entrepreneurship you have studied, pick one and answer the following questions;
   a) What circumstances led them into their business and in what category of entrepreneurs do you put them.
   b) Explain the outstanding characteristics of the entrepreneur that have led them to success
   c) Did education, age, race, gender, religion and culture play a significant role in the entrepreneur's success? Illustrate with examples from the case.

2. Financial discipline is key to the success of every enterprise; therefore entrepreneurs should be alert and meticulous on the finances of their enterprise. Distinguish, with examples in each case the following financial aspects of a business;
   a) Total costs
   b) Total Revenue
   c) Profit
   d) Assets
   e) Liabilities
   f) Tax

3. A Business plan, although it is often criticized as being "Dreams of Glory" is probably the single most important document to the entrepreneur at the start-up stage. Write an outline of a Business plan including some reasonable details and examples that need to go into the 11 steps of the Business plan. For each step justify why it is important.

i. What policy choices are available to governments when they seek to restore internal equilibria?(15 Marks)
ii. To what extent did the structural adjustment programmes restore balance of payments and diversify the structure of Zambia's economy and markets?(15 Marks)

**Section 3: Attempt 1 Choose**
4. Zambia has attempted several policy reforms since its independence in 1964. Generally, these reforms have not adequately achieved their goal of building a country's economic resilience to diversify risk.

i. What do you understand by the term economic resilience?(15 Marks)
ii. In what ways is horizontal and vertical diversification of the structure of Zambian markets related to economic and social resilience? (15 Marks)

5. Zambia's tax policy is based on the principle of "pay as you earn." This means that Tax policy is used as an instrument of achieving economic equity and social justice.

i. To what extent do you think Zambia's tax policy promotes equity within and across people of difference socio-economic standings?( 15 marks)
ii. What tax and expenditure policy reform measures would you propose in order to make tax policy and spending priorities and effective instrument for inclusive development?(15 marks)

**THE END!**

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## UNIVERSITY EXAMINATIONS – 2016

**DEV 9950: WORLD COMMODITIES MARKETS & DEVELOPING COUNTRIES**

**INSTRUCTIONS TO CANDIDATES:**

I.    TIME ALLOWED: THREE (3) HOURS
II.    QUESTION ONE IS COMPULSORY
III.    THERE ARE FOUR (4) QUESTIONS IN THIS EXAMINATION PAPER. **ANSWER THREE (3)QUESTIONS**
IV.    ALL QUESTIONS MUST BE ANSWERED IN THE BOOKLET PROVIDED ONLY.
V.    EACH QUESTION TO BE ANSWERED ON A SEPARATE PAGE

1. What are commodities markets and how do they enhance wealth creation? Illustrate your answer using the London metal exchange. (20marks)

2. Zambians have in the past years been dissatisfied with the revenues the country earns from the Emerald Industry. However, analysts argue that Zambian Emeralds would earn more foreign exchange revenue, if the industry developed a total value chain in comparison with the Diamond Industry. Discuss how the value chain can be developed for the Emerald Industry in Zambia. (20marks)

3. The Zambian agricultural sector is highly concentrated on the production of maize at the expense of other crops, citrus fruits and animal husbandry. Analyze how the development of a CEREAL food value chain can enhance the agricultural development in Zambia (20marks)

4. In the past 18 months, the Oil Industry has seen a collapse in the oil price due to the development of the oil shale industry in the USA. The USA has become a major oil exporter. This has had two effects in the global economy. The first being that the cost of oil for developing countries has reduced from US $120 to $ 39 per barrel. On the hand the oil producing countries whose foreign exchange revenues are dependent on oil are experiencing economic crisis. Zambia has not benefitted from the collapse of the oil price because Zambia imports comingled oil. This oil is already refined and then mixed for exportation to Zambia. Explain the Oil value chain and how it can increase the multiplier effects in the Zambian economy.

**END OF EXAMINATION**

4. Chief Mumena of the Kaonde people of Solwezi has identified you as a fresh Graduate of Entrepreneurship from the University of Zambia. He has a group of promising entrepreneurs from Solwezi who are looking for funds that would enable them to translate their ideas into actions. Identify the various sources of funding available in the community, nation and the world, and explain them fully to the promising entrepreneurs.

5. Why is it important to register a Business? What are the advantages and disadvantages of doing so?

6. Two methods tend to be commonly used in analysing the Business Environment. These are; Strength, Weaknesses, Opportunities and Threats (SWOT) and the; Political, Economic, Social, Technological, Legal and Environmental (PESTLE). Explain each method fully, analyse and justify why the understanding of the Business environment is important in the running of Business.

7. The informal sector in Zambia poses both opportunities and challenges to an entrepreneur. Discuss.

**END OF EXAMINATION.**

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


END OF YEAR FINAL EXAMINATIONS
2015/2016 ACADEMIC YEAR



DRA2120: *INTRODUCTION TO DRAMA, THEATRE AND FILM*




DURATION:    THREE (3) HOURS



INSTRUCTIONS TO CANDIDATE




1.  Ensure that you read through all the questions in this paper before you attempt to answer any.
2.  There are three sections in this exam. Answer one question from each section.
3.  All questions carry equal marks.
4.  Primary texts are **NOT** allowed in the examination room.

SECTION A - COMPLUSORY
1. By examining drama and theatre in detail, show the major relationships between the two.

SECTION B - ANSWER ONE
2. Outline the development of the theatre through various spaces and time; and explore the significance of such developments to the present.

3. There are several theatre auxiliary spaces found in a 'perfect' theatre building. Identify at least six of these and, in detail, explain what purpose each serves.

4. The theatre has three key elements. Discuss each one of them and show how they relate to each other.

SECTION C - ANSWER ONE
5. Mise-en-scène is a French term that originates from the theatre. It means, literally, "put in the scene." For film, it has a broader meaning, and refers to almost everything that goes into the composition of the shot, including the composition itself: framing, movement of the camera and characters, lighting, set design and general visual environment, even sound as it helps elaborate the composition. Discuss the various elements of mise-en-scène and show how they contribute to the success of a film.

6. How far has casting in film been informed more by popularity than ability?

7. To what extent can it be argued that film quality in Zambia has grown to internationally competitive levels?

THE END

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

ECN 1115:       INTRODUCTION TO MICRO ECONOMICS
TIME:           TWO HOURS

INSTRUCTIONS:    Answer Sections One and Two. Attempt all questions in Section One. Attempt any **THREE** questions in Section Two

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## SECTION ONE

i)      Normal profit is

      A) the same thing as economic profit.
      B) the return to entrepreneurship.
      C) total revenue minus the total opportunity cost of production.
      D) the point of profit when total revenue is maximized.
      E) part of the firm's total revenue.

ii)     In a perfectly competitive market, the type of decision a firm has to make is different in the short run than in the long run. Which of the following is an example of a perfectly competitive firm's short-run decision?

      A) the profit-maximizing level of output
      B) how much to spend on advertising and sales promotion
      C) what price to charge buyers for the product
      D) whether or not to enter or exit an industry
      E) whether or not to change its plant size

iii)   If the price is less than a perfectly competitive firm's minimum average variable cost, the firm

      A) makes an economic profit.
      B) operates and incurs an economic loss equal to total fixed cost.
      C) operates and incurs an economic loss equal to average variable cost.
      D) shuts down and incurs an economic loss equal to total fixed cost.
      E) shuts down and incurs an economic loss equal to average variable cost.

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

ECN 1115:       INTRODUCTION TO MICRO ECONOMICS
TIME:           TWO HOURS

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Attempt any **THREE** questions in Section Two

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iv)　Suppose that each of 8,000 firms in a perfectly competitive industry produces 1,000 units of a good and maximizes profits when the price of the good is $10. If there is a permanent increase in demand, in the short run each firm produces _____ 1,000 units and in the long run the number of firms is _____ 8,000.

A) more than; more than
B) less than; more than
C) less than; less than
D) more than; less than
E) exactly; more than

v)　Explain how changes in the price of goods and the consumer's budget affect the budget line.



Revenue and cost (dollars per bushel)

MC  ATC  AVC

Output (thousands of bushels per year)
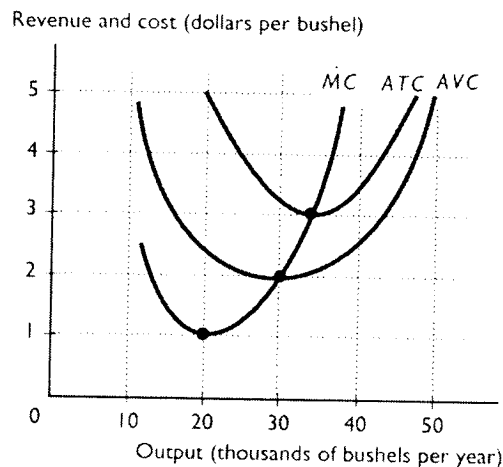
vi)　The above diagram shows the cost curves for a perfectly competitive wheat farmer. At what price does the wheat farmer shut down?

vii)　If the market price is less than a perfectly competitive firm's average total cost, what sort of profit or loss is the firm earning?

viii)　John keeps beehives and sells 100 quarts of honey per month. The honey market is perfectly competitive, and the price of a quart of honey is $10. John has an average variable cost of $5 and an average fixed cost of $3. At 100 quarts per month, John's marginal cost is $10.

a. Is John maximizing his profit? If not, what should John do?

2

**b.** Calculate John's total revenue, total cost, and total economic profit or economic loss when he produces 100 quarts of honey.

Revenue and cost (dollars per unit)



Output (units per day)
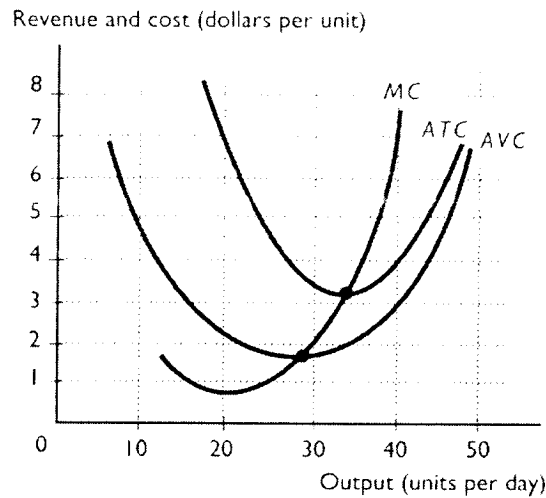
ix) The above figure shows the cost curves of a profit-maximizing perfectly competitive firm. If the price equals $7,

a. how much will the firm produce and why?
b. how much is the firm's average total, average variable, and marginal costs?
c. how much is the firm's total, total variable, and total fixed costs?
d. how much is the firm's total revenue and economic profit?
e. what will happen in this market in the long run?

x) If the demand function is:

$$Q_D = 1300 - 10P - P^2$$

*where P = 20, find the price elasticity of demand (show all working used)*

## QUESTION 1

i) If Choolwe has K240 to spend on two goods (X, Y) whose respective prices are K6 and K10:

**a)** Draw a budget line showing the different combinations of X and Y that can be bought with a given budget $B_L$.

**b)** Explain what will happen to the original budget line if the budget falls by 25%?

**c)** Explain what will happen to the original budget line if the price of X doubles?

ii) Find the equilibrium price and quantity given that the demand and supply functions are shown as:

*(a)* $Q_S = -40 + 6P$

$Q_D = 440 - 10P$

*(b)* $Q_S = -90 + 16P$

$Q_D = 250 - 4P$

## QUESTION 2

Prove that that MR = MC at the profit maximising of output (be careful to show the necessary conditions for the validity of the result

## QUESTION 3

I.     Given a short run cost function:

$$STC = F + cQ + dQ^2$$

Derive and define:

**a.** Short run marginal cost
**b.** Short term average cost
**c.** Short run average variable cost
**d.** Short run average total cost

II. Given a firm's demand function:

$$Q - 180 + 4P = 0$$

And the cost function as:

$$C = Q^2 - 16Q + 114 + 4/Q$$

Find the (i) total revenue maximising output (ii) cost minimising output and (iii) profit maximising output.

## QUESTION 4

Explain and graphically show each of the following:

a. Backward bending income consumption path.
b. The Engel curve.
c. Substitution and Income effect of a normal good.
d.

## QUESTION 5

Define the term comparative statics. Assuming that we have costs of production increase under perfectly competitive market conditions, outline the comparative static analysis under these condition. Clearly set out the assumptions, explaining, with the aid of diagrams, changes taking place.

## QUESTION 6

i. Explain why a monopoly firm may not exhibit a supply curve similar to a perfectly competitive firm.
ii. Explain why it may be natural for a monopoly to exist in certain industries such as electricity generation. Explain (a) Why this industry may not be desirable and (b) clearly three types of interventions that may be necessary to regulate such an industry.

# END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
### 2015/ 2016 ACADEMIC YEAR
### FINAL EXAMINATIONS

ECN 1215:      INTRODUCTION TO MACROECONOMIC THEORY

TIME:          TWO (2) HOURS

INSTRUCTIONS:  (1) SECTIONS A AND B ARE COMPULSORY

                    (2) CHOOSE <u>ANY ONE (1)</u> QUESTION IN SECTION C

## SECTION A: MULTIPLE CHOICE (COMPULSORY)

1) An inflation rate is calculated as;

    (a) the current value of a market basket divided by its value in a base year

    (b) the value of consumer goods and services as a percentage of the value of all goods and services

    (c) the annual percentage change in the GDP after it has been deflated by a price index

    (d) the percentage change in a price index from one period to another.

2) The weights used in the calculation of the consumer price index take account of;

    (a) changes in the quality of goods

    (b) the redistribution of income that occurs when prices change

    (c) the relative importance of different goods in the pattern of consumer expenditure

    (d) seasonal variations in the prices of some goods.

3) Autonomous investment means that investment is independent of the;

    (a) cost of capital goods

    (b) interest rate

    (c) level of income

    (d) expected revenue to be earned from capital goods.

4) Cost-push inflation can be reduced by;

    (a) contractionary fiscal policy measures

    (b) contractionary monetary policy

    (c) increasing the interest rate

    (d) increasing productivity

5) "Stagflation" refers to;

    (a) a simultaneous reduction in output and the price level

    (b) a simultaneous increase in output and the price level

(c) a decline in the price level accompanied by increases in real output and employment

(d) an increase in the price level accompanied by decreases in real output and employment

6) The government can worsen an inflationary situation if it;

   (a) increases taxes

   (b) increases the discount rate

   (c) decreases government spending

   (d) borrows more from the Central Bank to finance its expenditure.

7) Debtors tend to benefit during an inflationary period since;

   (a) the nominal interest rate on their debt tends to fall

   (b) the real value of their debt tends to fall

   (c) creditors do not wish to be repaid so quickly

   (d) they will easily find employment.

8) If there are 100 million people in the population, 50 million people are in the labour force and 10 million people are unemployed, then the unemployment rate is;

   (a) 5 per cent

   (b) 6.7 per cent

   (c) 10 per cent

   (d) 20 per cent.

9) Cyclical unemployment refers to unemployment which occurs;

   (a) because of the seasonal nature of some industries

   (b) as a result of the long-term decline of an industry

   (c) at particular times of the year

   (d) during recessions

10) The labour force is made up of;

   (a) the number of people employed minus the number of people unemployed

   (b) the number of people employed plus the number of people unemployed

   (c) the number of people employed only

   (d) the whole population in a country

11) If the number of people classified as unemployed is 20,000 and the number of people classified as employed is 230, 000, what is the unemployment rate?

   (a) 8%

   (b) 8.7%

   (c) 9.2%

2

(d) 11.5%

12) If the inflation rate was 10 percent last year and is now 6 percent for this year, it Means;

    (a) prices are falling

    (b) prices are unchanged

    (c) prices are falling at a slower rate

    (d) prices are increasing at a slower rate.

13) Aggregate demand will increase if;

    (a) Consumption falls

    (b) investment falls

    (c) exports fall

    (d) imports fall.

14) The consumption function relates the consumption expenditure decisions of Households to;

    (a) investment decisions by firms

    (b) the level of disposable income

    (c) saving decisions of households

    (d) the nominal interest rates.

15) The most direct way in which money eliminates the need for double coincidence of wants is through its use as a;

    a) medium of exchange.

    b) store of value.

    c) standard of deferred payment.

    d) unit of account.

16) The demand for money for speculative purpose is related to the function of money as a;

    a) Medium of exchange.

    b) Store of value.

    c) Unit of account.

    d) Generally acceptable means of payment

17) In terms of the demand for money, the interest rate represents;

    a) The price borrowing money.

    b) The rate at which current consumption can be exchanged for future consumption.

    c) The return on money that is saved for the future.

    d) The opportunity cost of holding money.

18) In an open market operation, the Bank of Zambia......................government bonds which.....................commercial banks' reserve.

a) Buys, increases

b) Buys, decreases

c) Buys, maintains

d) Sells, increases

19) In the circular flow of income and spending.

a) Investment results in a decrease in the volume of the income flow.

b) Taxes result in an increase in the volume of income flow.

c) Imports result in an increase in the volume of income flow.

d) Savings result in a decrease in the volume of income flow.

20) If the cash reserve ratio is increased, the credit multiplier

a) Will decrease.

b) Will decrease, as long as banks hold no excess reserves.

c) Could either increase or decrease.

d) Will increase.

21) The notion that countries stand to gain more if they trade in the commodity of their lowest opportunity cost is referred to as;

a) International trade.

b) Comparative advantage.

c) Absolute advantage.

d) Equal advantage.

22) If the kwacha appreciates against other currencies in the exchange rate market, this will;

a) Have no effect on the Zambian current account.

b) Worsen the Zambian current account.

c) Improve the Zambian current account.

d) Have an effect depending on the other currencies in the market.

23) The terms of trade measure

a) The income of one country compared to another.

b) The quantity of exports of one country compared to another.

c) Export prices relative to import prices.

d) The difference between the value of exports and that of imports.

24) When the Gross Domestic Product is measured

a) The total value of final services is subtracted from the value of final goods.

b) The total value of locally produced intermediate goods and services is measured in a given period.

c) The total value of all final locally produced goods and services is measured in a given period.

d) The sum of the values added at each stage of production is lower than the spending on final goods and services.

25) As disposable income increases, consumption expenditure

    a) Increases by the same amount.

    b) Increases by a smaller amount.

    c) Increases by a larger amount.

    d) remains constant.

26) A tax is progressive if;

    a) The marginal tax rate decreases as income increases.

    b) The average tax rate remains the same for all income levels.

    c) The marginal tax rate increases as income increases.

    d) Only the average tax increases as the income increases.

27) Which one of the following identities is correct

    a) GDP at market price + taxes on products-subsidies on products=GDP at basic prices.

    b) GDP at basic prices+ taxes on production-subsidies on products= GDP at factor cost.

    c) GDP at factor cost+ taxes on products- subsidies on products=GDP at basic prices.

    d) GDP at market price + taxes on production- subsidies on products=GDP at factor cost.

28) Given the import function Z=300+2/3Y

    a) The marginal propensity to save is 1/3

    b) The induced component is 300

    c) Imports are seen as autonomous

    d) 2/3 is the proportion of any increase in income that is spent on imports.

29) Aggregate demand will increase if

    a) Consumption falls

    b) Investment falls

    c) Export falls

    d) Import falls

30) If people are made unemployed because of a fall in aggregate demand, this is known as.

    a) Frictional unemployment

    b) Seasonal unemployment

c) Cyclical unemployment

d) Structural unemployment

## SECTION B: COMPULSORY

## QUESTION ONE

a) Define the following;

    i.    Monetary Policy

    ii.    Fiscal Policy

    iii.    Money

b) Explain fully your understanding of expansionary policy using the following *(Hint:Use all instruments);*

    a.    Monetary Policy

    b.    Fiscal Policy

c) Explain fully your understanding of restrictive/ contractionary policy using the following *(Hint: Use all instruments);*

    a.    Monetary Policy

    b.    Fiscal Policy

d) List the three (3) functions of money

e) List any three(3) functions of the Central Bank

## QUESTION TWO

a) Define the following;

    i.    Inflation

    ii.    Demand Pull Inflation

    iii.    Cost Push Inflation

b) List any four (4) causes of Demand- Pull Inflation

c) List any four(4) cures for Demand-Pull Inflation

d) List any four (4) causes of Cost-Push Inflation

e) List any two(2) cures for Cost-Push Inflation

f) List any three (3) effects of inflation

g) Draw well labelled diagrams for the following; *(Hint: Do not explain anything)*

    i.    Demand pull inflation

    ii.    Cost push inflation

## SECTION C : CHOOSE ONE (1) QUESTION FROM THIS SECTION

## QUESTION THREE

a) You are given the following information about a hypothetical economy;

$C = 400 + 0.8Y_d$

$T = 0.2Y$

$\bar{G} = 450$

$\bar{I} = 300$

$\bar{X} = 600$

$Z = 200 + 0.1Y$

Calculate (show all your calculations)

    i.    Multiplier

    ii.    The equilibrium level of income

    iii.    The value of net exports at the equilibrium level of income

    iv.    Draw a well labelled Keynesian cross diagram using all the information provided in this question. Clearly indicate the values of total autonomous expenditure and the equilibrium level of income

a) List the three (3) different approaches of measuring the gross domestic product (GDP)

b) List the four (4) different types of unemployment

## QUESTION FOUR

a) Given the following diagram of the Keynesian model of a closed economy without government
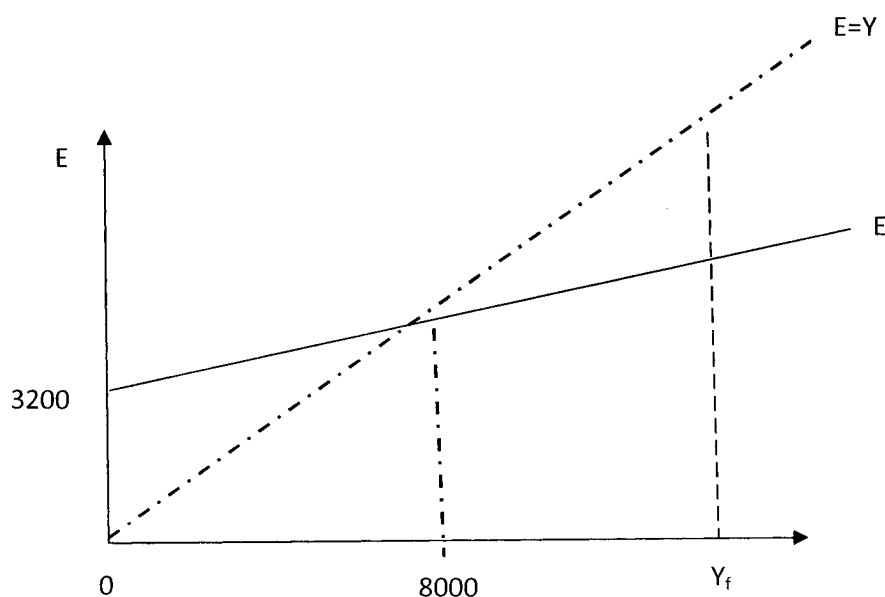


    i.    Calculate the multiplier

    ii.    Give the equation of the total expenditure line E

iii.    Assume an increase of 400 in autonomous spending will ensure that the full employment level of income ($Y_f$) will be reached. Calculate the value of the full employment level of income *(show all your calculations)*

b)  Assume a model with expenditure- income identity. If the marginal propensity to save is 0.35, the income tax rate is 0.3 and the marginal propensity to import is 0.10. Calculate the size of the investment multiplier.

c)  Calculate the marginal propensity to consume for an economy which has a decline in national income of K400 if it had a decline in investment of K250, income tax rate of 0.35 and it has the marginal propensity to import of 0.2

## END OF FINAL EXAMINATION

## THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## 2015/2016 ACADEMIC YEAR
## FINAL EXAMINATIONS

| | |
|---|---|
| ECN 2215: | INTERMEDIATE MACROECONOMICS |
| TIME: | TWO (2) HOURS |
| INSTRUCTIONS: | Answer **ALL** questions. Your mark will depend entirely on the fullness, accuracy and content of your explanation. |

## QUESTION ONE

(a) Firms balance the contribution that more capital makes to revenues against the cost incurred by using more capital in production. Illustrate how firms ensure that a desired capital stock is achieved.

(b) Distinguish between the Keynesian consumption approach and any other two modern theories of consumption showing complete mathematical derivations where possible?

(c)

    (i)    Define demand for money and the motive behind the demand for real money balances.

    (ii)    What are the main empirical conclusions regarding the money demand function estimates?

## QUESTION TWO

(a) What is a liquidity trap? (Use diagrams to illustrate your answer)

(b) If the economy was stuck in a liquidity trap, would you advise the use of monetary policy or fiscal policy? Explain with aid of diagram.

(c) Explain the major difference between primary and secondary budgets.

(d) Demand management for an economy not only rests on the premise of monetary policy but also on the fiscal side. Clearly elaborate some of the key internal macroeconomic stabilisation policies that a country can employ to restore an economy to a steady growth trajectory.

(e) Briefly define and explain the key tenets of rational expectation mathematically showing the economic reasoning behind it.

## QUESTION THREE

(a) You are an investment consultant for the ministry of Commerce and Industry attached at the Zambia Development Agency tasked with light industry manufacturing development. Due to a recession of the Zambian economy, most of the manufacturing industries are struggling in breaking-even. Would you advice the firms in this industrial category to contract a loan and invest in its operations or not? What investment theory would you employ for your answer above?

(b)

    i.    Draw Keynesian cross as a comparison of planned and realized expenditures. What is the intercept of planned expenditure line? What is its slope? If government expenditures would be positive function of output, how would the Keynesian cross change?

    ii.    How do you derive IS curve from Keynesian cross (graph)?

    iii.    State and briefly explain two factors that determine slope of IS curve

    iv.    Starting from the money market equilibrium condition discussed in class:

Money demand ($M^s$) = Money demand ($M^d$). Where $M^s = M/P$, and

$M^d = L\ (i,\ Y,\ u) = kY - hi + u$. Derive the LM curve.

    v.    State and briefly explain two factors that determine slope of LM curve.

## END OF FINAL EXAMINATION

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2015/2016 ACADEMIC YEAR

### MID - YEAR FINAL EXAMINATIONS

ECN 2331:     STATISTICS - THEORY AND TECHNIQUES FOR ECONOMICS

TIME:         TWO (2) HOURS

INSTRUCTIONS:   ANSWER **ALL QUESTIONS** IN SECTION A AND **CHOOSE ANY OTHER TWO QUESTIONS OF YOUR CHOICE** FROM SECTION B, AND CLEARLY SHOW ALL YOUR WORK

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## SECTION A (COMPULSORY)

### QUESTION ONE

State whether the following statements are true, false or uncertain.

   I.    The probability associated with a sample space is always 100%.

   II.   The p-value is synonymous to the exact level of significance?

   III.  One minus the type I error is the probability of rejecting a false null hypothesis?

   IV.   A statistic and an estimator are used interchangeably?

   V.    A binomial distribution is an extension of a Bernoulli distribution?

   VI.   The t-distribution approximates the normal distribution as the degrees of freedom increase?

   VII.  A distribution is normally distributed if the values of kurtosis and skewness depart from the 3 and 0 respectively

   VIII. Simple random sampling is deeply rooted in systematic sampling

   IX.   The Fisher's (F) statistic is ratio of two independent chi-square variables multiplied by the ratio of the denominator degrees of freedom and numerator degrees of freedom

   X.    Sampling error is the difference between the point estimator and the corresponding population parameter

## QUESTION TWO

A researcher conducted a study to investigate the relationship between obesity and cardiovascular disease in a sample of 2000 women and observed the following data.

|  | Obese | Underweight |
|---|---|---|
| Record of Heart Disease | 400 | 300 |
| No record of Heart Disease | 200 | 1100 |

a) Given that a woman is obese, what is the probability that she has heart disease?

b) Compute the probability that a woman is obese and has a record of heart disease

c) Given that a woman is underweight, find the probability that she has heart disease.

d) Find the probability that the woman is underweight given that the woman has no record of heart disease

e) Based on the data, can one conclude that obesity and heart disease are independent events?

f) What would the researcher's conclusion be about the relationship obesity and cardiovascular disease?

## QUESTION THREE

Social media discontent with regard to services provided by Airtel and MTN have compelled The Zambia Information and Communications Technology Authority (ZICTA) to conduct a study to understand the time it takes Airtel and MTN to address customer complaints. ZICTA believes that there is no difference in the population mean time taken by Airtel and MTN to address customer complaints. To test ZICTA's belief, two independent samples are drawn from respective customer groups and sample computations yield the following results:

| Airtel Customers | MTN Customers |
|---|---|
| $\bar{X}_1 = 2.5\ minutes$ | $\bar{X}_2 = 2.1\ minutes$ |
| $S_1 = 0.8\ minutes$ | $S_2 = 1.1\ minutes$ |
| $n_1 = 22$ | $n_2 = 20$ |

Assuming that the times taken to address the complaints are normally distributed and that the two population standard deviations are equal,

    a. Is there enough evidence to suggest that there is no difference in the population mean time taken by Airtel and MTN to address customer complaints? Use $\alpha = 0.05$ *to test the claim*

    b. Construct a 99% confidence interval estimate of the difference between Airtel's population mean time and MTN's population mean time.

    c. Using the interval estimate in (b), what would be the conclusion of the hypothesis test conducted in (a) above?

## SECTION B

## QUESTION FOUR

In Lusaka, during rush hours, accidents occur at the rate of two per hour. The morning rush period lasts for 1 hour 30 minutes and the evening rush period lasts for two hours.

    a) On a particular day, what is the probability that there will be no accidents during the morning rush period?

    b) What is the probability of two accidents during the evening rush period?

    c) What is the probability of four or more accidents during the evening rush period?

    d) On a particular day, what is the probability there will be no accidents during both the morning and evening rush periods?

## QUESTION FIVE

The Bankers Association of Zambia (BAZ) is conducting a review of banks service charges and interest-paying policies on checking accounts. BAZ has observed that the average daily balance on personal checking accounts is K550, with a standard deviation of K150. If the average daily balances are observed to be normally distributed,

    a) What percent of bank customers carry average daily balances below K200?

    b) What percent of personal checking account customers carry average daily balances in excess of K800?

    c) What percent of bank's customers carry average daily balances between K300 and K700?

d) Some banks are considering paying interest to customers carrying average daily balances in excess of a certain amount. If these banks do not want to pay interest to more than 5% of its customers, what is the minimum average daily balance these banks should be willing to pay interest on?

## QUESTION SIX

A state official was investigating a relationship between salary (X) and the number of absences (Y) for state employees. The Variable Y in the following table represents the average number of absences per year for employees at that salary.

| Salary in ZMW thousands (X) | 20.0 | 22.5 | 25.0 | 27.5 | 30.0 | 32.5 | 35.0 | 37.5 | 40.0 |
|---|---|---|---|---|---|---|---|---|---|
| Number of absences (Y) | 2.3 | 2 | 2 | 1.8 | 2.2 | 1.5 | 1.2 | 1.3 | 0.6 |

a) Draw a scatter diagram. Does the linear relationship between X and Y seem appropriate?
b) Develop an estimated regression equation for the data and interpret the observed coefficients.
c) Predict the average number of absences for employees earning ZMW 29 000.
d) Find the coefficient of determination and interpret it.
e) Find the correlation coefficient

## END OF FINAL EXAMINATION

## TABLE 1 STANDARD NORMAL DISTRIBUTION



Area or probability
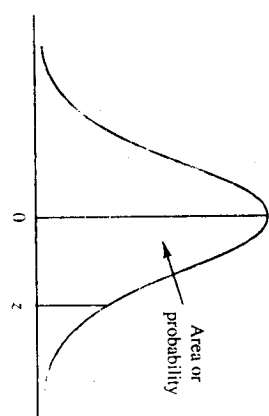
Entries in the table give the area under the curve between the mean and z standard deviations above the mean. For example, for z = 1.25 the area under the curve between the mean and z is .3944.

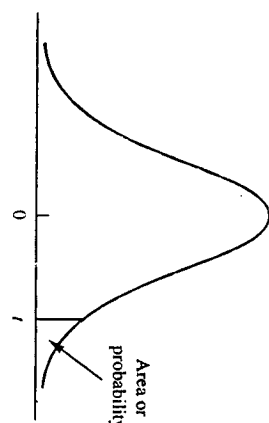| z | .00 | .01 | .02 | .03 | .04 | .05 | .06 | .07 | .08 | .09 |
|---|---|---|---|---|---|---|---|---|---|---|
| .0 | .0000 | .0040 | .0080 | .0120 | .0160 | .0199 | .0239 | .0279 | .0319 | .0359 |
| .1 | .0398 | .0438 | .0478 | .0517 | .0557 | .0596 | .0636 | .0675 | .0714 | .0753 |
| .2 | .0793 | .0832 | .0871 | .0910 | .0948 | .0987 | .1026 | .1064 | .1103 | .1141 |
| .3 | .1179 | .1217 | .1255 | .1293 | .1331 | .1368 | .1406 | .1443 | .1480 | .1517 |
| .4 | .1554 | .1591 | .1628 | .1664 | .1700 | .1736 | .1772 | .1808 | .1844 | .1879 |
| .5 | .1915 | .1950 | .1985 | .2019 | .2054 | .2088 | .2123 | .2157 | .2190 | .2224 |
| .6 | .2257 | .2291 | .2324 | .2357 | .2389 | .2422 | .2454 | .2486 | .2518 | .2549 |
| .7 | .2580 | .2612 | .2642 | .2673 | .2704 | .2734 | .2764 | .2794 | .2823 | .2852 |
| .8 | .2881 | .2910 | .2939 | .2967 | .2995 | .3023 | .3051 | .3078 | .3106 | .3133 |
| .9 | .3159 | .3186 | .3212 | .3238 | .3264 | .3289 | .3315 | .3340 | .3365 | .3389 |
| 1.0 | .3413 | .3438 | .3461 | .3485 | .3508 | .3531 | .3554 | .3577 | .3599 | .3621 |
| 1.1 | .3643 | .3665 | .3686 | .3708 | .3729 | .3749 | .3770 | .3790 | .3810 | .3830 |
| 1.2 | .3849 | .3869 | .3888 | .3907 | .3925 | .3944 | .3962 | .3980 | .3997 | .4015 |
| 1.3 | .4032 | .4049 | .4066 | .4082 | .4099 | .4115 | .4131 | .4147 | .4162 | .4177 |
| 1.4 | .4192 | .4207 | .4222 | .4236 | .4251 | .4265 | .4279 | .4292 | .4306 | .4319 |
| 1.5 | .4332 | .4345 | .4357 | .4370 | .4382 | .4394 | .4406 | .4418 | .4429 | .4441 |
| 1.6 | .4452 | .4463 | .4474 | .4484 | .4495 | .4505 | .4515 | .4525 | .4535 | .4545 |
| 1.7 | .4554 | .4564 | .4573 | .4582 | .4591 | .4599 | .4608 | .4616 | .4625 | .4633 |
| 1.8 | .4641 | .4649 | .4656 | .4664 | .4671 | .4678 | .4686 | .4693 | .4699 | .4706 |
| 1.9 | .4713 | .4719 | .4726 | .4732 | .4738 | .4744 | .4750 | .4756 | .4761 | .4767 |
| 2.0 | .4772 | .4778 | .4783 | .4788 | .4793 | .4798 | .4803 | .4808 | .4812 | .4817 |
| 2.1 | .4821 | .4826 | .4830 | .4834 | .4838 | .4842 | .4846 | .4850 | .4854 | .4857 |
| 2.2 | .4861 | .4864 | .4868 | .4871 | .4875 | .4878 | .4881 | .4884 | .4887 | .4890 |
| 2.3 | .4893 | .4896 | .4898 | .4901 | .4904 | .4906 | .4909 | .4911 | .4913 | .4916 |
| 2.4 | .4918 | .4920 | .4922 | .4925 | .4927 | .4929 | .4931 | .4932 | .4934 | .4936 |
| 2.5 | .4938 | .4940 | .4941 | .4943 | .4945 | .4946 | .4948 | .4949 | .4951 | .4952 |
| 2.6 | .4953 | .4955 | .4956 | .4957 | .4959 | .4960 | .4961 | .4962 | .4963 | .4964 |
| 2.7 | .4965 | .4966 | .4967 | .4968 | .4969 | .4970 | .4971 | .4972 | .4973 | .4974 |
| 2.8 | .4974 | .4975 | .4976 | .4977 | .4977 | .4978 | .4979 | .4979 | .4980 | .4981 |
| 2.9 | .4981 | .4982 | .4982 | .4983 | .4984 | .4984 | .4985 | .4985 | .4986 | .4986 |
| 3.0 | .4986 | .4987 | .4987 | .4988 | .4988 | .4989 | .4989 | .4989 | .4990 | .4990 |

## TABLE 2 t DISTRIBUTION



Area or probability

Entries in the table give t values for an area or probability in the upper tail of the t distribution. For example, with 10 degrees of freedom and a .05 area in the upper tail, $t_{.05} = 1.812$.

| Degrees of Freedom | Area in Upper Tail | | | | |
|---|---|---|---|---|---|
| | .10 | .05 | .025 | .01 | .005 |
| 1 | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 |
| 2 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 |
| 3 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 |
| 4 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 |
| 5 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 |
| 6 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 |
| 7 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 |
| 8 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 |
| 9 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 |
| 10 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 |
| 11 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 |
| 12 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 |
| 13 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 |
| 14 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 |
| 15 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 |
| 16 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 |
| 17 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 |
| 18 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 |
| 19 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 |
| 20 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 |
| 21 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 |
| 22 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 |
| 23 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 |
| 24 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 |
| 25 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 |
| 26 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 |
| 27 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 |
| 28 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 |
| 29 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 |
| 30 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 |
| 40 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 |
| 60 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 |
| 120 | 1.289 | 1.658 | 1.980 | 2.358 | 2.617 |
| ∞ | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 |

## THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
### 2015/2016 ACADEMIC YEAR
### FINAL EXAMINATIONS

ECN 2322:     MATHEMATICS FOR ECONOMICS
TIME:     TWO (2) HOURS
INSTRUCTIONS:     ANSWER **ALL QUESTIONS**

## QUESTION ONE

(a) Find the characteristic roots and the eigen vector of the following matrix

$$\begin{pmatrix} 4 & 0 & -2 \\ 0 & 3 & 0 \\ 3 & 0 & -1 \end{pmatrix}$$

(b) (i) Find the solution of the following system of difference equations:

$$X_{n-1} = 3X_n - Y_n$$
$$Y_{n-1} = -X_n + 2Y_n - Z_n$$
$$Z_{n-1} = -Y_n + 3Z_n$$

(ii) Show by means of the general equation how difference equations diverge and converge using one the solution in (i) above.

## QUESTION TWO

(a) Suppose that two of the Zambia's leading cement producers, Larfage and Dangote, face a duopoly market. Also suppose that they both plan to introduce two new types of cement (building and concrete), one each by Larfage and Dangote, which will be successful if only one of them produce a particular type. Suppose again that a previous variant of building cement produced by Dangote was not as popular among customers as that produced by Larfage. If both produce the same type, the market will be glutted with this type of cement and the payoffs they gain are assumed to be considerably small. The strategies and the associated payoffs (in millions of Kwacha) of these two companies are given as below:

|  |  | Dangote | |
|---|---|---|---|
|  |  | Building | Concrete |
| Larfage | Building | 30,30 | 80,100 |
|  | Concrete | 80, 30 | 30, 40 |

(i)    Clearly state from the given scenario what constitutes a game theoretic framework?

(ii)    Determine the strictly dominant or dominated strategies, if any, in this game.
(iii)   What will be the equilibrium of the game and why?

(b) Consider an oligopoly with j identical firms. The market demand function is given as:

$$p = 100 - \sum_{i=1}^{j} q_i$$

Each firm's profit function is given as follows:

$$\pi_i = 100q_i + q_{i\sum q_j} - q_i^2$$

Where $i, j = 1, \ldots \ldots \ldots, n; i \neq j$

(i)    Briefly give the characteristic of the firms involved
(ii)   Find the Cournot equilibrium outputs.
(iii)  What happens as, $\lim_{i \to \infty} \pi$ ?
(iv)   What is the intuitive content of (iii)?


## QUESTION THREE

(a) Consider Mphatso, a rational consumer planning consumption over twenty four
    months. He will have income $\in_0$ during the first twelve months and $\in_1$ for the last half
    of the consumption smoothing period. He faces prices $P_0$ and $q_0$ for the following
    goods $X_0$ and $Y_0$ during the first twelve months, and $P_1$ and $q_1$ for goods $X_1$ and $Y_1$ for
    the rest of the year. Mphatso faces the following utility function:
    $u = \alpha_0 log X_0 + \beta_0 log Y_0 + \alpha_1 log X_1 + \beta_1 log Y_1$
    (i)    Solve Mphatso maximisation problem.
    (ii)   Examine how the solutions in (i) depends on money income, prices and
           parameters.

(b) Using and extending the solution in (a) to the following situation where the amount of
    goods to be produced are also decisive variables. Suppose there are $F$ factors of
    production available in fixed amounts $Z_f$ for $f = 1, , 2, \ldots \ldots .. F$. If the amounts $zfg$ of
    the factor $f$ are used in the production of good $g$, and the output of various goods are
    given by

$$X_g = X^g \left( z_{1g}, z_{2g}, \ldots \ldots \ldots .. z_{Fg} \right).$$

Solve the optimisation problem as before, but now subject to constraints balancing and the
availability of factors as well as those for the goods.
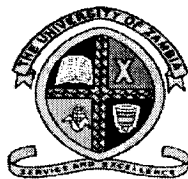
## END OF FINAL EXAMINATION

ECN 3215: ADVANCED MACROECONOMICS
TIME: TWO HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

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**Question one**

a) Develop a model for consumption under uncertainty?

b) What is investment and why is it important to study it?

c) What is the user cost of capital? Derive an empirical counterpart of the user cost of capital? What is the effect of taxes on the user cost of capital?

**Question two**

a) In the late 1980s, Zambia experienced continuous current account deficits. What do you think are the main causes of a current account deficit? What would be the effect of a continued deficit on the macro economy?

b) Suppose that Zambia recorded a current account deficit of $2 billion and a non-reserve capital account surplus of $1 billion in 1984.

   i.   What was Zambia's Balance of Payments position in 1984? What happened to the country's net foreign assets?

   ii.  Assume that foreign central banks neither purchased nor sold Zambia's assets. How did the Bank of Zambia's foreign reserves change in 1984? How would this official intervention show up in the balance of payments accounts of Zambia?

   iii. How would your answer to (ii) change if you learned that foreign central banks had purchased $1.2 billion of Zambia's assets in 1984?

XIV.    The p and np charts are imperfect substitutes.

XV.    The mean, range and variance are all equally important parameters in statistical quality control?

**QUESTION TWO**

The table below shows some of the information characterizing "Sontapo" Economy in the last seven years. Study the table carefully.

| Year | Price Level | Chain Base Index (CBI) |
|------|------------|------------------------|
| 2000 | - | - |
| 2001 | - | 86 |
| 2002 | - | 103 |
| 2003 | - | 105 |
| 2004 | - | 108 |
| 2005 | - | 111 |
| 2006 | 82 | 105 |
| 2007 | - | 102 |

a) Taking the year 2000 as the base year, fill the missing information in the table above.

b) Use the Chain Base Indices (CBI) in the table above to compute the associated Fixed Base Indices (FBI).

c) Using the results in (b) above, provide a brief explanation about the overall cost of living in Sontapo?

d) Would your observation in (c) above remain unaffected if the base year were shifted to 2006?

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
### 2015/2016 ACADEMIC YEAR
### FINAL YEAR EXAMINATIONS

ECN 2342:          APPLIED STATISTICS FOR ECONOMICS

TIME:               TWO (2) HOURS

INSTRUCTIONS:   ANSWER **ALL QUESTIONS** IN ANY ORDER OF YOUR CHOICE

AND SHOW ALL YOUR WORK

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## QUESTION ONE

State whether the following statements are true, false or uncertain and **JUSTIFY.**

I.   Higher order moving averages shrinks the forecast error?

II.  The cyclical and seasonal components are comparable over lengthier periods of time?

III. 45 simple random samples of size 2 can be drawn from a population of size 10?

IV.  The exponential model is a function of the weighted moving average?

V.   The initial actual value and the subsequent prediction are always alike under exponential smoothing?

VI.  In the computation of seasonal indices, the centred moving average segregates seasonal effects?

VII. The exponential weights always sum up to one and asymptotically decrease?

VIII. The Paashe price index overstates the base year cost of living?

IX.  The Lower Control Limit (LCL) can never be negative?

X.   The Paashe and Laspeyres indices can be regarded as fixed weight indices?

XI.  The suppliers risk and confidence coefficient are inversely related?

XII. The quantities remain unaffected at base year levels and current year levels for the Laspeyres and Paashe quantity indices respectively?

XIII. The sum of the forecast errors is always equal to zero?

## QUESTION THREE

Artificial intelligence has received increased attention in the recent past. This surge in interest has created new opportunities and challenges for scientists and entrepreneurs such as Favour who has been in the robotics business for at least 5 years, and now plans to expand his operations and coverage. Below are the quarterly robotics sales in millions of kwacha

| Year | Quarter | | | |
|------|------|------|------|------|
|      | 1 | 2 | 3 | 4 |
| 2000 | 322 | 144 | 472 | 821 |
| 2001 | 408 | 247 | 626 | 925 |
| 2002 | 434 | 259 | 681 | 1277 |
| 2003 | 829 | 435 | 940 | 1639 |
| 2004 | 1222 | 592 | 1055 | 2000 |
| 2005 | 1278 | 768 | 1415 | 2415 |
| 2006 | 1260 | | | |

Using the four point moving average, find;

a) The deseasonalized robotics sales values

b) The trend equation using the results in (a) above.

c) Use the results in (b) above to find the quarterly forecast for the rest of 2006, taking into account the seasonal effects.

**END OF FINAL EXAMINATION**

ECN 3322:          ECONOMETRICS II
TIME:              TWO HOURS
INSTRUCTIONS:      ANSWER **ALL** THE QUESTIONS, SHOWING ALL THE NECESSARY
                   WORKING. STATISTICAL TABLES ARE PROVIDED AT THE END OF
                   QUESTIONS

## Question One

A researcher wants to estimate the household expenditure on food as a function of income.
Data is available for 111 households. The scatter plot is provided below.
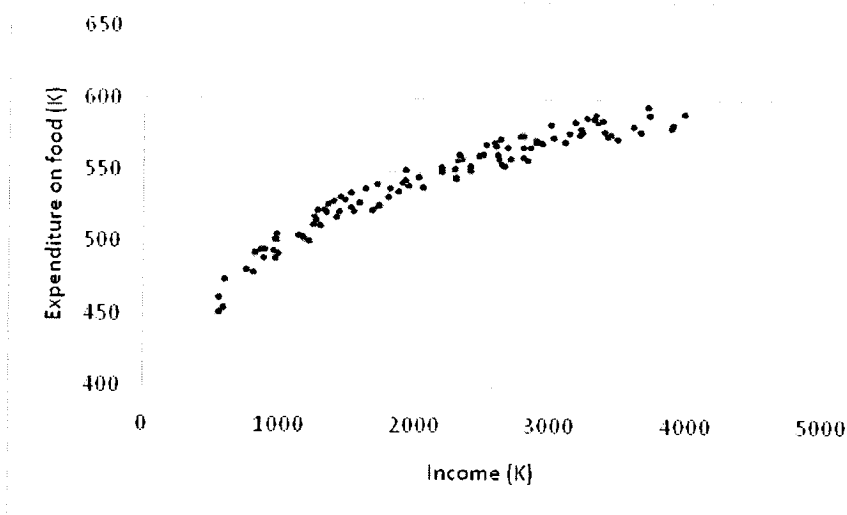


The researcher is not sure which of two models to use

$$C = \alpha_0 + \alpha_1 Y + u$$
$$C = \beta_0 + \beta_1 \ln Y + v$$

a. Based on available information, which model would you use? Explain

b. Mention one other variable you think the researcher should have included in the model.

c. With the variable suggested in (b), do you think the researcher should worry of multicollinearity?


## Question Two

[S&W83] In a survey of 400 likely voters, 215 responded that they would vote for the incumbent and 185 responded that they would vote for the challenger. Let $p$ denote the

fraction of all likely voters that preferred the incumbent at the time of the survey, and let $\hat{p}$ be the fraction of survey respondents that preferred the incumbent.

    a.  Use the survey results to estimate $p$.

    b.  Construct a 99 percent confidence interval for $p$.

    c.  What is the p-value for the test $H_0: p = 0.5$ vs $H_1: p \neq 0.5$

    d.  What is the p-value for the test $H_0: p = 0.5$ vs $H_1: p > 0.5$

    e.  Based on your results for either (c) or (d), determine whether the survey contain statistically significant evidence, at 5 percent level of significance, that the incumbent was ahead of the challenger at the time of the survey.

## Question Three

[G&P,353] Suppose you have the model with two explanatory variables as given below.

$$Y_i = \beta_1 + \beta_2 X_{2i} + \beta_3 X_{3i} + u_i \qquad (1)$$

It is established that the coefficient of correlation between the two explanatory variables, $X_2$ and $X_3$, is zero ($r_{23} = 0$). Therefore, someone suggest that you run the following regressions:

$$Y_i = \alpha_1 + \alpha_2 X_{2i} + u_{1i} \qquad (2)$$

    a.  Will $\hat{\alpha}_2 = \hat{\beta}_2$? Explain

    b.  Are the coefficients of determination comparable for the three models above? Explain.

## Question Four

[W274] Consider a linear model to explain monthly beer consumption $C$:

$$\ln C_i = \alpha + \beta \ln P_i + \gamma \ln Y_i + \delta \ln E_i + u_i \qquad (1)$$

In the model, $P$ is the price of beer, $Y$ is the income and $E$ is years of schooling. The researcher also discovers that

$$Var(u|P,Y,E) = \sigma^2 Y^2 \qquad (2)$$

    a.  Interpret the coefficient gamma ($\gamma$) in the model.

    b.  What problem is suggested by the finding of equation 2?

    c.  Write the transformed equation that will remedy the problem identified in (b).
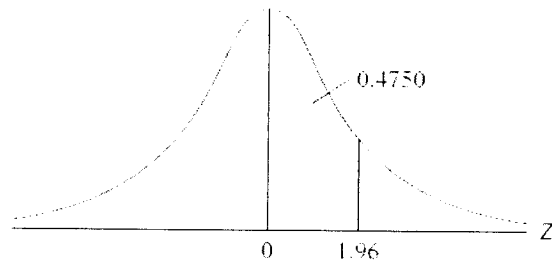
### END OF FINAL EXAMINATION

AREAS UNDER THE STANDARDIZED NORMAL DISTRIBUTION

Example

Pr$(0 \le Z \le 1.96) = 0.4750$

Pr$(Z \ge 1.96) = 0.5 - 0.4750 = 0.025$



| Z | .00 | .01 | .02 | .03 | .04 | .05 | .06 | .07 | .08 | .09 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0.0 | .0000 | .0040 | .0080 | .0120 | .0160 | .0199 | .0239 | .0279 | .0319 | .0359 |
| 0.1 | .0398 | .0438 | .0478 | .0517 | .0557 | .0596 | .0636 | .0675 | .0714 | .0753 |
| 0.2 | .0793 | .0832 | .0871 | .0910 | .0948 | .0987 | .1026 | .1064 | .1103 | .1141 |
| 0.3 | .1179 | .1217 | .1255 | .1293 | .1331 | .1368 | .1406 | .1443 | .1480 | .1517 |
| 0.4 | .1554 | .1591 | .1628 | .1664 | .1700 | .1736 | .1772 | .1808 | .1844 | .1879 |
| 0.5 | .1915 | .1950 | .1985 | .2019 | .2054 | .2088 | .2123 | .2157 | .2190 | .2224 |
| 0.6 | .2257 | .2291 | .2324 | .2357 | .2389 | .2422 | .2454 | .2486 | .2517 | .2549 |
| 0.7 | .2580 | .2611 | .2642 | .2673 | .2704 | .2734 | .2764 | .2794 | .2823 | .2852 |
| 0.8 | .2881 | .2910 | .2939 | .2967 | .2995 | .3023 | .3051 | .3078 | .3106 | .3133 |
| 0.9 | .3159 | .3186 | .3212 | .3238 | .3264 | .3289 | .3315 | .3340 | .3365 | .3389 |
| 1.0 | .3413 | .3438 | .3461 | .3485 | .3508 | .3531 | .3554 | .3577 | .3599 | .3621 |
| 1.1 | .3643 | .3665 | .3686 | .3708 | .3729 | .3749 | .3770 | .3790 | .3810 | .3830 |
| 1.2 | .3849 | .3869 | .3888 | .3907 | .3925 | .3944 | .3962 | .3980 | .3997 | .4015 |
| 1.3 | .4032 | .4049 | .4066 | .4082 | .4099 | .4115 | .4131 | .4147 | .4162 | .4177 |
| 1.4 | .4192 | .4207 | .4222 | .4236 | .4251 | .4265 | .4279 | .4292 | .4306 | .4319 |
| 1.5 | .4332 | .4345 | .4357 | .4370 | .4382 | .4394 | .4406 | .4418 | .4429 | .4441 |
| 1.6 | .4452 | .4463 | .4474 | .4484 | .4495 | .4505 | .4515 | .4525 | .4535 | .4545 |
| 1.7 | .4554 | .4564 | .4573 | .4582 | .4591 | .4599 | .4608 | .4616 | .4625 | .4633 |
| 1.8 | .4641 | .4649 | .4656 | .4664 | .4671 | .4678 | .4686 | .4693 | .4699 | .4706 |
| 1.9 | .4713 | .4719 | .4726 | .4732 | .4738 | .4744 | .4750 | .4756 | .4761 | .4767 |
| 2.0 | .4772 | .4778 | .4783 | .4788 | .4793 | .4798 | .4803 | .4808 | .4812 | .4817 |
| 2.1 | .4821 | .4826 | .4830 | .4834 | .4838 | .4842 | .4846 | .4850 | .4854 | .4857 |
| 2.2 | .4861 | .4864 | .4868 | .4871 | .4875 | .4878 | .4881 | .4884 | .4887 | .4890 |
| 2.3 | .4893 | .4896 | .4898 | .4901 | .4904 | .4906 | .4909 | .4911 | .4913 | .4916 |
| 2.4 | .4918 | .4920 | .4922 | .4925 | .4927 | .4929 | .4931 | .4932 | .4934 | .4936 |
| 2.5 | .4938 | .4940 | .4941 | .4943 | .4945 | .4946 | .4948 | .4949 | .4951 | .4952 |
| 2.6 | .4953 | .4955 | .4956 | .4957 | .4959 | .4960 | .4961 | .4962 | .4963 | .4964 |
| 2.7 | .4965 | .4966 | .4967 | .4968 | .4969 | .4970 | .4971 | .4972 | .4973 | .4974 |
| 2.8 | .4974 | .4975 | .4976 | .4977 | .4977 | .4978 | .4979 | .4979 | .4980 | .4981 |
| 2.9 | .4981 | .4982 | .4982 | .4983 | .4984 | .4984 | .4985 | .4985 | .4986 | .4986 |
| 3.0 | .4987 | .4987 | .4987 | .4988 | .4988 | .4989 | .4989 | .4989 | .4990 | .4990 |
| 3.1 | .4990 | .4991 | .4991 | .4991 | .4992 | .4992 | .4992 | .4992 | .4993 | .4993 |
| 3.2 | .4993 | .4993 | .4994 | .4994 | .4994 | .4994 | .4994 | .4995 | .4995 | .4995 |

PERCENTAGE POINTS OF THE *t* DISTRIBUTION

Example

Pr($t$ > 2.086) = 0.025

Pr($t$ > 1.725) = 0.05    for df = 20

Pr($|t|$ > 1.725) = 0.10
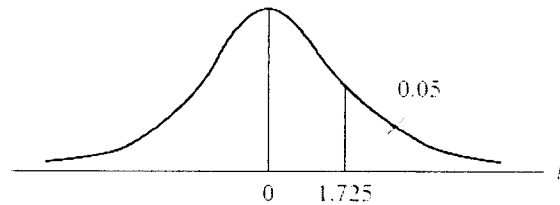


| df | Upper-tail probability p | | | | | | | | |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|    | 0.2500 | 0.1000 | 0.0500 | 0.0250 | 0.0100 | 0.0050 | 0.0025 | 0.0010 | 0.0005 |
| 1  | 1.000  | 3.078  | 6.314  | 12.706 | 31.821 | 63.66  | 127.3  | 318.3  | 636.6  |
| 2  | 0.816  | 1.886  | 2.920  | 4.303  | 6.965  | 9.925  | 14.09  | 22.33  | 31.60  |
| 3  | 0.765  | 1.638  | 2.353  | 3.182  | 4.541  | 5.841  | 7.453  | 10.21  | 12.92  |
| 4  | 0.741  | 1.533  | 2.132  | 2.776  | 3.747  | 4.604  | 5.598  | 7.173  | 8.610  |
| 5  | 0.727  | 1.476  | 2.015  | 2.571  | 3.365  | 4.032  | 4.773  | 5.893  | 6.869  |
| 6  | 0.718  | 1.440  | 1.943  | 2.447  | 3.143  | 3.707  | 4.317  | 5.208  | 5.959  |
| 7  | 0.711  | 1.415  | 1.895  | 2.365  | 2.998  | 3.499  | 4.029  | 4.785  | 5.408  |
| 8  | 0.706  | 1.397  | 1.860  | 2.306  | 2.896  | 3.355  | 3.833  | 4.501  | 5.041  |
| 9  | 0.703  | 1.383  | 1.833  | 2.262  | 2.821  | 3.250  | 3.690  | 4.297  | 4.781  |
| 10 | 0.700  | 1.372  | 1.812  | 2.228  | 2.764  | 3.169  | 3.581  | 4.144  | 4.587  |
| 11 | 0.697  | 1.363  | 1.796  | 2.201  | 2.718  | 3.106  | 3.497  | 4.025  | 4.437  |
| 12 | 0.695  | 1.356  | 1.782  | 2.179  | 2.681  | 3.055  | 3.428  | 3.930  | 4.318  |
| 13 | 0.694  | 1.350  | 1.771  | 2.160  | 2.650  | 3.012  | 3.372  | 3.852  | 4.221  |
| 14 | 0.692  | 1.345  | 1.761  | 2.145  | 2.624  | 2.977  | 3.326  | 3.787  | 4.140  |
| 15 | 0.691  | 1.341  | 1.753  | 2.131  | 2.602  | 2.947  | 3.286  | 3.733  | 4.073  |
| 16 | 0.690  | 1.337  | 1.746  | 2.120  | 2.583  | 2.921  | 3.252  | 3.686  | 4.015  |
| 17 | 0.689  | 1.333  | 1.740  | 2.110  | 2.567  | 2.898  | 3.222  | 3.646  | 3.965  |
| 18 | 0.688  | 1.330  | 1.734  | 2.101  | 2.552  | 2.878  | 3.197  | 3.610  | 3.922  |
| 19 | 0.688  | 1.328  | 1.729  | 2.093  | 2.539  | 2.861  | 3.174  | 3.579  | 3.883  |
| 20 | 0.687  | 1.325  | 1.725  | 2.086  | 2.528  | 2.845  | 3.153  | 3.552  | 3.850  |
| 21 | 0.686  | 1.323  | 1.721  | 2.080  | 2.518  | 2.831  | 3.135  | 3.527  | 3.819  |
| 22 | 0.686  | 1.321  | 1.717  | 2.074  | 2.508  | 2.819  | 3.119  | 3.505  | 3.792  |
| 23 | 0.685  | 1.319  | 1.714  | 2.069  | 2.500  | 2.807  | 3.104  | 3.485  | 3.768  |
| 24 | 0.685  | 1.318  | 1.711  | 2.064  | 2.492  | 2.797  | 3.091  | 3.467  | 3.745  |
| 25 | 0.684  | 1.316  | 1.708  | 2.060  | 2.485  | 2.787  | 3.078  | 3.450  | 3.725  |
| 26 | 0.684  | 1.315  | 1.706  | 2.056  | 2.479  | 2.779  | 3.067  | 3.435  | 3.707  |
| 27 | 0.684  | 1.314  | 1.703  | 2.052  | 2.473  | 2.771  | 3.057  | 3.421  | 3.690  |
| 28 | 0.683  | 1.313  | 1.701  | 2.048  | 2.467  | 2.763  | 3.047  | 3.408  | 3.674  |
| 29 | 0.683  | 1.311  | 1.699  | 2.045  | 2.462  | 2.756  | 3.038  | 3.396  | 3.659  |
| 30 | 0.683  | 1.310  | 1.697  | 2.042  | 2.457  | 2.750  | 3.030  | 3.385  | 3.646  |
| 40 | 0.681  | 1.303  | 1.684  | 2.021  | 2.423  | 2.704  | 2.971  | 3.307  | 3.551  |
| 60 | 0.679  | 1.296  | 1.671  | 2.000  | 2.390  | 2.660  | 2.915  | 3.232  | 3.460  |
| 90 | 0.677  | 1.291  | 1.662  | 1.987  | 2.368  | 2.632  | 2.878  | 3.183  | 3.402  |
| 120 | 0.677 | 1.289  | 1.658  | 1.980  | 2.358  | 2.617  | 2.860  | 3.160  | 3.373  |
| ∞  | 0.675  | 1.282  | 1.645  | 1.960  | 2.327  | 2.576  | 2.808  | 3.091  | 3.291  |

ECN: 3422 CORPORATE FINANCE
TIME: 14:00 - 16:00 TWO HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

## QUESTION ONE

Vodafone has just paid a cash dividend of K2 per share. Investor only require a 16% return. If the dividend is expected to grow at a steady 8% per annum:

a.  What is the current value of stock? (5)

b.  What will the stock be worth in 5 years (5)

c.  What would the stock sell for today if the dividend was expected to grow at 20% per year for the next 3 years and then settle down to 8% per year indefinitely?(10)

## QUESTION TWO

Wild Safari (WS) and RASSON (RA) are both seasonal businesses. WS is a safari tourist facility based in Livingstone, while RA is a property group company that specializes in property management and development. The returns on each company over the next year is expected to be:

| Economy | Wild Safari | RASSON |
|---|---|---|
| Strong recession | -10% | 2% |
| Mildrecession | -4% | 7% |
| Slow growth | 4% | 6% |
| Moderate growth | 12% | 4% |
| Strong growth | 20% | 4% |

a.  Find the mean and variance of returns for each company. (5)

b.  Find the covariance and correlation of returns for the two companies. (5)

c.  If WS and RA are combined in a portfolio with 50% invested in each, find the portfolio expected return and standard deviation. (10)

## QUESTION THREE

Vodafone is deciding whether to pay out K500 in excess cash in the form of an extra dividend or a share repurchase. Current earnings are K2.50 per share, and the stock sells for K25. The market value balance sheet before paying out the K500 is as follows:

| Market Value Balance Sheet (before paying out excess cash) | | | |
|---|---|---|---|
| Excess cash | K 500 | Debt | K 500 |
| Other assets | 2,500 | Equity | 2,500 |
| Total | K3,000 | Total | K3,000 |

Evaluate the two alternatives in terms of:

    a.   the effect on the price per share of the stock,

    b.   the EPS,

    c.   PE ratio

*Hint: Clearly show your work (20)*

## QUESTION FOUR

As a Corporate Finance graduate, you are asked by Zanaco Plc (prospect employer) to evaluate its capital structure. The company currently has 20 million shares outstanding trading at K20 per share. In addition, it has K250 million public debt outstanding, rated AA and with a yield to maturity of 8%. The beta for the Bank is 1.0, the current Treasury bond rate is 6%, and the market risk premium is 5.5%. The tax rate is 40%. Zanaco is proposing to borrow an additional K150 million to use as follows:

    a. Repurchase K30 million worth of stock

    b. Pay K80 million in dividends

    c. Invest K40 million in a project with a NPV of K30 million.

The additional borrowing will cause the bond rating to fall to BB rating, which currently carries a yield to maturity of 10%. How will the firm's cost of capital change with this additional borrowing? (20)

## QUESTION FIVE

Biine Corp. has K100 million face value of outstanding debt with a coupon of 10% and a yield to maturity of 8% (annualized). The bonds make semi-annual payments, and have 10 years to maturity. The company also has 1 million shares of common stock with book value per share of K35 and a market value per share of K50. The current beta of the stock is 1.5. The T Bill rate is 5%, and the market risk premium is 8.5%. The company is in the 40% tax bracket. What is the company's current weighted average cost of capital? (20).

**END EXAM**

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## 2015 ACADEMIC YEAR SECOND SEMESTER
### FINAL EXAMINATIONS

EC 4222       :       **INTERNATIONAL FINANCE THEORY AND PRACTICE**

TIME       :       2 HOURS

INSTRUCTIONS       :       Answer <u>Three (3)</u> questions in all.
Question One in section A is compulsory. Answer Two (2) questions from section B. Question 2 in section B is compulsory. Equal marks are allocated to each question. Your mark will depend entirely on the fullness, accuracy and content of your explanation.

## SECTION A (Compulsory Question)

## QUESTION ONE

(a)      Clearly distinguish a forward commitment from a contingent claim.

(b)      Citracep, a US based company, exports products to the United Kingdom. It has just closed a sale and is expecting to receive 200,000 pound sterling in six months' time. The current exchange rate is US$1.523 per pound. One year risk-free interest rates for the US and UK are 7% and 5%, respectively.

        (i)      What risk does the company face?

        (ii)      Compute the six month forward exchange rate.

        (iii)      How would the company hedge the risk identified in (i) above?

**(Assume discrete compounding and that the US is the home country)**

## SECTION B (Question 2 is Compulsory)

## QUESTION TWO
State whether the following are TRUE, FALSE or UNCERTAIN.

      (a)      A supply curve for foreign exchange is negatively sloped when demand is inelastic.

      (b)      Expenditure-switching policies policies refer to changes in the exchange rate.

      (c)      The elasticity approach to exchange rate determination stresses the supply side of the economy by assuming adequate demand for the nation's exports and import-substitutes.

      (d)      Hedging is the avoidance of foreign exchange risk or covering of an open position.

      (e)      A foreign currency is said to be at a forward discount with respect to the domestic currency if the forward rate is below the present spot rate.

      (f)      A random walk provides good economic reason to explain predictable behavior of the exchange rate.

(g)     An optimal forecast of asset prices is associated with irrational expectations behavior.

(h)     A balance of payments credit denotes a reduction of liabilities.

(i)     Acquisition and disposal of non-produced, non-financial assets form part of current transfers in the balance of payments.

(j)     Economic exposure refers to the valuation of inventories and assets held abroad in terms of domestic currency for inclusion in a firm's consolidated balance sheet.

## QUESTION TWO

The current account deficit for nation X has widened considerably following the sharp fall in the price of the main exportable commodity. At the same time, inflation has been rising, partly due to the significant depreciation of the exchange rate occasioned by the deterioration in the country's terms of trade. Propose appropriate policies required by nation X to restore macroeconomic stability.

## QUESTION THREE

What are the main functions of the foreign exchange market? Identify the main participants in the foreign exchange market and briefly explain their roles.

## QUESTION FOUR

The purchasing power parity (PPP) theory is more relevant to exchange rate determination in the long-run than in the short-run. Briefly outline the PPP theory and comment on its empirical validity.

## QUESTION FIVE

Define the balance of payments. Discuss the main considerations for defining the standard components of the balance of payments?

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## END OF FINAL EXAMINATIONS

ECN 9135:          AGRICULTURAL ECONOMICS
TIME:               TWO (2) HOURS
INSTRUCTIONS:      ANSWER ALL QUESTIONS, USING WELL LABELLED DIAGRAMS WHERE
                   NECESSARY.

## QUESTION ONE.

Distinguish between physical and economic relationships in the theory of production.

## QUESTION TWO.

a. Explain the concept of externalities in Agriculture.

b. In his address to Parliament, the President stated in part as follows, "My government will, therefore, ... make dipping, vaccination and treatment of diseases of all cattle compulsory".

   i. Discuss the likely impact of such a policy on livestock farming.

   ii. Explain the factors that might lead to such a move as opposed to just ensuring the availability of medicine on the market.

## QUESTION THREE

Agriculture is often viewed as a risky sector. For this reason, the private is unlikely to optimally invest in the sector. As a policy advisor, identify and explain one way in which the state can assist the sector in view of the stated problem.

## QUESTION FOUR

In 2013, Government plans to expand the scope of the Farmer Input Support Programme (FISP) to include and cover other crops among them soya beans.
a. Explain with well labelled diagram(s) how such a move would affect the market for soya beans.
b. What are its merits and demerits?

## END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA**
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**
**2015/2016 ACADEMIC YEAR**
**FINAL EXAMINATIONS**

ECN 9155:        HEALTH ECONOMICS
TIME:             TWO (2) HOURS
INSTRUCTIONS:   ANSWER **ALL QUESTIONS**

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**SECTION A (ANSWER ON A SEPARATE ANSWER BOOKLET)**

**QUESTION ONE**

   (a) State the Ministry of Health's mission statement, clearly elaborating Zambia's health care delivery system.

   (b) Shed more light on issues pertaining to the system in (a), and its linkages to health status and economic performance in Zambia, and thus to better support health sector policy efforts by means of health sector reforms from inception.

**QUESTION TWO**

   (a) An individual suffering for a non- communicable disease from birth smoothens his life-time utility function using all the available resources. The health care optimisation in a dynamic framework, for a two-time discrete period in which an individual places value on the future health vis-à-vis present health and earnings. If the utility function is given as:

   $J = J(Q, P)$ Where $J = stock\ of\ health$   $Q = medical\ care$ and $P = Other\ goods$

   (i)     State the three main constrains that this individual faces?

   (ii)    Using the Grossman approach in a multi-Langragean approach solve the patient's optimisation problem.

   (b) Demand for health care services in the Grossman-model set up can either be classified as pure consumption or investment. Clearly explain the econometric or statistical results of any **four** determinants of demand for health care in the light of pure investment and pure consumption.

**SECTION B (ANSWER ON A SEPARATE ANSWER BOOKLET)**

**QUESTION THREE**

i). Draw an isoquant that shows relatively little substitution between two factor inputs and one that shows relatively large substitution. Let the vertical axis represent Doctors and let the horizontal axis represent Nurses. How does the elasticity of substitution compare between the two graphs?

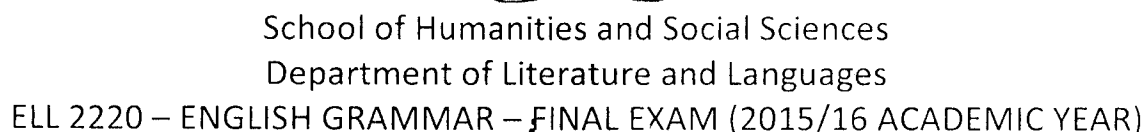ii). Suppose a firm has the production technology shown below for Goods 1 and 2.

| Good 1 | | Good 2 | | Both | | |
|---|---|---|---|---|---|---|
| $Q_1$ | Cost | $Q_2$ | Cost | $Q_1$ | $Q_2$ | Cost |
| 10 | 50 | 10 | 60 | 10 | 10 | 100 |
| 20 | 100 | 20 | 100 | 20 | 20 | 180 |
| 30 | 150 | 30 | 130 | 30 | 30 | 250 |

    a) Does Good 1 indicate economies of scale? Why?
    b) Does Good 2 indicate economies of scale? Why?
    c) Do the two goods indicate economies of scope? Why?

iii). What is the economic rationale for government intervention in healthcare markets?

iv). Use a diagram to show the effect of a subsidy on a positive externality in a health care market. Assume a perfectly elastic supply curve. Ensure to comment on the distribution of benefits from the subsidy.

**QUESTION FOUR**

i). What is the rationale for economic evaluation?
ii). Consider a project that costs K10, 000 today. It will provide benefits of K4, 000 at the end of Year 1 K 3,500 at the end of Year 2, and K3, 500 at the end of Year 3.
    a) If the discount rate is 6 percent, will this project be approved using cost-benefit analysis?
    b) Would your answer change if the discount rate is 4 percent?
iii). What is health care financing?
iv). Compare and contrast the implications of OOPs and private health insurance as modes of financing the health care system.

**END OF FINAL EXAMINATION**

School of Humanities and Social Sciences
Department of Literature and Languages
ELL 2220 – ENGLISH GRAMMAR – FINAL EXAM (2015/16 ACADEMIC YEAR)

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

**INSTRUCTIONS:**

1. THERE ARE TWO SECTIONS - A AND B. ANSWER EACH SECTION IN A SEPARATE ANSWER BOOKLET.

2. ANSWER ALL QUESTIONS IN SECTION A.

3. FOR SECTION B, ANSWER ONE QUESTION UNDER MORPHOLOGY AND ONE QUESTION UNDER SYNTAX.

## SECTION A – PHONETICS AND PHONOLOGY [50 MARKS]

1. Describe the sounds represented by the underlined graphemes below:
   a. judges            d. yet                                    **[5 marks]**
   b. sure              e. pin
   c. king

2. Draw a trapezium and indicate the English monophthongs            **[5 Marks]**

3. Transcribe the following words:                                    **[10 Marks]**
   a. fundamental       d. strengths
   b. eat               e. sheep
   c. farm

4. Distinguish between:                                               **[10 Marks]**
   a. active and passive articulators
   b. glottalic airstream mechanism and a pharyngeal airstream mechanism
   c. stress and tone
   d. phoneme and allophone
   e. acoustic and auditory phonetics

5. Write brief notes on formalisation.                               **[5 Marks]**

6. Briefly comment on the following:                                 **[10 Marks]**
   a. levelling

b. minimal pair
  c. complementary distribution
    d. feature phonology

7. Draw a tree diagram illustrating the syllable pattern for each of the given words:

[5 Marks]

    a. far
    b. window

## SECTION B – MORPHOLOGY AND SYNTAX [50 MARKS]

### MORPHOLOGY [25 MARKS]

8.  How is derivational morphology different from inflectional morphology?
9.  Write brief notes on any four word formation processes and give two examples of each.
10. Discuss the different types of morphs and give two examples of each.
11. Explain any four of the morphophonological rules and give two examples of each.

### SYNTAX [25 MARKS]

12. With examples, discuss the different verbs and illustrate their usage in sentences.

13. How has the descriptive and prescriptive grammarians contributed to the development of language study?

14. Explain 5 theta roles and illustrate their use in sentences.

15. With examples, discuss the structural classification of sentences.

## END OF THE EXAM

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## 2015-2016 ACADEMIC YEAR FINAL EXAMINATION
### ELL 3210/3220/3230

## ADVANCED ENGLISH GRAMMAR

**Time: Three (3) hours**
**Instructions:** 1. Answer FOUR Questions, ONE (1) from each Section
      2. Each answer carries equal weight
      3. Appropriate EXAMPLES will receive credit

### Section A  SEMANTICS

1. What do we unconsciously know about semantic meaning?
2. Compare the "structuralist" and "componentialist" accounts of lexical relations. Are they complementary?
3. Distinguish sense from reference, and illustrate the different ways in which we refer in English.

### Section B  PRAGMATICS

4. How does conversational implicature derive from the ways in which we co-operate in a conversation? Describe and exemplify the main types of implicature.
5. "Politeness is a matter of using language to indicate the most appropriate speaker-addressee relationship" Discuss and illustrate this definition.
6. How do Speech Acts illustrate the assertion that speakers (and writers) can mean considerably more than their words say?

### Section C  ENGLISH DISCOURSE ANALYSIS

7. Explain how you would apply the concept of *thematic progression* to the teaching of a specific topic in **Composition** to a specified grade at either High School or Basic School level in Zambia.

8. Construct appropriate sentences to illustrate each of the cohesive ties given below. **Do not reproduce any of the sentences used in the lecture notes.**

   a.  Conjunction:  Additive, Adversative, Causal
   b.  Ellipsis:  Nominal, Verbal, Clausal
   c.  Substitution:  Nominal, Verbal, Clausal
   d.  Reference:  Personal, Demonstrative, Comparative

### Section D  SYNTAX

9. With examples, discuss the different types of verb and illustrate their usage in sentences.
10. Explain 5 theta roles and illustrate their use in sentences.
11. With examples, discuss the structural classification of sentences.

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

## 2015-2016 ACADEMIC YEAR FINAL EXAMINATION

## ELL 4320 THE HISTORY AND VARIABILITY OF ENGLISH

**Time: Three (3) hours**

**Instructions:** 1. Answer FOUR questions
2. Each answer carries weight
3. Appropriate EXAMPLES will receive credit

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1. What are the grammatical and lexical characteristics of Old English which cause difficulties for us today?

2. How was English affected by the changing states of French in the Middle English period?

3. What were the reasons for the slow emergence of the idea of a Standard English in the fifteenth and sixteenth centuries?

4. What effects did the introduction of printing in the fifteenth century have on the language?

5. What factors in the sixteenth century contributed to change and development in the language, and what were their effects?

6. Why did sixteenth century commentators on the language such as Hart and Puttenham argue about English, and what does this tell us about their attitudes to the language?

7. What were the consequences for the language of the development of the prescriptivist tradition in the eighteenth century, as exemplified by Swift and Johnson?

8. In the nineteenth century, correct 'grammar' was considered by many commentators as an integral part of the class structure of England. Comment on this view.
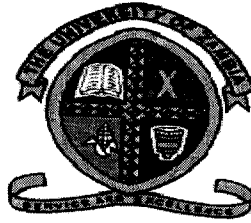
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# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF LITERATURE AND LANGUAGES

FINAL EXAMINATIONS 2015/2016

FRE 1130 – FRENCH FOR BEGINNERS

DURATION: 3 HOURS

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN THE ANSWER BOOKLET PROVIDED

# SECTION A. GRAMMAIRE

1. **Mettez les adjectifs suivants au féminin**
   a. Menteur
   b. Calculateur
   c. Fou
   d. Frais
   e. Blanc
   f. Gentil
   g. Sportif
   h. Gros

2. **Mettez les phrases suivantes au féminin pluriel**
   a. Ce petit garçon est intelligent.
   b. Le frère de Paul est sérieux, sage et intelligent.
   c. Cet homme est très beau.
   d. Mon cousin est vendeur à kitwe.

3. **Mettez au pluriel I les expressions suivantes.**
   a. Un couteau pointu.
   b. Un œil noir.
   c. L'animal dangereux.
   d. Un cours intéressant.

4. **Complétez les phrases avec : un ou une, il est, elle est ou c'est si nécessaire.**
   a. Robert est........photographe.
   b. ...........un très grand photographe.
   c. Marie est infirmière ....... notre infirmière.
   d. Patricia est........chanteuse,..........une chanteuse très intéressante.

5. **Conjuguez les verbes soulignés aux temps indiqués entre parenthèses ( ).**
   a. Les étudiants faire (imparfait) bien leur travail.
   b. Je jeter (présent) très loin ces bouteilles cassées.
   c. A Noël, nous manger (présent) du poulet
   d. Antoine enseigner (futur) le Français.

# SECTION B : LANGUAGE DRILS

1. **Mettez ces phrases à la forme négative**
   a. Les étudiants vont toujours en ville le week-end.
   b. Il y a quelqu'un à la maison.
   c. Tu vas trouver quelque chose au frigo.
   d. Les étudiants ont déjà visité Livingstone.

2. **Complétez les phrases avec : ne..pas, ne..que, sans..ni, ni..ni**
   a. Vous pouvez manger ce pain .....beurre.....confiture.
   b. Ma sœur .......a.......beaucoup d'enfants.
   c. Sakala ne voit......son uniforme.......ses souliers.
   d. Saydou est très pauvre, il .....possède......une petite maison.

3. **Complétez avec : pendant, en, depuis, il y a**
   a. Bernard a terminé le travail.......vingt minutes.
   b. Jean Pierre travaille bien .......qu'il est arrivé ici.
   c. .......exactement deux ans qu'il est né.

6. What is the similarity and difference between derivation and compounding in grammar? Exemplify..

*(10 marks)*

7. What is the similarity and difference between derivation and compounding?

*(10 marks)*

8. Explain what is meant by concatenative morphology and nonconcatenative morphology. Show that a similar distinction is made in phonology.

*(10 marks)*

9. The syntax of a language has various units, or constituents, that are organized into a hierarchy. Discuss.

*(10 marks)*

10. Explain and exemplify the distinction between discourse functions and grammatical functions.

*(10 marks)*

11. Name and exemplify any ten (10) different adverbial functions.

*(10 marks)*

12. Name and exemplify any five (5) units realizing adverbial functions.

*(10 marks)*

13. Briefly show the importance of (a) Ferdinand de Saussure and 9b0 Noam Chomsky in the history of linguistics.

*(10 marks)*

14. (a) Some 'parts of speech' are not universal. Exemplify.
    (b) Some sentences are verbless. Discuss and exemplify.

*(10 marks)*

15. Government-Binding theory (GB) is a theory made of theories and principles.. Write, in not more than two (2) pages, an essay on this.

*(10 marks)*

16. Compare and contrast the concept of transformation in syntax in Chomsky's Standard Theory and Government-Binding theory (GB).

*(10 marks)*

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*E N D*

FRE 2110      : FRENCH LANGUAGE II PAPER 1
TIME            : 3 HOURS
INSTRUCTIONS  :
         - NO DICTIONARIES ARE ALLOWED
         - ANSWER ALL QUESTIONS IN THE ANSWER BOOKLET
           PROVIDED

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## SECTION A: LA GRAMMAIRE

1. **Répondez aux questions en remplaçant la partie soulignée par un pronom.**
   a) Paul et Jean habitent -ils chez leur oncle ?
   Non, ils..................................................................................
   b) Vous irez au marché cet après-midi ?
   Oui, nous................................................................................
   c) Vous cherchez des enfants ?
   Oui, nous................................................................................
   d) Est-ce que vos amis sont rentrés de la ville ?
   Non, ils..................................................................................
   e) Il peut travailler à l'hôpital ?
   Non, il....................................................................................
   f) Elles ont deux maisons ?
   Oui, elles................................................................................
   g) Tu parles à Mlle BANDA ?
   Non, je...................................................................................

h) Est- ce que le professeur t'a donné son numéro de téléphone ?
Oui,
il..........................................................................................................................
i) Connaissez- vous ces jolies filles ?
Non, je...........................................................................................
j) Tu m'entends très bien ?
Non, je...........................................................................................

## 2. Copiez et mettez ces phrases au discours indirect

1. Paul a dit, « Ma mère peut conduire une voiture. »

2. Janine demande à son amie : « Pourquoi tu ne manges pas de poisson ? »

3. L'enfant crie à son père : « Achète-moi ce vélo ! »

4. «Quelle heure est-il, maintenant ?» a demandé Mike.

5. « Est-ce que Odilia parle bien le chinois ? » demande Aliness à Silumesi.

6. Clarisse m'a dit : "J 'ai vu ton oncle en ville hier. »

7. Les étudiants se disent : « Nous réussirons bien ã cet examen. »

8. José demande à Lulu : « Tu veux un morceau de mon gâteau ? »

9. « Comment s'appelle ta tante ? » a demandé Nicolas à sa copine.

10. Jacques a expliqué aux policiers: « Chingangu a volé un portable la semaine dernière. »

## 3.Mettez ces phrases au temps demandé

Exemple : Tu ( s'amuser, passé composé)

       Tu t'es amusé.

1. Il faut que vous ( venir, subjonctif)
2. J' ( aimer, conditionnel présent)
3. Nous ( pas prendre, imparfait)
4. Tu ( croire, conditionnel passé)
5. Elles ( aller, plus que parfait)
6. Vous ( voir, futur simple)
7. Elle ( pas finir, conditionnel passé)
8. Ils ( se battre, conditionnel présent)
9. Il est nécessaire que je ( faire, subjonctif,)
10. Patrick et Anne ( sortir, plus que parfait)

## SECTION B : LA PHONÉTIQUE

1. Ecrivez un mot avec le son

  a) ə]

b)[ɛ]

c) [ã]
d) [œ]
e) [y]

2. Donnez les quatre caractéristiques des voyelles suivantes:
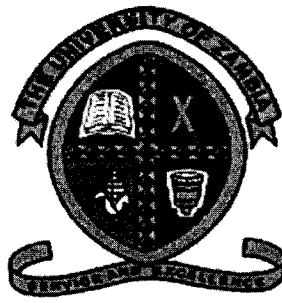a) [ i ]
b) [ e ]
c) [ œ ]
d) [ a)
e) [ ɛ ]
f) [ o]
g) [ u ]
h) [ ɑ ]
i)[ y ]
j) [ ø ]

3. Ecrivez les voyelles nasales françaises et un mot avec chaque voyelle nasale.

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF LITERATURE AND LANGUAGES

### 2015/2016 END OF YEAR FINAL EXAMINATION

FRE 3210                    : FRANCOPHONE LITERATURE II

DURATION                    : THREE HOURS

INSTRUCTIONS          : DICTIONARIES AND BOOKS ARE ALLOWED

-  THIS PAPER COMPRISES TWO PAGES

# SECTION A: LA LITTERATURE AFRICAINE

## A. UNE SI LONGUE LETTRE

**Répondez à toutes les questions**

1. Faites un résumé de l'œuvre de Mariama Bâ. **[10 points]**
2. Dans *Une Si Longue Lettre*, Mariama Bâ montre l'injustice faite à la femme par l'homme. Mais parfois, l'ennemi de la femme, c'est la femme elle-même. Discutez en vous appuyant sur le roman. **[10 points]**

## B. LES BOUTS DE BOIS DE DIEU

**Répondez à toutes les questions**

1. Sembene Ousmane est parfois considéré comme féministe. Partagez-vous cette opinion ? Pourquoi ?
2. Selon Monsieur Dejan, quelles sont les raisons pour lesquelles les employeurs Européens refusent les demandes des cheminots Africains ?
3. En donnants quelques détails, expliquez les conséquences négatives de la grève.

# SECTION B : LA LITTERATURE FRANCAISE : XIXEME SIECLE

## A. Répondez à toutes les questions

1. Ecrivez brièvement (définitions et les auteurs) sur les courants littéraires ci-dessous :

    a) Le Romantisme

    b) Le Symbolisme

    c) Le Réalisme                    **[15 points]**

2. Qu'est-ce que c'est « le spleen » et « l'idéal » chez Baudelaire ?
3. Etudiez le poème « *L'Albatros* » ci-dessous et répondez aux questions.

### L'Albatros

Souvent, pour s'amuser, les hommes d'équipage
Prennent des albatros, vastes oiseaux des mers,
Qui suivent, indolents compagnons de voyage,
Le navire glissant sur les gouffres amers.

A peine les ont-ils déposés sur les planches,
Que ces rois de l'azur, maladroits et honteux,
Laissent piteusement leurs grandes ailes blanches
Comme des avirons traîner à côté d'eux.

Ce voyageur ailé, comme il est gauche et veule !

Lui, naguère si beau, qu'il est comique et laid !
L'un agace son bec avec un brûle-gueule,
L'autre mime, en boitant, l'infirme qui volait !

Le Poète est semblable au prince des nuées
Qui hante la tempête et se rit de l'archer ;
Exilé sur le sol au milieu des huées,
Ses ailes de géant l'empêchent de marcher.

**Questions**

a) Quelle image Baudelaire nous donne-t-il des hommes d'équipage ?  **[5 points]**

b) Quelle image Baudelaire présente-t-il des Albatros en l'air et au sol ? **[5 points]**

c) Identifiez les périphrases que Baudelaire utilise pour souligner la grandeur des albatros. **[5 points]**

d) Pourquoi Baudelaire compare-t-il le poète à l'albatros ? **[5 points]**

## B. MADAME BOVARY

1. Quel rôle joue Léon dans la deuxième partie du roman ? Quel trait de caractère à t-il en commun avec Madame Bovary ?

2. En quoi le bal à la Vaubyessard chez le marquis d'Andervilliers joue-t-il un rôle important pour Emma ?

**FIN DE L'EXAMEN**
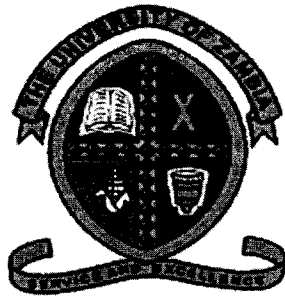
# THE UNIVERSITY OF ZAMBIA

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

**2015/2016 END OF YEAR FINAL EXAMINATION**

**FRE 4210** : ADVANCED STUDIES FRANCOPHONE LITERATURE

**DURATION** : THREE HOURS

**INSTRUCTIONS** : DICTIONARIES AND STUDIED TEXTS ARE ALLOWED

- THIS PAPER COMPRISES ONE PAGE

# SECTION A: LA LITTERATURE AFRICAINE

## A. L'AVENTURE AMBIGUE

1. Etudiez le *modus vivendi* des peuples Diallobé avant la colonisation. **[10 points]**
2. a) Donnez le portrait de la Grande Royale. **[5 points]**
   b) Pourquoi la Grande Royale insiste-t-elle que les Diallobé envoient leurs enfants à l'école nouvelle. **[5 points]**
3. « Si je leur dis d'aller à l'école nouvelle, ils irons en masse… Mais apprenant, ils oublieront aussi. Ce qu'ils apprendront vaut-il ce qu'ils oublieront ? » (p.44). Comment interprétez-vous ces paroles du chef des Diallobé ? **[10 points]**

## B. LES SOLEILS DES INDEPENDANCES

**Répondez à la première question et deux autres questions de votre choix.**

1. À l'aide des exemples précis du roman *Les Soleils des Indépendances*, expliquez l'idée suivante : « Tout au long du récit, le protagoniste est nourrit le sentiment d'avoir été dépossédé de ses privilèges. »
2. Quel personnage vous impressionne le plus et pourquoi ?
3. Que pensez-vous du style utilise par Ahmadou Kourouma dans son roman *Les Soleils des Indépendances*?
4. En vous basant sur la culture Africaine, discutez la perception de la société Malinké vis-à-vis de Salimata.

# SECTION B : LA LITTERATURE FRANCAISE DU XXEME SIECLE

## A. Répondez à toutes les questions
1. Ecrivez sur quatre courants littéraires qui dominent le XXème siècle. **[20 points]**
2. Dans *En Attendant Godot*, Samuel Beckett montre l'absurdité de l'existence humaine à travers les deux personnages principaux, Estragon et Vladimir. Discutez. **[10 points]**

## B. LES MAINS SALES

**Dites si c'est <u>Vrai</u> ou <u>Faux</u>.**

1. Sartre est un philosophe du 19$^e$ siècle.
2. Sartre est un représentant de l'existentialisme Chrétien.
3. Dans l'existentialisme athée, l'homme est le seul à décider ce qu'il fera de sa vie.

**Répondez aux questions suivantes :**

1. Expliquez le célèbre principe de Sartre : « l'existence précède l'essence. »
2. Quel est le lien entre le pouvoir, la politique, et les relations amoureuses dans cette pièce ? Est Jessica est amoureuse de Hoederer, d'Hugo, ou des deux ? Justifiez votre réponse.
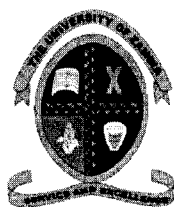
THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2016 FINAL EXAMINATIONS

FRENCH 4310 : ADVANCED TRANSALATION FROM

FRENCH TO ENGLISH AND ENGLISH TO

FRENCH

DURATION: 3 HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS. YOU ARE
ALLOWED TO USE A BILINGUAL
DICTIONARY.
DO NOT OPEN THE QUESTION PAPER
UNTIL YOU ARE TOLD TO DO SO BY
THE SUPERVISOR.

## Section A : Théorie de la traduction

Répondez à toutes les questions :

1. (a) Citez au moins trois étapes dans la traduction qui se fonde sur **la théorie interprétative.**

    Quel est le principe directeur de la théorie interprétative de la traduction ?

    **[20 points]**

    (b) Citez et expliquez au moins deux types de traduction. Précisez leurs caractéristiques

    **[10 points]**

2. (a) Citez au moins deux qualités essentielles d'un « bon traducteur » en termes des connaissances qu'il doit posséder.

    **[10 points]**

    (b) Quelle est la différence entre **la traduction** et **l'interprétation** ? Laquelle des deux vous semble plus facile ? Justifiez votre réponse de manière logique.

    **[10 points]**

    (c) Que signifie l'expression **« interprétation simultanée »** comment se prépare-t-on-pour une interprétation simultanée ?

    **[10 point]**

## Section B : Pratique de la traduction

### 1. Texte A

**Les effets de l'absence de discipline**

**Traduisez le texte ci-dessous du français à l'anglais :**

Supposez qu'il prenne fantaisie, à un enfant de trois ans, de descendre du trottoir et d'aller sur la chaussée. Si l'on doit normalement attendre à ce qu'il coure dans la direction opposée lorsque vous lui ordonnez de revenir, que devez-vous faire alors ?

« L'entourer d'objets intéressants » comme les psychologues le conseillent ? Comment ? Y a-t-il assez de temps pour cela ?

Vous contentez-vous d'accepter les idées déjà citées selon lesquelles l'enfant ne peut tout simplement pas attendre un peu et obéit rarement aux ordres verbaux ? Il ne vous reste plus alors qu'à vous résigner à sa mort à plus ou moins longue échéance !

Les mêmes auteurs poursuivent « deux ans et demi est un âge où l'on éprouve des émotions violentes. Il ne faut pas oublier qu'il y a peu de degrés ou de nuances dans la vie émotive d'un enfant de cet âge… si vous faites la somme de toutes ces caractéristiques, vous avez un enfant auquel il n'est pas facile d'avoir affaire. Il se peut qu'un tel enfant soit vigoureux, énergétique et enthousiaste ; mais ce n'est pas un personnage facile à avoir dans un foyer. Les mamans constateront qu'une grande patience, une compréhension réelle des difficultés que l'on éprouve à cet

âge et le fait d'être disposé à avoir recours à d'innombrables techniques pour triompher des raidissements, leur permettront de surmonter et de dépasser cette période jusqu'à ce que l'enfant de cet âge difficile ait atteint ses trois ans ».

C'est ainsi que l'on assure a des parents crédules que ces caractéristiques d'un enfant de deux ans et demi sont normales. Il n'y a rien qu'ils puissent *faire* : c'est « tout simplement comme ça »

Que devrait-on donc faire lorsqu'un enfant avancera vers le « stade de quatre ans », durant lequel il aimera frapper, mordre, jeter les pierres, casser des jouets et se sauver ? D'après ce qu'assurent les psychologues, l'on doit normalement s'attendre a ce que l'enfant de quatre ans fasse ces choses, *tout simplement* parce qu'il a cet âge là. Il ne se laissera pas intimider par les menaces physiques, et il ne craindra pas les promesses de châtiment ; il fera plutôt preuve d'un esprit de défi et, comme on dit, il «crânera».

**Tiré de « *L'éducation des enfants* », par *Garner Ted Armstrong*.**

**[20 points]**

## 2. Texte B

**Traduisez le texte ci-dessous de l'anglais au français**

**THE BOY AND THE STRANGE ANIMAL**

There were many people to tell that boy what to do. There was his mother and his father, his grandmother and his older brother. And there was also an aunt, who was always saying: 'do this. Do that.' Everyday this aunt would shout at him, and make a great noise that would frighten the birds.

The boy did not like his aunt. Sometimes he thought that he might do to some man to buy medicine to put into her food to make her quiet, but of course he never did

this. In spite of all his aunt's shouting and ordering about, the boy always obeyed her, as his father said he must.

'She has nothing to do but shout at you,' the boy's father explained. 'it keeps her happy.'

'When I am a big man I'll come and shout in her ear,' the boy said. It was good to think about that.

There was a place that the aunt knew where a lot of fruit grew, it was a place which was quite far away, and the boy did not like going there. Near this place there were caves and the boy had heard that a strange animal lived in these caves. One of his friends has seen this strange animal and had warned people about going near that place.

**Source** *: « De la Grammaire pour Traduire » par Delphine Chartier*

**[20 points]**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF GENDER STUDIES

FINAL EXAMINATIONS - 2015 ACADEMIC YEAR - GDS 1110 (Introduction to Gender Studies)

)

TIME:                    THREE (3) HOURS

INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER. <u>ANSWER A TOTAL OF THREE (3)</u> <u>QUESTIONS</u>; <u>1 QUESTION FROM EACH SECTION</u>. **QUESTION 1 IS COMPULSORY** AND THEN CHOOSE ONE (1) QUESTION FROM SECTION B, AND 1 QUESTION FROM SECTION C.

<u>SECTION A:</u>   <u>(20 marks)</u>    <u>YOU MUST ANSWER THIS SECTION</u>

1.  The passage below is a conversation between a woman and her husband. Read it very carefully and then answer the questions that follow:

| | |
|---|---|
| **Husband:** | *Do you want to fight me! Man to man?* |
| **Wife:** | *No; woman to man* |
| **Husband:** | *Man against woman? Do you think that is fair?* |
| **Wife:** | *Fair to whom?* |
| **Man:** | *I am sorry, I can't fight you!* |
| **Woman:** | *Can't do what? You beat me before when I was defenseless? Didn't you?* |
| **Man:** | *What if you beat me and I die?* |
| **Woman:** | *Self-defense is not murder.* |
| **Man:** | *I don't think you have the courage to fight me!* |
| **Woman:** | *Come on and we will see* |

In the context of the conversation above and using your knowledge of gender and social power and how it affects women and men differently, write brief notes in response to the following questions. Marks will be awarded for detailed and extensive explanation.

a) What is social power and how does it affect women and men differently? **(4 marks)**

b) Explain why you think the husband referred to the fight with his wife as a 'man to man' **AND** what message was his wife trying to put across when she argued that she wanted to fight him 'woman to man'? **(4 marks)**

c) In your opinion, what are the reasons women are described as being 'defenseless' when they experience gender based violence? **(4 marks)**

d) Explain the gender stereotypic behaviours that are being portrayed by the husband's reluctance to fight his wife and his argument that fighting her would be unfair? **(4 marks)**

e) When the wife asks her husband; 'fair to whom?' what does this remind you about empowerment and its effect on women? **(4 marks)**


## SECTION B: (15 marks) CHOOSE ONLY ONE QUESTION FROM THIS SECTION

2. Discuss the beliefs of the 13<sup>th</sup> century thinker, Aquinas and show how his beliefs about women can be seen in the experiences of girls in early child marriages in Zambia. **(15 marks)**

3. What is the *Social Learning Theory* and how does it explain the development of gendered behaviours? **(15 marks)**


## SECTION C: (15 marks) CHOOSE ONLY ONE QUESTION FROM THIS SECTION

4. While it is usual for the sex ratio to be even (equal) for females and males at birth; it may change to feminine and then to masculine, and finally to feminine again. What do you think are the explanations for these changes? Explain 3 practices that led to a continuously high masculine sex ratio in India throughout 20<sup>th</sup> century. **(15 marks)**

5. What is the misogyny and show how women were affected during the 15<sup>th</sup> century Inquisition? **(15 marks)**

**END OF EXAM**

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


FINAL EXAMINATIONS - 2015 ACADEMIC YEAR

GDS 2120 (Theories in Gender Studies)

TIME:             THREE (3) HOURS

INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER. ANSWER A TOTAL OF THREE (3) QUESTIONS. ANSWER QUESTION 1, WHICH IS COMPULSORY AND THEN ANSWER ONE QUESTION FROM SECTION B AND ONE QUESTION FROM SECTION C.


SECTION A:   YOU MUST ANSWER THIS SECTION

1. "If women participate more in decision-making, they would be able to fight for other causes". Discuss this statement in the light of gender equality and gender equity; considering the similarities, differences, roles, needs, priorities, constraints, and aspirations of women and men.


SECTION B:   ANSWER ONLY ONE QUESTION FROM THIS SECTION

2. Evaluate how feminism has contributed to the current state of women in both the private and public sphere in Zambia today.

3. Explain the three waves of Feminism; clearly stating the focus and details of the gender issues that each wave aimed to address and the current situation of women and men in Zambia


SECTION C:   ANSWER ONLY ONE QUESTION FROM THIS SECTION

4. Giving appropriate illustrations, show how the life of women during the ancient and middle ages reflect misogyny?

5. Analyse Plato's views on the status of women in a just state.

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

## DEPARTMENT OF GENDER STUDIES

## GDS 2224: RESEARCH METHODS IN GENDER STUDIES

### EXAM        30<sup>TH</sup> SEPTEMBER 2016

**INSTRUCTIONS:**
ANSWER *ALL QUESTIONS* FROM **SECTION A** AND **SECTION B.**

TIME: **THREE (3) HOURS**                            **14 HOURS – 17 HOURS**

**SECTION A:** Answer **all Questions**. This section carries 60 %

1. Briefly state any three (3) criteria for feminist research. **(6 Marks)**

2. Briefly state what feminists seek to research: give three (3) points **(6 Marks)**

3. Briefly explain the pressures faced in doing feminist research: give three (3) points **(6 Marks)**

4. Briefly state the difference between the following:

    i.   Variable and Concept  **(2 Marks)**

    ii.  Paradigms and Hypotheses **(2 Marks)**

    iii.   Confounding variables and Antecedent variables **(2 Marks)**

    iv.  Main objectives and Specific objectives **(2 Marks)**

5. State the four (4) possible pitfalls in questionnaire construction **(4 Marks)**

6. Give five (5) reasons why research objectives should be developed. **(5 Marks)**

7. Briefly, outline the three (3) characteristics of research? **(3 Marks)**

8. With examples, briefly state the difference between Pure/Basic research and Applied research. **(3 Marks)**

9. Outline any three (3) abuses of research? **(3 Marks)**

10. Briefly state the solutions to the abuses of research: give three (3) points **(6 Marks)**

11. State any four (4) common sources of knowledge. **(4 Marks)**

12. State the four (4) factors that influence the choice of the research problems (Topics) **(4 Marks)**

13. What are the three (3) characteristics of the scientific method? **(3 Marks)**

14. Briefly state the importance of Literature review: give three (3) points **(3 Marks)**

15. Literature review consists of two aspects: "Review of theory (theoretical framework)" and "Review of empirical research". Briefly state the difference between Review of theory and Review of empirical research. **( 4 Marks)**

16. The research process is similar to undertaking a journey. For a research journey there are two important decisions to make - What are those two (2) important decisions? **(3 Marks)**

**SECTION B:** Answer **all Questions**. This section carries 40 %

1. Outline the eight (8) steps in the Research process and explain briefly each step **(24 Marks)**

2. Briefly explain the steps/stages in questionnaire construction **(16 Marks)**

# Good Luck and Success!!

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF GENDER STUDIES

### *END OF 2015/2016 ACADEMIC YEAR EXAMINATIONS*

### GDS 3130: Gender and Food Security

DATE: 23/09/2016                                                    TIME: 09:00-12:00 hrs

**INSTRUCTIONS:** Answer **four** questions only; time **three** hours

1.    Discuss the differences and similarities between Environmental Determinism and Technological Determinism theses in explaining the causes of household food insecurity in African Countries?

2.    In Southern African Development Community (SADC), identify and discuss the constraints to attainment of food security which female farmers face and suggest solutions for achieving household food security among this category of farmers?

4.    Outline in detail factors that lead to food insecurity in African Countries?

5.    Discuss marital power relations and how they can lead to household food insecurity on one hand and household food security on the other hand?

6.    With practical examples, discuss the pre conditions to successful bargaining power among household members on issues of food security?

7.    In what ways are female headed household in urban areas more vulnerable to food insecurity than male headed households in the same areas?

8.    Discuss how gender issues should be mainstreamed in food security in regard to the following: availability, accessibility and utilization?

9.    Discuss any three food security agencies that you know; outlining in detail the challenges that these agencies face in the provision of food security?

10.    In Post Colonial Zambia, discuss the causes of food insecurity among urban male and female headed households? Suggest solutions to the problems identified?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARMENT OF GENDER STUDIES

FINAL EXAMINATIONS – 2015 ACADEMIC YEAR

GDS 9230: (GENDER AND DEVEVELOPMENT: THEORY AND PRACTICE)


TIME: THREE (3) HOURS.

INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER.  ANSWER THREE QUESTIONS; ONE (1) QUESTION FROM EACH SECTION.  **SECTION A IS COMPULSORY.**


SECTION A:   YOU MUST ANSWER THIS SECTION

1) Explain the key arguments advanced by Modernisation and Dependency Theories with regard to the problem of underdevelopment in less Developed Countries (LDS). Thereafter, identify the key theorists that made major theoretical contributions and describe the strengths and weakness of the theories they developed.     **(30 marks)**


SECTION B:   ANSWER ONLY ONE QUESTION FROM THIS SECTION

2) There is concern about gender differences in the context of climate change and the power relations relating to females and males. State why women are more vulnerable to the negative effects of climate change.     **(20 marks)**

3) In the context of the statement that "poverty is said to have a woman's face"; discuss the relationship between poverty and gender.                    **(20 marks)**


SECTION C:   ANSWER ONLY ONE QUESTION FROM THIS SECTION

4) Define the concept of governance and explain what constitutes good governance. To what extent can good governance be advanced by the integration of women into the mainstream development practices?            **(20 marks)**

5) With practical examples, explain the following approaches to gender studies
   a) WID  approach
   b) WAD  approach
   c) GAD  approach

   **(20 marks)**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GENDER STUDIES
GDS 9330 - GENDER AND LAW
2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

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## INSTRUCTIONS TO STUDENTS

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1.   QUESTION ONE (1) IS **COMPULSORY** AND MUST BE ANSWERED BY ALL STUDENTS.

2.   ANSWER ONE (1) QUESTION FROM SECTION B AND ONE (1) QUESTION FROM SECTION C.

3.   THE DURATION OF THE EXAMINATION IS THREE (3) HOURS WITHIN WHICH STUDENTS ARE EXPECTED TO ANSWER THREE (3) QUESTIONS.

4.   DO NOT BRING ANY REFERENCE BOOK OR NOTES IN THE EXAMINATION ROOM.

## SECTION A: COMPULSORY QUESTION

QUESTION ONE – (40 MARKS)

The causes of Child Marriages range from poverty where child marriage is seen primarily as arising from high poverty levels experienced by most families, poverty forces families to marry their daughters at a young age as a way of improving the economic status of the family. Poverty is also believed to compel girls, particularly orphans, to get married with a hope of leading a better life. Discuss in relation to Zambia:

(a)   Factors that contribute to child marriages

(b)   Relevant national laws that affect child marriages

## SECTION B: ANSWER ONLY ONE (1) QUESTION FROM THIS SECTION

QUESTION TWO – (30 MARKS)

In 1999, the Committee on the status of Women adopted an Optional Protocol to CEDAW. The Protocol establishes two complaints procedures. Name these two procedures and how they work.

1

QUESTION THREE – (30 MARKS)

The Zambian Land Act contains some provisions that can facilitate women's access to land. Some of these include the conversion of customary land tenure to leasehold tenure where anyone can obtain title deed to land under customary tenure system provided he/she follow the stipulated procedure.

Discuss this procedure.

**SECTION C: ANSWER ONLY ONE (1) QUESTION FROM THIS SECTION**

QUESTION FOUR – (30 MARKS)

The outcome that governments have to work towards under CEDAW is to ensure that women enjoy and are able to exercise all human rights and fundamental freedoms in the political, economic, civil, social, cultural and any other sphere on the basis of equality with men. This means there must be both *de jure* and *de facto* equality of rights and opportunities for women.

Discuss the above two obligations (that is *de jure equality* and *de facto equality*) giving practical examples.

QUESTION FIVE – (30 MARKS)

Gloria and Richard have been married for six (06) years under statute law, together they have two children aged five and two respectively. They are having marital challenges. Gloria comes to you privately seeking for help knowing that you did Gender and Law at University. She tells you that her marriage with Richard has broken down irretrievably and both want to end it. However, Gloria feels she may have a raw deal in the process. She wants you to explain her rights in this whole thing.

END OF EXAMINATION

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF GENDER STUDIES

COURSE: GENDER ISSUES IN EDUCATION, POLICY AND CURRICULUM DEVELOPMENT (GDS: 9430)

**Read the instructions carefully:**                    **Duration: THREE HOURS**

SECTION A: COMPULSORY QUESTION - 20 MARKS

1. Women's empowerment is on the international development agenda. Education is often touted as a way to promote women's empowerment. Previous research suggests that women's education is strongly associated with desirable social outcomes, or to borrow a phrase from Robinson-Pant, 'women's education is a 'good thing'' (2004, 474). How can women's education be linked to women's empowerment? Discuss in three outlined areas of development as follows: Political, Social and Economical.

## SECTION B: Answer all questions
Briefly explain the following (5 marks each)
   1) How would you combat gender stereotyping in career choices among high school girls and boys.
   2) How does hidden Curriculum perpetuate discrimination between girls and boys in schools?
   3) What is feminization of poverty?
   4) How is education linked to development?

## SECTION C: Answer 2 questions from this section (10 marks)

   1) In which way do educational outcomes affect management of health matters among households?

   2) What are the strategies to institute positive change in planning and management of education systems and increase the participation of women?

   3) Africans have had their own forms of Education! In detail out line and discuss their dimensions of impacting knowledge to the younger generations.

4) Derrick H. (2007) argues that the coming of Western Education to African Societies bought about inequality between boys and girls in the way they attain their education. Discuss.

5) The issue of attendance, retention and progression of students through different educational levels indicate more success and participation at compulsory levels of education, what gender based challenges are faced at non compulsory levels of education?

6) Education can either reinforce gender inequalities in society or it can challenge and mitigate them, with the above statement how can Curriculum Development act as a catalyst to achieve the above?

7) Guidance and Counseling is a key factor to empowering students at different levels of educational attainments at any learning Institution, what are the challenges faced by Guidance and Counseling departments in Zambian Schools?

GOD BLESS YOU

UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – SEPTEMBER 2016

H 435

HISTORY OF THE UNITED STATES OF AMERICA


TIME:           THREE HOURS

INSTRUCTIONS:   ANSWER THREE QUESTIONS. CHOOSE ONE QUESTION FROM EACH SECTION

## SECTION A

1.  Critically discuss the view that considers the United States of America as a product of the Modern Era in Europe.

2.  Account for the American colonies rebellion against England in the 18$^{th}$ century.

3.  What were the social, economic and political causes of the American Civil War?

4.  What were the different phases of 'Reconstruction'? Why is it an important theme in American history?

## SECTION B

5.  How did the American Civil War contribute to the rapid industrialization of the United States of America in the last half of the 19$^{th}$ century?

6.  Critically examine the probable causes of the Great Depression of 1929. What measures did the American government take in an attempt to deal with its effects?

7.  Why did the United States of America join the Second World War? What were the social, economic and political effects on America society?

8.  Examine the nature, successes and limitations of the American Civil Rights Movement between 1945 and 1970.

## SECTION C

9.  What caused the crisis of confidence in the United States of America in the 1970s?

10. What has been the nature and effects of America's foreign policy towards Africa since the end of then Cold War?

11. Examine the consequences of the collapse of the former Soviet Union in the late 1980s on America's foreign policy up to today.

12. Critically discuss the impact the existence of the United States of America as the world's only super power has had on global peace and security. (Discuss your answer on the basis of specific examples).

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES

## UNIVERSITY OF ZAMBIA EXAMINATIONS SEPTEMBER 2016

## HIS 1110: INTRODUCTION TO THE STUDY OF HISTORY

### *FULL TIME/PARALLEL STUDENTS*

**TIME:** THREE (3) HOURS **FRIDAY 23ᴿᴰ SEPTEMBER 2016   9:00 – 12:00**

**INSTRUCTIONS:**

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

5. *DO NOT WRITE YOUR NAME ON ANY ANSWER SHEET*

**CANDIDATE'S COMPUTER NUMBER:**............................................................

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

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

1. The branch of History that promotes maintenance of cultural values and existing institutions is generally referred to as................................

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

2. What reading resources are kept in the Serials Section of the University of Zambia library?

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

1

3. Reporters Larry Monze and Claudia Nombuso photographed the scene of the Chambishi Explosion that killed 51 workers on 20th April 2005. Today these pictures can be referred to as.....................................sources of history.

4. Where in Zambia are colonial records left by District Commissioners, colonial travelers and other colonial officials kept for researchers to consult?

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5. What do we call a person who writes and publishes life histories of other people?

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6. What is the difference between an edited book and a journal?

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7. What is the other name for Marxist History?

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8. Prepare an endnote reference of a **journal article** published in 2016.

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9. What do we call the University of Zambia Library where dictionaries, encyclopedias and atlases are kept for easy reference by researchers?

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10. Phiri Trump, <u>Democratic Transition in Zambia, 1964-2016</u>, PhD Thesis, University of Zambia (2016) pp.11-12.

i. What is the surname of the author of this document?

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

ii State the **two mistakes** in the citation above

(a) ........................................................................

(b) ........................................................................

(c) Why does the above citation not have town of publication and publisher?................................................ ...............................

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11. Magdalene Simoloka, 'The Impact of Xenophobia on Nation Building in Zambia', in Kabwe Munyama (ed.) *Democracy in Zambia* (Lusaka: UNZA Press, 2016) p.12.

Rearrange the above citation into a **correct** Endnote:

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12. Identify the **three mistakes** in the following citation:

Samalesu Peter, **Bee-keeping in Kabompo District** (Ndola: 2015, Mission Press,), pp.100.

i. .............................................................................................

ii. .............................................................................................

iii. .............................................................................................

13. What is the main difference between **an oral interview** and **a questionnaire**?

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14. Write the letters **NAZ** in full ..................................................

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15. What is the difference between **Ethnocentrism** and **Afrocentrism**?

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

**INSTRUCTIONS:**

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

1. What does the term *archival sources of history* mean? How important are *archival sources* to a researcher in History?

2. Define the term **Ethnocentrism** and explain, **with specific examples** why it should be avoided in Zambia's national politics.

3. Explain what you understand by the term **Liberal** History, and then discuss the main weaknesses that Liberal historians found in **Conservative** History.

4. What historical link can you establish between modern globalization and the voyages of discovery of the 16th century?

5. What role did the environment play in the development of the ancient African empire of Egypt?

6. We cannot safely say that the African slave trade was abolished because of humanitarian reasons alone. Discuss.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES

END OF ACADEMIC YEAR EXAMINATIONS, SEPTEMBER 2016

HIS 2310: SURVEY OF AFRICAN HISTORY FROM THE 18$^{TH}$ CENTURY TO THE PRESENT

DURATION: THREE (3) HOURS

INSTRUCTIONS:   1. ANSWER THREE (3) QUESTIONS ONLY
                2. ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION

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## SECTION A

1. Compare and contrast the major political, social and economic structures of centralised and decentralised societies in pre-colonial Africa.

2. Though the importance of African traditional religion in influencing natural resources conservation cannot be disputed, it is also critical to recognise that religion was not the sole determinant of conservation outcomes in pre-colonial Africa." Discuss.

3. While women's involvement in (a) decision-making processes, their (b) participation in rituals for the good of the community and (c) strong presence in the economy aided women's influence and visibility in Iyede society of pre-colonial Nigeria, (a) circumcision and (b) widowhood worked in favour of their oppression."
   Do you agree?

4. "The major weakness of the argument that the Mfecane was a 'self-generating internal revolution within Nguni-speaking societies' is that it ignores, or covers up, the devastating impact of white penetration into South Africa."
   Evaluate this statement in light of the Cobbing – Omer-Cooper debate on the concept of the Mfecane.

## SECTION B

1. "The transition from traditional to colonial rule (after Dutch occupation of the Cape in 1652) was, for ordinary Khoikhoi and San people living around what is today known as Cape Town, relatively painless." Do you agree?

2. "Christianity played an important role as a mechanism for secondary resistance, and therefore a counter-movement to colonial occupation, in colonial Malawi." Discuss with particular reference to the Chilembwe uprising of January, 1915.

3. Examine the role played by the state in the development of settler capitalist agriculture in Kenya in the period up to 1945. To what extent were colonial administrators successful in their policy of transforming the colony into "a white man's country?"

4. Compare and contrast the policy of Indirect Rule in British and French colonies.

## SECTION C

1. "Christianity is well-known as a religion of love and forgiveness, but it served the purposes of hatefulness, oppression and violence in South Africa. It became, through Paul Kruger and S. J. du Toit, a weapon in the hands of the politicians and convinced [Afrikaners] that segregation, as enforced by the regime, was God-required and just..." – Jela Dobosova, "Calvinism in the Context of the Afrikaner Nationalist Ideology", *Asian and African Studies* 18, 2 (2009), p. 322.
   Do you agree with the view that Calvinist ideas played a poignant role in the rise and growth of Afrikaner Nationalism?

2. Evaluate, with reference to one African country of your choice, the view that post-colonial African governments "mainly utilised football for a dual purpose; as a tool for nation building and for political propaganda."

3. How decisive, in your view, is ethnicity in post-colonial African electoral politics?

4. "If yesterday I fought you as an enemy, today you have become a friend and ally with the same national interest, loyalty, rights and duties as myself. If yesterday you hated me, today you cannot avoid the love that binds you to me and me to you. **The wrongs of the past must now stand forgiven and forgotten.**" - Robert Mugabe, Zimbabwe's post-colonial leader, 17th of April 1980.
   Account for the failure of the policy of Reconciliation in post-colonial Zimbabwe.

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF HISTORY
HIS 2410: STUDIES IN THE GROWTH OF CAPITALISM
UNIVERSITY EXAMS, 2016
INSTRUCTIONS: ANSWER *THREE* QUESTIONS; *ONE* FROM EACH SECTION
THREE HOURS

SECTION A

1. What connection is there between the collapse of the Roman Empire and the birth of the Feudal Mode of Production? Critically analyse the view that it was primarily the revival of urban life that led to the collapse of Feudalism.

2. What motivated the Portuguese to embark on a process of going out on voyages of discovery towards the end of the 'Middle Ages'? Describe the events leading to the signing of the Treaty of Tordesillas and out-line its contents.

3. "Despite investing so much capital into the triangular trade, European nations did not benefit from the trade. Neither did individual European capitalists benefit from it." Is this a valid statement?

4. Was Adam Smith a successful advocate of laissez-faire Economics?

SECTION B

1. What are the major characteristics of an industrial revolution? Describe Japan's industrialisation process.

2. To what extent did the second industrial revolution contribute to the outbreak of World War One? Assess the post-War reconstruction measures.

3. Out-line the causes of the Great Depression. Were the post-depression measures in vain?

4. How did World War Two impact on the belligerents? Describe the major constraints that stood in the way of the post-War recovery process.

SECTION C

1. What were the major successes and failures of 'New Capitalism'? Out-line the steps taken by Britain and America in a bid to move away from this ideology to free enterprise capitalism.

2. "The foreign investment that transnational corporations bring into a country can be a positive or a negative influence" (Buckman, 2005). Do you agree with Buckman's assertion?

3. "IMF policies have long drawn massive and violent protest from the millions of people adversely affected" (Peet, 2003). In the light of the above statement, would you agree with the view that developing economies do not benefit from the IMF?

4. Should third world nations detach themselves from the global village?

**END OF EXAMINATION**

**The University of Zambia**

**School of Humanities and Social Sciences**

**Department of Historical and Archaeological Studies**


**Final Examination**


**HIS 3350: History of Modern India from 1820 to 1984**


**Time: Three hours**                                    **5<sup>th</sup> September, 2016**

**Instructions: Answer any three questions**

1. Would you agree that willingly or unwillingly, Indians were influenced by the Western education which had both negative and positive consequences?

2. 'Sipoy mutiny was the first struggle for freedom from the British yoke and was invested with full glory of the first national war of independence.' Discuss.

3. Historically examine the British foreign policies towards the capturing of India's neighbouring countries, for example Afghanistan, Nepal and Burma.

4. Who were identified as the 'Princely States' in India during the British colonial rule? How were their relations with the colonizers and what happened to them when India was granted independence in 1947?

5. Critically assess the causes behind the formations of the Indian National Congress and Muslim League? How did they participate in the First World War and Second World War?

6. What compelled the British colonizers to let India go in 1947, which was considered as the 'Jewel in the British Crown'?

7. Would you agree that the newly formed Indian government managed the colonial economic legacy adequately from 1951 onwards?

8. How were the relations between the two wings of Pakistan after its inception in 1947? Examine the creation of Bangladesh with the help of Indian Government.

9. Evaluate carefully the success and failure of Pandit Jawaharlal Nehru as the first prime minister of independent India.

10. Since 1947 India and Pakistan had two wars over Kashmir. Highlight the root cause behind their differences and suggest some ~~majors~~ measures which can help them to resolve this long standing historic enmity.

11. What major challenges were faced by Lalbahadur Sashtry and by Mrs Indira Gandhi who became the prime ministers of India in 1964 and 1966 chronologically? How far were they able to handle the contemporary situation?

12. Is it tenable to argue that India's independence impacted on African countries positively? How is India's relations with African countries at present and what must be done to improve it further?

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF HISTORY

2015 ACADEMIC YEAR FINAL EXAMINATIONS

**HIS4110: LAND AND LABOUR IN CENTRAL AFRICA, c. 1750 TO THE PRESENT**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS**

1. There are **THREE (3)** sections in this paper. Answer **ALL** sections.
2. Answer **THREE (3)** questions.
3. Choose **ONE** question from **EACH** Section.

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## SECTION A

1. Critically explore how ecology shaped economic activities in any part of pre-colonial Central Africa.

2. Taking Central Africa as a whole, critically examine how labour was mobilised and controlled before 1890.

3. According to John and Jean Comaroff, "… missionaries were not just the bearers of a hegemonic Christian ideology but were also human vehicles of a Western worldview. Their mission was to engage African communities in a web of symbolic and material transactions that was to bind them ever more securely to the colonising culture", [in *Becoming Zimbabwe,* 2009: 41].

   (a) To what extent would you agree with this assertion for the late nineteenth-century Central African region?

   (b) Who else can you say were the "human vehicles" during this period in Central Africa, and why?

4. What role did territorial cults play with respect to the preservation of natural resources in nineteenth-century Central Africa?

## SECTION B

1. "There is practically no gain to the Native going to Johannesburg? None. It is merely one of those ideas that get into the Native's head: no one understands how it [the African] gets there or why it stays there. They think they will do better in Johannesburg, and some are prepared to walk all the way there, rather than work in our mines, but this, of course applies more to Natives coming from outside, North of the Zambesi", [Chairman of the Salisbury Chamber of Mines in evidence to the South African Native Affairs Commission of 1903-05, quoted in Charles van Onselen, 1976: 227].

   In light of what you have learned on the course, critically examine this statement with regard to the causes, development, and manifestation of African worker consciousness in colonial Central Africa.

2. Essentially, early European settler farmers in the Rhodesias had very little knowledge of agriculture, but ultimately managed to develop a viable farming industry. Why, and how was this possible?

3. What methods did colonial European mine and agricultural capitalists employ to recruit labour in Nyasaland, Northern Rhodesia, and Southern Rhodesia? How was this labour retained?

4. " ... it is only fair to say that some of those who go away do return and show themselves to have benefitted by their absence from the restricted life of their home surroundings ..." (*Pim Report*, 1938: 40). Based on your readings on the course HIS4110, how far true is this statement about the impact of labour migration in colonial Central Africa?

## SECTION C

1. Examine the various ways employed by Zambia's post-colonial government in its effort to reduce rural poverty between 1964 and 1991.

2. Examine the economic role of women in the post-colonial economies of Central Africa.

3. Assess the nature and significance of postcolonial changes in land policies in **EITHER** Malawi, Zambia **OR** Zimbabwe.

4. What role has the labour movement played in the political life of post-colonial Central Africa? Discuss with reference to any territory in the region.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES

2015/2016 END OF ACADEMIC YEAR EXAMINATION      AUGUST- SEPTEMBER, 2016.

HIS9110:  HISTORY OF ZAMBIA

FULLTIME/PARALLEL

DURATION: THREE (3) HOURS

INSTRUCTION: (1) ANSWER *THREE* (3) QUESTIONS ONLY

(2) ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION.

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## SECTION A

1. "Archaeology cannot give us a complete historical picture, but as it is the only record for such a long period of man's existence, it is essential", (Harry Wells Langworthy) Discuss.

2. Why have some historians talked of the origins and expansion of the Bantu as a controversy? Do you really think that there is a controversy over the issue?

3. Undi's Kingdom rose and declined because of its natural resources and Portuguese activities.  Discuss

4.  Discuss the view that the intensification of the long distance trade undermined pre-colonial Zambian politics.

## SECTION B

1. Discuss the various administrative strategies employed in Zambia in the period 1890 and 1953 by the colonialists.

2. According to George Chauncey, "in the study of Southern African labour in the last decade has been the recognition that capital has historically sought to relieve itself of the cost of social reproduction," Discuss this statement in relation to the policy of Labour Stabilisation and the role of women on the Zambian Copperbelt.

3. How did Zambia become part of the World Economic System and with what consequences for the country?

4. To what extent did the creation of the Federation of Rhodesia and Nyasaland contribute to the development of militant nationalism in Northern Rhodesia?

## SECTION C

1. Discuss the problems that Zambia faced at Independence and the various strategies that the Kaunda government employed to deal with these problems between 1964 and 1991. To what extent were these strategies successful?

2. Would you agree with the view that the Unilateral Declaration of Independence of 11<sup>th</sup> November, 1965 was a blessing in disguise to Zambia?

3. Critically examine the origins and operations of the *"One party participatory democracy"* in Zambia between 1972 and 1991.

4. Critically examine the role played by ethnicity and regionalism in Zambia's post colonial politics to date.

# THE END

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SVIENCES
### DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES

END OF ACADEMIC YEAR EXAMINATION, 16ᵗʰ SEPTEMBER 2016

H9310:     HISTORY OF SOUTHERN AFRICA SINCE 1800

DURATION: THREE (3) HOURS

INDTRUCTIONS:   1. ANSWER **THREE (3)** QUESTIONS ONLY
2. ANSWER ONLY **ONE (1)** QUETSION FROM EACH SECTION

---

## SECTION A

1. Jan van Riebeeck landed at the Cape in 1652 commanding eighty Dutch East Indian Company employees to build a fort and supply the Dutch fleets with fruit, vegetables and meat on their way to and from the east.
   (a). What made the Cape of Good Hope become a very complex and racially stratified society during the first decades of Dutch occupation?
   (b). How did Dutch settlers justify racial segregation?

2. Examine British colonization of Natal.
   (a). What policies did Theophilus Shepstone introduce for Africans in Natal?
   (b). How did these policies contribute to the development of racial segregation in South Africa?

3. In 1889, Cecil Rhodes's British South African Company persuaded the British government to grant it a charter to control on behalf of the British Crown land north of the Limpopo River.
   (a). Why did the British government grant Cecil Rhodes's British South African Company a charter to exercise political and administrative rights under the Crown north of the Limpopo River?
   (b). How did this lead to the colonization of Southern and Northern Rhodesia?

# SESCTION B

1. Some scholars argue that Europeans could not have colonized Africa without African collaborators. With examples from southern Africa, assess the role African collaborators played in the colonization of the region.

2. Some scholars argue that modern segregation represented a response to the industrialization of the region that was initiated by the discovery and exploitation of diamond (1867) and gold (1886).
(a). How did the mineral revolution spur the structuring of industry on racial lines in southern Africa?
(b). What racial groups emerged in the South African mines after the discovery of diamond and gold.

3. "Cursed be Canaan, a servant of servants will he be to his brothers... Blessed be the Lord God of Shem, let Canaan be his servant" Genesis 9: 25-26. Examine how the Calvinist belief
(a). Justified racial segregations in South Africa
(b). Stimulate Afrikaner nationalism and lead to the election of the National Party into power in 1948.

# SECTION C

1. Why were colonial and mining authorities determined to control leisure time and activities for urbanizing Africans in southern Africa in the first half of the 20th C? How did Africans in South Africa and Zambia use football to challenge authorities during this period?

2. What led to the rise of the Black Consciousness movement in South Africa? What was its belief and how did it influence young South Africans in the 1970s?

3. Why did the South African Prime Minister Johannes Voster embark on what he called the outward-looking (détente) or dialogue policy in the mid 1970s and how successful was this policy?

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

### LAL3210:   THE GRAMMAR OF AFRICAN LANGUAGES

### 2016 FINAL EXAMINATIONS
### WEDNESDAY, 7TH SEPTEMBER 2016, 14-17 HOURS, LIBRARY BASEMENT

**DURATION**

**Three (3) hours.**

**WEIGHTING:** All questions carry 100 points

**INSTRUCTION**

  i.   Attempt **all sections**.
  ii.  The examination is made of 5 typed pages. There are four (4) sections and eight (8) questions in total.
  iii. You are required to **answer four (4) questions only** according to sections.

## SECTION A

### EITHER

1. Write brief notes on the following:
   a. African languages
   b. African linguistics
   c. Bantu languages
   d. Bantu linguistics

### OR

2. Discuss Greenberg's classification of African Languages.


## SECTION B

### EITHER

3. Carry out a linguistic analysis of the data in the table below.

| PB | | BEMBA | MAMBWE | NSENGA | TONGA |
|---|---|---|---|---|---|
| *-bimb-<br>swell' | 'to | -fimb- | -vimb- | -zimb- | -vimb- |
| *-bede<br>'body' | | -βili | -ili | -βili | -wili |
| *-cɛk-<br>laugh' | 'to | -sek- | -sek | -sek- | -sek- |
| *-daad-<br>lie down' | 'to | -laal- | -laal- | -lal= | -lal- |
| *-kukam-<br>kneel' | 'to | -fukam- | -fukam- | -fukam- | -fwukam- |
| *-tom-<br>send' | 'to | -tum- | -tum- | -tum- | -tum- |
| *-dɔɔt-<br>dream | 'to | -loot- | -loot- | -lot- | -lot- |

5. Name and exemplify any two (2) phonological rules in one African language.
*(10 marks)*

6. Some parts of speech, or word categories, are not universal. Furthermore, a Bantu language may have a part of speech not found in another Bantu language. Exemplify.
*(10 marks)*

7. Briefly discuss the morphological structure of either nouns in Bantu or verb forms in Bantu
*(10 marks)*

8. With examples from one or more African languages, discuss the distinction between lexical morphology and inflectional morphology.
*(10 marks)*

9. Write brief notes on word order in African languages with reference to word order in English.
*(10 marks)*

## SECTION B

10. Below is the data collected from three variants of Bemba: Aushi and Lala and Lamba. Account for the dialectal differences of these speech forms.

| | AUSHI | LALA | LAMBA | GLOSS |
|---|---|---|---|---|
| 1 | Ifyumbu | Imbatata | kandolo | sweet potatoes |
| 2 | Shiso | Soola | shisala | scissors' |
| 3 | Uluse | Uluse | Ise | hoe |
| 4 | ukumona | Ukubona | ukubona | to see |
| 5 | ing'anda | Inanda | ing'anda | house |
| 6 | ameenshi | Ameenda | ameenshi | water |
| 7 | umunani | Ifinani | umunani | relish |
| 8 | ukwimanina | | ukwimakana | to stand |
| 9 | báámááyó | Baama | baamaayo | my mother |
| 10 | Iloba | Ilobwa | | soil |

*(10 marks)*

11.. With examples from a Zambian Language of your choice, show that a regional dialect is different from a social dialect.
*(10 marks)*

12. A standard language is a dialect. Discuss.
*(10 marks)*

==================

**OR**

4. The word **dumarker** 'I did' (Recent Past) in Wongo (C85, in northern Congo (DR)) has its syllable structure illustrated below. Discuss the syllable structure of this language.
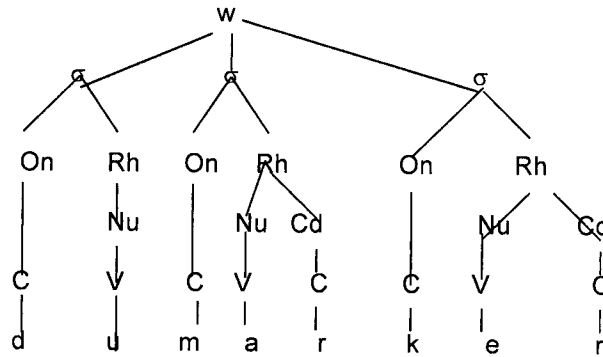


## SECTION C

### EITHER

5. The table below shows data of Lozi non-possessive personal pronouns. Explain the morphology of this part of speech in Lozi

| Person/ class | Surface structure | Examples of nouns a 3rd p. pronoun can refer to |
|---|---|---|
| 1sg | Na | |
| 2sg | wena | |
| 1pl | luna | |
| 2pl | mina | |
| Class 1 | yena | mutu 'person' |
| Classs 2 | bona | batu 'people' |
| Class 3 | ona | munzi 'village' |
| Class 4 | yona | minzi 'villages' |
| Class 5 | lona | lizoho 'arm' (part of the body) |
| Class 6 | ona | mazoho 'arms' (part of the body) |
| Class 7 | sona | sika 'thing' |
| Class 8 | zona | lika 'things' |
| Class 9 | yona | komu 'cow' |

| Class 10 | zona | likomu 'cattle' |
|---|---|---|
| Class 11 | lona | lulimi 'tongue' |
| Class 12 | kona | katwa 'trap' |
| Class 13 | tona | tutwa 'traps' |
| Class 14 | bona | bumaswe 'badness' |
| Class 15 | kona | kuluta 'to teach', 'teaching' |
| Class 16 | fona | fandu 'on the house |
| Class 17 | kona | kwandu 'to'at the house' |
| Class 18 | Mona | mwandu 'in(to) the house |
| Class 19 | Sona | sishimani 'big/ugly man' |
| Class 20 | Byona | bishimani 'big/ugly men' |

**OR**

6. Explain the morphology of genitive pronouns in the Seven Zambian Regional Official Languages as shown in the table below.

| Class | Bemba | Kaonde | Lozi | Lunda | Luvale | Nyanja | Tonga |
|---|---|---|---|---|---|---|---|
| 1 | waa | waa | wa | wa | wa | wa | wa |
| 2 | baa | baa | ba | ba | ba | a | ba |
| 3 | waa | waa | wa | Wa | Wa | wa | Wa |
| 4 | yaa | yaa | ya | Ya | ya | ya | ya |
| 5 | lyaa | jaa | la | da | Lya | la | Lya |
| 6 | yaa | aa | a | a | a | a | a |
| 7 | caa | kyaa | Sa | ca | Ca | Ca | Ca |
| 8 | fyaa | byaa | Za | Ya | Ya | Za | Zya |
| 9 | yaa | yaa | Ya | ya | Ya | Ya | ya |
| 10 | shaa | zhaa | Za | zha | Zha | Za | Zya |
| 11 | lwaa | lwaa | lwa | lwa | Lwa | nil | Lwa |
| 12 | kaa | kaa | Ka | ka | ka | Ka | Ka |
| 13 | twaa | twaa | twa | twa | Twa | ta | Twa |
| 14 | bwaa | bwaa | bwa | wa | wa | Wa | Bwa |
| 15 | kwaa | kwaa | kwa | kwa | Kwa | Kwa | Kwa |

| 16 | paa | paa | fa | ha | ha | pa | a |
|---|---|---|---|---|---|---|---|
| 17 | kwaa | kwaa | kwa | kwa | Kwa | Kwa | Kwa |
| 18 | mwaa | mwaa | mwa | mwa | Mwa | mwa | Mwa |
| 19 | | | bya | | | | |

## SECTION D

### EITHER

7. Use the diagramme below to discuss some aspects of the syntax of Bemba.
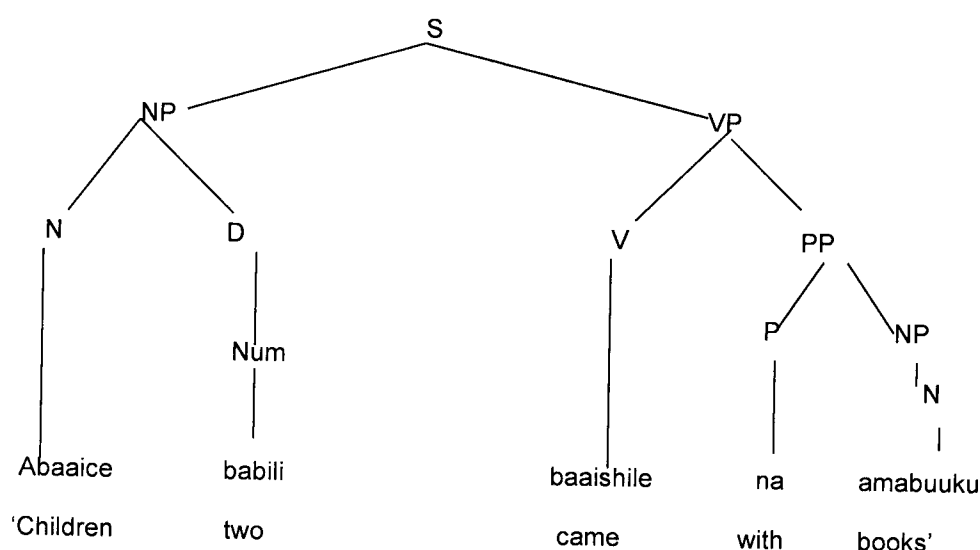


### OR

8. Examine the theory below:

*Semantic triangle (or triadic theory of meaning)*
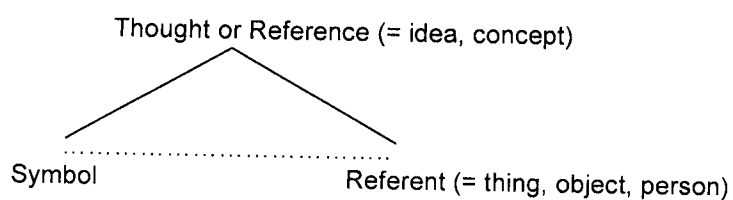


END OF EXAM AND GOOD LUCK!
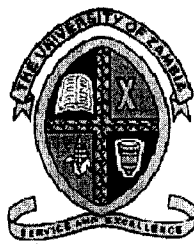
School of Humanities and Social Sciences
Department of Literature and Languages
LAN1220 English for Academic and Other Purposes
Final Examination
2015/2016 Academic Year

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:
1. THERE ARE TWO SECTIONS - A AND B. ANSWER EACH SECTION IN A SEPARATE ANSWER BOOKLET.
2. SECTION A IS COMPULSORY.
3. ANSWER THREE (3) QUESTIONS IN SECTION B.

## SECTION A – COMPULSORY [25 MARKS]

1. Subject: "The changes in family structure will lead to changes in the experience of old age in future."

   Discuss this statement in light of your experiences by:
   a) Developing a Title and thesis statement including a frame of reference.
   b) Developing an outline of four major points and sub points
   c) Developing a conclusion

NB: Please do not write a full essay

## SECTION B – Answer ANY THREE (3) [25 MARKS EACH]

1. Good characterisation of a well written paragraph can be achieved through 'the laws of a paragraph' and 'variety of the paragraph'. Discuss

2. Discuss 5 types of transition words, state how they help guide the reader through your writing and link sentences, paragraphs and sections to form a coherent text.

3. When taking down notes from written or read texts:
   a) What techniques should be used?
   b) What are the points to remember?

4. The axiom *You cannot not communicate* is also known as the communication imperative. Give an elaborate explanation on the axiom and the different strategies that people use when trying not to communicate.

5. Illustrate on four factors that relate to problems in sharing of meaning in communication.

6. Compare and contrast the writing of a report to the writing of an essay.

**--END OF EXAMINATION--**
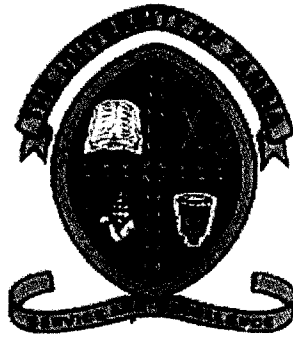
# THE UNIVERSITY OF ZAMBIA
## UNIVERSITY EXAMINATIONS – 2015/2016

### LAN2310 - INTRODUCTION TO AFRICAN LANGUAGES

TIME ALLOWED :   Three (3) hours

INSTRUCTIONS :   There are two sections, A and B. Answer eight (8) questions
as follows: any   six (6) questions from Section A and any
two (2) 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.    Joseph H. Greenberg has classified the African languages into four
families. Name the four language families as they are known today, taking
into account the fact that 'Congo-Kodofanian', as a language family, has
been replaced with 'Niger-Congo'. State where they are spoken natively in
Africa and where Bantu languages belong,
*(10 marks)*

2.    For each of Greenberg's language families of Africa, give one salient
linguistic feature.
*(10 marks)*

3.    Contrast and compare Joseph H. Greenberg's classification of the African
languages and Malcolm Guthrie's classification of the Bantu languages
with regard to the type of classification.
*(10 marks)*

4.    In not more than 2 pages, write an essay on the class system as found in
Niger-Congo languages, including Bantu.
*(10 marks)*
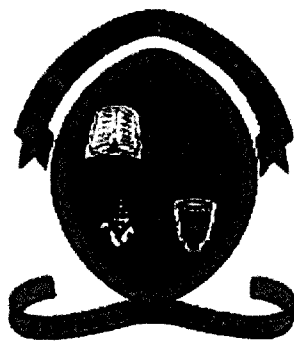
# THE UNIVERSITY OF ZAMBIA
## UNIVERSITY EXAMINATIONS – 2015/2016

### LAN4210 - THEORETICAL LINGUISTICS

TIME ALLOWED :   Three (3) hours

INSTRUCTIONS :   Answer any ten (10) questions..

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

---

1.   Explain the similarity and difference between phonetics and phonology.
*(10 marks)*

2.   Explain each of the following terms:.

(a)   phoneme
(b)   segmental phoneme and supraseegmental phoneme
(c)   allophonic rule and morphophonological rule
(d)   IPA
(e)   chart and matrix
*(10 marks)*

3.   Discuss the following statement:

"Phonology begins where phonetics leaves off."
*(10 marks)*

4.   Explain what a phoneme is and how phonemes are identified.
*(10 marks)*

5.   In at most two (2) pages, write an essay on affixation with emphasis on the typology and functions of affixes.
*(10 marks)*

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

FINAL EXAMINATIONS
2015/2016 ACADEMIC YEAR

LIT 2710: *CLASSICAL, ROMANTIC AND MODERN CRITICISM*

DURATION: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

1. Ensure that you read through all the questions in this paper before you attempt to answer any.
2. Please write your computer number on every answer booklet used.
3. Answer the compulsory question from Section A, and any other two, one from Section B and one from Section C.
4. All questions carry equal marks.
5. Primary texts are **NOT** allowed in the examination room.

## SECTION A (COMPULSORY)

1. Broadly, this course has covered classical, romantic and modern approaches to literature. In which ways do the broad areas relate to each other? Refer to at least six texts covered on the course.

## SECTION B (Answer ONE question from this section)

2. Discuss Coleridge's Theory of the Imagination, and relate it to any work of Romanticism studied in the course.

3. The little world that Jane Austen writes about, she knows inside out. The novel *Pride and Prejudice* is a truthful testimony to Jane Austen's world. Explain.

4. Explore 'transcendentalism' in the essay Nature written by Ralph Waldo Emerson. What does he say about solitude? Explain.

## SECTION C (Answer ONE question from this section)

5. Apply either Psychoanalysis or Feminist criticism to the analysis of Jeffrey Eugenide's *Middlesex* and Wole Soyinka's *The Strong Breed*.

6. It has been argued that Soyinka's works tend to be implicitly or explicitly mythological. Discuss the assertion with reference to Soyinka's *The Strong Breed*.

7. How 'historical' are historical events in fiction. Discuss with reference to any two fictional works you have covered in this course.

8. Discuss fragmentation in William Faulkner's *As I Lay Dying*.

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

# END OF YEAR EXAMINATIONS 2015/16 (FULL TIME)

## LIT 9310 AFRICAN AMERICAN LITERATURE

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**DURATION OF EXAMINATION: 3 HOURS**

**INSTRUCTIONS**

YOU ARE ALLOWED TO ENTER THE EXAMINATIONS ROOM WITH PRIMARY TEXTS FOR USE IN ANSWERING QUESTIONS IN THIS PAPER

1. Please read through all questions in this paper before attempting to answer any.
2. Read and understand instructions accompanying questions before attempting to answer.
3. Answer one question from Section A and two Questions from Section B.
4. Section A is compulsory.
5. All questions carry equal marks.

Section A

This section is compulsory

1. Read the passage below carefully and analyse it. How does it justify the title of the novel A *Mercy* , explain in detail.


'One chance, I thought. There is no protection but there is difference. You stood there in those shoes and the tall man laughed and said he would take me close to the debt. I knew Senhor would not allow it. I said you. Take you, my daughter. Because I saw the tall man see you as a human child, not pieces of eight. I knelt before him. hoping for miracle. He said yes.

It was not a miracle. Bestowed by God. It was a mercy. Offered by human. I stayed on my knees. In the dust where my heart will remain each night and every day until you understand what I know and long to tell you: to be given dominion over another is a hard thing; to wrest dominion over another is a wicked thing.

Oh Florens. My love. Hear a tua mae.

(*A Mercy*, Toni Morrison, Page 195, *Minha Mae, Florens's mother*)    **[40 Marks]**


**Section B**

**Answer any two questions from this Section**

1. How far does *Sleeping with the Dictionary* qualify to be considered as a postmodernist text?    **[30 Marks]**

2. Discuss the idea of the Veil in W. E. B Dubois's *The Souls of Black Folk*. [30 Marks]

3. Discuss race relations in Richard Wright's *Native Son*.    **[30 Marks]**

4. It can be argued that Sula in Toni Morrison's *Sula*, was a unifying factor in her Bottom community. Discuss. **[30 Marks]**

5. Why did Marguerite Ann Johnson call herself *'Maya Angelou'?* Do you decipher memories from her life in her poems, such as *'Alone', 'Phenomenal Woman'*, and *'A Plagued Journey'*. Explain. **[30 Marks]**

6. The theme of Woman solidarity runs deep in *The Color Purple* by Alice Walker. Discuss how the women in the text show solidarity towards each other. **[30 Marks]**

7. How does the text *Venus* by Suzan-Lori Parks qualify as a metafiction? **[30 Marks]**

8. Account for the notion that *Invisible Man* by Ralph Ellison is a text about the coming of age.

**END OF EXAMINATION**
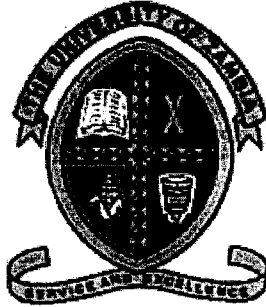
THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

END OF YEAR EXAMINATIONS 2015/16 (FULL TIME)


LIT 9410 AMERICAN LITERATURE

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DURATION OF EXAMINATION: 3 HOURS


INSTRUCTIONS

YOU ARE ALLOWED TO ENTER THE EXAMINATIONS ROOM WITH PRIMARY TEXTS FOR USE IN ANSWERING QUESTIONS IN THIS PAPER


1. Please read through all questions in this paper before attempting to answer any.
2. Read and understand instructions accompanying questions before attempting to answer.
3. Answer one question from Section A and two Questions from Section B.
4. Section A is compulsory.
5. All questions carry equal marks.

Section A is compulsory

**Answer all questions in this section. Remember, the length of the answer should be determined by the marks allocated to each question.**

**Read the poem below and answer the questions that follow.**

I saw the best minds of my generation destroyed by                                   1

madness, starving hysterical naked,

dragging themselves through the negro streets at dawn looking for an angry fix,

angel headed hipsters ... (Ginsberg 1956:9)


who lost their loveboys to the three old shrews of fate                                   5

       the one eyed shrew of the heterosexual dollar

       the one eyed shrew that winks out of the womb

       and the one eyed shrew that does nothing but

       sit on her ass and snip the intellectual golden

       threads of the craftsman's loom, ... (Ginsberg 1956:14)                       10


who threw their watches off the roof to cast their ballot

       for eternity outside of time, & alarm clocks

       fell on their heads every day for the next decade, ...


who were burned alive in their innocent flannel suits

       on Madison avenue amid blasts of leaden verse                              15

& the tanked-up clatter of the iron regiments

of fashion & the nitroglycerine shrieks of the

fairies of advertising and the mustard gas of sini-

ster intelligent editors, or were run down by the

drunken taxicabs of absolute reality, ...(Ginsberg 1956:16)          20


Moloch the incomprehensible prison!  Moloch the

the crossbone soulless jail house and congress of

sorrows!  Moloch whose buildings are judgment!

Moloch the vast stone of war!  Moloch the stun-

ned governments!                                                              25


Moloch whose mind is pure machinery!  Moloch whose

blood is running money! Moloch whose fingers

are ten armies!  Moloch whose breast is a canni-          . . .

bal dynamo! Moloch whose ear is a smoking

tomb! (Ginsberg 1956:21)                                                      30

**Questions**


1. Using the rest of Ginsberg's poem, explain the three shrews referred to in stanza
   2 above.                                                  [15 Marks]

2. Explain the idea of time in stanza 3 and the rest of the poem.

                                                                    [05 Marks]

3. What is the narratis persona saying in Stanza 4?          [10 Marks]

4. Why, according to stanzas 5 and 6 and the rest of the poem, is Moloch described as "soulless jailhouse, congress of sorrows (lines 22 and 23) whose breast is a cannibal dynamo" (lines 28 and 29)? [10 Marks]

## Section B

Answer any two questions from this section

1. How far can Arthur Miller's **Death of a Salesman** be said to be a portrayal of the collapse of the American dream? [33 Marks]

2. Why does the narrator of **A Woman Warrior**, invoke Fa Mu Lan and Ts'ai Yen. How far can you argue that the narrator achieves her dream/fantasy of being a woman warrior? [33 Marks]

3. From your reading of **As I lay Dying** by William Faulkner, show that group objectives do not necessarily mean group unity of purpose. [33Marks]

4. Nature in Grapes of Wrath by John Steinbeck is shown to have devastating consequences on communities and individuals. How is the Joads family affected by nature? [33 Marks]

5. Reading **Uncle Tom's Cabin** in the twenty first century, the reader feels that the text stereotypes the image of the African. In which ways would you say that the text does this? [33 Marks]

6. Demonstrate that Elise Blackwell's **Hunger** is a Metafiction type of text. [33 Marks]

**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF MASS COMMUNICATION
## THIRD TERM EXAMINATIONS
## 2016

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

**SECTION A**: 40 MARKS

**SECTION B**: 60 MARKS

**DURATION**: 3 HOURS

## SECTION A

**Answer all questions**

1. Explain the rationale behind the requirement of a media proprietor to register with both the IBA and ZICTA.

(5 marks)

2. Distinguish the following;

        Fair comment  -    qualified privilege
        Common law   -    equity
        Ecclesiastic court -Highcourt

(6 Marks)

3. Compare and contrast the subordinate courts and local courts

(5 Marks)

4. Explain which courts a journalist go to where they are not happy with the decision of the High court in a defamation matter.

(5 Marks)

5. Explain the rationale behind copyright protecting the "form" and not the "idea"

(5 Marks)

6. Can government can regulate online media in Zambia? Explain

(5 Marks)

7. Many schools of thought have argued that the Zambia National Broadcasting Corporation is not a true public broadcaster? Do you agree or disagree? Explain your answer

(5 Marks)

8. What is the difference between a statute and a precedent?

(4 Marks)

## SECTION B
## ANSWER THREE QUESTIONS

9. You the editor of Timveleko Newspapers. One of your journalists John is in your Office right now and with a shaky voice tells you the following;

A few minutes ago he was travelling on a minibus from Chelston to town. He started chatting with his neighbour and jokingly told him that he had information that the President has awarded himself and the ministers 300 percent salary increments and is also in the process of importing two 4 X 4 vehicles for each minister namely a Prado and a Fortunner for their own personal use. He furthertold his neighbour that he has a friend working in high offices who has informed him of the same. As they he was narrating this to his neighbour, the lady sitting in the back seat and the gentleman in front seat commented that they were disappointed with these intentions of government and were angered and felt betrayed by those they had put in power. In no time everyone in the bus was shouting over the same issues John narrates. The bus driver then stopped the bus at arcades and everyone ran out to the arcades shopping mall and started throwing stones and breaking into shops.

John says he got scared and ran away from the scene and came straight to your office. I didn't expect them to behave like that as I was just joking he says.

What would you advise John

(20 Marks)

10.   **Answer true or false**
 a) A person charged with publication of false news can appeal to the constitutional court

b) The law entirely prohibits vertical and horizontal agreements

c) A non-member can be convicted for contempt of National Assembly

d) A journalist can commit contempt of court even within the confines of their office

e) The British Act Extension Act limits the application of British law in Zambia

f) The IBA regulates media in Zambia

g) Media in Zambia are not regulated by the competition commission

h) An employer own copyright in anything created by an employee at anytime

i) A person who consents to the publication for defamatory material cannot sue

(20 Marks)

j) The law does not give power to the president to take over a media house

11.    You are the Managing Director of Lucky television station. You have discovered thatone of your journalists Jerry has diverted K50 000 belonging to the company to his personal account. You dictate a letter to your secretary Lucy in which you inform Jerry of your findings and requests him to exculpate himself. When Jerry receives the letter he is angered by the said accusations and shows it to Mary another journalist. Lucy your secretary intending to put the letter on the office file forgets it on the table. John working in the same company comes to the office and sees the letter.

What action will your newspaper face if any and defences you may have if any.

(20 Marks)

12. Discuss to what extent copyright laws affect the operation of the media in Zambia.

(20 Marks)

Most of the couples friends who had turned up to the party were disappointed to find that the main man Ronaldo, had passed out, they did not stay long. However, Kasilimu, a long standing friend of Sue stayed on. With the encouragement of Sue, Kasilimu drunk to a point when she could hardly tell where she was. Sue was not however, drunk as Kasilimu was. Seeing the state in which Kasilimu was, Sue dragged her to the master bedroom where Ronaldo was sleeping in the couples' king sized bed. Sue did not switch on the lights in the bedroom, she just proceeded to place Kasilimu in the middle of the bed between herself and Ronaldo, who was in deep sleep and unaware of what was happening at the time.

In no time, Kasilimu was in deep sleep. Sometime in the night Ronaldo, desiring to have sex with his wife, proceeded to insert his sex organs into Kasilimu's who was asleep. Before, he could effect full penetration however, Kasilimu got up, screamed and pushed Ronaldo off her body. The following morning Kasilimu reported what had transpired to the police. Ronaldo and Sue were arrested and charged with rape and indecent assault respectively. You are called upon as legal counsel to render advice on the possibility of conviction for the offences.

    (i)       With the aid of relevant authorities, write a legal opinion on the criminal liability of Ronaldo and Sue.

                                                     **(9 Marks)**

    (ii)      Based on the above facts, identify defences that either or both of them can rely upon to escape criminal liability.

                                                     **(5 Marks)**

**Total 14 Marks**

## PART D

## QUESTION SIX

Provocation and diminished responsibility are specific defences in criminal law that can only be pleaded to the charge of murder in Zambia.

    (i)       With the aid of relevant authorities, explain the meaning of each defence, giving examples of circumstances where the defences can be advanced in the Zambian society.

                                                     **(7 Marks)**

    (ii)      Critically analyse the significance of the case *Edward Jack Shamwana v. The People* (1985) ZR 41 with regard to the nature of the offence of treason.

                                                     **(7 Marks)**

**Total 14 Marks**

## QUESTION SEVEN

According to Kulusika, S. E., *Text Cases and Materials on Criminal Law* 2006:795

*Punishment is a response of the criminal law, on behalf of society, to a defendant's wrongful behaviour. It indicates by punitive means, that the defendant has done something wrong.*

Discuss the above statement relying on various theories of punishment and sentencing in Criminal Law.

**14 Marks**

End of Examination

# UNIVERSITY OF ZAMBIA
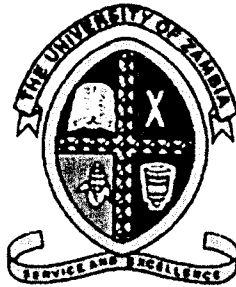
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
### Department of Mass Communications

**End of Year Final Examinations**
**21ˢᵗ September 2016**

**Subject: Introduction to Media Studies**
**MCS 1310**

**HOURS: THREE (3)**

Total Marks: 100%
Final Marks: 50 %

## SECTION A: COMPULSORY [20 MARKS].

1. Explain the following media terminologies:
(i) Media Mogul (4 Marks)
(ii) Commercialization (4 Marks)
(iii) Diversity (4 Marks)
(iv) Digital Migration (4 Marks)
(v) Censorship (4 Marks)

## SECTION B: Attempt only two questions in this Section (20 Marks)

2. Explain the roles of a director and the producer in the film industry (10 Marks).

3. Outline the six press theories (10 Marks).

4. Discuss the term 'expediency' and the phrase 'feedback in real-time' in relation to Online News Media (10 Marks).

**SECTION C: ATTEMPT ONLY ONE QUESTION IN THIS SECTION (20 Marks).**

5. Name and explain two international media treaties that Zambia is acceded to (20 Marks).

6. Discuss the three – tier system in broadcasting that is applicable in relation to the Zambian media landscape (20 Marks).

7. Name at least five functions of the IBA (Zambia) (20 Marks).

**SECTION D: ATTEMPT ANY TWO QUESTIONS IN THIS SECTION (40 MARKS).**

9. Compare and contrast the packaging of news on ZNBC TV 2 and Muvi TV. (Giving at least two similarities and three differences) [20 Marks].

10. Critique the quality and credibility of news on either the online news media - Zambian Watchdog or in the tabloid - Kachepa [20 Marks].

11. Discuss "Vendetta Journalism" as expressed by Francis Kasoma [20 Marks].

**-THE END-**
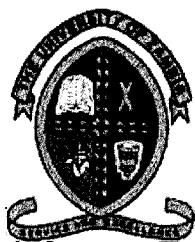
# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF MASS COMMUNICATION

### MCS 1340 WRITING AND PRESENTATION SKILLS FINAL EXAMINATION

### DATE: 12th SEPTEMBER, 2016

**INSTRUCTIONS: ANSWER ALL QUESTONS IN SECTION A AND ALL QUESTIONS IN SECTION B. ANSWER ANY THREE QUESTIONS IN SECTION C.QUESTION 29 IN SECTION C IS COMPULSORY**

### DURATION: THREE (3) HOURS

-----------------------------------------------------------------------------------------------------

## SECTION A: MULTIPLE CHOICE (20 Marks)

1. Which one of these is a verb? A) walk B) car C) computer D) tree
2. Which one of these ISN'T a verb? A) walk B) talking C) jumper D) cooked
3. Which one of these is a sentence? A) Tuesday often makes shoe. B) I can drive but I hate. C) It rained all day yesterday. D) All day yesterday.
4. What is missing in this sentence? 'she always works late on Friday.' A) a capital letter B) a verb C) a comma D) a question mark
5. What is missing in this sentence? 'Pauline and Dot work in the laundrette' A) a capital letter B) a question mark C) a verb D) a full-stop
6. What is missing in this sentence? 'What time is it, Sonia' A) a question mark B) a full-stop C) an exclamation mark D) a verb
7. Which one of these ISN'T a sentence? A) I'll have two teas and a cheese roll, please. B) Two teas and a cheese roll. C) I'll have a cheese roll. D) My favourite lunch is a cup of tea and a cheese roll.
8. Which one of these ISN'T a sentence? A) Milk, newspaper, dog biscuits. B) Do you have the time, please? C) Be careful, Mark! D) Will you be long?
9. What's wrong with this sentence? 'I love you,' A) It doesn't make sense. B) It needs a verb. C) It needs a full-stop. D) It is too short.
10. What's wrong with this sentence? 'Last week, on a bright sunny day with no clouds in the sky, on my way to the shops.' A) It is too long. B) It needs a question mark. C) It needs an exclamation mark. D) It doesn't make sense.

11. This is a sentence: 'We've cut the price of crisps and peanuts by 10p.' A) False B) True
12. This is a sentence: 'EastEnders my favourite soap.' A) False B) True
13. What is missing in this sentence? 'The should be changed.' A) a verb B) a comma C) a question mark D) a subject
14. Which of these sentences has the correct punctuation? A) May I request a copy of your catalogue. B) May I request a copy of your catalogue? C) may I request a copy of your catalogue? D) may I request a copy of your catalogue
15. Which of these sentences has the correct punctuation? A) I look forward to hearing from you. B) I look forward to hearing from you, C) i look forward to hearing from you. D) I look forward to hearing from you
16. Which one of these is a sentence? A) I would like to apply for. B) I would like to apply for the job advertised. C) Would like to apply for the job advertised. D) The job advertised.
17. Which one of these ISN'T a sentence? A) I enclose a stamped, addressed envelope. B) A stamped, addressed envelope is enclosed. C) In the envelope I enclose. D) I have enclosed an SAE.
18. What's missing in this sentence? 'Last week Martin a girl called Farah at the bus stop.' A) a subject B) a verb C) an exclamation mark D) a semicolon
19. Sentences must have only one verb in them. A) False B) True
20. Sentences must have only one subject (person or thing doing the verb) in them. A) True B) False

**SECTION B(50 marks)**

21. Mention the four ways of speech delivery. (4 marks)
22. Briefly State and explain the different parts of a presentation. ( 6 marks)
23. There are many styles you can use to get the audience's attention when making a presentation. State four of these ways. (8 marks)
24. Mention four traditional news values. ( 4 marks)
25. Name the lead that is commonly used to write hard news stories. (1mark)
26. Define the following command words in essay writing (6 marks):
    a) 'Account for ...' b)'Analyse ...' c)'Compare ...' d)'Discuss ...' e) 'Explain ...' f)'Outline ..'
27. What news element does the following statement explain?
    "News must not be given personal touch or favour. Even a slight impression of personal emotions or any kind of exaggeration may endanger the objectivity of the bulletin." (1 mark)
28. A) Identify the following parts of speech (7 marks):

a) *pirate, Caribbean, ship*...............
b) *I, you, he, she, it, ours, them, who*......................
c) *sing, dance, believe, be*..........................
d) *hot, lazy, funny*..............................
e) *softly, lazily, often*............................
f) *up, over, against, by, for*........................
g) *and, but, or, yet*........................

   B) Differentiate between connotation and denotation. (4 marks)

C) State and explain the different forms of sentences. (6 marks)

B) State the three situations where you can apply the rules of capitalization. (3 marks)

## SECTION D (30 marks)

29. A) You are writing for a newspaper near this accident. Write a lead for this afternoon's paper. **(5 marks)**

WHO: Zambia Railways train called the Micheal Chilufya Sata.

WHAT: Collided with three TAZARA locomotives on a switch that merges four tracks into two

WHEN: 1:30 p.m. yesterday

WHERE: KapiriMposhi, Central Province

WHY: Larry Chanda, Zambia Railways spokesman: The TAZARA diesels, like the Micheal Chilufya Sata, were northbound. The TAZARA had apparently run a stop sign.

OTHER: At least 15 dead, 175 injured. Worst accident in Zambia Railways' 60-year history.

B) From the following facts, write the intro of a news article for a newspaper. **(5 marks)**

Who: 40 passengers

What: evacuated from a Zambian Airways jet, Flight 428

Where: at the Kenneth Kaunda Airport

When: Monday following a flight from Lilongwe to Kenneth Kaunda Airport

Why: A landing tower employee spotted smoke near the wheels

How: not applicable

Other information: There was no fire or injuries; the smoke was caused by hydraulic fluids leaking onto hot landing brakes, according to HamatwiHatobolo, a Zambian Airways spokesman.

30. The practice of writing paragraphs is essential to good writing. State and explain the different parts of a paragraph (10marks).

31. State and explain the six steps to consider in the beginning and ending of a speech (10 marks).

32. a) Describe the structure of an academic essay (10 marks)

33. a) What is figurative language? (2marks)

b) State and explain four types of figurative language. (8 marks)
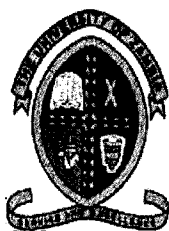
THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

MCS 2220: BASIC NEWS WRITING AND REPORTING

END OF YEAR FINAL EXAMINATION

INSTRUCTIONS: SECTION A IS <u>COMPULSORY</u>. CHOOSE <u>TWO</u> QUESTIONS
FROM SECTION B

DURATION: THREE (3) HOURS          12<sup>TH</sup> SEPTEMBER, 2016

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SECTION A: ANSWER <u>ALL</u> QUESTIONS (60 MARKS)

1. Carefully read the passage below and write a news story for the *Lusaka Star* newspaper. You have to invent other details such as sources and the occasion at which this information was disseminated. You must read the entire article before you can start writing. Remember that every mistake made attracts a deduction of two marks thus planning and meticulousness is vital. (15 marks)

**The findings of this revealed that over 75 percent of schools studied still charged user fees despite the government's policy of abolishing user fees in schools. The study also showed that community schools could not afford to implement this policy because they did not have alternative sources of income to run the schools but depended heavily on pupil's contribution.**

The findings further indicated that the majority, 53 percent of respondents affirmed a positive correlation between demand for user fees and enrolment rates. They stated that the requirement to pay fees had a negative impact on enrolment rates. Nevertheless, 51 percent of respondents denied the direct link between user fees and school attendance. They noted that several other factors were responsible for the irregular school attendance by many pupils.

It was evident from the study that the majority of households had no ability to pay user fees where they existed. Results showed that 30 percent of respondents could not pay the fees at all while 52 percent said they sometimes managed to pay. The most common form of action taken by school authorities for defaulting pupils was sending them away from school. This action resulted in many children failing to access the much needed education.

The study further revealed that over 80 percent of household interviewed had a child who had dropped out of school due to numerous reasons but chief among them was lack of money as a result of high poverty levels in the study communities. Many families could not afford to send their children to school instead children were being used raise income for the families by sending them out to sell different products.

It was quite apparent from the results of the research that many households were in favour of abolishing user fees in schools. More than 74 percent of respondents said user fees must be down away with in schools. They believed that abolishing user fees would enable even poor people to send their children to school since the fees were currently a hindrance to access to education. But many school authorities opposed the policy of abolishing user fees in the absence of alternative resources of revenue for schools. They argued that community schools in particular would not sustain their operations because they depended entirely on the money paid by pupils.

The other finding of the study was that school nutrition programs were non-existent in many schools studied. Seventy three (73%) percent of the schools that participated in the research did not have school nutrition programs.

2. State and explain the different stages in the Zambia budget process. (15 marks)

3. You are a journalist working for the most prestigious and respected Sports Newspaper in the country called *Amangalo Times.*The Zambia National Netball Team has taken part in a Barclays Bank sponsored netball league – The Girls Matter Netball League. The team took part in one such league which started a decade ago but have never performed so well. This time around they have managed to win and have been crowned champions and will have the honor of looking after the Golden cup. The team beat the South African Netball team by 10 points to nil. All the goals were

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**FINAL EXAM, 2015/2016 ACADEMIC YEAR**


**MCS 3310- COMMUNICATION FOR CHANGE**

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**INSTRUCTIONS:** Answer all questions in section A

Answer any Three in section B (Question 6 is Compulsory)

**DURATION:** 3 Hours

**TIME:** 09:00HRS -12:00HRS                21-09-2016

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## SECTION A: Answer all questions

1. Discuss what is involved in *gender analysis*. What is its ultimate goal?

2. What are the fundamental causes of poverty and how can media help as an intervention to reduce its occurrence?

3. What are the common themes between human rights and other special groups' rights?

4. Compare and contrast the two types of communication campaigns.

5. What are the major repercussions of corruption? What remedial measures can you advocate to curb the social-ill?

## SECTION B: Answer any 3 questions. *Question 6 is compulsory* (60 Marks)

6. You have been tasked to analyse a Zambian annual national budget for *Bloomberg News*. What will be your major guidelines in ensuring that your feature fully renders the facts and implications of the various allocations to the various sectors of the national economy?

7. In human trafficking, there are so many factors that perpetuate the trade and usually nations and international bodies are struggling to curb the vice. You are hired as a *Communications Consultant* for the *International*

*Organisation for Migration,* which is a UN body tasked to oversee international migrations of peoples across the world. What are the contemporary salient issues that you will highlight in helping combat human trafficking from Africa to the West?

8. Highlight the major pronouncements as espoused in the International Bill of Rights. How do they compare to the Zambian Bill of Rights? How would you, as a communications expert help in ensuring that Zambians are aware of these provisions and enjoy them.

9. Discuss the practice of media advocacy. In your discussion, highlight Lippmann's functional theory of media as a searchlight.

**=ENDS=**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF MASS COMMUNICATION

## MCS 3225 – DIGITAL JOURNALISM EXAMINATION (September 2016)

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**Instructions**

- Read the instructions Carefully
- You have **Three (3) Hours** to complete this Examination
- Answer the Required number of Questions in the **SECTIONS**
- Ensure that you clearly label the question being attempted
- Do not forget to write your **Computer Number** clearly on each answer booklet

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## SECTION A: Answer All Questions [40 Marks]

1. In not more than four sentences each, briefly explain the following 10 concepts:        **[20 Marks]**

    a. Ad-supported Syndication
    b. Integrated Production in convergence
    c. Interrogating data in CAR
    d. Mail Submission Server
    e. Scannabilty

    f. Search Engine Optimisation
    g. Boolean Operators
    h. Operating System
    i. WordPress Dashboard
    j. Content Community

2. Briefly, state what the difference between the following is (use examples for all):        **[6 Marks]**

    a. Social Network and Content Communities
    b. Hypertext and Hypermedia
    c. Web 2.0 and Social Media

2. What is APARNET and what is its significance in the history of the internet or email?        **[4 Marks]**

3. Give **three** reasons why a journalist should use computer assisted reporting?        **[3 Marks]**

4. Answer the following **Multiple choice Questions**. Write the **CORRECT** letter only.        **[7 Marks]**

    I. Which of these will not select all the cells in a document?
        a. Using the Edit – Select All menu
        b. Pressing Ctrl + A on the keyboard
        c. Clicking three times with the right mouse button in the spreadsheet

    II. The default style for new data keyed in a new workbook is?
        a. Currency
        b. Normal
        c. Percent

III.    The cell reference for a range of cells that starts in cell C1 and goes over to column H and down to row 10 is?
        a.  C1:10H
        b.  C1:H10
        c.  C1:H:10

IV.     When a formatted number does not fit within a cell, it displays
        a.  #####
        b.  #DIV/0
        c.  #NOTFIT@

V.      How many sheets are there in Excel Workbook by default?
        a.  2
        b.  3
        c.  4

VI.     Choose from the following, which is not the correct method of editing the cell content?
        a.  Press the Alt key
        b.  Double click the cell
        c.  Click the formula bar

VII.    Excel uniquely identifies cells within a worksheet with a cell name that
        a.  Column numbers and row letters
        b.  Column letters and row numbers
        c.  Cell locator coordinates

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## SECTION B: Answer ANY TWO questions of your choice [30 Marks]

5.  From a policy, regulatory, statutory or sector based-perspective, discuss current situation of any **one** of the following issues in Zambia:
    a.  Internet Governance                   d.  Cybersecurity
    b.  Online Intellectual Property          e.  Protection and Safety of Children
    c.  Internet Neutrality                       Online

6.  a. Mwe Bantu New Media is an example of an online news platform in Zambia. What steps can the platforms' journalists take to ensure that their stories are search engine optimised?
    b. Give a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the Zambian Blogosphere?

7.  a. Discuss the characteristics of social media and state what has made it a popular phenomenon.
    b. As the news industry looks to reconstruct its suffering business model, the journalists of today must reconstruct their skill sets. Describe seven important new skills journalists must strive to have.

### END OF EXAM, SONTA!

**Present value of 1 at compound interest: $(1 + r)^{-n}$**

| Years (n) | Interest rates (r) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1 | 0.9901 | 0.9804 | 0.9709 | 0.9615 | 0.9524 | 0.9434 | 0.9346 | 0.9259 | 0.9174 | 0.9091 | 0.9009 | 0.8929 | 0.8850 | 0.8772 | 0.8696 |
| 2 | 0.9803 | 0.9612 | 0.9426 | 0.9246 | 0.9070 | 0.8900 | 0.8734 | 0.8573 | 0.8417 | 0.8264 | 0.8116 | 0.7972 | 0.7831 | 0.7695 | 0.7561 |
| 3 | 0.9706 | 0.9423 | 0.9151 | 0.8890 | 0.8638 | 0.8396 | 0.8163 | 0.7938 | 0.7722 | 0.7513 | 0.7312 | 0.7118 | 0.6931 | 0.6750 | 0.6575 |
| 4 | 0.9610 | 0.9238 | 0.8885 | 0.8548 | 0.8227 | 0.7921 | 0.7629 | 0.7350 | 0.7084 | 0.6830 | 0.6587 | 0.6355 | 0.6133 | 0.5921 | 0.5718 |
| 5 | 0.9515 | 0.9057 | 0.8626 | 0.8219 | 0.7835 | 0.7473 | 0.7130 | 0.6806 | 0.6499 | 0.6209 | 0.5935 | 0.5674 | 0.5428 | 0.5194 | 0.4972 |
| 6 | 0.9420 | 0.8880 | 0.8375 | 0.7903 | 0.7462 | 0.7050 | 0.6663 | 0.6302 | 0.5963 | 0.5645 | 0.5346 | 0.5066 | 0.4803 | 0.4556 | 0.4323 |
| 7 | 0.9327 | 0.8706 | 0.8131 | 0.7599 | 0.7107 | 0.6651 | 0.6227 | 0.5835 | 0.5470 | 0.5132 | 0.4817 | 0.4523 | 0.4251 | 0.3996 | 0.3759 |
| 8 | 0.9235 | 0.8535 | 0.7894 | 0.7307 | 0.6768 | 0.6274 | 0.5820 | 0.5403 | 0.5019 | 0.4665 | 0.4339 | 0.4039 | 0.3762 | 0.3506 | 0.3269 |
| 9 | 0.9143 | 0.8368 | 0.7664 | 0.7026 | 0.6446 | 0.5919 | 0.5439 | 0.5002 | 0.4604 | 0.4241 | 0.3909 | 0.3606 | 0.3329 | 0.3075 | 0.2843 |
| 10 | 0.9053 | 0.8203 | 0.7441 | 0.6756 | 0.6139 | 0.5584 | 0.5083 | 0.4632 | 0.4224 | 0.3855 | 0.3522 | 0.3220 | 0.2946 | 0.2697 | 0.2472 |
| 11 | 0.8963 | 0.8043 | 0.7224 | 0.6496 | 0.5847 | 0.5268 | 0.4751 | 0.4289 | 0.3875 | 0.3505 | 0.3173 | 0.2875 | 0.2607 | 0.2366 | 0.2149 |
| 12 | 0.8874 | 0.7885 | 0.7014 | 0.6246 | 0.5568 | 0.4970 | 0.4440 | 0.3971 | 0.3555 | 0.3186 | 0.2858 | 0.2567 | 0.2307 | 0.2076 | 0.1869 |
| 13 | 0.8787 | 0.7730 | 0.6810 | 0.6006 | 0.5303 | 0.4688 | 0.4150 | 0.3677 | 0.3262 | 0.2897 | 0.2575 | 0.2292 | 0.2042 | 0.1821 | 0.1625 |
| 14 | 0.8700 | 0.7579 | 0.6611 | 0.5775 | 0.5051 | 0.4423 | 0.3878 | 0.3405 | 0.2992 | 0.2633 | 0.2320 | 0.2046 | 0.1807 | 0.1597 | 0.1413 |
| 15 | 0.8613 | 0.7430 | 0.6419 | 0.5553 | 0.4810 | 0.4173 | 0.3624 | 0.3152 | 0.2745 | 0.2394 | 0.2090 | 0.1827 | 0.1599 | 0.1401 | 0.1229 |
| 16 | 0.8528 | 0.7284 | 0.6232 | 0.5339 | 0.4581 | 0.3936 | 0.3387 | 0.2919 | 0.2519 | 0.2176 | 0.1883 | 0.1631 | 0.1415 | 0.1229 | 0.1069 |
| 17 | 0.8444 | 0.7142 | 0.6050 | 0.5134 | 0.4363 | 0.3714 | 0.3166 | 0.2703 | 0.2311 | 0.1978 | 0.1696 | 0.1456 | 0.1252 | 0.1078 | 0.0929 |
| 18 | 0.8360 | 0.7002 | 0.5874 | 0.4936 | 0.4155 | 0.3503 | 0.2959 | 0.2502 | 0.2120 | 0.1799 | 0.1528 | 0.1300 | 0.1108 | 0.0946 | 0.0808 |
| 19 | 0.8277 | 0.6864 | 0.5703 | 0.4746 | 0.3957 | 0.3305 | 0.2765 | 0.2317 | 0.1945 | 0.1635 | 0.1377 | 0.1161 | 0.0981 | 0.0829 | 0.0703 |
| 20 | 0.8195 | 0.6730 | 0.5537 | 0.4564 | 0.3769 | 0.3118 | 0.2584 | 0.2145 | 0.1784 | 0.1486 | 0.1240 | 0.1037 | 0.0868 | 0.0728 | 0.0611 |
| 25 | 0.7798 | 0.6095 | 0.4776 | 0.3751 | 0.2953 | 0.2330 | 0.1842 | 0.1460 | 0.1160 | 0.0923 | 0.0736 | 0.0588 | 0.0471 | 0.0378 | 0.0304 |
| 30 | 0.7419 | 0.5521 | 0.4120 | 0.3083 | 0.2314 | 0.1741 | 0.1314 | 0.0994 | 0.0754 | 0.0573 | 0.0437 | 0.0334 | 0.0256 | 0.0196 | 0.0151 |
| 35 | 0.7059 | 0.5000 | 0.3554 | 0.2534 | 0.1813 | 0.1301 | 0.0937 | 0.0676 | 0.0490 | 0.0356 | 0.0259 | 0.0189 | 0.0139 | 0.0102 | 0.0075 |
| 40 | 0.6717 | 0.4529 | 0.3066 | 0.2083 | 0.1420 | 0.0972 | 0.0668 | 0.0460 | 0.0318 | 0.0221 | 0.0154 | 0.0107 | 0.0075 | 0.0053 | 0.0037 |
| 45 | 0.6391 | 0.4102 | 0.2644 | 0.1712 | 0.1113 | 0.0727 | 0.0476 | 0.0313 | 0.0207 | 0.0137 | 0.0091 | 0.0061 | 0.0041 | 0.0027 | 0.0019 |
| 50 | 0.6080 | 0.3715 | 0.2281 | 0.1407 | 0.0872 | 0.0543 | 0.0339 | 0.0213 | 0.0134 | 0.0085 | 0.0054 | 0.0035 | 0.0022 | 0.0014 | 0.0009 |

| (n) | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 0.8621 | 0.8547 | 0.8475 | 0.8403 | 0.8333 | 0.8264 | 0.8197 | 0.8130 | 0.8065 | 0.8000 | 0.7937 | 0.7874 | 0.7812 | 0.7752 | 0.7692 |
| 2 | 0.7432 | 0.7305 | 0.7182 | 0.7062 | 0.6944 | 0.6830 | 0.6719 | 0.6610 | 0.6504 | 0.6400 | 0.6299 | 0.6200 | 0.6104 | 0.6009 | 0.5917 |
| 3 | 0.6407 | 0.6244 | 0.6086 | 0.5934 | 0.5787 | 0.5645 | 0.5507 | 0.5374 | 0.5245 | 0.5120 | 0.4999 | 0.4882 | 0.4768 | 0.4658 | 0.4552 |
| 4 | 0.5523 | 0.5337 | 0.5158 | 0.4987 | 0.4823 | 0.4665 | 0.4514 | 0.4369 | 0.4230 | 0.4096 | 0.3968 | 0.3844 | 0.3725 | 0.3611 | 0.3501 |
| 5 | 0.4761 | 0.4561 | 0.4371 | 0.4190 | 0.4019 | 0.3855 | 0.3700 | 0.3552 | 0.3411 | 0.3277 | 0.3149 | 0.3027 | 0.2910 | 0.2799 | 0.2693 |
| 6 | 0.4104 | 0.3898 | 0.3704 | 0.3521 | 0.3349 | 0.3186 | 0.3033 | 0.2888 | 0.2751 | 0.2621 | 0.2499 | 0.2383 | 0.2274 | 0.2170 | 0.2072 |
| 7 | 0.3538 | 0.3332 | 0.3139 | 0.2959 | 0.2791 | 0.2633 | 0.2486 | 0.2348 | 0.2218 | 0.2097 | 0.1983 | 0.1877 | 0.1776 | 0.1682 | 0.1594 |
| 8 | 0.3050 | 0.2848 | 0.2660 | 0.2487 | 0.2326 | 0.2176 | 0.2038 | 0.1909 | 0.1789 | 0.1678 | 0.1574 | 0.1478 | 0.1388 | 0.1304 | 0.1226 |
| 9 | 0.2630 | 0.2434 | 0.2255 | 0.2090 | 0.1938 | 0.1799 | 0.1670 | 0.1552 | 0.1443 | 0.1342 | 0.1249 | 0.1164 | 0.1084 | 0.1011 | 0.0943 |
| 10 | 0.2267 | 0.2080 | 0.1911 | 0.1756 | 0.1615 | 0.1486 | 0.1369 | 0.1262 | 0.1164 | 0.1074 | 0.0992 | 0.0916 | 0.0847 | 0.0784 | 0.0725 |
| 11 | 0.1954 | 0.1778 | 0.1619 | 0.1476 | 0.1346 | 0.1228 | 0.1122 | 0.1015 | 0.0938 | 0.0859 | 0.0787 | 0.0721 | 0.0662 | 0.0607 | 0.0558 |
| 12 | 0.1685 | 0.1520 | 0.1372 | 0.1240 | 0.1122 | 0.1015 | 0.0920 | 0.0834 | 0.0757 | 0.0687 | 0.0625 | 0.0568 | 0.0517 | 0.0471 | 0.0429 |
| 13 | 0.1452 | 0.1299 | 0.1163 | 0.1042 | 0.0935 | 0.0839 | 0.0754 | 0.0678 | 0.0610 | 0.0550 | 0.0496 | 0.0447 | 0.0404 | 0.0365 | 0.0330 |
| 14 | 0.1252 | 0.1110 | 0.0985 | 0.0876 | 0.0779 | 0.0693 | 0.0618 | 0.0551 | 0.0492 | 0.0440 | 0.0393 | 0.0352 | 0.0316 | 0.0283 | 0.0254 |
| 15 | 0.1079 | 0.0949 | 0.0835 | 0.0736 | 0.0649 | 0.0573 | 0.0507 | 0.0448 | 0.0397 | 0.0352 | 0.0312 | 0.0277 | 0.0247 | 0.0219 | 0.0195 |
| 16 | 0.0930 | 0.0811 | 0.0708 | 0.0618 | 0.0541 | 0.0474 | 0.0415 | 0.0364 | 0.0320 | 0.0281 | 0.0248 | 0.0218 | 0.0193 | 0.0170 | 0.0150 |
| 17 | 0.0802 | 0.0693 | 0.0600 | 0.0520 | 0.0451 | 0.0391 | 0.0340 | 0.0296 | 0.0258 | 0.0225 | 0.0197 | 0.0172 | 0.0150 | 0.0132 | 0.0116 |
| 18 | 0.0691 | 0.0592 | 0.0508 | 0.0437 | 0.0376 | 0.0323 | 0.0279 | 0.0241 | 0.0208 | 0.0180 | 0.0156 | 0.0135 | 0.0118 | 0.0102 | 0.0089 |
| 19 | 0.0596 | 0.0506 | 0.0431 | 0.0367 | 0.0313 | 0.0267 | 0.0229 | 0.0196 | 0.0168 | 0.0144 | 0.0124 | 0.0107 | 0.0092 | 0.0079 | 0.0068 |
| 20 | 0.0514 | 0.0433 | 0.0365 | 0.0308 | 0.0261 | 0.0221 | 0.0187 | 0.0159 | 0.0135 | 0.0115 | 0.0098 | 0.0084 | 0.0072 | 0.0061 | 0.0053 |
| 25 | 0.0245 | 0.0197 | 0.0160 | 0.0129 | 0.0105 | 0.0085 | 0.0069 | 0.0057 | 0.0046 | 0.0038 | 0.0031 | 0.0025 | 0.0021 | 0.0017 | 0.0014 |
| 30 | 0.0116 | 0.0090 | 0.0070 | 0.0054 | 0.0042 | 0.0033 | 0.0026 | 0.0020 | 0.0016 | 0.0012 | 0.0010 | 0.0009 | 0.0006 | 0.0005 | 0.0004 |
| 35 | 0.0055 | 0.0041 | 0.0030 | 0.0023 | 0.0017 | 0.0013 | 0.0009 | 0.0007 | 0.0005 | 0.0004 | 0.0003 | 0.0002 | 0.0002 | 0.0001 | 0.0001 |
| 40 | 0.0026 | 0.0019 | 0.0013 | 0.0010 | 0.0007 | 0.0005 | 0.0004 | 0.0003 | 0.0002 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0000 | 0.0000 |
| 45 | 0.0013 | 0.0009 | 0.0006 | 0.0004 | 0.0003 | 0.0002 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 |
| 50 | 0.0006 | 0.0004 | 0.0003 | 0.0002 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 |

scored by Shakainah Davis. The South African team played well but most of their team members were playing rough and one of their team members was actually sent off in the tenth minute of the game. The game took place at the Independence stadium late in the evening and was constantly affected by load shedding especially in the first 20 minutes. The league takes place after every five years. President Barack Obama attended the game.The water boy for the team served very cold water and energy drinks to the players.

Using the informationabove, write a four paragraphhard news story for your newspaper. Be creative and come up with quotes from team members or coaches if you so wish.(15 marks)

4. Think of a fairy tale that you know well – Cinderella, Snow White and the Seven Dwarves, Sleeping Beauty, Hansel and Gretel, The Little Mermaid, Beauty and the Beast etc. In only 10 to 15 lines, rewrite the story, putting the most important facts first and working your way down to incidental details. (15 marks)

# SECTION B: ANSWER TWO QUESTIONS FROM THIS SECTION (40 MARKS)

5. You are a reporter with *Moma Power FM* based in Lusaka. You have been assigned thegovernment and politics beat. You have been asked to make a presentation at a media workshop at the University of Zambia on how to cover the government and politics beat. The workshop is for MCS 2220 students. Develop a summary of the presentation you would make.(20 marks)

6. Coverage of business stories can be exciting, boring and challenging for people working in the media. Prepare some notes on how one should go about covering the business and economic beat and indeed the stories. (20 marks)

7. What constitutes media coverage of the national budget in Zambia? (20 marks)

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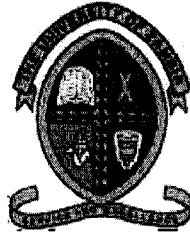
THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

MCS9070- STRATEGICC COMMUNICATION FOR HEALTH AND
DEVELOPMENT EXAMINATION 2016
VENUE: SPORTS HALL  TIME: 9:00 – 12:00 HOURS
DATE: MONDAY 19$^{TH}$ SEPTEMBER 2016

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SECTION A: ANSWER ALL QUESTIONS  (ONE HOUR)  40 MARKS
1. Pre testing is important in all your interventions discuss the pretesting of
   A) Questionnaires
   B) Media intervention materials
   10 marks
2. In your M&E exercise
   a) Explain what the indicators are
   b) What are their functions
   10 marks
3. Explain and discuss the Social Ecological model for health promotion
   10 marks
4. outline the five steps of analysis
   10 marks

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SECTION B : ANSWER  ONE QUESTIONS ONLY  ( TWO HOURS ) 60 MARKS

With the knowledge you gained in MCS 9070 course YOU are asked to make
interventions and analysis of (ONLY) one of the following problems:

5. There is a serious outbreak of cholera in Kalinglinga Compound.
6. The RTA has recorded high escalating records of road accidents.
7. There is a serious drug abuse among the student populous in high institutes of
   learning.

   a) Define and profile your primary audience (s).
   b) Define and profile your secondary audience (s).
   c) What will be your preferred communication channels?

d) What would be your most preferred format(s) of your media content?
e) List the different interventions you would implement in short and long term plans to solve the problem.
f) What would be your key promises and slogan
g) Write a one minute PSA addressing one of your primary audiences.
h) Write a one minute PSA addressing one of your secondary audiences.

**END**

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

## MCS 9320/2320 FINAL EXAM
### SEPTEMBER 27, 2016

## INSTRUCTIONS

This paper has **TWO** Sections. Answer **ALL** questions in Section A. Section A carries 60 marks. Answer only **TWO** questions in Section B. Section B carries 40 marks. Total marks for the exam are 100.

### SECTION A: ANSWER ALL EIGHT QUESTIONS

1. Define Photography and explain its origins. (5)
2. What are Megapixels? (5)
3. Explain Aperture, Shutter Speed and ISO (10)
4. Explain the following types of lenses:
   a) Telephoto Lens
   b) Wide Angle Lens
   c) Macro Lens
   d) Digital Zoom Lens (15)
5. What is a Digital Camera? How does it function? (5)
6. What determines a digital image File Size? (10)
7. What is Camera Obscura? (5)
8. Who made the first permanent photograph? How was this achieved? (5)

### SECTION B: ANSWER ONLY TWO QUESTIONS

1. Discuss Composition in Photography and explain its importance. (20)
2. Explain the factors that make a Great Photograph. (20)
3. Discuss the digital workflow (20)

### -ENDS-

# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY END OF YEAR EXAMINATIONS

## MCS 9410: PUBLIC RELATIONS THEORY AND PRACTICE

## SEPTEMBER 2016

**TIME:** THREE HOURS

**INSTRUCTIONS:** TACKLE THE CASE STUDY IN **SECTION A**, AND THEN ANY THREE QUESTIONS FROM **SECTION B**.

## SECTION A

1. Public Relations Ethics Case Study

Assume that you are the director of public relations for Megabucks Energy Company, a Lusaka-based Fortune 500 oil and gas exploration and production company. Megabucks has been experiencing declining profits due to drops in oil and gas prices. Recent drilling on one of the company's properties in the Mongu Swamps has produced promising results of a significant new oil and gas reservoir. Although geological testing is incomplete, rumours are flying in the marketplace about the potential of this new well to significantly increase Megabucks' profits. Senior management asks you to prepare a news release that responds to these rumours and downplays the significance of the find. As part of your research, you discover internal reports that show that this new well is, indeed, a major discovery and that further testing is planned simply to determine the size of the reservoir. What do you do?

i. Define the specific ethical issue and/or conflict.

ii. Identify internal/external factors that may influence the decision.

iii. Identify key values.

iv. Identify the parties who will be affected by the decision and define the public relations professional's obligation to each.

v. Select ethical principles to guide the decision making process.

vi. Make a decision and justify. (40 Marks)

## SECTION B

2.  First define International Relations and then discuss the role of a public relations professional in a global market. (20 Marks)

3.  Discuss the origins of and changes within the public relations field over time and what is expected of contemporary practitioners. (20 Marks)

4.  Distinguish between Issues Management and Crisis Management? And state the public relations role in each case. (20 Marks)

5.  Why is it important for public relations practitioners to have an understanding of the law? And state the specific laws which are of particular interest to public relations professionals. (20 Marks)

6.  Illustrate the similarities and differences in the way public relations is practiced in different organizational settings (20 Marks)

**End of Examination**

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

END OF YEAR EXAMINATION

INTEGRATED MARKETING COMMUNICATION

MCS 9420

16TH SEPTEMBER, 2016

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION (60 MARKS)

Q.1

**Elections and the use of IMC**

The August 11th 2016 general elections will go into the annals of history as the most competitive elections in Zambia. The main contending political parties devised numerous strategies to win the hearts of voters. For a long time to come, various professions will use these elections as a point of reference on several aspects. The field of media and communication will equally draw lessons from the strategies that political parties employed to attract and convince voters. Now attempt the questions below.

a) Justify the use of integrated marketing communication for an election campaign (10 Marks).

b) Explain in detail and with examples, how political parties used the different elements of the IMC strategy? (10 marks).

c) If a political party hired you to develop a campaign for the 2021 elections, how would you use the IMC strategy to come up with an effective campaign? (20 marks).

Q.2

a) Describe the evolution of the concept of integrated marketing communication (10 marks).

b) Why would one recommend the use of IMC strategy to discourage vandalism of vital installations such as ZESCO's transformers? (10 marks).

1

## SECTION B: ANSWER TWO QUESTIONS IN THIS SECTION (40 MARKS)

**Q3.**

a) Discuss five elements that can be used as part of the IMC strategy? (10 marks)

b) What should one take into account when they want to promote a concept or product using IMC at an international level? (10 marks).

**Q4**

Zambia like many developing nations grapples with many social problems. Identify one social problem and develop a proposal of how you will deal with such a problem using IMC strategy. (20 marks).

**Q5.**

a) What factors have hindered the full acceptance of IMC? (10 marks).

b) What are the merits of various elements of IMC? (10 marks).

**Q6.**

a) What are the demerits of the elements of IMC? (10 marks).

b) How can you convince your superiors to embrace IMC? (10 marks).

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
## 2015/16 ACADEMIC YEAR FULL – TIME/ PARALLEL EXAMINATION

## PAM 2010: NATIONAL GOVERNMENT AND ADMINISTRATION

**INSTRUCTIONS:** Answer question 1 and any other two questions.

**TIME ALLOWED:** 3 Hours

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Q1. Distinguish between *government* and *governance*. Using practical examples, *appraise* how appointment of cabinet ministers from outside parliament may affect public administration in Zambia.

Q2. Contrast the type of administration at National Servings and Credit Bank (NATSAV) with its counterpart at Invest Trust Bank.

Q3. Using practical examples, explain in detail the main stages in the policy making process.

Q4. Define administrative reforms. Using appropriate illustrations, explicate *why* and *how* administrative reforms are undertaken.

Q5. Demonstrate your understanding of comparative Public Administration. Using practical examples, explain in detail the major types of comparative studies in Public Administration.

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## 2015/16 ACADEMIC YEAR-FINAL EXAMINATIONS

## PAM 2020: LOCAL GOVERNMENT ADMINISTRATION

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

**INSTRUCTIONS:** ANSWER **QUESTION 1** ON SECTION A AND **ANY OTHER TWO QUESTIONS** FROM SECTION B:

### SECTION A

1. The prefectorial system is typical in the French local government model which is also dotted in a number of other countries in the world. With the use of practical examples and illustrations, compare and contrast the IPS model in France in relation to the councilor-committee model of council administration in Zambia.

### SECTION B

2. Relate central sources of local government finance in the English to that of the Ugandan model of local government administration

3. Discuss the decentralisation system in the Zambian Local Government model against the US System

4. Critically discuss the dual state and the utilitarian democratic theories of local government administration. In your view, which one is more applicable in Zambia?

5. Compare and contrast central local relations between the US local government system and the French model of Local Government Administration

*END OF EXAMINATION. GOOD LUCK!!*

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
## PAM 3020 - ORGANISATIONAL BEHAVIOUR AND MANAGEMENT
## 2015/16 ACADEMIC YEAR FINAL EXAMINATION- FULL TIME/PARALLEL

## INSTRUCTIONS
   a. Answer **QUESTION ONE** and any other two questions within **THREE HOURS**
   b. Question one carries **20 MARKS** while the rest carry **15 MARKS** each
   c. Start each question on a fresh page and clearly indicate the question number
   d. Make sure your computer number is clearly and correctly written
   e. Pay particular attention to grammar and punctuations
   f. **AVOID COPYING**

## QUESTIONS

1. Moses Chewe, team leader for call centre agents at Zamtel, gave his team these last words as they prepared to officially start their work after two months of intensive training: "I know you are mentally and physically ready. Now, get out there, do your best and make me proud."

   Using your knowledge on motivation:

   a. Identify and explain the major weaknesses in Moses Chewe's final words to his team.
   b. If you were Moses Chewe, what would you have said to the team of call centre agents instead?

2. Discuss the probable effects of personality on performance in the Zambian civil service. In addition, provide a recommendation on how the Zambian civil service can contain the harmful effects of personality.

3. With the aid of practical examples, discuss how perception can affect motivation in the Zambian civil service.

4. Identify and explain the possible communication barriers in the Zambian civil service. Further, illustrate how the identified barriers can be eliminated.

5. Identify and explain the positive and negative effects of a long standing organisational culture. In addition, explain how the positive effects of organisational culture can be maintained and how the negative ones can be eliminated.

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

TIME ALLOWED: 3 HOURS

1. Write reasonable notes on each of the following:
   a. Iron law of oligarchy
   b. Joint council
   c. Union busting
   d. Class in itself

2. Using your human resource planning skills, explain how a large organisation can rectify its problems of human resource surpluses and shortages.

3. Explain any four approaches to training needs analysis. What are the weaknesses and strengths of each approach?

4. Explain the main factors that hamper collective bargaining in Zambia. In your view, what can be done to make it effective?

5. Discuss in detail how an organisation can ensure internal equity with regard to wage and salary administration.

6. With the help of relevant examples from Zambia, discuss the neutrality of the state in labour relations.

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## 2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

## PAM 4010: DEVELOPMENT ADMINISTRATION

*Instructions to Candidates*

1. **Attempt any three (3) questions in this paper**
2. **Time allowed is three (3) hours.**

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1. "The market economy cannot function adequately without positive support from the state"[1]. Evaluate this statement in view of Zambia's lessons from the Mulungushi Reforms (1968) and Matero Reforms (1969), and the implementation of the Privatization Act No. 21 of 1992.

2. With relevant examples, explain the implications of the following methods of development financing:

   a) Deficit financing
   b) National savings
   c) Taxation
   d) Foreign capital
   e) Disguised unemployment

3. Using Fred Riggs' Fused-Prismatic-Diffracted typology, describe the structural barriers to development faced by a prismatic society. What should a developing country like Zambia do to foster speedy structural differentiation and integration?

4. Discuss the relevance of the Protestant Work Ethic to development theory. In so doing, explain the development efficacy of the Five Points of *Calvinism*.

5. "A state can be said to be a neo-colonialist or client state if it is independent *de jure* and dependent *de facto*"[2]. Discuss this view in relation to the arguments in the International Dependency Theories.

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[1]. W. A. Lewis, The Principles of Economic Planning, London: Allen and Unwin, 1949, p.14.
[2] K. Nkrumah, Handbook of Revolutionary Warfare, A Guide to the Armed Phase of the African Revolution, New York: International Publishers, 1968, p.

d. Les étudiants doivent faire cet examen.........trois heures.
4. **Complétez les phrases avec : <u>nouveau</u>, <u>vieux</u>, <u>ancien</u>, <u>neuf</u>, accordez si nécessaire.**
   a. Paul a une voiture .............
   b. Mon frère a acheté une .........chemise.
   c. J'ai rencontré mon ........professeur à Lusaka.
   d. Cette .......dame travaille toujours à l'hôpital.

5. **Complétez par : <u>sur</u>, <u>dedans</u>, <u>au-dessus de</u>, <u>sous</u>, <u>dans</u>.**
   a. Toutes les chaises sont.......la maison.
   b. L'avion est .......Lusaka.
   c. Le chat blanc est ........le lit.
   d. Est – ce que les livres sont dans la valise ?oui, ils sont.........
   e. Le grand cahier est ........le bureau.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

# SECTION C: LA COMPREHENSION

## Text 1

**Lisez le texte ci-dessous et répondez aux questions qui suivent.**

Salut!

Je suis avec ma famille en vacances près de la mer. Nous allons à la plage tous les jours pour nager. Malheureusement, il pleut un peu et il fait froid aujourd'hui.

L'hôtel est très grand. Il y a deux cents chambres, un restaurant et deux piscines. C'est super!

Ce soir, nous allons prendre un repas de fête ensemble car mon frère a 18 ans aujourd'hui. Et demain c'est le départ.

Notre avion arrivera à Paris demain soir.

À bientôt!

Cédric

**Choisissez la bonne réponse.**

1. Cédric est...

3

**A.** au collège.

**B.** au bord de la mer.

**C** .à la maison.

2. Tous les jours, Cédric...

    **A** .se baigne.

    **B.** pique-nique.

    **C.**se promène

3. Aujourd'hui, il y a...

    **A.** du soleil.

    **B.** de la pluie.

    **C.** de la neige.

4. Cédric dit que l'hôtel a...

    **A.** un grand jardin.

    **B.** plusieurs restaurants.

    **C.** beaucoup de chambres

5. Ce soir, Cédric va fêter...

    **A.** un anniversaire.

    **B.** son retour à Paris.

    **C.** ses résultats d'examens

## Texte 2.

**Lisez le texte ci-dessous et répondez aux questions en phrases complètes.**

Michelle a mangé trop de haricots. Aujourd'hui, elle a mal au ventre. Elle est incapable d'aller à l'école. Sa mère l'accompagne à l'hôpital de la ville. C'est un hôpital moderne qui a beaucoup de salles propres et d'infirmières gentilles.

Quand Michelle y arrive, il y a beaucoup de malades. Une infirmière vient le voir. Elle écrit son nom sur une carte médicale. Ensuite, elle va avec elle chez le docteur.

Le docteur l'examine et lui donne le médicament ; quelques aspirines et des ampicillines. Michelle doit rester au lit ou elle doit prendre des médicaments pendant une semaine.

Après une semaine, Michelle est très contente parce qu'elle est en bonne santé. Comme elle a peur d'être encore malade, elle refuse de manger les haricots maintenant. Et elle fait attention à tout ce qu'elle mange.

Elle n'achète plus de nourriture dans la rue. Elle pense aussi que la police doit faire quelque chose pour arrêter les marchands qui vendent des aliments le long de la rue.

**Questions**

1. Pourquoi Michelle est incapable d'aller à l'école?

2. Qui a accompagné Michelle à l'hôpital ?

3. Qui a écrit le nom sur la carte médicale de Michelle ?

4. Qu'est –ce que le docteur a fait après l'examen médical ?

5. Le docteur lui a donné quels médicaments ?

6. Pourquoi est ce que Michelle est contente ?

7. Michelle a pris les médicaments pendant combien de jours ?

8. Pourquoi Michelle refuse maintenant de manger les haricots ?

9. Qu'est-ce qu'elle n'achète plus dans la rue ?

10. Selon Michelle, que doit faire la police ?

# SECTION D. COMPOSITION

Ecrivez une composition de **120 mots**, environ, sur le sujet suivant :

**« Mon / ma meilleur ami(e) »**

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

### 2015/16 ACADEMIC YEAR FINAL EXAMINATIONS

### PAM 4024: PUBLIC POLICY ANALYSIS

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** ANSWER <u>QUESTION 1</u> AND ANY OTHER <u>TWO</u> QUESTIONS

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1. Total costs of a social cash transfer programme in one of the pilot areas within Eastern province has been estimated at K5, 000 per year. The program is expected to run for a period of five years. However due to changes in interest rates and inflation, these costs are likely to change in the near future.
   (a) With a discount rate of 2%, calculate the Discount Factor (DF) using the following formula:
   $$DF = 1/(1 + r)^n$$

   Where r is the discount rate and n is the number of years over which benefits and costs are discounted.
   (b) Determine the value of current cost by fifth year of the programme.

   (40 marks)

2. Explain in detail the meaning, similarities and difference between descriptive, normative and symbolic models of public policy. Using the phenomenon of load shedding in Zambia as an example, demonstrate how descriptive models can aid in coming up with the most viable policy option.

   (30 marks)

3. RATSA has accumulated a data set on a number of arrests for various offences for the period between 2000 and 2015.
   (a) Discuss what secular trends are in classical time – series analysis
   (b) show possible trends of the two variables on the graph

   (30 marks)

4. Write reasonable notes on the following:
   (a) Elite theory
   (b) Casual modeling
   (c) Equal – Cost Analysis
   (d) Rebuttal
   (e) Policy outcomes

   (30 marks)

   [Total = 100 marks]

### END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2015/2016 ACADEMIC YEAR

FINAL EXAMINATIONS

PAM 9010: PUBLIC FINANCIAL MANAGEMENT

*Instructions to Candidates*

i)  Attempt any three (3) questions in this paper
ii) Time allowed is three (3) hours.

1. Using correctly labeled diagrams, explain the second proposition of the Principle of Maximum Social Benefit as it relates to:

   a) Taxation   b) Public Expenditure

2. Based on the Modern Theory of Incidence and Shifting of tax burden, appropriate formulae and diagrams, explain how the tax burden is shared between sellers and buyers when:

   a) elasticity of supply is equal to elasticity of demand
   b) elasticity of supply is greater than elasticity of demand
   c) elasticity of supply is less than elasticity of demand
   d) supply is perfectly elastic and demand is inelastic
   e) demand is perfectly elastic and supply is inelastic
   f) supply is perfectly inelastic and demand is elastic
   g) demand is perfectly inelastic and supply is elastic

3. Given that $[U(Y)-U(Y-T)]A=[U(Y)-U(Y-T)]B$ and $[U(Y)-U(Y-T)/U(Y)]A=[U(Y)-U(Y-T)/U(Y)]B$, show how tax burden is shared between low income earners and high income earners using equal absolute sacrifice and equal proportional sacrifice rules.

a) Write notes on the following:

    i) Direct Money Burden
    ii) Indirect Money Burden
    iii) Direct Real Burden
    iv) Indirect Real Burden

b) Identify the merits and demerits of the following methods of public debt redemption.

    i) Repudiation
    ii) Refunding
    iii) Conversion
    iv) Actual repayment
    v) Sinking fund
    vi) Capital levy

5. Using appropriate diagrams, explain how Adolph Wagner's Law of Increasing State Spending and Wiseman-Peacock's Hypothesis could help explain increasing public spending in Zambia.

6. Write notes on the following:

    a) *De jure* and *De facto* Tax Payers
    b) Ad Valorem and Specific Taxes
    c) Single and Multiple Taxation
    d) Benefit Principle
    e) Special Assessment

7. Using appropriate diagrams, explain any four methods of taxation. Further, state how they relate to the Principle of Maximum Social Benefit.

**END**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2015/16 ACADEMIC YEAR-FINAL EXAMINATIONS

PAM 9025: PUBLIC ENTERPRISE MANAGEMENT

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

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

### SECTION A

1. Following the liberalization and eventual privatization of the economy in 1991, most of the Zambian public enterprises such as UBZ, FINDECO, NIEC, ZCBC e.t.c are defunct and non-existent. However, the current regime has been determined to resuscitate a number of State Owned Enterprises (SOEs). Critically examine the propulsion of this endeavour.

### SECTION B

2. Using the Zambian case, explain and justify the new trends in public enterprises

3. Critically compare and contrast departmental undertakings against public corporations. In your view, which one is more viable for national development?

4. Public companies are very important in the commercialization and development of industries for social and economic development. Discuss

*END OF EXAMINATION. GOOD LUCK!!*

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2015/2016 ACADEMIC YEAR

### THIRD-TERM FINAL EXAMINATIONS

PAM 9055         : STRATEGIC MANAGEMENT
TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION 1 IN SECTION A PLUS ANY OTHER 2 QUESTIONS IN SECTION B

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## SECTION A

1. One way in which an organization can outperform its rivals in the industry is by relying on the use of its strategic capabilities. Write a concise essay in which you explain how, exactly, reliance on strategic capabilities actually works. In so doing, explain also how such reliance on strategic capabilities could be risky.    **(20 Marks)**.

## SECTION B

2. Many indigenous business organizations in the Developing Nations of the world have been unable to penetrate the lucrative markets of the industrialized western countries, due to the poor quality of their products. Write a concise essay in which you suggest how such entities can enhance their business chances in international trade, by using tried and tested principles of Quality Management propounded by various scholars. **(15 Marks)**.

3. Write a concise essay in which you explain how similar to, or different from each other, the industry life cycle and the product life cycle are, as tools of analysis in strategic management. In so doing, outline also the potential strengths and weaknesses of each one of these tools of analysis. **(15 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. **(15 Marks)**.

### END OF EXAMINATION. GOOD LUCK!
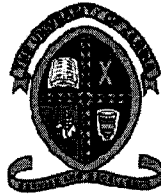
# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
### DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

**2015 ACADEMIC YEAR**                    **FINAL EXAMINATIONS**

| | |
|---|---|
| **PHI 1020:** | CRITICAL THINKING |
| **TIME:** | THREE HOURS |
| **INSTRUCTIONS:** | ANSWER **ALL** QUESTIONS IN SECTION ONE AND ANY **TWO** QUESTIONS IN SECTION TWO. ALL ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED. |

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## SECTION ONE
### Answer **all** questions

1. **Reasoning, Argument, Premises, and Conclusions**
    (a) What is meant by reasoning in critical thinking? How does it differ from other types of reasoning as understood in fields such as Psychology?
    (b) What is a statement?
    (c) Define an argument?
    (d) Statements are said to have truth-value. Clearly explain what is meant by truth-value?
    (e) Clearly explain what is meant by premise and conclusion?

2. **Recognising Arguments**
    (a) Briefly explain what is meant by inferential claim?
    (b) Briefly explain the difference between an argument and an explanation?
    (c) What is meant by explanans?
    (d) What is an explanandum?

3. **Logical Evaluation of Deductive Arguments**
    (a) What is a sound argument?
    (b) The following arguments are all deductive arguments. Using the Venn Diagram method, determine whether each is **valid** or **invalid**. Also determine whether the argument is **sound** or **unsound**. Briefly explain your answer. *Note: Show your work*
        i.  Since some fruits are green, and some fruits are apples, it follows that some fruits are green apples.

ii. Lusaka is a city in Zambia and Zambia is part of Africa. Therefore, Lusaka is a city in Africa

*Note: Remember to state whether the above arguments are sound or unsound*

(c). Prove that the following argument is invalid by using the counterexample method.
*Note: Don't forget to write the form of the argument and the substitution instance.*
All Adlers are bobkins.
All bobkins are Crockers.
Therefore, all Adlers are Crockers

# SECTION TWO
Answer any **two** questions

4. **Determining Validity**
   (a) Briefly define what is meant by Logic?
   (b) Why is Logic considered the most important/fundamental branch of Philosophy?
   (c) What is meant by a Syllogism? Give your own example of a syllogism
   (d) Briefly describe the difference between a deductive argument and an inductive argument?
   (e) What is meant by "good argument" in Logic?
   (f) What is the difference between a valid deductive argument that is sound and one that is unsound?

5. **Determining Validity**
   Determine whether the following Syllogisms are **valid** or **invalid**? Give a reason for your answer. If invalid, state the **fallacy** committed or **rule** broken. Also state whether the argument is **sound** or **unsound**.
   *Note: Show your work in the provided answer booklet.*
   (a) Argument one
       P1 - All cats are mammals
       P2 - All dogs are mammals
       C -  Therefore all cats are dogs

   (b) Argument two
       P1 - All NIPA students are intelligent
       P2 - Some UNZA students are not intelligent
       C -  Therefore some UNZA students are NIPA students

6. **Equivalent Statements**
   Contrapose the following statements. Clearly show your work in the answer booklet.
   *Note: You get 2 marks for each correct step.*
   (a) Statement one: Some Zambians are Christians
   (b) Statement two: All Zambians are Christians.

END OF EXAMINATION

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

2015 ACADEMIC YEAR          FINAL EXAMINATIONS

PHI 3050:          ETHICS

TIME:          THREE HOURS
INSTRUCTIONS:  Answer **THREE QUESTIONS**: *one* from Section A, *one* from Section B, and *one* from Section C. Each question carries equal marks.
**Section A should be answered in a separate answer book.**

# SECTION A
(Answer **one** question)

1. "If we were all truly rational persons, then we would pursue our own self-interest. This is because doing so would lead to the greatest good of society".
    (a) State the position of ethical egoism and the basis for this ethical theory.
    (b) Explain, according to economist Adam Smith, how the marketplace is an example of how serving self-interest can also serve the greater good.
    (c) Demonstrate the paradox of Ayn Rand's "good society" argument. That is, how this argument that is used to defend ethical egoism actually undermines it.
    (d) Briefly discuss how utilitarianism is decidedly different from egoism.

2. Let us suppose you are a utilitarian living at a time of the HIV/AIDS pandemic and have to decide whether to support or reject the use condoms. You have at your disposal Jeremy Bentham's hedonic calculus to apply in making this moral decision.
    (a) State when, according to Jeremy Bentham's utilitarianism, an action is morally acceptable and when it is not acceptable.
    (b) Explain the purpose of Bentham's hedonic calculus and how the seven (7) criteria of the calculus can be applied to the use of the condom.
    (c) Discuss, with the help of examples, how the hedonic calculus can be used to support the use of condoms.
    (d) Discuss, with the help of examples, how the hedonic calculus can be used to reject the use of condoms.

3. Suppose your closest friend's life has been one of constant pain and disappointment. He failed his final examinations last year and was excluded from the University of Zambia. He lost his parents and siblings one after the other through illness and death within a space of three years. He has just been dumped by his longtime girlfriend. He has no job, no money and no relative is ready to take him in. He is fed up with his life to the back of his teeth and is simply contemplating committing suicide.
    (a) Explain why, according to Immanuel Kant, one should never let pain and disappointment determine how one conducts oneself.
    (b) State what for Kant should determine how one conducts oneself.
    (c) State what duties, according to Kant in support of Samuel Pufendorf, one has to oneself and which one would violate by committing suicide.

1

(d) Discuss why it would be wrong from the point of view of the Kantian second formulation of the categorical imperative for one to commit suicide.

# SECTION B
## (Answer **one** question)

4. With globalization and the establishment of global institutions (e.g., the UN), people are more and more condemning cultural practices of others that are seen to be against the respect and dignity of persons. For instance, it is common to hear Western Nations condemn some cultural practices of African Nations (e.g., polygamy, clitoridectomy, wife inheritance ...) as immoral.
    (a) Explain two (2) arguments in support *moral objectivism*; the view that morality is universal and applicable to all regardless of one's cultural or personal beliefs.
    (b) Evaluate two (2) arguments in support of *ethical relativism*.
    (c) Some people claim that *cultural relativism* is good for the development and promotion of minority societies? Discuss whether you think such an argument is reasonable or not.

5. In Book 1 of the *Republic*, Plato surveys several different and conflicting conceptions of justice. He critically analyses three conceptions of justice. He ends with his own account of justice.
    (a) Clearly explain the three (3) conceptions of justice that Plato objects to. Explain the objections to these conceptions of justice.
    (b) Explain Plato's own view of justice.
    (c) Explain the two (2) principles of justice according to John Rawls. How does he arrive at these principles of justice?

6. Talk about rights has become the mainstay of many people when they are making any claim on how others ought to be treated. Sometimes, there is even a feeling that rights talk is used as a quick excuse to getting what one wants in life without proper justification.
    (a) Clearly explain what rights are including the concepts of *negative* and *positive* rights, *absolute* and *prima facie* rights.
    (b) Discuss the four (4) main approaches to establishing and justifying natural rights.
    (c) Explain the two (2) senses one can use to claim that animals have rights.

# SECTION C
## (Answer **one** question)

7. Zambians are notorious for linking all aspects of their lives to Christianity or broadly speaking religion.
    (a) Discuss two (2) ways in which morality can be said to depend on religion.
    (b) Evaluate the view that morality depends on God's commands. What is the difficulty with such a view especially that God could command immoral acts.
    (c) Despite the difficulties of basing morality in religion, discuss the ways in which religion could add value to morality.

8. Linked to our Christian beliefs, is the view that our lives are predestined. Our lives are mapped before we are even born. Such a view could mean our actions similarly are determined.
    (a) Discuss the four (4) ways our actions could be seen as determined and therefore not out of our free will.
    (b) Discuss whether or not we are truly morally free to choose our actions.

9. The natural law tradition is a tradition that sees basic moral principles as objective and based on human reason rather than convention.
    (c) Discuss the natural law theory of St. Thomas Aquinas.
    (d) Explain the three (3) ways we use reason to arrive at natural laws.
    (e) Discuss two (2) Controversies of the natural law tradition.

**END OF EXAMINATION**

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

**2015 ACADEMIC YEAR**                                   **FINAL EXAMINATIONS**

**PHI 9125/ECN 9422:**        **BUSINESS ETHICS**

**TIME:**                     **THREE (3) HOURS**
**INSTRUCTIONS:**             **ANSWER <u>ALL</u> QUESTIONS**
                             (Write as much as you can on each of these questions. Note that you
                             have an <u>average</u> of 18 minutes of answering each question)

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1. (a) Define Utilitarianism.

    (b) Explain Jeremy Bentham's input to Utilitarianism.

2. Explain Karl Marx's metaphysics.

3. (a) Explain the difference between a negative right and a positive right.

    (b) State the two (2) principles of justice that can be chosen under the veil of ignorance in John Rawls' theory.

    (c) Explain which of these principles private businesses may consider unjust.

4. Explain one (1) weakness of Robert Nozick's *principle of justice in acquisition* which Whites in Zimbabwe could take advantage of and refuse to redistribute the land which their ancestors grabbed from the Blacks.

5. Explain three (3) reasons why Milton Friedman says Corporate Social Responsibility is morally wrong.

6. Explain with concrete examples any three (3) Japanese business ethical practices and beliefs that differ from Western ones.

7. Explain four (4) of Edmund Wall's necessary and sufficient conditions for us to say *John has sexually harassed Mary at the working place*.

8. State two (2) **objections** which multinational businesses have labelled against any of the international solutions to environmental degradation.

9. Explain any three (3) practices which help the Chinese dominate world trade, but which Western businesses consider to be unethical.

10. (a) Briefly explain the difference between globalisation and cosmopolitanism.

    (b) Immanuel Kant, Peter Singer and Thomas Pogge each present an argument that there should be a distribution of resources to the world's poor via a mandatory tax from multi-national companies or from more charity. Briefly explain each of these arguments and criticise them.


**END OF EXAMINATION**

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

2015-2016 ACADEMIC YEAR                                    FINAL EXAMINATIONS

PHI 2030:        PHILOSOPHY OF SOCIAL SCIENCE

TIME:            THREE (3) HOURS
INSTRUCTIONS:    ANSWER THREE QUESTIONS (one question from Section A, one from Section B and one from Section C).

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## SECTION A

1. (a) Explain what Thomas Kuhn meant by a "paradigm".

   (b) Explain how Kuhn understood a paradigm shift to take place.

   (c) Explain what Kuhn meant by "incommensurability" between paradigms.

   (d) Explain how Kuhn's approach differed from that of Karl Popper.

### or

2. (a) Explain what Imre Lakatos meant by a research programme.

   (b) Explain what Lakatos meant by referring to the hard core, the negative heuristic and the positive heuristic of a research programme.

   (c) Explain what Lakatos meant by a progressive and a degenerating reseach progamme.

   (d) Discuss how Lakatos differed from Kuhn with regard to an understanding of scientific progress.

## SECTION B

3. Discuss what is meant by the following approaches to social science:
   (a) the interpretivist approach in social science;
   (b) the hermeneutical approach;
   (c) the critical approach;
   (d) the postmodern approach;
   (e) the social constuctionist approach.

4. (a) Discuss methodological individualism with reference to "rational choice theory" and "game theory".

   (b) Discuss methodological holism with respect to "structuration" and "rule-following".

   (c) Discuss whether both approaches are compatible with one another.

   (d) Explain what is meant by the "linguistic turn" in understanding social behaviour.

## SECTION C

5. (a) Discuss what is meant by "social Darwinism".

   (b) Discuss critically what sociobiologists mean by "kin selection" and "reciprocal altruism".

   (c) Discuss the meaning behind the phrases "the leash principle" and "gene-culture co-evolution" with regard to human behaviour.

   (d) Give a critique of whether sociobiology is adequate to explain human behaviour.

**or**

6. (a) Discuss critically whether it is justified to distinguish between fact and value in social science analysis.

   (b) Arguments can be put forward for both relativism and objectivism in social science analysis. Discuss some of the arguments on both sides.

   (c) Discuss what is meant by "culturally specific elements" and "constitutive activities" in understanding other peoples.

   (d) Discuss what is meant by saying that objectivity is a property of the process of inquiry itself.

**END OF EXAMINATION**

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

2015-2016 ACADEMIC YEAR          FINAL EXAMINATIONS

PHI 9205: SCIENCE, ETHICS AND RELIGION

TIME:    THREE (3) HOURS
INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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1. Discuss critically similarities and differences between the characteristics of science and religion.

2. Discuss critically the relevance of the cosmological and teleological arguments for the existence of a Transcendent Being to the scientific theory of evolution.

3. Discuss critically the Darwinian synthesis and the mapping of the human genome with reference to their religious implications for human existence.

4. Discuss critically the following with reference to the human species:
   (a) Dawkin's understanding of "the selfish gene".
   (b) Wilson's understanding of sociobiology.
   (c) Social Darwinism and the eugenics movement.

5. Discuss critically whether evolutionary accounts of morality are consistent with Kant's explanation of duty.

6. Discuss critically the following with reference to the Christian Bible:
   (a) Creationism;
   (b) Scientific Creationism;
   (c) Intelligent Design;
   (d) Theistic Evolution.

**END OF EXAMINATION**

POL 2010: INTRODUCTION TO COMPARATIVE POLITICS

INSTRUCTIONS: ANSWER THREE QUESTIONS: <u>ONE FROM EACH SECTION</u>

TIME ALLOWED: THREE HOURS

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## Section A

1. Critically assess the extent to which the philosophical approach towards the study of comparative politics provides a useful basis for understanding comparative politics.

2. Outline the determinants of political culture and the various kinds of political culture. In so doing also assess its usefulness in assisting to compare the French political system with that of the USA.

3. Critically assess the usefulness and limits of Rational Choice Theory in the study of politics.

## Section B

4. Critically discuss and compare the fundamental values on which the American and French political systems are built.

5. Compare and contrast the nature and role of pressure groups in French and American Political systems. What factors may account for the differences and similarities in the relationships that they establish with political parties in the two countries in the pursuance of their interests.

6. Compare and contrast the powers of the USA President and the French President. In the process of doing so critically analyse the factors that may account for the similarities and differences in the powers of the presidents in relation to the legislative branch in the two respective countries.

## Section C.

7. Compare and contrast the way in which the historical backgrounds of pre- 1900 Russia and pre- 1911China influenced the manner and level of peasant participation in the revolutions in China and Soviet Union that brought the Bolsheviks and the Chinese communist Party in the two respective countries into power.

8. Analyse the role of the Marxist ideology in the explanation and justification of monopoly of state power by the Communist party of the Soviet Union in the former Union of Soviet Socialist Republics (USSR) and the Chinese Communist Party in China respectively.

9. Compare and contrast the nature of political reforms that have taken place in Russia since the introduction of glasnost and perestroika with those that have taken place in the Post-Mao period in China. In so doing assess the factors that may account for the differences in the extent of political changes that have taken place in the two countries.

**End of examination**

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
## 2015/2016 ACADEMIC YEAR EXAMINATION

### POL 3020: Regional Integration and International Cooperation

**INSTRUCTIONS:** Answer question one from section **A** and any other two questions from section **B**

**DURATION:** Three Hours

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**Section A:** Compulsory Question

1. Imagine that you are an expert in regional integration employed by the Ministry of Trade, Commerce and Industry to represent Zambia at COMESA. Write a paper to the President of the Republic of Zambia, explaining the stages and nature of integration in COMESA. In so doing, justify why Zambia should continue to be a member of this regional organisation regardless of its membership to a similar organisation, SADC.

**Section B**: Answer Any Two Questions

2. Write concise but comprehensive notes on the following topics:
   a) Functionalism and neo-functionalism
   b) Political union
   c) African Development Bank
   d) Zapatista uprising in response to NAFTA

3. Write concise but comprehensive notes on the following topics:
   a) Four agents of international political economy
   b) Principles of the World Trade Organisation
   c) ASEAN political and economic integration
   d) The successes and failures of the league of Arab States

4. Imagine that you are a diplomat representing Zambia in Britain. Write a paper to the President of the Republic of Zambia examining the behavior of Britain in the European Union since its inception. In so doing, examine also the political and socio-economic challenges and opportunities of Brexit on the EU and Britain.

5. Examine the opportunities and challenges presented by the Trans-Pacific Partnership to global trade.

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

## 2015 ACADEMIC YEAR FINAL EXAMINATIONS (SEPTEMBER, 2016)

## POL 4020: POLITICS OF INTERNATIONAL PEACE AND SECURITY

## TIME ALLOWED: THREE (3) HOURS

## INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

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### SECTION A.

1. Critically examine the extent to which historical materialism is a relevant framework for understanding contemporary international Peace and security.

2. Critically assess the state security approach to the maintenance of peace and security in the light of arguments for a human security approach.

### SECTION B.

3. Discuss the process of disarmament, demobilization and reintegration (DDR) by the United Nations in post conflict states in Africa. In doing so illustrate the challenges and opportunities that characterize the process.

4. Discuss and analyse the evolution of the United Nations Peacekeeping generations from 1948 to date.

### SECTION C.

5. Critically examine the phenomenon of sexual exploitation in the United Nations peacekeeping missions. In doing so highlight the impact of the practice on peacekeeping and conflict resolution.

6. Effective conflict early warning requires analysis of conflict through Strategic Conflict Analysis or Assessment (SCA). Discuss the major components of SCA and its significance to conflict prevention and management.

**END OF EXAMINATIONS**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

## 2015 ACADEMIC YEAR FINAL EXAMINATIONS (SEPTEMBER, 2016)

## POL 9025: DIPLOMACY IN INTERNATIONAL AFFAIRS

## TIME ALLOWED: THREE (3) HOURS

## INSTRUCTIONS: ANSWER ALL THE QUESTIONS FROM SECTION A AND ONE QUESTION EACH FROM SECTION B AND C

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## SECTION A (40 MARKS)

1. Briefly account for the major differences between old and new diplomacy.

2. Distinguish between the liberal and realist perspectives of understanding diplomacy.

3. Discuss the concept of maladroit diplomacy and its implications to state relations.

4. Outline the significance of precedence in diplomatic practice.

5. Briefly discuss the pitfalls related to Zambia's diplomatic and foreign service

## SECTION B (30 MARKS)

6. "The president more than anybody else is the cornerstone in the conduct of diplomacy of the state." Critically discuss.

7. Outline and discuss the significance of the various types of state visits in international affairs.

## SECTION C (30 marks)

8. Discuss the significance of the Vienna Convention on Diplomatic Relations (VCDR-1961).

9. Write short notes on
   i.    Details stage of negotiations
   ii.   Heads of state summits
   iii.  Diplomatic momentum
   iv.   Multilateral diplomacy
   v.    Special missions

# THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF PSYCHOLOGY
## 2015 ACADEMIC YEAR FINAL EXAMINATIONS

**PSG 2110: Basic Structures and Processes**
**TIME: Three (3) Hours**

**Instructions:**

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i. **This examination has Five (5) Sections.**

ii. **Carefully read the instructions under each section**

All answers should be on the separate answer booklets provided and not on the question paper

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**Section A:** *Fill in the blank spaces with the most suitable word or phrase. Attempt ALL questions in this section.*

1. The body's tendency to keep itself in equilibrium is called _____

2. Maslow identified two broad category of needs; _____and_____

3. _____are the biologically-determined and innate patterns of behaviour that exist in both people and animals.

4. The factors that direct and energize behaviour of humans and other organisms is called_____-
   _____.

5. Pamela and Thandiwe are reading the same book. Because Pamela is reading it for a literature class, she is expected to finish it by a certain date and write a paper on what she learned. Thandiwe is reading the book for fun. Pamela is _____
   motivated to read the book, whereas Thandiwe is _____motivated to read it.

6. _____ is the eating disorder that involves the relentless pursuit of thinness through starvation

7. Expectancy theory of motivation suggests that choice of action depends upon beliefs about capability and that the action chosen will result in reward. This is a cognitive, calculating approach of which three factors? _____.

8. The employees at a factory were excellent workers until a week before Christmas when a rumour spread that economic condition would force the plant to close in four days. The quality and quantity of work took a down turn as the workers spent time discussing among themselves the plausibility of the rumour and what they would do if it were true. Maslow would say that these workers were motivated by_____.

9. The _____ theory of motivation has its roots in Charles Darwin's theory of evolution of species.

10. Neurons show a _____ _____
   _____ when they are inactive.

11. Apart from neurotransmitters the other chemicals that are responsible for communication in our bodies are called _____.

12. The _____ _____ is the part of the brain responsible for movement.

13. Damage to the _____ lobe may result in inability to recognise self, sensory neglect and spatial disorientation.

14. _____ are parts of the retina that allow us to see in dim light but are not operational in bright light.

15. Apart from the processing of auditory information, the inner ear is also responsible for our _____.

16. Sedatives are known to increase the amount of which neurotransmitter in the brain?
   _____

17. The _____ is what is used to measure the patterns of sleep in the brain.

18. Because selective listening is so easily observed in a crowded, noisy room, it has often been referred to as the_____ Phenomenon.

19. The Gestalt psychologists' two main principles of form perception are the _____relationship and _____.

20. Even on the clearest night, some stars cannot be seen by the naked eye because they are below the viewer's_____ threshold.

21. Consolidation of memory is thought to occur in the part of the brain called _____.

22. In the War of Ghosts study, people tended to select some material and omit other material. These omissions reflected a process of _____.

23. The subcomponents of Baddeley's working memory model are _____,
   _____, _____.

24. The vividness of mental imagery is referred to as _____.

2

25. A(n) _____ represents a general principle that guides problem solving, though it does not guarantee a correct solution

26. The two gestalt principles or laws that enable us see the constellation of stars that form the "southern cross" on a clear-sky night are the _____ and _____ principles.

27. If you jump into a swing pool on a very cold June morning, you are initially assailed by the freezing water, but moments later, the waters feels comfortably warm. This is attributable to _____.

**Section B:** *Respond by indicating whether you think the statement is __true__ or __false__.*

heustic

True or False

| No | Question | True | False |
|---|---|---|---|
| 1. | Objects seen through the left eye are processed on the right side of the brain | | |
| 2. | Brain activity during REM sleep was similar to that of an awake person. | | |
| 3. | The main function of the spinal cord is to distribute motor neurons to their targets | | |
| 4. | Benzodiazepines are also used in date rapes | | |
| 5. | A person with damage to the frontal lobe is more likely to engage in risky behaviour. | | |
| 6. | Animals are better at sound localisation than humans | | |
| 7. | Taking hallucinogens does not cause addiction or dependence | | |
| 8. | In the absence of light, the human brain operates on 25hrs system | | |
| 9. | Watching TV is a good way of overcoming insomnia | | |
| 10. | You can have flavor without the sense of smell | | |
| 11. | The drive reduction theory of motivation was proposed by B.F Skinner. | | |
| 12. | An aroused state that occurs because of physical need is called a drive. | | |
| 13. | Environmental factors have an influence on Obesity. | | |
| 14. | Drive- reduction theory is supported by the finding that people sometimes do things that increase their arousal. | | |
| 15. | In the psychoanalytic theory of motivation, activities such as going to school and finding a spouse, are driven by Eros | | |
| 16. | Needs reflect either physiological or psychological deficiencies. | | |
| 17. | Freud believed that there are only two drives that motivate us in all of our behaviours. | | |
| 18. | When the level of glucose in the blood is low, whether or not people feel hungry may depend on environmental factors. | | |

| 19. | A person with an injury in the ventromedial nucleus of the hypothalamus might ~~eat~~ very small meals. | | |
|---|---|---|---|
| 20. | Hyperphagic rats are the result of surgically destroyed satiety centers in the hypothalamus. | | |
| 21. | We use monocular cues to determine closeness and binocular cues to determine farness | | |
| 22. | Understanding that a round dinner plate may look oval from a different angle refers to sight constancy. | | |
| 23. | Visual search describes the process of directing visual attention to locate relevant information in the environment. | | |
| 24. | The distinctiveness of the relevant features is not important in determining successful selection of environmental information of motor skill performance. | | |
| 25. | Preparation for the creation of solutions is a major step in problem-solving. | | |
| 26. | When we continue to act in a manner that will lead to pleasing consequences, we behave according to the law of effect. | | |
| 27. | Since the number of responses made by a door-to-door salesperson before reinforcement in the form of a sale is not certain, he or she is working on a variable ratio schedule. | | |

## Section C (Multiple Choices): *Choose the best answer in each case.*

1. When the_____part of the brain part is stimulated, it depresses hunger.
   a) Grehlin
   b) Lateral hypothalamus
   c) Ventromedial hypothalamus
   d) Amygdala

2. A middle aged man is crawling through the desert literally dying of thirst. Presently, this is producing a(n) _____ in him to obtain some form of liquid refreshment to quench his thirst.
   a) drive
   b) instinct
   c) need
   d) incentive

3. The cognitive approach's concept of _____ is very similar to incentives.

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a) intrinsic motivation
b) extrinsic motivation
c) deficiency motivation
d) growth motivation

4. According to _____ theory of motivation, people strive to reach their highest potential.
a) arousal
b) cognitive
c) incentive
d) hierarchy of needs

5. Self-actualization is defined as_____
a) Pursuit and accomplishment of human potential
b) Being loved
c) Eating and satisfying the hunger drive
d) Seeing things for the first time

6. Mavani frequently consumes large meals and then induces vomiting to eliminate what she has eaten. Mavani most likely suffers from_____
a) Binge eating disorder.
b) Anorexia nervosa.
c) Bulimia nervosa.
d) Compulsive overeating disorder.

7. If the lateral hypothalamus is destroyed, a rat will_____
a) Drink more water than biologically needed.
b) Refuse to drink until forced to do so.
c) Eat until it becomes obese.
d) Refuse to eat until force fed.

8. The hypothalamus has _____ hunger center(s).
a) no control over
b) total control over
c) the most direct control over
d) one

9. Which of the following is the correct sequence for the motivational process?
a) reinforcement - need - behavioural response
b) need - drive - behavioural response
c) drive - behavioural response - need
d) behavioural response - drive – need

10. If your body is dehydrated, but you are not thirsty, we would say that you have
a) A drive but not a need.
b) A need but not a drive.
c) Both a drive and a need.
d) Neither a need nor a drive

11. The following are parts of the inner ear except..............
a) Labyrinth
b) Cochlea

b) Saccule

c) Eustachian Tube

12. During the depolarisation of a cell which ion moves out of the neuron?
   a) Potassium (K)
   b) Sodium (Na)
   c) Chloride (Cl)
   d) Calcium (Ca)

14. The endocrine system is based on the rise of which hormone
   a) Acetylcholine
   b) Cortisol
   c) Endorphins
   d) Insulin

15. Which of the following is not part of the brainstem
   a) Cerebellum
   b) Medulla
   c) Cerebrum
   d) Pons

16. Which part of the brain is responsible for the processing of emotion, motivation and memory
   a) Limbic system
   b) Occipital lobe
   c) Hypothalamus
   d) Fore brain

17. Which of the following is classified as a stimulant?
   a) Alcohol
   b) Cocaine
   c) Morphine
   d) Marijuana

18. Which parts of the retina allow us to have colour vision
   a) Rods
   b) Cones
   c) Amacrine cells
   d) Horizontal cells

19. Which part of the brain is responsible for the processing of visual information?
   a) Frontal lobe
   b) Parietal lobe
   c) Occipital lobe
   d) Temporal lobe

20. Nightmares most frequently occur during
   a) Stage 1
   b) Stage 2
   c) Stage 3 and 4

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d) REM

21. Which neurotransmitter is involved in the explanation of addiction tendencies
    a) Dopamine
    b) Serotonin
    c) GABA
    d) Acetylcholine

22. The visual sensory memory is also called _____.
    a) Short-term store
    b) Long-term memory
    c) Sensory register
    d) Working memory

23. Which one of the following is TRUE about Broadbent's Filter Model of attention.
    a) The filter is not guided by top-down processing.
    b) There is no parallel processing of information in the initial stage of the model.
    c) The filter works in an All – or –nothing way.
    d) None of the above.

24. Working memory is a function of _____.
    a) Long-term memory
    b) Short-term memory
    c) Sensory memory
    d) All of the above

25. How does the Atkinson and Shiffrin Model of memory account for the recency effect?
    a) Recent items are recalled because they have the best chance of getting into long-term memory.
    b) Short –term memory is empty when recent items are entered.
    c) At the time of recall, recent items are still int \short-term memory
    d) All of the above.

26. Automatic grouping during visual search is addressed by _____
    a) Feature integration theory
    b) Spotlight model of attention
    c) Event occlusion procedure
    d) Eye movement recording procedure

27. Bottom-up processing in visual attention refers to _____.
    a) The construction of a visual image from the base to the peak.
    b) The construction of an image from the peak to the base.
    c) Parallel processing .
    d) Contribution of previous knowledge to object recognition.

28. As you watch a movie with subtitles, you realize that even while watching the movie you are reading the lines of text without any difficulty. This is an example of _____. At some point you decide to check the subtitles for spelling errors. This is an example of _____.

    a) Automatic processing; controlled processing
    b) Inattentional blindness; controlled processing
    c) Automatic processing; inattentional blindness
    d) Attentional capture; inattentional blindness.

29. The cognitive process known as _____ thinking occurs when an individual freely considers a variety of potential solutions to artistic, literary, scientific, or practical problems.

    a) Heuristic
    b) Convergent
    c) Divergent
    d) Creative

30. The inability to realize that a problem can be solved by using a familiar object in an unusual way is likely due to a mental set known as:

    a) Functional fixedness
    b) Divergent thinking
    c) Convergent thinking
    d) Creative thinking

31. According to the text, which of the following is perhaps the most frequently used heuristic technique for solving problems?

    a) The availability heuristic
    b) Category processing
    c) Means –end analysis
    d) Representativeness

**Section D (Short essays):** *Attempt any __four__ of the questions below.*

    i.    What are the four lobes of the brain? Discuss what each lobe is responsible for processing?
    ii.    What is sleep? What role does sleep play in our lives?
    iii.    Discuss how people are able to do more than one task at the same time.
    iv.    Briefly discuss the merits and demerits of late selection models of attaention.

    v.    Write an essay explaining the Drive Reduction Theory and give at least two drawbacks of this theory.

    vi.    What is motivation? Using relevant examples identify and explain how the three major components of motivation make it possible for motivation to occur.

    vii. Discuss how a person can improve memory capacity in short-term memory,.

    viii.    What do you understand by each of the following terms:

        a.  transduction

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b. illusion

c. perceptual constancy

d. figure-ground relationships

## Section E (Long essays): *In this section attempt <u>any one question</u>.*

i. What are the various types of sleep disorder a person can have? Discuss the symptoms associated with them and ways in which they can be treated

ii. Discuss the characteristics of long-term memory. How is information organized in long-term memory?

iii. Discuss the concepts of monocular and binocular cues

iv. Compare and contrast bottom-up and top-down processes of attention

v. Write a long essay explaining the main tenants of the Incentive theory of motivation. Identify the different kinds of incentives and give appropriate examples to explain these.

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

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

**PSG 2210:** FOUNDATIONS OF RESEARCH METHODS
**VENUE:** G7

**TIME:** 09-14HRS
**DATE:** 14/9/16

Computer no._____

**INSTRUCTIONS:** This examination has 5 sections (A, B, C, D and E). Answer all questions in sections A, B and E. Choose any **two** questions from section C and **one** question from section E.

**SECTIONS** (A, and B) should be answered on the Examination paper. Sections C, D and E should be answered in separate answer booklets.

## SECTION A: MULTIPLE CHOICE QUESTIONS – ANSWER ALL QUESTIONS IN THIS SECTION. ANSWER THIS SECTION AND SECTION B AND IN THE EXAMINATION QUESTION PAPER

1. Giving an aptitude test to a person looking for a job is found in the _____ goal of psychology.
   a) Understanding
   b) Predicting
   c) Explaining
   d) Describing

2. Which of the following is **not** a criterion of a good theory?
   a) Coherent
   b) Parsimonious
   c) Stimulant for further research
   d) Systematic

3. Using a confederate or an uninvolved bystander is an example of
   a) Deception
   b) Debriefing
   c) Confidentiality
   d) Minimal risk

4. Which of the following is **not** a descriptive study method
   a) longitudinal
   b) Survey
   c) Case study
   d) Naturalistic

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5. Which of the following is used for qualitative research?
   a) Semi-structured questionnaire
   b) Focus group
   c) Both a and b
   d) None of the above

6. A sample having the various characteristics of the population is said to be
   a) Inclusive
   b) Having a variety
   c) Representative
   d) Large

7. Which of the following methods suffers from attrition
   a) Longitudinal
   b) Experimental
   c) Case study
   d) Naturalistic observation

8. Which of the following is a correct representation of correlation
   a) 1
   b) 2
   c) 3
   d) None of the above

9. Which of the following is a weak correlation
   a) -0.8
   b) +0.1
   c) +0.9
   d) None of the above

10. A variable that is not of interest that might have an effect on the experiment is known as a
    a) Dependent variable
    b) Independent variable
    c) Control variable
    d) Confounding variable

11. How fast a car goes is an example of _____ validity.
    a. Predictive
    b. Face
    c. Content
    d. Both A and B

12. The extent to which individual test items are congruent with other items on the data collection tool defines a form of reliability known as_____
    a. Inter-item reliability
    b. Test retest reliability
    c. Internal consistency
    d. Both A and C

13. The Degree Celsius Scale is an example of _____
    a. The ratio scale
    b. The interval scale
    c. The nominal scale
    d. The ordinal scale

14. ONE of the following is NOT TRUE about qualitative research
    a. Limits of the observer
    b. Poor replicability
    c. Poor representativeness
    d. None of the above

15. The degree to which evidence and theory support the interpretation of test scores entailed by proposed use of tests is_____.
    a. Reliability
    b. Validity
    c. Hypothesis
    d. Both A and B

16. _____ designs in research emerge as the study unfolds
    a. Quantitative
    b. Qualitative
    c. Descriptive
    d. Both B and C

17. Ethnographic research require_____
    a. Having people monitoring the research process
    b. The researcher to live among the people being investigated
    c. The researcher to be isolated from the people
    d. All the above

18. The following are advantages of Focus Group discussions except
    a. Real-life data in a social setting
    b. Difficulty in flexibility
    c. Speedy results
    d. Difficulty in coordination

19. Widening the range of values of research variables
    a. Maximizes error variance
    b. Maximizes systematic variance
    c. Maximizes confounding variance
    d. Both A and B

20. Research that aims at an analysis that gives a complete detailed description is
    _____ in nature.
    a. Quantitative
    b. Longitudinal
    c. Qualitative
    d. Both A and C


## SECTION B: FILL IN THE BLANKS – ANWER ALL QUESTIONS IN THIS SECTION. ANSWERS TO THIS SECTION SHOULD BE IN THE EXAMINATION QUESTION PAPER AS SECTION A

1. Mention two ways of deriving a hypothesis

   i). _____

   ii). _____

2. Research done for mere generation of knowledge is known as

   _____.

3. Mention **one** importance of research questions.

   i)_____.

4. A title can be defined as _____

   _____

   _____.

5. The method that involves reviewing a variety of existing sources or documents is

   known as _____.

6. A dependent variable is defined as _____

   _____

   _____.

4

7. An abstract can be defined as _____

_____

_____.

8. An experimental method basically has two groups, the _____ and _____.

9. _____ is a data collection method that measures physical changes over time related to any indicator such as health, nutrition, agriculture, credit e.t.c using any acceptable measurement unit and procedure.

10. _____ is a method that collects data from a population or a representative subset, at one specific point in time.

11. State TWO problems associated with IMPROPERLY designed questionnaires

    a. _____

    b. _____

12. In qualitative inquiry you quit collecting more data when you reach _____

13. _____ is the kind of validity that distinguishes people scoring low or high on two tests administered at the same time.

14. State the 6 factors that increase reliability

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

    f. _____

15. Qualitative strategies in Research envisages to

a. _____

b. _____

16. State TWO limitations of collecting research data using interviews

a. _____

b. _____

c. _____

d. _____

17. The paradigm used in collecting data in a snapshot in time is called the

_____

## SECTION C: SHORT ESSAYS – ANSWER ANY <u>TWO</u> QUESTIONS FROM THIS SECTION. ANSWERS TO THIS SECTION MUST BE IN A SEPARATE ANSWER BOOKLET

1. Briefly discuss what a research hypothesis is and how it can be generated.
2. Briefly discuss with the aid of examples the attributes that make behavioural research a **science**.
3. Briefly discuss the diary method and give some of its strengths and weaknesses, also include the things to consider when settling for this method.

## SECTION D; LONG ESSAY – ANSWER <u>ONE</u> QUESTION FROM THIS SECTIONS. ANSWERS TO THIS SECTION MUST BE ANSWERED IN A SEPARATE ANSWER BOOKLET

1. With clear illustrations, discuss the Five keys propositions in Variability and Research
2. Reliability is an important component that enhances confidence in research. In view of this, you have been asked to write an essay indicating WHAT reliability is, highlighting its importance and the different types of assessing it.

**SECTION E: STATISTICS – ANSWER <u>ALL</u> QUESTIONS IN THIS SECTION. ANSWERS TO THIS SECTION MUST BE ANSWERED IN A SEPARATE ANSWER BOOKLET**

1. Dr. Banda conducted a study on 1200 students to find out their attitudes towards political violence. Using a 20 item scale measured on a 5 point Likert scale (1 – strongly disagree to 5 = strongly agree), she found the following results based on the total score of the attitudes towards political violence:

   Mean =44.18 (SD =44), Min –Max (27 - 86)

   i.  Were the variables chosen to run these test suitable? Give reasons
   ii. Interpret the results

2. As part of her descriptive statistics, Dr. Banda decided to run one graph. The following was the result output:

### Gender composition
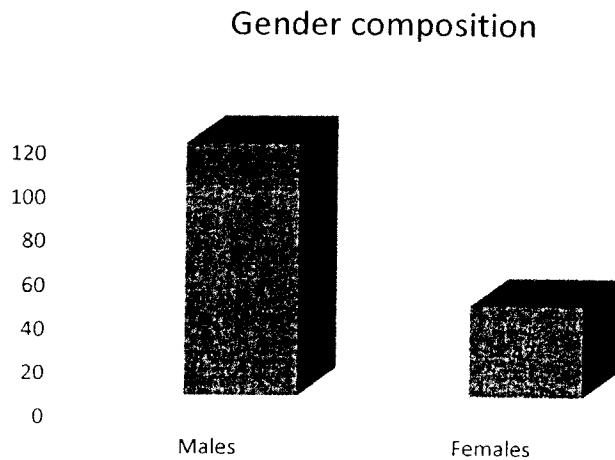


   i.   Was she correct to use frequencies as count values for this type of a graph?
   ii.  When is one required to use frequency counts and percentages when plotting graphs based on categorical data?
   iii. In what circumstances is one required to run a histogram, pie chart and line graph?
   iv.  Interpret the results

3. In order to decide whether to use parametric or non-parametric tests, Dr. BANDA decided to run a test of normality on total scores of attitudes towards political violence and found the following :

| TEST | SCORES |
|---|---|
| Mean | 44.18 |
| Median | 44 |
| Standard deviation | 0.05 |
| Skewness | 0.16 |
| Kurtosis | -0.08 |

i.   When is a researcher required to run a test of data normality?
ii.  Was Dr. Banda correct to run this test on this variable?
iii. What are the characteristics of normally distributed data?
iv.  Interpret these results

4. After testing for data normality, Dr. BANDA decided to run a test of association between age (note this variable was normally distributed) and the total score of attitudes towards political violence and found the following:

| | | Attitudes towards political violence |
|---|---|---|
| Age | Pearson coefficient | -.227** |
| | Sig. | .004 |
| | N | 1200 |

i.   In what circumstance is one required to run the following tests of association

   A. Cramer's V/Phi coefficient

   B. Spearman

   C. Kendall's Tau

   D. Pearson

ii.  Was Dr. Banda correct to run Pearson correction on this data? Given reasons for your answer

iii. Interpret the results

5. In order to come up with focused interventions, Dr. Banda decided to run test of group differences between males and females on attitudes towards political violence. The following results were obtained:

## Group Statistics

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| total score of the attitudes towards political violence scale | Males | 115 | 44.4498 | 9.07705 | .84644 |
| | Females | 42 | 43.4228 | 9.02959 | 1.39330 |

**Test**

| | | Equality of Variances | | t-test for Equality of Means | | | | | Interval of the | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| total score of attitudes on political violence | Equal variances assumed | .002 | .963 | .628 | 155 | .531 | 1.02693 | 1.63426 | -2.20137 | 4.25523 |
| | Equal variances not assumed | | | .630 | 73.259 | .531 | 1.02693 | 1.63026 | -2.22197 | 4.27583 |

i. What are the assumptions required to run an independent samples test?
ii. Was Dr. Banda correct to run this tests? Given reasons
iii. What is the nonparametric test for the test Dr. BANDA conducted and when is it used?
iv. Interpret the results of this test

**Wish you the best**

# UNIVERSITY OF ZAMBIA
## School of Humanities and Social Sciences
### Department of Psychology
### PSG 3110- Lifespan Development (Full Course)

### 2015-2016 Academic Year Examinations

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## INSTRUCTIONS

This examination paper consists of TWO main sections, Section A and section B. The two sections carry equal marks.

**SECTION A** consists of four (4) long essay questions. You should answer any TWO questions from this section. The questions carry equal marks

**SECTION B** consists of four (4) long essay questions. You should answer any TWO questions from this section. The questions carry equal marks.

**EACH SECTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.**

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## SECTION A

1. Over the past decade the number of reported cases of child abuse has increased dramatically. This has prompted the Government of Zambia to sensitize the nation on the different forms of abuse and how children can be protected. The Government has approached you as a Developmental Psychologist to give a talk to parents about child abuse. The following are the topics of discussion:

   (a) What is child abuse?
   (b) Explain any four types of child abuse experienced by Zambian children

(c) Discuss any four effects of abuse on young children (two (2) behavioural and two (2) psychological effects).

What would you say to parents on the above topics?

2. Making reference to Lev Vygotsky and Urie Bronfenbrenner's' theories, discuss how human development takes place. Use practical examples to elaborate on your explanations.

3. Explain the various stages of language development from infancy to early childhood. Discuss Four (4) environmental factors that contribute to language development.

4. If you were given an opportunity to speak to pregnant women on any 6 factors that affect pre-natal development, which factors would you focus and why? Give detailed explanation of your responses, with examples to reinforce your explanation.

## SECTION B

1. Discuss one theoretical model for explaining pathways to problem behaviour in adolescents. How relevant is this model in the Zambian context?

2. To what extent is 'midlife crisis' a universal feature of middle adulthood? In your answer, identify the relevant theoretical model for this phenomenon and discuss its relevance to the Zambian context.

3. Discuss some characteristic features of psychosocial development from early adulthood through middle adulthood to late adulthood.

4. To what extent is cognitive decline inevitable as one reaches late adulthood? In your answer, discuss the relative effects of aging on different cognitive abilities.

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

## 2015-2016 ACADEMIC YEAR EXAMINATIONS

**PSG 9110 – Cognitive Neuropsychology**

**VENUE: UPPER DINING HALL**

**TIME: 09HRS – 12HRS**

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**INSTRUCTIONS:**
**THIS EXAMINATION HAS FIVE SECTIONS.**

**CANDIDATES MUST ANSWER ALL QUESTIONS IN SECTIONS A AND B ON THE QUESTION PAPER.**

**SECTION D IS COMPULSORY.**

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## Section A: Multiple Choice Questions

1. In neuropsychological testing, what is the term used for unwanted repetitions?
   a) Paraphasis
   b) Apraxia
   c) Dysarthria
   d) Perseverations

2. The most common cause of dementia is_____
   a) HIV
   b) Head Injury
   c) Alzheimer's disease
   d) Cerebral vascular disease

3. Parkinson's disease results from the death of neurons that produce_____
   a) Serotonin
   b) Acetylcholine
   c) Norepinephrine
   d) Dopamine

4. Which of the following medical conditions can produce a mild neurocognitive disorder and mild impairment in social/occupational functioning?
   a) Creutzfeldt-Jakob disease
   b) Parkinson's disease
   c) HIV
   d) Huntington's disease

5. Which of the following is not a common deficit that occurs in dementia?

a) Alogia
b) Apraxia
c) Aphasia
d) Amnesia

6. A 14-year-old female has extreme mood swings, is constantly arguing with friends and family, and complains of feeling chronically empty inside. She does not seem to meet the criteria for a mood or anxiety disorder. The psychiatrist would like to formally assess her complex psychological and personality traits. Which test would be most appropriate?

7. Minnesota Multiphasic Personality Inventory (MMPI-A)
   a) Behaviour Assessment System for Children, Second Edition (BASC-2)
   b) Vineland Adaptive Behaviour Scales, Second Edition (Vineland-II)
   c) Leiter International Performance Scale-Revised (Leiter-R)
   d) Beck's depression inventory

8. A 4-year-old female is brought in by her parents for symptoms of impairment of non-verbal language, failure to meet expected social milestones, as well as profound psychomotor retardation. Her parents report that she developed normally for the first 5 months of life and this was followed by a deceleration of head growth. What is the genetic marker responsible for this condition?
   a) Trisomy of chromosome 21
   b) Parental deletion or maternal uniparental trisomy of chromosome 15q11.13
   c) A microdeletion on chromosome 7q11.23
   d) MECP2
   e) FMR1E. Wisconsin Card Sorting Test (WCST)

9. A 15-year-old girl who is a college student comes to the health services center because she has had symptoms of depression for the past three months, since she was a victim of date rape at a party. The patient says she was heavily intoxicated when the incident occurred and has little memory of the event, but she was embarrassed and ashamed when she awoke at the scene and realized what had happened. She did not seek medical care at that time. The patient says she has not told her friends about the incident, and she has continued to attend classes and work part time. However, she says she constantly feels sad and anxious, has become tearful and withdrawn, and has had difficulty sleeping because of frightening nightmares. This patient most likely has which of the following psychiatric conditions?

   a) Acute stress disorder
   b) Adjustment disorder, unspecified
   c) Generalized anxiety disorder
   d) Major depressive disorder
   e) Post-traumatic stress disorder.

10. A 16-year-old girl of Kabulonga is brought to the emergency department by ambulance after police were called to her home by a neighbour, who witnessed rape and robbery by two intruders. The patient is fully alert and oriented to person, place, and time. She cannot remember anything about the incident. Which of the following is the most likely cause of this finding?
    a) Depersonalization/derealisation disorder (depersonalization disorder)

b) Dissociative amnesia
c) Fugue state
d) Traumatic brain injury
e) Volitional memory loss

11. Which of the management options below is NOT a suitable treatment for ADHD/hyperactivity disorder?
a) Social skills training
b) Parental training course
c) Atomoxetine
d) Quetiapine
e) Individual CBT

12. A person who has incurred brain damage focused in the frontal lobe of the dominant hemisphere is liable to experience difficulties with
a) Vision
b) Hearing
c) Speech
d) both b and c

13. A person who has incurred brain damage focused in the occipital lobe is liable to experience difficulties with
a) vision
b) hearing
c) speech
d) both b and c

14. A person who has incurred brain damage focused in the temporal lobe is liable to experience difficulties with
a) vision
b) hearing
c) speech
d) both b and c

15. The fact that the letter E can represent several different sounds in English, but always represents the same, single sound in iciBemba is an example of differences between English and iciBemba
a) Lexicon
b) Phonology
c) Orthography
d) Script

16. Studies of children's first language development, have consistently found across a wide variety of natural languages that normally children master the basic grammar of the language by the age of
a) 2 years
b) 5 years
c) 8 years
d) 11 years

17. Of these early scholars of the brain, who was the first to identify that the brain has various localised areas of function?
a. Paul Broca
b. Franz Joseph Gall
c. Nemesius Bishop of Emesia
d. Herophilus of Alexandria

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18. _____ is the neurotransmitter associated with Alzheimer's disease.
    a. GABA
    b. Dopamine
    c. Serotonin
    d. Adrenaline

19. _____ _____ Convey information from the axons to the muscles and the glands in the Periphery Nervous System
    a. Sensory Neurons
    b. Motor Neurons
    c. Interneurons
    d. Peripheral Neurons

20. _____ Bind to the same site as the endogenous ligand
    a. Type I Agonists
    b. Type II Agonists
    c. Non-competitive Antagonists
    d. Competitive Antagonists

## Section B: Fill In The Blanks Or Short Answers:

1. The picture below depicts some of the structural changes that an aging brain undergoes. List two of the salient changes that you have notice as the as a result of aging A through to C respectively:
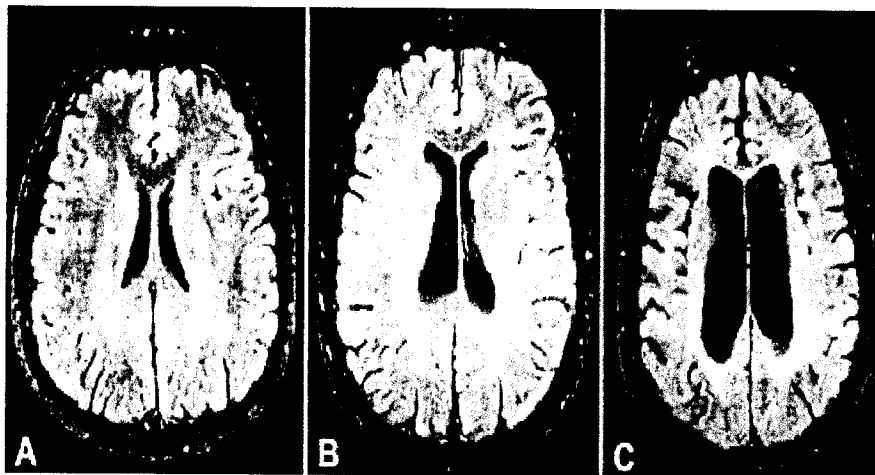


i. _____

ii. _____

2. What is the common term used to describe the changes that you have noticed in the picture above? _____

3. _____ is the complete absence of oxygen in the brain

4. The WAIS III contains the _____ and _____ subscales which roughly correspond to the _____and _____hemispheres of the brain respectively.

5. A neurological disorder that is characterized by impairments in motor performance and coordination are known as _____

6. Korsakoff's syndrome which typically inflicts alcoholics is as a result of_____

7. The first person to recognize that the right hemisphere might have specialized functions of its own was_____.

8. _____ are the chemicals which allow the transmission of signals from one neuron to the next across synapses.

9. _____ _____ is the name of the man who suffered injury to the frontal lobe and gave early psychologists an understanding of the effects of lesions to the brain.

10. Mr. Kalaluka is a 72-year-old gentleman brought to you by his daughter for progressive memory loss. He denies any problems. Previously an accountant, he is now unable to balance his check book. He has had difficulty with getting lost while driving to the store. He was diagnosed with depression two years ago after his wife died. In addition, he has hypertension and Diabetes Mellitus. His father was diagnosed with Alzheimer's disease at the age of 85. On exam, his BP is 170/90mmHg; he is oriented, scores 26/30 on the MMSE (0/3 recall and difficulty with the intersecting pentagon); he is unable to do the clock face. A few months later, his MMSE is 24/30; on exam he has some mild cogwheel rigidity and a slight shuffling gait, but no tremor. His daughter reports that he has been having vivid visual hallucinations and paranoid thought.

   i.   What are some limitations to the MMSE?

   _____

   ii.  Is there any association between hypertension and dementia in the elderly?

   _____

   iii. What are the risk factors for dementia?

   _____

   iv.  What type of dementia might Mr. Kalaluka have?

   _____

   v.   How would you manage this type of dementia?

11. Interventions to mitigate the impact of neurological damage on human well-being have been successfully applied at three different levels, primary prevention of biological _____, secondary prevention of functional_____, and tertiary prevention of social_____.

12. A score on a cognitive test that is 2 or more standard deviations below the norm established for the test in a socioculturally appropriate reference population, taken together with reports of poor social adaptation may be interpreted as an indication of

_____.

13. The 80 different Bantu speech varieties reported as their mother-tongue by respondents to Zambia's 1969 national population census were sorted by linguists into a much smaller number of clusters, each constituting several _____ of a single _____.

14. Part of the communicative competence of a child growing up in a bilingual or multilingual context is knowing which of the different languages with which she or he is familiar is most appropriate for addressing a given topic in a given situation. Shifting in the course of a single conversation or speech act from one language to another to reflect that sociolinguistic knowledge is known as

_____.

15. Becoming literate involves mastery of a complex system that includes properties of a script, functions of print, narrative forms and social functions of literacy. An example of a property of the script used to write English, as well as ciNyanja and iciBemba, is:

_____

## Section C: Short Essays – Answer ALL

1.  What are some of the immediate effects of alcohol <u>intoxication</u> on the brain? List three factors that may influence Blood Alcohol Concentration in a person consuming alcohol.

2.  How does an individual's educational background influence his or her scores on a standardised neuropsychological test?

3.  Write short notes on Post-traumatic stress disorder.

4.  What are the characteristics of a mild head injury? What are the signs and symptoms associated with a mild head injury?

## Section D: Compulsory Question

1. **Answer the following questions regarding the Zambia Neurobehavioural Test Battery (ZNTB).**

## Part I

a) How many cognitive test and domains does the ZNTB evaluate? List all the cognitive domains in this test battery and at least 2 tests in each domain.

b) What is the name of the Neuropsychological test depicted below?

TRIALS 1-3 & DELAY:

| PROBLEM | TRIAL 1 | TRIAL 2 | TRIAL 3 |
|---|---|---|---|
| 1.  Lion | | | |
| 2.  Copper | | | |
| 3.  Horse | | | |
| 4.  Tent | | | |
| 5.  Iron | | | |
| 6.  Hotel | | | |
| 7.  Cave | | | |
| 8.  Lead | | | |
| 9.  Tiger | | | |
| 10. Zinc | | | |
| 11. Cow | | | |
| 12. Hut | | | |

c) Which cognitive domains(s) does it measure?

d) What are some of the changes that were made to the test to make it suitable for the Zambian situation?

e) What are such changes called?

## Part II

a) Give a brief overview of HIV associated Neurocognitive disorders.

## Section E: Long Essays – Choose One

1. Outline and discuss the classification of mental retardation
2. Compare and contrast two different strategies for correcting bias in the assessment of cognitive functions. Illustrate your answer with examples of one or more actual cognitive tests.
3. Discuss the various methods used to investigate the brain.

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2015/2016 ACADEMIC YEAR EXAMINATION
### FINAL EXAMINATION: FULL-TIME

PSG 9214: COUNSELLING PSYCHOLOGY

TIME: THREE (3) HOURS

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**INSTRUCTIONS**

THIS EXAMINATION CONSISTS OF TWO SECTIONS. ANSWER TWO (2) QUESTIONS IN EACH SECTION. EACH QUESTION CARRIES 12.5 MARKS.

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## SECTION A
Answer two (2) questions in this section.

1. "I am the useless girl ever, why can't I keep my legs crossed? When I got pregnant, I vowed to God this would be last time I ever get involved with any man intimately outside wedlock. Right now, I am seated in my room just crying, I feel so cheap like a dirty cheap slut. I don't know what's wrong with me. I feel cursed and dirty, useless, Why me? Whenever I promise myself that I won't do this, I end up doing the exact thing that I promise myself not to do. What is wrong with me?" please help counsellor." **Using a theory of your choice, describe how you would counsel this client.**

2. "Counsellor, for the past six months or so, I have thought about death multiple times a day. I think about the loved ones I have lost. When I think about them, I feel cold, nauseous, panicked, sad and depressed. No event that I know of triggers these thoughts and they have gotten to the point where they keep me up very late at night and I feel terrified to be left alone with my thoughts. Do you have any idea what this might be and how I can fix it?" **Define grief counseling and elucidate using William Worden approach how you would go about counseling this client.**

3. "In life I have experienced pain and disappointment...Disappointments can be quite painful, regardless of their magnitude". **Reflect on this quote; write your own story (1 page) of disappointment that left you shattered and the emotions you experienced. Using an existential approach, how would you counsel a client undergoing a similar experience?**

## SECTION B
**Answer two (2) in this section.**

1. Manana , a 23 year old mother, is one of the women who were robbed by armed robbers at Matero Reference Clinic. The thieves got all the babies' clothes, all the beddings and the mattresses, leaving the mothers to sleep on the floor. Manana had just delivered when this incident happened. She is now failing to sleep due to recurrent flashes of the robbery. She is constantly afraid that thieves may break into her house and locks herself in during the day. Nowadays, Manana is irritable and her mood is labile. **Discuss how you would counsel Manana using trauma focused cognitive behavioural therapy (TFCBT).**

2. " Oh my God! Whatever happened to me! Where did I go wrong? What did I do to deserve all the chaos in my life? Nothing is working for me. My wife nags a lot and she does not treat me like a husband. She has lost all respect for me and she does whatever she wants... she comes home whenever she wants, drunk and smelling of cigarette smoke. My first daughter is even worse ... she smokes dagga, drinks heavily and was expelled from school last week. I feel like the world is crushing in on me." **How would you counsel this client using family therapy.**

3. Answer the following questions
   (a) Discuss the role of assessment in counseling.
   (b) Discuss the challenges that counsellors may face when implementing informed consent.
   (c) Describe the counseling process.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

2015 ACADEMIC YEAR FULLTIME EXAMINATIONS

PSG 9410: INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

TIME: THREE (3) HOURS

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**INSTRUCTIONS**

THIS EXAMINATION HAS THREE SECTIONS; A, B, AND C.
ANSWER **ALL** QUESTIONS IN SECTION A ON THE QUESTION PAPER.
ANSWER **THREE (3)** QUESTIONS IN EACH PART OF SECTION B.
ANSWER **ONE (1)** QUESTION IN EACH PART OF SECTION C.

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SECTION A: MULTIPLE CHOICE QUESTIONS
**Answer all questions on the question paper. Circle your answer. Each question carries ½ a mark**

1. Which of the following is not a content theory of motivation?
   a. McClelland's Need for Achievement, Affiliation, and power
   b. ERG theory
   c. Equity, fairness and justice theory
   d. Herzberg's two factor theory

2. Which of the following is false about Clayton Alderfer's ERG theory of work motivation?
   a. According to the theory, a person can pursue different levels of needs simultaneously.
   b. Generally there is a uniform order in which humans seek to achieve the needs.
   c. According to the theory it is possible for an individual to regress to lower level needs.
   d. None of these.

3. Which of the following theories of work motivation uses the Thematic Aptitude Test (TAT) to evaluate people based on three needs?
   a. ERG theory
   b. Expectancy theory
   c. Herzberg's theory
   d. None of these

4. Herzberg related job satisfaction to the following factors except one. Identify the exception.
    a. Work itself
    b. Responsibility
    c. Growth
    d. Work conditions

5. Which of the following are true about the Workers' Compensation Act Cap. 271 and Factories Act Cap. 441.
    a. All organisations in Zambia are by law required to obtain them.
    b. They provide for the health and safety of the Zambian workforce.
    c. They require certain risk organisations such as mines to strictly abide by their provisions.
    d. They require all organisations in Zambia to ensure that workers have access to these statutes.
    e. All of the above.

6. Fiedler's "least preferred co-worker scale" was designed to
    a. distinguish between manager and leader.
    b. measure style of leadership.
    c. distinguish between leaders and non-leaders.
    d. All of the above.

7. Business reactive, business proactive and moral approaches refer to
    a. the role of management in organisational diversity.
    b. approaches to diversity.
    c. categories of diversity in organisations.
    d. None of these.

8. Which of the following is **not** one of the issues a counsellor employed by MTN Zambia Ltd can address with individual employees of the organisation who seek workplace counselling from him.
    a. Bereavement and loss
    b. Relationship and family difficulties
    c. Work overload
    d. Job stress
    e. None of these

9. Which of the following is one of the implications of Fiedler's theory of leadership.
    a. Leaders can be either born or made depending on circumstances.
    b. One can only be a manger if he/she is a good leader.
    c. If there is a mismatch between the leader and the situation, this can easily be controlled.
    d. All of the above.

10. Which of the following influences on occupational stress is different from the rest.
    a. Role ambiguity
    b. Occupational differences
    c. Control of work environment
    d. None

11. One principle underlying the roles that personnel selection procedures play in an organisation is that there are individual differences between people which leads to the conclusion that people are not equally suited to all jobs. The second main principle is that
    a. selection procedures are fully standardised, reliable and valid.
    b. selection decisions must be made without bias.
    c. the person can be fitted to the job.
    d. future job performance is, at least partly, predictable.

12. A job advert reads, "Looking for a motivated, team focussed individual with expertise in research design and experience in using the SPSS software programme for data analysis; Bachelor's degree required, Masters preferred."
    Within a KSAO job analysis, which of the following would be the skill required for this job?
    a. Being motivated and team-focussed.
    b. Understanding research design.
    c. Being able to use SPSS.
    d. Having a bachelor's or master's degree.

13. A variable such as the personality of a subject, that might affect the outcome of an experiment would be controlled by
    a. random assignment of subjects.
    b. assuming the effects of the variable are negligible.
    c. manipulating the dependent variables simultaneously.
    d. repeating the experiment several times until the results are consistent.

14. Sandy is one of the candidates for a job as an automotive mechanic. Among other selection procedures, she is asked by the assessor to fix a torn fan belt. This task of fixing a belt is an example of what is known as a(n)
    a. exercise.
    b. work sample.
    c. assessment centre.
    d. personnel selection.

15. At the end of the training programme, the trainers ask the trainees what they thought of the programme. Did they like it? Are they glad they came? This is an example of the _____ level of training evaluation.
    a. reaction
    b. behavioural
    c. learning
    d. results

16. Which of the following is an example of a Theory Y management strategy?
    a. Providing employees with a predictable work day that does not deviate from work to work.
    b. Encouraging employees to take responsibility for their own work activities.
    c. Setting up routes of communication so that employees speak with their immediate supervisors; and speak to managers.
    d. Punishing employees for reporting late for work.

17. The two objectives of I/O psychology are;
    a. conducting research and applying research knowledge to improving work behaviour.
    b. conducting research and establishing general laws of work behaviour.
    c. conducting research and training other psychologists.
    d. training other psychologists and designing organisational structures.

18. An I-O psychology researcher finds a strong correlation between job satisfaction and performance. What can he conclude from this correlation?
    a. Satisfaction causes good performance.
    b. Good performance causes job satisfaction.
    c. Satisfaction and performance are related.
    d. He can conclude all three.

19. If a manager went through employee files to determine what type of person makes the best employee, the manager would probably be conducting
    a. archival research.
    b. a field study.
    c. a meta-analysis.
    d. an experiment.

20. Which of the following is an example of 360-degree feedback?
    a. An employee receiving feedback on her ability to successfully demonstrate required knowledge, skills, and abilities.
    b. An employee receiving feedback that has been completed by two supervisors, so as to avoid rating errors.
    c. An employee evaluating her own performance and sharing that with her supervisor.
    d. An employee receiving feedback from her supervisor, her peer, her subordinate, and customers.

INDICATE WITH A TICK WHETHER THE STATEMENTS BELOW ARE TRUE OR FALSE

| | Statement | True | False |
|------|-----------|------|-------|
| 1. | To be motivated you need to be focussed on the task at hand rather than on the outcome of the task itself. | | |
| 2. | Work motivation is individual by nature such that it can reasonably be generalised. | | |
| 3. | As a primary concept in organisational psychology, work motivation explains most of the behaviour in the work environment. | | |
| 4. | Work motivation is general by nature in that workers tend to be motivated in a similar manner and by common motivating factors. | | |
| 5. | Both McClelland's theory and that of Alderfer are built on Maslow's hierarchy of needs. | | |
| 6. | According to Herzberg, salary or pay is a "motivator" as it increases job satisfaction. | | |
| 7. | Expectancy is to Adams (1963) as equity theory is to Victor Vroom. | | |
| 8. | Inclusive system in the work environment is synonymous with the concept of diversity. | | |
| 9. | According to Loden and Rosenner (1991) primary dimensions of work place diversity include factors such as religion, political affiliation, education etc. | | |
| 10. | According to research, leaders focus on either getting more work done or on building interpersonal relationship. | | |

## SECTION B: SHORT ESSAYS. <u>ANSWER PARTS A AND B IN SEPARATE BOOKLETS</u>

**Part A: Answer any <u>three</u> (3) of the following questions. Each question carries 5 marks.**

1. Outline any **five** points you would rely on in advocating diversity in Zambian work organisations.
2. With reference to work organisations, outline what you understand by the concepts of "fit" and "flexibility".
3. Outline research findings on organisational counselling.
4. Outline what you know about the relationship between job satisfaction and productivity.

**Part B: Write short essays on any _three_ (3) of the following questions. Each question carries 5 marks.**

1. Carefully study the information in the two tables presented below.

   **Table 1: Job Performance Ratings for Four Employees on Five Dimensions**

   | Dimension | Employee 1 | Employee 2 | Employee 3 | Employee 4 |
   |---|---|---|---|---|
   | Attendance | 5 | 3 | 1 | 4 |
   | Communication | 5 | 3 | 1 | 4 |
   | Following instructions | 5 | 3 | 1 | 4 |
   | Work quality | 5 | 3 | 1 | 4 |
   | Work quantity | 5 | 3 | 1 | 4 |

   **Table 2: Job Performance Ratings for Four Employees on Five Dimensions**

   | Dimension | Employee 1 | Employee 2 | Employee 3 | Employee 4 |
   |---|---|---|---|---|
   | Attendance | 4 | 5 | 5 | 5 |
   | Communication | 4 | 5 | 5 | 5 |
   | Following instructions | 5 | 4 | 4 | 4 |
   | Work quality | 4 | 5 | 4 | 5 |
   | Work quantity | 5 | 4 | 5 | 5 |

   a) Identify and explain the performance rating error/bias depicted in each of the two tables.
   b) Briefly explain **one** way in which performance rating errors/biases can be minimised.

2. Describe the two methods of conducting a criterion-related validity.

3. Many organisations first advertise employment openings to current employees and consequently hire from within the organisation. Is this a good practice? Clearly explain your answer.

4. a) What is the difference between task-oriented and worker-oriented job analyses?
   b) Discuss **one** approach that is used to collect job analysis information in organisations.

## SECTION C: LONG ESSAYS.  <u>ANSWER PARTS A AND B IN SEPARATE BOOKLETS</u>

**Part A: Answer any one (1) of the following questions.  Each question carries 10 marks.**

1. Zamtel is faced with some major organisational changes, and you are the manager.  Explain what you understand by organisational change, any four forms this may take and any six strategies that as manager you might use to manage the imminent changes in Zamtel.

2. What do you understand by the concept of workplace sexual harassment?  Explain bringing out the following: its prevalence, impact on an organisation, behavioural component, categories, as well as possible preventive measures.

**Part B: Answer any one (1) of the following questions.  Each question carries 10 marks.**

1. Clearly explain how Max Weber's theory of organisation differs from contingency theory with focus on Burns and Stalker's organisational studies.

2. Almost all organisations use the interview in employee selection, yet it sometimes can be a poor predictor of a candidate's future job performance.  With the help of research findings where appropriate, discuss factors that would make a selection interview a reliable and valid predictor and those that may make it a poor predictor of future job performance.

### END OF EXAMINATION

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

### 2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

## SDS 2414: RESEARCH METHODS IN SOCIAL SCIENCES

## 09:00-12:00 HOURS

**INSTRUCTIONS:** READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION

**TIME:** THREE (3) HOURS

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## SECTION A: Answer all questions from this section (30 Marks)

1. In relation to levels of measurements:
   a) Mention and explain the properties of scales. **(4 marks)**
   b) Mention and explain the four levels of measurement. **(4 marks)**
   c) Distinguish between conceptual and operational definitions. **(2 marks)**

2. Using practical examples, write short notes on the following concepts:
   (i) Intervening variables **(2 marks)**
   (ii) Extraneous variables **(2 marks)**
   (iii) Confounding variable **(2 marks)**
   (iv) Continuous variables **(2 marks)**
   (v) Discontinuous variables **(2 marks)**

3. In relation to quantitative research designs:
   a) State the characteristics of cross-sectional studies. **(2 marks)**
   b) State the characteristics of longitudinal studies. **(2 marks)**
   c) Using examples, discuss the types of longitudinal studies. **(3 marks)**
   d) Explain the drawbacks of longitudinal studies. **(3 marks)**

## SECTION B: Answer any two questions from this section (40 Marks)

1. With the aid of practical examples, answer the following questions:
   a) Discuss the main preoccupations of qualitative researchers. **(4marks)**
   b) What are the main criticisms of qualitative research? **(5marks)**
   c) Discuss the contrasts between qualitative and quantitative research? **(5marks)**
   d) What is an important distinction between an interview guide and an interview schedule? **(2marks)**
   e) Discuss the differences between unstructured and semi-structured interviewing. **(4 marks)**

1

2. As a research consultant:
    a) In what ways does the survey exemplify the cross-sectional research design? **(4marks)**
    b) Discuss how the survey researcher can achieve internally valid findings? **(4 marks)**
    c) Why might a longitudinal research design be superior to a cross-sectional one? **(6marks)**
    d) Using practical examples, discuss the main differences between panel and cohort designs in a longitudinal research? **(6marks)**

3. As a quantitative researcher, answer the following questions:
    a) Why might a survey researcher prefer to use a structured rather than unstructured interview approach for gathering data? **(3 marks)**
    b) Why do structured interview schedules typically include mainly closed questions? **(3 marks)**
    c) What are the chief limitations of survey research? **(4 marks)**
    d) Discuss the implications of epistemological considerations for quantitative research practice? **(5 marks)**
    e) Discuss the implications of ontological considerations for quantitative research practice? **(5 marks)**

**SECTION C: Answer all questions from this section (30 Marks)**

1. With the help of examples, answer the following questions:
    a) Some interviews encourage lengthy and detailed replies while others are designed to elicit short and specific responses. Mention the types of interviews referred to in the above statement. **(2 marks)**
    b) Briefly explain why it is important to pilot the questionnaire. **(2 marks)**
    c) Briefly explain when researchers can use standardised interviews. **(2 marks)**
    d) State the limitations of standardised interviews. **(4 marks)**

2. With the help of examples:
    a) Define Explicit **(2 marks)**
    b) Define Tacit knowledge **(2 marks)**
    a) What is social science research? **(2 marks)**
    b) Outline the characteristics of science using relevant examples **(4 marks)**

3. In relation to qualitative research:
    a) Using practical examples, discuss the rationale for using focus group discussions **(4 marks)**
    b) Discuss the distinction between snowball and purposive sampling techniques **(2marks)**
    c) With the aid of practical examples, discuss the justification for using in-depth interviews as qualitative data collection methods **(4 marks)**

**END OF EXAM**

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY

### SDS 9110: HUMAN RIGHTS AND DEVELOPMENT

### 2015/2016 ACADEMIC YEAR-FINAL EXAMINATIONS

### 27TH SEPTEMBER, 2016. TIME: 09:00-12:00HRS

TIME: THREE (3) HOURS

INSTRUCTIONS: SECTION A IS <u>COMPULSORY</u>. ANSWER <u>ANY TWO</u> QUESTIONS FROM SECTION B.

## SECTION A: <u>COMPULSORY</u> (40 MARKS)

1. Tumfweko Mwebantu is a Secretary General of Sebana Wikute political party and Njombwinjo is Executive Director of a Civil Society Organisation called Kachepa. The two are arguing on integration of Economic, Social and Cultural Rights (ESCRs) in the Zambian Constitution. They are both aware that you have knowledge on the subject as a graduate from University of Zambia and have asked you to comment on the subject. Take a neutral approach and present the benefits of including Economic, Social and Cultural Rights in the constitution in Zambia. Additionally, discuss the link between human rights and the constitution.

## SECTION B: ANSWER <u>ANY TWO</u> QUESTIONS (60 MARKS)

2. You have been appointed to represent the Ministry of Commerce and Industry at a Conference on Human Rights and Business in Geneva. As a director of programmes on Small and Medium Sized Enterprises (SMEs), discuss (with relevant examples) the UN guiding principles on human rights and business. In addition, discuss the effects of multi-national corporations on human rights in Zambia. Using practical examples, briefly discuss the link between human rights and corporate social responsibility.

3. A local NGO (called Kopala) has appointed you as project manager. The organisation has sent you to Vubwi District to start programmes on children's rights and welfare. As project manager, discuss the implications of the human rights-based approach to programming for children's rights and welfare. Additionally, explain (with the help of practical examples) the four general principles of the Convention on the Rights of the Child (CRC). Using practical examples, discuss the relationship between child protection and human rights?

4. You have been appointed to represent the Ministry of Community Development and Social Welfare at a conference in New York. Discuss the models of disability in relation to policy action in the Zambian context. In addition, explain (with relevant examples) the significance of disability mainstreaming and highlight the challenges facing Zambia in mainstreaming disability in the development Agenda.

5. Saukani Phiri is a secretary general of the University of Zambia Social Work Association (UNZASWA). Saukani has been invited to represent UNZASWA at the workshop on democratic governance in Zambia. As secretary general, present a discussion on the implications of upholding good governance for human rights in Zambia. Further, analyze the implications of promoting democratic tenets for human rights in Zambia.

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

## SDS 9210: SOCIAL PROTECTION

## 2015/2016 ACADEMIC YEAR FINAL EXAMINATION

=====================================================================

TIME:  THREE HOURS

## INSTRUCTIONS

**Instructions:** There are three sections in this examination. Section A requires you to write brief notes any four questions. Section B is compulsory. Section C contains Four (4) questions, select and write only Two (2) questions.

## SECTION A: WRITE BRIEF NOTES ON ANY FOUR (20 MARKS)

a)  Indexation

b)  Challenges for extending social security to the informal sector.

c)  State and briefly explain any three types of social protection

d)  What are the formal social protection strategies advanced in Zambia.

e)  Nexus between noncontributory social protection and rural development

f)  Discuss the targeting process used in Zambia

## SECTION B: COMPULSORY (15 MARKS)

1.  Using your knowledge of social cash transfer system in Zambia, practically, show how the social welfare department under the ministry of community development and social services makes use of its public welfare assistance programme (PWAS) to apply a community based targeting method in identifying possible recipients for a social cash transfer.

## SECTION C: ANSWER ANY TWO QUESTIONS (15 MARKS)

1. Discuss the five conditions under which social protection can have meaningful impacts on capability poverty reduction.

2. Analyze social protection as a social necessity according to the World Social Security Report 2010/11.

3. Practically explain 4 reasons for targeting according to Gassman.

4. Recommend a social security design that effectively covers the informal sector.

**END OF EXAMINATIONS**

# THE UNIVERSITY OF ZAMBIA

## MID-YEAR EXAMINATIONS FOR 2015 ACADEMIC YEAR

## SDS9215: PARTICIPATORY PLANNING MONITORING & EVALUATION

TIME: THREE HOURS

INSTRUCTIONS:
1. Read and understand the project description given below before you proceed in answering the examination questions.
2. Answer all questions in Section I.
3. Answer any two (2) questions from Section II.

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**PROJECT DESCRIPTION:**

The Government of the Republic of Zambia has secured a loan facility from the African Development Bank. It intends to spend part of the loan on completing the ring roads around the Greater City of Lusaka. The benefit of this project is that it will improve access, road safety and economic activity. However, there are a few challenges that need to be resolved and managed. Among them are that the roads will at some points pass through some private properties such as houses and farms; some of which are titled while others are not.

## SECTION I: ALL QUESTIONS ARE COMPULSORY. (50 MARKS)

1. With examples from the above project, define the terms **data** and **data quality** and explicate the key elements of data quality. (25 marks)

2. Discuss the benefits and challenges of implementing participatory monitoring and evaluation in a project such as the one above. (25 marks)

## SECTION II: ANSWER TWO QUESTIONS ONLY. (50 MARKS)

3. Define participatory evaluation. With the aid of a table illustrate the differences between participatory and conventional monitoring and evaluation. (25 marks)

4. Demonstrate the essence of the key question in monitoring "How do we know if we are getting there?" (25 marks)

5. Choose an M&E framework that underpins the foundation of a programme. Develop a diagram to summarise your framework and write illustrative notes on it. (25 marks)

6. The challenge with many organisations is that they do not have an M&E plan. Define an M&E Plan and explain its utility. (25 marks)

**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
### 2015 ACADEMIC YEAR EXAMINATIONS
### SOC 1110: INTRODUCTION TO SOCIOLOGY
INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER, READ THE
INSTRUCTIONS CAREFULLY IN EACH SECTION.

TIME: THREE (3) HOURS

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

1. Mr. Kalombwana Siamanjanji is imprisoned for ten years for aggravated robbery. When he comes out of prison, he finds his wife and family are no longer interested in him. He also fails to find employment and the welfare department is of no help. He commits suicide leaving a note that he could not cope with the changed circumstances. This is a typical case of:
   a) Anomic suicide
   b) Altruistic suicide
   c) Fatalistic suicide
   d) Egoistic suicide
   e) Egoistically self-inflicted suicide

2. A sample is defined as:
   a) A selection from the larger population
   b) A partial representation of the target group
   c) The individuals intended to represent the population to be studied
   d) Subgroups of the population in which every member has an equal chance of selection
   e) A small group chosen on account of their prominence for study

3. Those aspects of social life that have to do with social order, stability and social organisation that allow society to hold together and endure over time are called:
   (a) Social structure
   b) social dynamics
   c) Social statics
   d) Social stratification
   e) None of the above

4. Which one of the following is NOT a macro sociologist:
   a) Auguste Comte
   b) Karl Marx
   c) Talcott Parsons
   d) Erving Goffman
   e) Emile Durkheim

5. Max Weber agreed with Karl Marx that property or wealth was the basis for social class:
   a) True
   b) False

6. In the estate system of social stratification, the main estates were:
   a) The serfs, the aristocrats and the bourgeoisies

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b) The bourgeoisies, the proletariats and the lumpens
c) The clergy, the commons and the serfs
d) The commons, the clergy and the knights
e) The commons, the nobility and the clergy

7. The practice of endogamy is most likely to be found in the:
   a) Class system
   b) Socialist system
   c) Caste system
   d) Traditional system
   e) Racist system

8. Doctors are of greater importance to society than cleaners and therefore should be placed higher on the stratification scale. This is likely to be the view of:
   a) Davis and Moore
   b) Marx and Engels
   c) Scott and Tumin
   d) Durkheim and Weber
   e) None of the above

9. Which one of the following is NOT true about the 'status' of an individual in society:
   a) Statuses are culturally defined
   b) One's status may differ from one society to another
   c) A status can be involuntary
   d) Statuses are always biologically determined
   e) (c) and (d) above

10. _____ is a vehicle of culture.
    a) Man
    b) Technology
    c) Language
    d) Society
    e) Group solidarity

11. Which one of the following is NOT an agent of socialization:
    a) Political party
    b) Social media
    c) The work place
    d) The bank
    e) The church

12. Sociologists distinguish families and marriages solely on the basis of the choice of a marriage partner:
    a) True
    b) False

13. Which one is not considered when computing total fertility rate:
    a) Age composition
    b) Live births
    c) Sex
    d) Infertility
    e) None of the above

14. Marxist believe that the school employs_____to ensure conformity
    a) Punishment
    b) Retribution
    c) Labelling
    d) Latent functions
    e) None of the above
15. Mead defined 'generalised other' as:
    a) A group of people whose opinion matter to us and shape our behaviour
    b) The overall impression of ourselves that we try to project to others
    c) A significant figure in early childhood who teaches us the general values of society
    d) An image of how people in the wider society might perceive our behaviour
    e) None of the above
16. An exaggerated and preconceived image of a category of people which affects the way in which we see them is called:
    a) Ethnocentrism
    b) Stereotyping
    c) Relativism
    d) Universalising
    e) None of the above
17. Which of the following was NOT identified by Smelser as a precondition to an episode of collective behaviour?
    a) Previous history
    b) Social control
    c) Structural strain
    d) Generalised belief
    e) Precipitating event
18. The key concept in labelling theory of deviance is that of:
    a) Commitment
    b) Association
    c) Stigma
    d) Learning
    e) Acceptance
19. World-systems theory distinguishes between core, peripheral and semi-peripheral countries. Which one of the following countries is part of the semi-periphery?
    a) Japan
    b) India
    c) Ethiopia
    d) Spain
    e) Germany
20. Global economic inequality refers primarily to:
    a) Systematic differences in wealth and income between global firms
    b) Systematic differences in wealth and income between countries
    c) Systematic differences in wealth and income within countries
    d) Systematic differences in wealth and income between poorer countries

## SECTION B: Write brief notes on fifteen (15) of the following (30 marks)

1. Difference between pure and applied sociology
2. Apartheid as a pluralist society
3. Primogeniture
4. Moral holidays
5. Sapir-Whorf hypothesis
6. Cultural variability
7. Bereavement
8. Mass behaviour
9. Innovator in relation to deviance
10. Organised crime
11. Difference between fecundity and fertility
12. Egalitarianism
13. Lesbian couples
14. Orthodox church
15. Karma
16. State capitalism
17. Oligopoly
18. Human development
19. Underdevelopment

## SECTION C: Answer any two (2) questions from the following (40 Marks)

1. While the contagion theory of collective behaviour argues that people become irrational during collective behaviour, the convergence theory and emergent norm theory argue that collective behaviour is rational. Which of these arguments do you agree with? Clearly explain why?

2. With the help of any three theories of socialization and practical examples, discuss the process of acquiring the self-concept in the Zambian society and explain why the 'self' differs from one person to the other.

3. There is a contest between the dependency theory and the modernisation theory in the explanation of the existence of poverty and lack of development in Africa. Discuss

4. Outline the pull and push factors of migration in Zambia and discuss the consequences of international migration both on sending and host countries.

*END OF EXAMINATION*

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# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2015 ACADEMIC YEAR FINAL EXAMINATIONS

### SOC 2110: CONTEMPORARY SOCIAL PROBLEMS

**INSTRUCTIONS:** ANSWER ANY FOUR QUESTIONS FROM THE PAPER. ALL QUESTIONS CARRY EQUAL MARKS.

**TIME:** THREE (3) HOURS

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1. How social problems emerge in society has been explained differently by different models within the renowned major sociological perspectives. With practical examples and reference to the said sociological perspectives, critically discuss how social problems emerge in society **(25 Marks)**.

2. Sociologists argue that certain elements of culture such as values, beliefs, norms and sanctions have an influence on which social conditions can be regarded as social problems and which ones cannot. Discuss, with practical examples and reference to any society of your choice **(25 Marks)**.

3. Explain how social stratification subjects people to different social problems; and it is also argued social stratification is inevitable in society, use examples to argue your case **(25 Marks)**.

4. Discuss the problem of crime and Criminal Justice in all their manifestation in Zambia, use examples to support your arguments **(25 Marks)**.

5. With practical examples from any society of your choice, discuss what social legislation is all about and how it can be used as a collective action against social problems in society **(25 Marks)**

6. How would you define the concept of health? With practical examples, how do health patterns differ according to a country's level of development? Which theoretical perspective criticises the pharmaceutical and health care industry for placing profits above people? In what ways does this perspective present its critique? **(25 Marks)**

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## END OF EXAMINATION

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

## 2015 ACADEMIC YEAR FINAL EXAMINATIONS
## SOC 3210: SOCIAL THEORY

**TIME:** THREE HOURS

**INSTRUCTIONS:** THIS EXAMINATION HAS TWO SECTIONS. ANSWER **ALL** THE QUESTIONS IN **SECTION A** AND ANSWER **ANY TWO (2)** OF THE ESSAY QUESTIONS IN **SECTION B**

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## SECTION A: (20 MARKS)

1. Explain how *proletarianisation* comes about according to Karl Marx.

2. Point out one weakness in Herbert Spencer's theory.

3. Distinguish macro-sociological theory from micro-sociological theory.

4. Briefly explain any concept related to symbolic interactionism in Charles Horton Cooley's work.

5. What did Mead mean by self-interaction?

6. Using a practical example (not from class notes), show one of the functions of conflict according to Lewis Coser.

7. Give a practical example of violent conflict that has occurred at any point in Zambia's history concerning what may be described as transcendent goals.

8. According to the BBC, 50 people were killed and around 100 injured (mostly children) on 21 August 2016, after an explosion during a wedding in southern Turkey. The explosion was blamed on the Islamic State (IS). According to Lewis Coser, what type of conflict is this? Briefly explain.

9. In relation to Parsons' system of social action, which of the following is misplaced?
   a) Cultural system
   b) Goal attainment
   c) Adaptation
   d) Integration

10. Do you think the doctrine of prosperity taught in many Pentecostal churches in Zambia today is similar to the Protestant ethic taught by John Calvin (among others) in the 16/17<sup>th</sup> century? Explain why.

## SECTION B: ESSAYS (30 MARKS)

Answer any two of the following questions:

1. Describe the formation of conflict groups according to Ralf Dahrendorf. In relation to the conditions necessary for the formation of conflict groups, do you think that the current *political* and *social conditions* in Zambia are favourable for the formation/existence of groups with opposing views to government? Clearly explain to justify your position.

2. Identify at least four differences between traditional society and modern society according to Emile Durkheim, and explain how society changes from traditional to modern society. Do you agree with Durkheim's assertion that most social problems experienced in modern society are a result of weak collective conscience? Clearly explain to justify your position.

3. Among Robert Merton's contributions to functionalism are the following concepts:
    *i)*    *Dysfunctions*
    *ii)*   *Non-functions*
    *iii)*  *Functional alternatives*
    *iv)*   *Manifest and latent functions*

    Write brief notes on each of these concepts and assess to what extent each of them explains change and conflict in society.

4. Analyse Auguste Comte's factors of social stability.

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### END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## 2015/2016 ACADEMIC YEAR FINAL EXAMINATION

### SOC 9010: INDUSTRIAL SOCIOLOGY

**TIME: THREE HOURS**

**INSTRUCTIONS:**

1. There are two sections in this paper. You are required to answer questions from each section as instructed.
2. Write your computer number as required.
3. All your answers should be in the prescribed examination answer books.

## SECTION A

Write brief notes on any **TEN** of the following (40 marks):

1. Industry, Industrial Sociology and their value.
2. Management rights and their purpose in industry.
3. Collective agreement, zipper clause and their relationship.
4. Discipline and discharge and their objectives and relationship.
5. Industrial action.
6. Budget and budgetary control.
7. Inflation, its measurement and effects on business and labour.
8. Description of and relationship between living wage, minimum wage, and fair wage.
9. Communication, its purpose and barriers to communication.
10. ILO International labour standards and their importance.
11. Board of Directors.
12. Role and Role Conflict.
13. Structural features and general pre-requisites for stability in an Industrial Social System.
14. Theories X, Y, and Z.
15. Contract with particular reference to employment.

## SECTION B: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS (60 MARKS)

1. In industry the main purpose of business is to amass profits from transactions. However, this requires both capital and labour. Discuss the importance of both capital and labour to business and to the development of society.
   (20 marks)

2. With examples, describe the different types of unemployment and explain the causes and consequences of unemployment and indicate how it can be alleviated. (20 marks)

3. Describe the concepts of bureaucracy and Hertzberg's Hygiene and Motivation Theory and with examples explain their authenticity in the management of industrial organisations. (20 marks)

4. A variety of techniques are often used to resolve disputes in industry. Describe negotiation, conciliation, and arbitration as alternative dispute mechanisms and outline their advantages in contrast to formal litigation in courts. (20 marks)

5. Good industrial relations require more than the provision of a good salary. Discuss with examples and with the help of theories. (20 marks)

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**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## 2015 ACADEMIC YEAR END OF TERM EXANIMATION
## SOC 9155 - DISASTER MANAGEMENT AND PREPAREDNESS

This examination paper is composed of two sections. Section A has options and section B is compulsory. Read instructions under each section

## Section A

Write short notes on five of the following:

a) Tectonic disasters **(2.5 marks)**
b) Vulnerability **(2.5 marks)**
c) Biomedical hazards **(2.5 marks)**
d) Resilience (2.**5 marks**)
e) Developmental approach to disasters **(2.5 marks)**
f) Psycho social effects of disasters **(2.5 marks)**
g) 10 Disaster myths **(2.5 marks)**
h) Disaster epidemiology **(2.5 marks)**

## Section B

Read the passage that follows and answer all questions

Over 250 people had been displaced by suspected UPND cadres in three villages of Namwala District and Namwala District Commissioner Mary Sakala three weeks ago said 58 of the displaced were being sheltered at Namwala Secondary School after their houses were burnt down by suspected UPND cadres. Mrs Sakala indicated that the attacks were horrific and had never been seen in the district. The attacks started immediately President Lungu was declared winner in the August 11 general election. There are examples of the affected people. 53-year-old Greenwell Mwale, a fisherman of Maala village who was born and brought up in Namwala, was not as lucky as he was attacked and is nursing injuries in Namwala District Hospital. The Government through the Disaster Management and Mitigation Unit -DMMU- provided new mattresses and blankets for the displaced. DMMU National Coordinator Patrick Kangwa says government is concerned with the welfare of the Internally Displaced Persons -IDPs – hence providing all the required amenities in partnership with the Zambia Red Cross Society.

The DMMU National Coordinator assured the displaced of protection and that government will need to hear from each of the affected on what they wanted. And Government has intensified humanitarian efforts in Namwala district,

Southern Province, where the number of people displaced by post-election political violence has now increased. This follows the repatriation of 86 more people by the Disaster Management and Mitigation Unit (DMMU) under the Vice-president's office to Namwala Secondary School, which was being used as a safe zone. This scenario describes a disaster and yet humanitarian assistance was provided beyond the confines of the local community.

1) Give five reasons as to why you think the Namwala incident qualifies or does not qualify to be a disaster? (**5 Marks**)

2) Who could have declared this incident as a disaster and what evidence could have been provided to the authority to support this incidence as a disaster? (**5 Marks**)

3) Why in your own view was this incident not declared to be a disaster and yet the actions by DMMU point to such? (**5 Marks**)

4) If we take this as a disaster, and recognizing that the Government has intensified humanitarian efforts in Namwala district, imagine that you are as a disaster practitioner and you are now part of the DMMU, describe in some detail what intra disaster activities you will be engaged in. (**20 marks**).

5) Truly this situation has sociological effects, describe what these are using five variables. (**20 marks**).

**End of Examination**

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2015 ACADEMIC YEAR FINAL EXAMINATIONS

#### SOC 9415: ENVIRONMENTAL SOCIOLOGY

INSTRUCTIONS   :    ANSWER ANY FOUR QUESTIONS IN THE PAPER.

TIME                :    THREE (3) HOURS

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1. Environmental sociology argues that environmental problems are social problems, with reference to the following sociological perspectives explain how environmental problem come into existence: (*25 Marks*)

   (i)     Functionalist perspective
   (ii)    Conflict perspective
   (iii)   Interactionist perspective
   (iv)    Feminist perspective

2. With practical examples from any environmental situation of your choice, discuss what Environmental Impact Assessment (EIA) is all about and show how it is supposed to be conducted (*25 Marks*).

3. According to the realist approach in environmental sociology, climate change is the best indicator that the environment is being damaged. With practical examples, discuss the two major responses to climate change (*25 Marks*).

4. What is environmental degradation? Using Zambia as an example, discuss the various factors that may be responsible for environmental degradation (*25 Marks*)

5. Discuss in detail the various models proposed by the radicals in the realist approach as an alternative to the current economic model for a sustainable society (*25 Marks*).

*END OF EXAMINATION*

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY
2015 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE SOC 9510: SOCIOLOGY OF ORGANIZATIONS AN LEADERSHIP

TIME: THREE HOURS

TIME: PLEASE ANSWER ALL QUESTIONS IN SECTION A ONE~AND
ONLY THREE QUESTIONS IN SECTION B

SECTION A

1.  What is the difference between formal and informal organizations?
2.  What is managing information using boundary spanners?
3.  State briefly how organizations manage change?
4.  Briefly share the assumptions of Theory X and Y?
5.  State briefly what a mutual benefit association is?

SECTION B

1.  Why could the human relations approach be called a significant turning point organizations' history? How did McGregor help focus needed attention on the "human factor"?

2.  Why is an organization's environment so important to an organization? Identify and discuss each of the major dimensions of the general environment.

3.  Peter Drucker Stated in one of his publication that, "The essence of a business is outside itself". What do you think this means? Do you agree with this statement or not.

4.  The Human Relations School developed as a reaction to Classical Organization theory. Demonstrate the similarities and differences of the two schools of thought.

5.  Discuss the assumptions made in organization development and why do organizations do this?

6.  Decisions are dependent on the amount and kind of information available and the expectations of those involved. Discuss

7.  John Maxwell stated that, a leader who does not have followers is just taking a walk. Discuss and provide practical examples.

END EXAMINATION

# UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## MID-YEAR EXAMINATIONS FOR 2015 ACADEMIC YEAR
## SOC 9551: DISASTER MANAGEMENT EXAMINATION

**TIME: THREE HOURS**

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

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**SECTION A: MCQ True and false type. Put an X on each lettered item by indicating T for true and F for false against each lettered choice on the answer sheet provided.**

1) **Statements about a hazard include**

| | T | F |
|---|---|---|
| a) A hazard is a situation where there is a threat to life, health, environment, or property | T | F |
| b) Earthquakes, floods, tsunamis, wildfires, landslides, droughts, and volcanic eruptions are natural hazards | T | F |
| c) Earthquakes, floods, tsunamis, wildfires, landslides, droughts, and volcanic eruptions are always disasters | T | F |
| d) A hazard is actually a disaster. | T | F |
| e) We can prevent natural hazards becoming disasters if we learn to live in harmony with nature | T | F |

2) **Statements which are true about resilience include**

| | T | F |
|---|---|---|
| a) Resilience relates to capacity of societies to withstand catastrophes | T | F |
| b) It is determined by the degree to which individuals, communities, public and private organisations are capable of organising themselves | T | F |
| c) It dependents on how communities, public and private organisations learn from past disasters | T | F |
| d) Includes maintaining or transforming living standards in the face of shocks or stresses | T | F |
| e) Men are more resilient than women | T | F |

3) **Disaster preparedness is typically related to:**

| | T | F |
|---|---|---|
| a) Self-protective behaviours | T | F |
| b) Precautionary behaviours | T | F |
| c) Embracing measures predicting disasters and possible consequences | T | F |
| d) Coping with rehabilitation | T | F |
| e) Reconstruction | T | F |

1

## 4) Characteristics of an emergency include:

| | | |
|---|---|---|
| a) Self-protective behaviours | T | F |
| b) Precautionary behaviours | T | F |
| c) Embracing measures predicting disasters and possible consequences | T | F |
| d) Coping with rehabilitation | T | F |
| e) Reconstruction | T | F |

## 5) An emergency is characterised by:

| | | |
|---|---|---|
| a) Routinisation of adverse events | T | F |
| b) No disruption community function | T | F |
| c) Communities are capable of coping | T | F |
| d) All of the above are correct | T | F |
| e) None of the above are correct | T | F |

## 6) True about a catastrophe:

| | | |
|---|---|---|
| a) It is a rare form of a disaster | T | F |
| b) Is a rare event that affects an entire nation or part of the world. | T | F |
| c) It tends to be associated with a manageable level of casualties. | T | F |
| d) Systems tend to manage it with ease. | T | F |
| e) None of the above are correct | T | F |

## 7) Disaster typology covers.

| | | |
|---|---|---|
| a) Aetiology | T | F |
| b) Includes severity | T | F |
| c) The complex nature of disasters | T | F |
| d) Duration or Speed of onset | T | F |
| e) All of the above are correct | T | F |

## 8) The following are appropriately matched

| | | |
|---|---|---|
| a) Geophysical: Events caused by short-lived/small to meso scale atmospheric processes (in the spectrum from minutes to days) | T | F |
| b) Meteorological: Events originating from solid earth | T | F |
| c) Hydrological: Events caused by deviations in the normal water cycle and/or overflow of bodies of water caused by wind set-up | T | F |
| d) Climatological: Events caused by long-lived/meso to macro scale processes (in the spectrum from intra-seasonal to multi-decadal climate variability) | T | F |
| e) All of the above are correct | T | F |

9). **As the disaster moves into the recovery stage, which of the following parameters are included?**

| | | | |
|---|---|---|---|
| a) | Psychosocial Support and Community Health & Well-Being Recovery | T | F |
| b) | Restoration of Infrastructural Services | T | F |
| c) | Re-establishment of Sustainable Livelihoods | T | F |
| d) | Disaster Risk Reduction (DRR) Initiatives | T | F |
| e) | Monitoring & Evaluation (M&E) | T | F |

10). **The emergency phase of disasters calls for intelligence security and security personnel to**

| | | | |
|---|---|---|---|
| a) | Conduct an emergency assessment | T | F |
| b) | Be involved in emergency management (searching for the lost and rescuing people) | T | F |
| c) | Expedient hazard mitigation, | T | F |
| d) | Preparedness Planning like forecasting probable natural disasters | T | F |
| e) | Population protection  like evacuation | T | F |

**25 Marks**

**SECTION B**

**11. Write short notes on any five of the following: (40 Marks)**

a) Hyogo Framework of action
b) Disaster typology
c) Complex disasters
d) Types of recoveries in disasters
e) Capacity
f) Disaster policy
g) Disaster epidemiology

**Read the passage below and answer all questions that follow.**

A Tanker in the fleet of several others that were ferrying fuel from the port of Dar-es-Salaam in 2009 collided with a bus on the Great North Road, killing 18 people on the spot and leaving 47 others with serious injuries. In a related matter, in April this year, fifteen people were feared dead after a light canter truck was hit by a train in Kafue less than 24 hours after 19 people died in a road clash in Mazabuka. Five people were later confirmed to have died where from one family. The family was travelling to attend a wedding. Fourteen 14 of the 47 who were seriously injured also belonged to three families.

According to eye witnesses, the light truck overtook other vehicles on the rail crossing that were waiting for the train to pass. The driver failed to stop after discovering that the train had already reached the road crossing point. The truck was hit in the trailer and dragged leaving many people and their animals likes goats seriously injured and others dead. Early in the day 19 people died when the Fuso Fighter truck they were travelling in rammed into the Shoprite building in Mazabuka. Among the dead are 10 men, six women and three children of various ages.

Now answer the following questions

## Question 12

The piece meal deaths, injuries as well as property losses of hundreds of such incidents in Zambia since the onset of the millennium have not led the state to consider road traffic accidents as disasters. Why do you think is the reason within the definition framework of disasters? **(5 marks)**

## Question 13

You have just graduated from the University of Zambia and have been offered a job at the Zambia road safety agency as a Disaster management expert and the Home affairs Permanent Secretary wants a ten point disaster prevention preparedness plan to be applied at micro, meson and macro levels. What would you consider as 10 points? **(30 Marks)**

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**END OF EXAMINATION**

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

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

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

| | 10 | |
|---|---|---|
| A | T | F |
| B | T | F |
| C | T | F |
| D | T | F |
| E | T | F |

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

## MID YEAR EXAMINATIONS FOR 2015 ACADEMIC YEAR

**SOC 9755: SOCIOLOGY OF HEALH AND ILLNESS**

**TIME:** THREE HOURS

**INSTRUCTIONS:** Answer Question **ONE** in **SECTION A** and any other **TWO** questions from **SECTION B**. Each question in Section B carries equal marks.

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## SECTION A

1.  While there is evidence that participation in health lifestyles that do not involve contact with physicians and other health personnel can spread across social class boundaries, there is other evidence showing that the poor remain least likely to use preventive care. Using practical examples, discuss the ten determinants why the poor are not likely to use these preventive health care services **(20 Marks).**

## SECTION B

2.  Using practical examples, discuss labeling theory as it relates to health and illness **(15 Marks).**

3.  Parson's (1951) piece on the sick-role has received a lot of criticism but also support, still even today. Given the ongoing debate over the value of Parson's theory, critically analyse the sick-role. **(15 Marks)**

4.  A significant portion of past research in Sociology of Health has concerned itself with the effect of socio-demographic variables on the utilization of health care services. Explain how these factors (age, sex, ethnicity, and socioeconomic factors) relate to the behavior of people seeking medical care **(15 Marks).**

5.  You have been invited to attend interviews for a position of an Epidemiologist in one of the hospitals in Zambia. The government has realized that there are a number of employees who do not understand the role of an Epidemiologist and would want you to give a lecture to these employees. Using practical Zambian examples, discuss the role of a Social Epidemiologist **(15 Marks).**

**END OF EXAMINATION**

## THE UNIVERSITY OF ZAMBIA
## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
## DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
## SOCIOLOGY DIVISION
## MID-YEAR EXAMINATIONS FOR 2015 ACADEMIC YEAR

**SOC 9855: POLICY, PROJECTS AND PROGRAMMES FOR DEVELOPMENT**

**TIME:** 3 HOURS

**INSTRUCTIONS:** THE PAPER CONSISTS OF THREE SECTIONS. READ CAREFULLY
THE INSTRUCTIONS ON EACH SECTION

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**SECTION A (30 Marks)**

Answer all questions

1. Which of the following is not a component of project design?

   a) Logical model
   b) Stakeholder analysis
   c) Needs assessment
   d) Problem tree

2. The vaccination of all children aged 12 - 15 months against measles is an example of;

   a. Normative need
   b. Relative need
   c. Felt need
   d. Absolute need

3. Bicycle Nchinga is a small scale farmer in central province of Zambia. Despite his frantic efforts, for the past two years he has been unable to access fertilizer under the Farmer Input Support Programme (FISP) because of social structural impediments. This is a typical case of;

   a. Physiological deprivations
   b. Capability deprivations
   c. Sociological deprivations
   d. Absolute deprivation

4. Which of the following is not a component of project constraints?

   a. Human capital
   b. Money

c. Equipment.
d. None of the above

5. All of the following except one are characteristics of projects

a. Projects have outcomes
b. Projects are complex
c. Projects are collective
d. Projects are made of stages

6. While Programme objectives are intangible, Project objectives are tangible

a. True
b. False

7. Which of the following is not a significance of project planning?

a. Motivate staff
b. Choose between options
c. To learn broad lessons
d. Allocate resources

8. All of the following except one are features of project evaluation

a. Focus is on impacts of the project
b. Usually done by internal staff and management
c. Usually done at completion but also mid-term
d. Assessment of relevance and sustainability of the project's actions

9. Simcard Banda had a successful career working at Mopani Copper Mines but was suddenly retrenched and fell into poverty as he did not have any savings. Since then, he has been striving to provide for his family. This is a typical case of;

a. Structural poverty
b. Capability deprivation
c. Individual deficiency
d. Situational poverty

10. Why is it important to define the end point of a project at the very beginning?

a. To involve stakeholders
b. To ensure successful project completion
c. To protect primary stakeholders
d. To avoid project constraints

11. The Zambian government is in the process of constructing 650 rural health posts countywide. This is an example of;

a. a Programme
b. a Project
c. a strategy
d. all of the above

12. Focusing the project involves considering;

a. Costs
b. Sustainability
c. Risks
d. All of the above

13. Which one of the following is not a participatory technique?

a. Village mapping
b. Transect walks
c. Ranking
d. Interview

14. Why is it important to also interview those whose views are not usually heard during problem identification?

a. They might be people that the community turn to in times of crisis
b. They are the reason why the project is there
c. To encourage them to use their own capacities
d. None of the above

15. On the logical framework, a goal is defined as;

a. The development outcome at the end of the project
b. Project deliverables
c. Signs which measure performance against objectives
d. Wider long term development objective

16. A logical framework is used to;
a. Communicate a project's intent and strategy
b. Organize thinking
c. Measure project progress
d. All of the above

17. Capacity assessment is conducted to identify the community's strengths and weaknesses

a. True
b. False

18. NGOs are disadvantageous because;

   a. They are undemocratic
   b. They are flexible
   c. They are unable to experiment freely
   d. None of the above

19. Which approach to the study of public policy analysis does not give credence to individuals in policy decisions?

   a. The Systems approach
   b. The Group Equilibrium Approach
   c. The Institutional Approach
   d. The elite preference approach

20. Secondary stakeholders may need to be periodically involved, but need not be involved in all aspects of the project cycle

   a. True
   b. False

## SECTION B (30 Marks)

Read the scenario below and answer the following questions

**1.** Chitambo community in Central province is noted to be experiencing a high level of sexual immorality among its youths aged 15 to 30 years of age. Assume you are a project manager and you are tasked with the responsibility of implementing a project in Chitambo community to address this problem. You are therefore tasked to do the following;

   I)     Identify and describe the two major categories of stakeholders for this project and provide examples of the groups of people contained in each of the two categories
   II)    Outline the four (4) steps that you would follow in carrying out a stake holder analysis
   III)   State two (2) reasons why it is important for your project to conduct a stake holder analysis of the Chitambo community problem
   IV)    Construct a problem tree of the problem existing in the Chitambo community
   V)     State two (2) advantages of the problem tree in relation to understanding your problem situation
   VI)    Your project will also require "SMART" objectives. What do you understand by "SMART" objectives?

## SECTION C (40 Marks)

Answer any two questions from the following. Each question carries **20 Marks**

1. i) With the aid of a diagram, state the main stages of the Policy Cycle and explain in detail what is involved at each stage.

   ii)   Examine the general problems of policy making and implementation in developing countries and make suggestions on what developing countries should do in order to have successful policies

2. i) Discuss the characteristics of projects.

   ii) Using practical examples, contrast between projects and programmes. Why are projects considered as the cutting edge to development?

3. Using any three theoretical approaches of your choice, discuss the statement that "public policies do not always emanate from the demands of the masses or general members of the public".

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## END OF EXAMINATIONS

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## 2016 ACADEMIC YEAR FINAL EXAMINATION

SWK 1110: INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

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

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1. Write short notes on all the following:

a) The relationship between social work and social welfare
b) Manipulative method of working with groups
c) Community development principle of participation
d) The difference between a task groups and treatment groups
e) Empirical knowledge
f) First and second generation rights


2. Discuss the seven principles of casework that were advanced by Biestek and their significance in guiding professionals working with people living with HIV/AIDS.


3. The social work profession has a value base. Discuss the five core values of social work and how they offer guidance to social workers as they conduct their work in various fields of practice.


4. Social welfare policies and programmes are a reflection of a political ideology prevailing in a given nation. Discuss by giving practical examples how the liberals would perceive the first statement and how the conservatives would perceive the second one:

a) Children from rich families have the right to free basic education.
b) Poor people with malnourished children should receive food security packs fortnightly.


## END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA

## DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY

### 2016 ACADEMIC YEAR

### FINAL EXAMINATION

### SWK 2110: CONTEMPORARY ISSUES IN SOCIAL POLICY

### SEPTEMBER 26, 2016

**TIME: THREE HOURS**

**INSTRUCTIONS:** THIS EXAMINATION CONSISTS OF TWO SECTIONS: SECTION (A) AND SECTION (B). READ THE INSTRUCTIONS IN EACH SECTION.

## SECTION (A):  Answer all questions (2 points each = 40 points)

1.  Social Welfare Policy is best understood as:
    a) Subset of Educational Policy
    b) Subset of Health policy
    c) Subset of economic policy
    d) None of the above

2.  Which of the following best describe the role of social welfare policy in society?
    a) Care of people not able to take care of themselves
    b) Care of incapacitated households
    c) Care of vulnerable individuals and households
    d) All of the above
    e) "A" and "B" only

3.  Which of the following statements is associated with the Radical world-view on the family?
    a) Traditional family is basic unit of society, should not face government interference
    b) Family is changing , and needs government support
    c) Traditional family is oppressive, changing family needs government supports
    d) Both traditional and modern families are oppressive, need government intervention
    e) "B" and "D" only

1

4. Which of the following statement is associated with the liberal world-view on social changes?
   a) Change is a good thing, especially if it fundamentally change social structures
   b) Change is generally not desirable, better keep things as they are
   c) Change is generally good, especially moderate change
   d) Change is neither good nor bad
   e) "A" and" C"

5. Social Welfare Service Delivery System is best understood as:
   a) Organizational arrangements that exist among service providers
   b) Organizational arrangements that exist among service consumers
   c) Organizational arrangements that exist between service providers and consumers
   d) "A" and "C" of the above
   e) None of the above

6. Which of the following social welfare service delivery options do not promote beneficiary access to services?
   a) Locating services under one roof
   b) Reliance on service beneficiaries
   c) Reliance on para-professional employees
   d) None of the above
   e) "B" and "C"

7. Which of the following statements is associated with the conservative worldview on society?
   a) Society needs regulation to ensure fair competition between interest groups
   b) Society contains inequalities, and conflicts between the haves and the have-nots.
   c) Society is naturally fair and functions well on its own
   d) Society is neither fair or unfair because it is a system of interrelated part
   e) "C" and "D"

8. Which of the following statements is associated with social cash transfer services?
   a) It promotes welfare service consumer choice
   b) It limits welfare service consumer choice
   c) All of the above
   d) None of the above

9. Focusing social welfare policy analysis on "policy product" means:
   a) Determining the effectiveness of the social welfare programs and services
   b) Examining how social welfare policy(s) are formulated
   c) Examining the provisions of the social welfare policies

d) "A" and "C"
e) All of the above

10. For Zambia Social Protection Policy, Social security pillar is best understood as:
a) Non-contributory cash and in-kind transfers to incapacitated households
b) Contributory cash and in-kind transfers to incapacitated households
c) Contributory retirements and worker-injury/sickness schemes
d) All of the above
e) "A" and" C"

11. In the context of Zambia's Social Protection Policy, which of the following households are eligible for non-contributory cash transfers?
a) Incapacitated households
b) Male-headed households
c) Female-headed households
d) All f the above
e) "A" and "C"

12. Which of the following key social policies accounted for the growth of welfare states between 1940s-1950s?
a) Growth in coverage of basic social welfare services
b) Beginning of national welfare leadership
c) Universal adult suffrage
d) All of the above
e) "A" and "C"

13. Which of the following eligibility criteria for social welfare provision is based on professional judgements of individual cases where special goods and services may be needed?
a) Attributed needs
b) Compensation
c) Means-test
d) None of the above
e) "B" and "C"

14. In the context of funding for social welfare service provision, regressive taxes are:
a) Taxes whereby the poor are taxed at higher rate than the wealthy.
b) Taxes whereby the wealthy are taxed at higher rate than the poor
c) Taxes whereby the poor and the wealthy are taxed at the same rate
d) All of the above
e) None of the above

15. Which of the following is not a Sustainable Development Goal?
    a) Achieve universal primary education
    b) Promote gender equality by empowerment of women and girls
    c) Combating HIV and AIDS, malaria and other diseases
    d) Developing global partnership for development
    e) Promote world peace

16. Which of the following assumptions is associated with the Residual model of Social Welfare?
    a) Social Welfare is the normal on-going first line support mechanism of society
    b) Social Welfare is a temporary support mechanism of society when the private market and the family fail.
    c) Social Welfare services made available on the basis of individual contribution to society
    d) "A" and "C"
    e) All of the above

17. A Welfare State means:
    a) Government that maintains an acceptable minimum standards of living for all citizens
    b) Government that maintains an acceptable minimum standards of living for vulnerable populations only
    c) Government that maintains an acceptable minimum standards of living marginalized people only
    d) None of the above
    e) "A" and "B"

18. Which of the following assumptions is associated with the Institutional model of Social Welfare?
    a) Social Welfare is a temporary necessity when the family and private market fail to perform adequately
    b) Social Welfare is the normal on-going first line support mechanism of society
    c) Social Welfare services made available as compensation for historical injustices
    d) "B" and "C"
    e) None of the above

19. Zambia is reported to have attained which of the following Millennium Development Goals (MDGs)?
    a) Goal 1: Eradicate Extreme Poverty and Hunger
    b) Goal 3: Promote Gender Equality and Empower Women
    c) Goal 7: Ensure Environmental Sustainability
    d) All of the above

e) None of the above

20. Which of the following political developments accounted for the retrenchment of welfare states from mid-1970s On?
a) Tax revolts
b) Weakening of Trade Unions
c) Triumph of Keynesian Economic Model
d) All of the above
e) "B" and "C"

## SECTION (B): 1. Answer <u>two (2) questions</u> only (30 points each = 60 points) 2. Question <u>one (1) is compulsory.</u>

1. Discuss the contrasting perspectives of the conservative and the liberal worldviews on the roles of government and the economic system.
2. Contributory Social Security programmes are among the major pillars of social protection policy in Zambia. Discuss two major limitations of Contributory Social Security programmes in Zambia.
3. Social Welfare beneficiaries are selected using different criteria. Discuss the advantages and disadvantages of the following two selection criteria of social welfare beneficiaries in the context of social welfare service provision in Zambia.
   a) Means-test
   b) Diagnostic Differentiation

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## END OF EXAMINATION

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

## MID-YEAR EXAMINATIONS FOR 2015 ACADEMIC YEAR

## SWK 3221: SOCIAL WORK RESEARCH METHODS

**TIME: THREE (3) HOURS**

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### SECTION A: COMPULSORY: ANSWER <u>ALL</u> QUESTIONS (40 MARKS)

1. Using practical examples:
   a) Discuss the criteria for evaluating research questions? **(4marks)**
   b) Why is systematic review an important aspect of literature review? **(4marks)**
   c) What criteria can you employ to assess validity of a measuring instrument? **(4marks)**
   d) What is an important distinction between a research method and a research design? **(2marks)**
   e) What is the difference between research methodology and research design? **(2marks)**
   f) Discuss the limitations of coding in relation to qualitative data? **(4 marks)**

2. With the aid of practical examples, answer the following questions:
   a) Discuss the main preoccupations of qualitative researchers. **(4marks)**
   b) What are the main criticisms of qualitative research? **(4marks)**
   c) Discuss the contrasts between qualitative and quantitative research? **(4marks)**
   d) What is an important distinction between an interview guide and an interview schedule? **(2marks)**
   e) What is the difference between an observation schedule and an interview schedule **(2marks)**
   f) How does participant observation differ from structured observation? **(2 marks)**
   g) Discuss the link between ethnography and participant observation? **(2 marks)**

### SECTION B: ANSWER <u>ANY TWO</u> QUESTIONS (60 MARKS)

1. Zilile Ngoma is conducting ethnographic research into drug users in Chibolya Compound in Lusaka City. His approach is largely that of observer-as-participant, in that his research is based primarily on interviews with drug users, as well as some observation through regular visits to Chibolya Compound.

1

a) Discuss the problems associated with ethnography as a qualitative research approach. **(4 marks)**
b) Provide suggestions about how problems associated with ethnographic research can be overcome. **(4 marks)**
c) Discuss the role of key informants for the ethnographer. **(4 marks)**
d) Why is it useful to distinguish between different types of field notes?**(4marks)**
e) What is the role of field notes in ethnography? **(4 marks)**
f) Discuss the sampling strategies appropriate for ethnographic research. **(10 marks)**

2. Sebana Wikute and Needle Nyeleti are conducting research into commercial sex workers and their clients. Their research is based in Matero and Chawama areas in Lusaka City. Their approach is largely that of observer-as-participant, in that their research is based primarily on interviews with sex workers and their clients, as well as some (frequently accidental) observation of interactions and overhead conversations. The interviews they conduct are especially important in gaining information in relation to such areas as: how the sex workers had moved into this line of work; permitted and prohibited sex acts; links with drug use; and experience of violence.
a) Advise Sebana Wikute and Needle Nyeleti the ways in which participant observation exhibits advantages over qualitative interviewing. **(7 marks)**
b) Discuss the advantages of qualitative interviewing in comparison to participant observation. **(6 marks)**
c) Discuss appropriate sampling strategies that Sebana Wikute and Needle Nyeleti must employ to recruit commercial sex workers and their clients for this study. **(8 marks)**
d) Provide recommendations to Sebana Wikute and Needle Nyeleti with regard to the reasons why life history and oral history interviews should be employed in their study. **(5 marks)**
e) Discuss the differences between unstructured and semi-structured interviewing. **(4 marks)**

3. Njombwinjo Munyaule (a social worker) is conducting ethnographic research into prostitution in Rhodes Park in Lusaka City. However, the prostitutes and their clients are not fully aware of Njombwinjo Munyaule's status as he conducts his research.
a) Discuss the ethical issues that may arise at a variety of stages in ethnographic research being conducted by Njombwinjo Munyaule. **(10marks)**
b) Provide suggestions about how ethical issues associated with ethnographic research into prostitution can be addressed. **(10 marks)**
c) Discuss some of the difficulties associated with ethical decision-making. **(4marks)**
d) Discuss the main political dimensions of this research. **(6marks)**

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## 2015/2016 ACADEMIC YEAR FINAL YEAR EXAMINATIONS

## SWK 3330: ANALYSIS OF SOCIAL WORK INTERVENTION

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** ANSWER ANY **FOUR** QUESTIONS

1. Discuss two differences and two similarities between the Hollis and Perlman Models.

2. Rationalise the view that social casework is both an art and a science. Provide examples to support your discussion.

3. Discuss the view by Benne, Benis and Chin that *'some of the difficulty with the use of political institutions to effect change arises from an overestimation by change agents of the capability of political action to effect change in practice"*. What advice would you give such agents to ensure that change becomes effective?

4. According to the United Nations, the manner in which the processes of social development are conceptualised shape the social policies and programmes. Do you agree with this assertion? Justify your response.

5. "Indigenisation is essentially about culture whether it be articulating local cultures and the way in which they differed from western cultures or reclaiming culture and also possibly tradition." relate this statement to your rural field work experiences. You may have to pick a particular case study to do this.

6. Robert is a supervisor who is responsible for educating master's level social work students. Grace is a supervisor, but in a social work agency, who educates degreed practitioners. Both of them are asked to respond to the following questions: What theoretical framework guides your practice? How does a particular theory influence your practice?
   What difficulties would Robert and Grace encounter in answering these questions?

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**END OF EXAMINATION**

## PART (B): Answer All two (2) questions (20 points each = 40 points)

1. Community Assessment is an essential step in community development planning process. Based on relevant literature and class discussions on community assessment methods, discuss the <u>advantages</u> and <u>disadvantages</u> of the following Community Assessment methods. Illustrate your answer by giving examples in the Zambian context.

   (a)  Gathering opinions & judgments from key informants
   (b) Service Statistics
   (c) Conducting Surveys
   (d) Social Indicators

2. Discuss three (3) functions of a Community. Give examples in the Zambian context to illustrate your answer

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## 2015 MID YEAR EXAMINATIONS

## SWK4211: MONITORING AND EVALUATION RESEARCH

**TIME ALLOWED**: THREE HOURS

**INSTRUCTIONS**: Answer all questions in Section 1. From Section II, answer a combination of 3 questions whose sum value is 50 marks only.

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## SECTION I: COMPULSORY- ANSWER ALL QUESTIONS. (50 MARKS)

1. Illustrate how monitoring and evaluation can help organisations achieve effective programming and resource mobilisation. (25 marks)

2. You have been appointed as the Deputy Director in charge of Monitoring and Evaluation (DDM&E) in the Ministry of Community Development and Social Welfare. The Secretary to the Treasury has issued a circular to all government departments to the effect that no funding will be released to any programme that does not have an M&E Plan. Explain the essence and elaborate on the key components of an M&E Plan to your members of staff attending a planning workshop. (25 marks)

## SECTION II: ANSWER ANY 3 QUESTIONS THAT ADD UP TO 50 MARKS

3. Explain the term "project logic" and show the need to understand its utility to programme management. (20 marks)

4. An evaluator makes certain assumptions when embarking on the task of evaluating, which he or she must ascertain beforehand. Outline and explain these assumptions. (20 marks)

5. Explain the benefit of using different methods of data collection in monitoring and evaluation? (20 marks)

6. Explain the key elements of an input that you should watch for. (10 marks)

7. Illustrate the quintessence of the key question in evaluation "How do we know we got there?" (10 marks)

## END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

2015/16 ACADEMIC YEAR

MID YEAR EXAMINATIONS

SW 4715: COMMUNITY DEVELOPMENT


TIME: THREE HOURS


INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS EXAMINATION. READ THE INSTRUCTIONS IN EACH SECTION.

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## PART (A): Answer three (3) questions only (20 points each = 60 points)

1. Discuss three (3) major characteristics of each of the following types of residential neighbourhoods. Illustrate your answer by giving examples in the Zambian context.

   a) Stepping Stone Neighbourhood
   b) Diffuse Neighbourhood
   c) Integral Neighbourhood

2. Discuss the basic assumptions of the following community theories:

   a) Social System theory
   b) Human/Population ecology theory

3. Discuss the strengths and limitations of the following models of community practice in the Zambian context. Give examples to illustrate your answer.

   a) Social Planning model
   b) Community socioeconomic development
   c) Locality model

4. Discuss major limitations of community development practice during the post-colonial period in Zambia.

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

2015 ACADEMIC YEAR FINAL EXAMINATIONS

SWK 9120: PROJECT MANAGEMENT

TIME ALLOWED: THREE HOURS

## SECTION I: COMPULSORY- ANSWER ALL QUESTIONS. (60 MARKS)

1. There are different sources where one can find or generate ideas to start a project. Name any five of such sources and explain two advantages of each. (15 marks)

2. Explain why the following processes are important and, under each one of them, outline the key steps for undertaking the process. (25 marks)
   (a) Cost management. (5 marks)
   (b) Time management. (5 marks)
   (c) Quality management. (5 marks)
   (d) Procurement management. (5 marks)
   (e) Change management. (5 marks)

3. Feasibility assessment is very important step in project planning. (20 marks)
   (a) List five reasons why feasibility assessment is important. (5 marks)
   (b) Define a project feature and features analysis method. (2 marks)
   (c) Illustrate the STEEP criteria of feasibility assessment. (10 marks)
   (d) Define the concept project and illustrate the characteristics of a project. (3 marks)

## SECTION II: ANSWER 2 QUESTIONS THAT ADD UP TO 40 MARKS

4. Ricky W. Griffin defines management as "a set of activities directed at an organisation's resources with the aim of achieving organizational goals in an efficient and effective manner." (25 marks)
   (a) Explain the elements in the set of activities. (5 marks)
   (b) List 4 types of organizational resources and explain how as a project manager you would act to achieve organizational goals efficiently and effectively. (12 marks)
   (c) Explain any 4 administrative functions that a project manager plays. (8 marks)

1

5. Explain the importance of managing stakeholders and illustrate that by identifying 8 types of stakeholders and explaining why managing your relationship with them matters. (25 marks)

6. Project risk management is an important element of project management. State four key steps in project risk management process and illustrate how to execute them. (15 marks)

7. The environment in which projects operate may be summarized by the 5C model. Explain what the 5Cs are and give an acronym that stands for the constituent elements of the first C. (15 marks)

## END OF EXAMINATION

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

## MID-YEAR FINAL EXAMINATIONS FOR 2015 ACADEMIC YEAR

**SWK 9315: SOCIAL WORK WITH DISABILITY AND MENTAL HEALTH**

**INSTRUCTIONS:** READ CAREFULLY THE INSTRUCTIONS UNDER EACH SECTION

**TIME:** 3 HOURS

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## SECTION A: <u>COMPULSORY QUESTION</u>

A case is a real life situation. Therefore, discuss the **topic** of your case study assignment, your findings and analysis, as well as explain how relevant these findings are to the field of mental health in Zambia.                      **(20 Marks)**

## SECTION B: WRITE SHORT NOTES ON <u>FIVE</u> OF THE FOLLOWING:      **(10 Marks)**

a) Mental Capital                                           **(2 marks)**
b) Charity or welfare approach to disability               **(2 marks)**
c) Causes of physical disabilities                         **(2 marks)**
d) The duties and roles of Mental Health Social Workers    **(2 marks)**
e) Discuss the term 'Patient' in relation to mental health **(2 marks)**
f) Intellectual disability                                 **(2 marks)**

## SECTION C: ANSWER ONLY <u>TWO</u> QUESTIONS: -    **(20 Marks)**

1. Give an analysis of the delivery of mental health services in Zambia.  **(10 Marks)**
2. Using practical examples, discuss the rationale for community-based mental health care.                                                  **(10 Marks)**
3. Mind and body are inseparable, discuss with relevant examples.    **(10 Marks)**

## END OF EXAMINATION