

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY
POSTGRADUATE FINAL EXAMINATIONS
JULY 2014

1. ARC 5040- Archaeological theory and methods
2. DSS 5015- Democratic security sector governance
3. DSS 5035- Security sector economy
4. DSS 5065- International relations
5. DSS 5195- Military psychology
6. ECN 5025- Advanced macroeconomics
7. ECN 5101- Statistics for economics
8. ECN 5201- Mathematical techniques and programming
9. ECN 5522- Monetary economics
10. ECN 5302- Econometrics
11. ECN 5442- Health economics
12. EPM 5111- Microeconomics for policy
13. EPM 5122- Macroeconomics for policy
14. EPM 5145- Econometrics
15. EPM 5222- Strategic management
16. EPM 5515- Human resource management
17. EPM 5621- Effective policy communication
18. EPM 5625- Research methods
19. GDS 5502- Feminist theory and practice
20. GDS 5512- History of women's movement
21. GDS 5010- Historiography of pre-colonial central African history to 1890

- 22.HIS 5012- Imperialism and underdevelopment in central African historiography
- 23.HIS 5030- Historiography of southern Africa from pre-colonial times to twenty-first century
- 24.HIS 5032- Historiography of southern Africa since 1880s
- 25.HIS 5040- Historical methodology and philosophy of history
- 26.HIS 5050- Theories of imperialism and underdevelopment in central African historiography
- 27.LIN 5011- Research methods in linguistic science
- 28.LIN 5032- The phonology of African languages
- 29.LIN 5102- Advanced sociolinguistics
- 30.LIN 5152- Semantics
- 31.LIN 5222- The morphology of African languages
- 32.LIN5322- The syntax of African languages
- 33.LIN 5511- Comparative linguistics
- 34.LIN 5542- Sociolinguistics
- 35.LIN 5552- Pragmatics
- 36.LIN 5611- Research methods in literature
- 37.LIT 5111- Literature theory in criticism
- 38.LIT 5121- Modernism and postmodernism
- 39.LIT 5522- European drama
- 40.LIT 5222- Literary onomastics
- 41.LIT 5311- Contemporary African prose fiction
- 42.LIT 5412- Golden ages of English literature
- 43.LIT 5512- American literature and society
- 44.LIT 5322- African oral and written poetry
- 45.MCD 5110- Development and communication of innovations and change
- 46.MCD 5220- Communication and community mobilization for development
- 47.MCS 5311- Media ethics, principles and practice
- 48.MCN 5062- Advanced media law
- 49.MCN 5072-
- 50.MCN 5082- Communication policy and planning
- 51.MCN 5112- Current issues in communication for development

- 52.MCN 5132- Communication of innovation
- 53.MMC 5001- Communication research methodologies and techniques
- 54.MMC 5002- Communication research statistics
- 55.MMC 5111- Communication for peace and conflict communications
- 56.MMC 5120- International communication and relations
- 57.MMC 5310- Communication theory and process
- 58.MMC 5322- Media law, principles and practice
- 59.PAM 5110- The theory and practice of public administration and
management
- 60.PAM 5120- Public policy analysis
- 61.PAM 5122- Policy analysis
- 62.PAM 5144- Public policy choice
- 63.PAM 5215- Development administration
- 64.PAM 5315- Human resource management
- 65.PAM 5342- Policy programme evaluation
- 66.PAM 5355- Local government administration
- 67.PAM 5362- Selected topic in public management
- 68.PAM 5434- Research methods and techniques in public administration
- 69.PHL 5011- Research methods in applied ethics
- 70.PHL 5040- Ethical theories and their application
- 71.PHL 5050- Environmental ethics
- 72.PHL 5055- Reason and religious belief
- 73.PHL 5080- Public service ethics
- 74.POL 5222- Case studies in comparative politics
- 75.POL 5242- Politics and governance in Zambia
- 76.POL 5510- Democratization and electoral systems in Africa
- 77.POL 5052- Applied demography
- 78.POP 5062- Multivariate analysis
- 79.POP 5072- Population projections and modeling
- 80.POP 5110- Advanced demography analysis
- 81.POP 5210- Applied demography
- 82.POP 5310- Survey data analysis
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- 84.PS 5195- Attachment theory
- 85.PSY5295- Clinical applications of attachment theory.
- 86.PS 5395- Cultural issues in child development and family functioning
- 87.PSY 5240- Development psychopathology

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

UNIVERSITY POSTGRADUATE FINAL EXAMINATIONS, July 2014

ARCH 5040: ARCHAEOLOGICAL THEORY AND METHODS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. In an effort to explain the meaning of assemblages generated by our human ancestors, archaeologists use several approaches to recreate how tools were made and what they were used for. Discuss these approaches giving appropriate examples in each case to justify your answer.
2. Before culture history emerged as a recognized discipline in the 20th century, archaeological materials were haphazardly treated and interpreted. Today, interpretation of archaeological assemblages depends wholly on classification. Discuss attributes or characteristics that classification depends on with specific reference to either Mumbwa or Nachikufu caves.
3. Discuss aspects of processual and post-processual archaeology that represent a paradigmatic shift from the historical approach, their strengths and weaknesses.
4. Since the inception of archaeology as a scientific discipline, its practice and methods have depended on the recovery of data using scientific techniques. Discuss the data recovery process that is likely to reveal human activities in the past and make a contribution to our understanding of human development.
5. Prehistory differs from other disciplines such as history because of the nature of evidence it deals with. Discuss the nature of this evidence including rock art and the archaeological practice on the African continent that results in the generation of prehistoric knowledge.
6. Discuss ethical issues in archaeological research that would greatly inhibit a successful research programme with specific reference to rock art research programme in the Muching Escarpment.

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DSS 5015: DEMOCRATIC SECURITY SECTOR GOVERNANCE
DEFERRED EXAMINATION, THIRD TRIMESTER AUGUST 2014.

INSTRUCTIONS:

- (i) Time: Three Hours
(ii) Answer: Three Questions Only
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1. Apart from parliament and the courts which have a constitutional function which extends well beyond the security sector, there are other groups, with no constitutional function or elected legitimacy that try to influence the security sector. What are these groups and to what extent would you argue that this process of interaction enhances democratic security sector governance?
2. What is your assessment of Samuel Huntington's argument that a politically neutral and professional military that is isolated from politics is the cornerstone of democratic and harmonious civil military relations?
3. In practice, security sector consists of the military, the police, the intelligence services, paramilitary forces and the government agencies responsible for them. To what extent would you say this observation reflects the role and place of defence and security agencies in democratic security sector governance?
4. From your study of democratic security sector governance theories and models, what would you consider to be the major implications of common regional and international security arrangements on domestic democratic governance processes?
5. Taking Zambia and South Africa or any other two southern African countries as case studies, provide a historical and comparative analysis of the different patterns of the roles of security institutions in the democratic political processes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DSS 5015: DEMOCRATIC SECURITY SECTOR GOVERNANCE
EXAMINATION, THIRD TRIMESTER, JULY 2014.

INSTRUCTIONS:

- (i) Time: Three Hours
(ii) Answer: Three Questions Only
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1. It is generally acknowledged that although parliamentary functions for controlling the armed forces in a democratic manner and to provide oversight of relevant foreign missions can vary from country to country, the approval, recommendation and warning functions are the same. Discuss this statement in the context of Zambia's parliamentary oversight of the security sector.

OR

2. Apart from parliament and the courts which have a constitutional function which extends well beyond the security sector, there are other groups, with no constitutional function or elected legitimacy that try to influence the security sector. What are these groups and to what extent would you argue that this process of interaction enhances democratic security sector governance?

OR

3. In his publication entitled *The Republic*, many years ago Plato suggested that one should be able to trust the guardians or rulers of the city-states and that it was absurd to suppose that they should require oversight. Yet in the modern age of the 21st century, parliamentary oversight in the national security domain is not only discussed but practiced. What would you say is the reason behind this development with respect to democratic security sector governance?
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6. From your study of democratic security sector governance theories and models, what would you consider to be the major implications of common regional and international security arrangements on domestic democratic governance processes?
7. Civil Society Organizations (CSOs) and other non-state actors in the security sector have become major actors in the oversight process with respect to the security sector. What is your assessment of this development with respect to democratic security sector governance?
8. With the aid of concrete examples, discuss what you consider to be the major challenges for democratic security sector governance and how such challenges can be addressed.
9. Taking Zambia and South Africa or any other two southern African countries as case studies, provide a historical and comparative analysis of the different patterns of the roles of security institutions in the democratic political processes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DSS 5015: DEMOCRATIC SECURITY SECTOR GOVERNANCE
EXAMINATION, THIRD TRIMESTER, JULY 2014.

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DSS 5015: DEMOCRATIC SECURITY SECTOR GOVERNANCE
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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DSS 5015: DEMOCRATIC SECURITY SECTOR GOVERNANCE
EXAMINATION, THIRD TRIMESTER, JULY 2014.

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
MASTER OF ARTS IN DEFENSE AND SECURITY STUDIES
2014 FINAL EXAMINATIONS
DSS 5035: SECURITY SECTOR ECONOMICS

TIME ALLOWED: THREE HOURS

NB: ANSWER ANY THREE QUESTIONS

Q1 In May 2014, within two days of taking charge, the newly elected government in India began work on allowing up to 100% foreign direct investment (FDI) in defense production, in a bid to send a strong signal to global investors. A Cabinet note was circulated seeking comments from other government ministries and agencies.

If the Government of Zambia were to make a similar proposal and seek comments from the defense ministry, what should the ministry's advice be? Justify your remarks by discussing the pros and cons of allowing 100% FDI in Zambia's defense sector.

Q2 The conclusion in 1991 of the long and destructive civil war in Ethiopia led to a sharp reduction in defense expenditure and a significant rise in public investment on the badly needed social and economic infrastructure. Defense expenditures were cut from 15% of expenditures in 1992 to below 10% in 1994. And consequently capital expenditures rose from 25% in 1991 to 40% in 1994.

On the other hand, despite the end of the ethnic conflict in Sri Lanka in 2009, the Sri Lankan Government raised military expenditure in its 2012 budget to a level where it became almost double the combined expenditure on health and education needed for development.

In the light of the above cases, would it be prudent for Zambia that is badly in need of development resources, to maintain low levels of defense expenditures?

Q3 With the help of diagrams, explain:

- a. The different types of costs entailed by a deterioration in a country's security;
- b. The channels through which security spending can impact on economic growth;
- c. The difficulty of controlling the supply of small arms.
- d. The fungibility of foreign aid given to a country in the aftermath of conflict.

Q4 Norway is not a member of the European Union (EU). In two referendums held in 1972 and 1994 respectively, the Norwegian people voted against joining the EU, each time by a narrow majority.

What options does Norway have today? It has two options. It may or may not apply for membership today. If it applies for membership, the EU has two options – to accept Norway as a member or deny it membership. If Norway does not apply for membership, the EU again has two options – it may or may not cooperate with Norway.

We thus have four possible situations and suppose the payoffs for Norway and the EU are as shown below:

		<u>European Union</u>	
		Accept/Cooperate	Not accept/not cooperate
<u>Norway</u>	Apply	5, 5	-2, 0
	Not apply	6, 3	2, 1

- a. What is the best strategy for the EU?
- b. What is the best strategy for Norway?
- c. Identify the Nash equilibrium.
- d. Does the Nash equilibrium offer a Pareto-efficient solution?

Suppose the terms of cooperation are changed so that the payoff table changes to:

6, 5	-2, 0
5, 3	2,1

- The different types of costs entailed by a deterioration in a country's security;
- The channels through which security spending can impact on economic growth;
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- What is the best strategy for the EU?
- What is the best strategy for Norway?
- Identify the Nash equilibrium.
- Does the Nash equilibrium offer a Pareto-efficient solution?

Suppose the terms of cooperation are changed so that the payoff table changes to:

6, 5	-2, 0
5, 3	2, 1

1. Do the best strategies for the EU and Norway change?
2. Does it alter the character of the Nash equilibrium?

Q5 a) With the help of a diagram, explain how a country can enhance its levels of consumption of both defense and civilian goods by engaging in specialization and international trade.

b) “In recent years, efforts towards promoting peace in South Asia have pivoted around the idea of improving trade relations as the best bet in forging a lasting relationship between India and Pakistan.

Currently, any altercation between the two countries inevitably leads to a cessation of some, if not all, trade activity. If healthy trade relations are built up between India and Pakistan – and the potential is immense – it can integrate the lives of millions of people in both countries. With livelihoods at stake, both India and Pakistan will be forced to stay engaged and find alternative means of dispute resolution”. (Rohit Kumar, Jinnah Institute, 2013).

Explain the essential arguments in the above quotation using the Liberal Peace hypothesis.

Q6 a) Present the taxonomy of goods and services produced in an economy from a defense perspective.

b) Explain with empirical illustrations the relevance of the classification of goods and services in the context of conflict and peace.

1. Do the best strategies for the EU and Norway change?
2. Does it alter the character of the Nash equilibrium?

Q5 a) With the help of a diagram, explain how a country can enhance its levels of consumption of both defense and civilian goods by engaging in specialization and international trade.

b) “In recent years, efforts towards promoting peace in South Asia have pivoted around the idea of improving trade relations as the best bet in forging a lasting relationship between India and Pakistan.

Currently, any altercation between the two countries inevitably leads to a cessation of some, if not all, trade activity. If healthy trade relations are built up between India and Pakistan – and the potential is immense – it can integrate the lives of millions of people in both countries. With livelihoods at stake, both India and Pakistan will be forced to stay engaged and find alternative means of dispute resolution”. (Rohit Kumar, Jinnah Institute, 2013).

Explain the essential arguments in the above quotation using the Liberal Peace hypothesis.

Q6 a) Present the taxonomy of goods and services produced in an economy from a defense perspective.

b) Explain with empirical illustrations the relevance of the classification of goods and services in the context of conflict and peace.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
MASTER OF ARTS IN DEFENCE AND SECURITY STUDIES PROGRAMME
2013/14 ACADEMIC YEAR SECOND TRIMESTER FINAL EXAMINATION
DSS 5065: INTERNATIONAL RELATIONS

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

TIME: THREE HOURS

SECTION A

1. Discuss the main tenets of neo-liberal international relations theory.
2. Critically analyse the lessons learned from pursuing courses of action based purely on realist thinking, according to the analysis of Thucydides in his *History of the Peloponnesian Wars*

SECTION B

3. Discuss the causes and consequences of the Sino-Soviet dispute which arose after Nikita Khrushchev became leader of the then Soviet Union
 4. Analyse the factors behind the change in U.S. foreign policy orientation from isolationism to internationalism in the period after World War II.
 5. Discuss the changes in the foreign policy of the then Soviet Union made under the leadership of Mikhail Gorbachev and their regional and international consequences
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEFENCE AND SECURITY

MILITARY PSYCHOLOGY FINAL EXAMINATION DSS 5195

DATE: 14th April 2014

TIME: 1400-1700 Hours

CANDIDATE'S COMPUTER NO. ⁸.....

INSTRUCTIONS:

Write down your computer number in the space allocated in this paper and on each page of your answer booklet.

There are two sections in this examination. Answer all the sections according to the specified instructions.

Section A: Compulsory Essay Question (¹⁰~~2~~ Marks)

Section B: Short Essay Questions (20 Marks)

Section C: Long Essay Questions (~~30~~ Marks)

SECTION A: Compulsory Question

Write an account of the nature of psychology and how it relates to Military Psychology

SECTION B Long Essay Questions

With the aid of relevant examples from the actual *Zambian* situation write three long essays not within your designated group

QUESTION 1

Define the term resilience and describes practical measures needed to increase in officers' ability to absorb high levels of adversity?

QUESTION 2

What are benefits and setbacks of military and police torture? What are the other strategies other than torture or physically beating a person which you would use to detect lies?

QUESTION 3

Discuss psychological warfare strategies of influencing your target's behavior or your enemy's behavior in order to accomplish your mission

QUESTION 4

Athiesm and Enthun^{is} are psychological issues that need to be looked at in the military and police force. What is your opinion of these two terms? With the aid of examples, under what circumstances do you think atheism is permissible?

QUESTION 5

Discuss the psychological related problems of depression, addiction suicide ideation, and abnormal behavior among current service men and also for veterans.

QUESTION 6

Discuss psychological related challenges of families of military and police officers associated with their absence during and after their prolonged operational duties. Describe the strategy of emotional regulation and three other strategies that can be used to help them to cope with these challenges.

END OF EXAMINATION

18) A senior police officer scolds his junior for a minor misconduct. The junior officer stops his misconduct. This change in the junior officer's behavior is most likely to be a result of

- (a) Punishment
- (b) Negative reinforcement
- (c) Positive reinforcement
- (d) Shaping
- (e) Classical conditioning
- (f) Extinction
- (g) Sensitization
- (h) Habituation

19) Although a senior officer locks an insubordinate officer many times, this officer continues with his misconduct. This officer's misconduct is most likely to be a result of

- (a) Punishment
- (b) Negative reinforcement
- (c) Positive reinforcement
- (d) Shaping
- (e) Classical conditioning
- (f) Extinction
- (g) Sensitization
- (h) Habituation

20) An applicant trying to join as an officer is tested and found to have a mental age of 24 years. His chronological age is 20 years. What is his IQ?

- (a) 40
- (b) 60
- (c) 80
- (d) 100
- (e) 120

SECTION B QUESTIONS (20MARKS)

DIRECTIONS: Answer all the questions in this section. Each of the numbered items or incomplete statements in this section is followed by answers or by completions of the statements. Select the one lettered answer or completion that is best in each case.

Answer all questions in this section

- 1) An officer becomes very angry with a recruit when the recruit does not carry through instructions given to him. The recruit reminds the officer of her rebellious son. The officer's intense reaction to the recruit's behavior is most likely to be a result of
 - (a) Positive transference
 - (b) Negative transference
 - (c) Countertransference
 - (d) Dislike of the doctor
 - (e) Fear of the doctor

- 2) Which of the following structures of the mind work on an unconscious level?
 - (a) The id only
 - (b) The id and the ego only
 - (c) The id, ego and superego
 - (d) The ego and superego only
 - (e) Not the id, ego, or superego

- 3) Which of the following structures of the mind are developed in a normal 4-year-old child?
 - (a) The id only
 - (b) The id and the ego only
 - (c) The id, ego, and superego
 - (d) The ego and superego only
 - (e) Not the id, ego, or superego

- 4) A senior officer notices that many of her subordinates use statements like “I can’t stop smoking because I will gain weight,” or “when I’m sick, I only want to eat junk food.” Statements like these
- (a) Produce conflict in the conscious mind
 - (b) Are conscious mental techniques
 - (c) Increase anxiety
 - (d) Are examples of the use of defense mechanism
 - (e) Decrease a patient’s sense of self esteem
- 5) Of the following defense mechanisms, which is considered the most mature?
- (a) Denial
 - (b) Sublimation
 - (c) Dissociation
 - (d) Regression
 - (e) Intellectualization
- 6) A 47-year-old officer steals a gun from the camp. When no one is watching, he also tortures one of the recruits. Which aspect of the mind is deficient in this officer?
- (a) The unconscious mind
 - (b) The preconscious mind
 - (c) The conscious mind
 - (d) The superego
 - (e) The ego
- 7) A 28-year-old chaplain is assigned to tell a patient in the camp that her illness is terminal. Prior to seeing the patient, the chaplain conducts extensive library research on the details and statistics of length of survival of people with this illness. When he speaks to the patient, he cites the journal article that he has read, including a detailed explanation of the theories of the etiology of her condition. Later that day, the chaplain tells the attending physician that the patient did not seem to understand what he told her. Choose the defense mechanism that he or she is most likely to be using
- (a) Regression
 - (b) Isolation
 - (c) Denial
 - (d) Rationalization
 - (e) Projection
 - (f) Dissociation
 - (g) Reaction formation
 - (h) Intellectualization
 - (i) Sublimation
 - (j) displacement

8) A 40-year-old officer who is angry at his wife, but does not consciously acknowledge that anger, shouts at his children as soon as he returns home from work. Choose the defense mechanism that he or she is most likely to be using

- (a) Regression
- (b) Isolation
- (c) Denial
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- (f) Dissociation
- (g) Reaction formation
- (h) Intellectualization
- (i) Sublimation
- (j) Displacement

9) A 32-year-old male officer who is unconsciously attracted to his wife's sister becomes extremely jealousy whenever his wife speaks to another man. Choose the defense mechanism that he or she is most likely to be using

- (a) Regression
- (b) Isolation
- (c) Denial
- (d) Rationalization
- (e) Projection
- (f) Dissociation
- (g) Reaction formation
- (h) Intellectualization
- (i) Sublimation
- (j) Displacement

10) A 45-year-old officer who is unconsciously afraid of flying repeatedly states his love of airplanes. Choose the defense mechanism that he or she is most likely to be using

- (a) Regression
- (b) Isolation
- (c) Denial
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11) A 52-year-old officer receives a letter from his physician informing him that his level of prostate-specific antigen [PSA] was abnormally high during his last visit. When the officer appears at his physician's office for a follow-up visit, he complains about a headache but does not mention or seem to remember receiving the letter about his PSA test. Choose the defense mechanism that he or she is most likely to be using

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- (e) Projection
- (f) Dissociation
- (g) Reaction formation
- (h) Intellectualization
- (i) Sublimation
- (j) Displacement

12) A 34-year-old female officer relates that she wakes up fully dressed at least twice a week but then is tired all day. She also notes that she frequently receives phone calls from men who say they met her in a bar but whom she does not remember meeting. Choose the defense mechanism that he or she is most likely to be using

- (a) Regression
- (b) Isolation
- (c) Denial
- (d) Rationalization
- (e) Projection
- (f) Dissociation
- (g) Reaction formation
- (h) Intellectualization
- (i) Sublimation
- (j) Displacement

13) A 44-year-old female officer has undergone three sessions of a chemical weapon training operation at one of the buildings in a secret base. Before the fourth session, she becomes nauseated when she enters the building lobby. This woman's reaction is a result of the type of learning best described as?

- (a) Operant conditioning
- (b) Classical conditioning
- (c) Modeling
- (d) Shaping
- (e) Extinction

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**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ECONOMICS DEPARTMENT
2014 ACADEMIC YEAR SECOND TERM**

ECN5025 ADVANCED MACROECONOMICS

FINAL EXAMINATION

TERM TWO

2014

Date: FRIDAY, 28rd FEBRUARY 2014

**Time: 3 HOUR (A.M.)
(0 minutes reading time)**

Instructions to the candidates:

1. Maximum marks for each question are shown in brackets.
2. Answer ANY FOUR questions.

Materials required:

1. Provide Answer Books

1. Suppose the aggregate production function is given by

$$Y = F(K, AL) \quad (1)$$

where Y is aggregate output, K is total capital stock, A is knowledge, L is the labour force and AL is effective labour. We also suppose that the production function meets the inada conditions and there are constant returns to scale in this economy. In intensive form the production function can be written as

$$y = f(k) \quad (2)$$

where $y = Y/AL$ and $k = K/AL$, Also assume that $\dot{L} = nL(t)$, $\dot{A} = gA(t)$, and $\dot{K} = sY(t) - \delta K(t)$

(a) Briefly explain what is meant by Harrod-neutral technological progress. [1 marks]

(b) From the fact that $k = K/AL$, derive the basic Solow equation for k ? [5 marks]

(c) Using a phase diagram show the effect of an increase in the savings rate? [5 marks]

(d) In your view what is the major weakness of the Solow model? Explain? [4 marks]

(e) Briefly explain why most countries in Africa, have failed to converge with developed countries despite having high returns to capital. [5 marks]

2. Suppose that we have N -identical firms in an industry. Suppose that each firm maximises the present value of profits

$$\Pi = \int_{t=0}^{\infty} e^{-rt} [\pi(K(t)) k(t) - I(t) - C(I(t))] dt \quad (3)$$

subject to the constraint

$$\frac{\partial k(t)}{\partial t} = I(t) \quad (4)$$

where $K(t)$ is the total capital stock in the industry, $k(t)$ is the firm's capital stock, $I(t)$ is the investment or change of the firm's capital stock over time, $C(\cdot)$ is the internal adjustment stock and e^{-rt} is the discount factor. We assume that the $\pi(K(t))$ function is decreasing in $K(t)$.

- (a) Set up the current value Hamiltonian for this problem and solve it? [5 marks]
- (b) Define the Tobin's q and explain why it is important in firm's investment decisions? [5 marks]
- (c) Use a phase diagram, to demonstrate the effect of an earth quake destroying half the capital stock. [5 marks]
- (d) Now suppose interest rates reduce temporarily, show this effect on investment using a phase diagram. [5 marks]

3. Consider an individual who lives for T periods whose lifetime utility is

$$U = \sum_{t=1}^T u(C_t), \quad u'(\cdot) > 0, \quad u''(\cdot) < 0 \quad (5)$$

where $u(C_t)$ is the instantaneous utility function and C_t is consumption in period t . Assuming perfect foresight and that the individual has initial wealth of A_0 and labour incomes Y_1, Y_2, \dots, Y_T . The individual can borrow or save at a zero interest rate. Therefore the individual's budget constraint is

$$\sum_{t=1}^T C_t \leq A_0 + \sum_{t=1}^T Y_t \quad (6)$$

- (a) Set up the langrangian for this maximization problem, solve it. Based on your solution derive the Permanent Income Hypothesis. [5 marks]
- (b) Now assuming that there is no perfect foresight and that the instantaneous utility function $u(\cdot)$ is quadratic so that the expected lifetime utility is given by:

$$E[U] = E \left[\sum_{t=1}^T \left(C_t - \frac{a}{2} C_t^2 \right) \right], \quad a > 0 \quad (7)$$

where E is expectation. The individual wants to maximize expected utility subject to the constraint $\sum_{t=1}^T C_t \leq A_0 + \sum_{t=1}^T Y_t$. Use the Euler approach to solve this

maximization problem explaining your steps clearly and at the key result which is the random walk hypothesis.

[5 marks]

- (c) Using graphs show that when utility is not quadratic and in particular when the third derivative of the utility function is positive, consumption may be rising over time due to precautionary savings.

[5 marks]

- (d) Critically assess whether the "Permanent Income Hypothesis" would hold in a poor country such as Zambia.

[5 marks]

4. (a) Use a graphical illustration of the problem of dynamic inconsistency of discretionary monetary policy. Explain your graph clearly.

[5 marks]

- (b) Briefly discuss three main solutions to the problem of dynamic inconsistency.

[5 marks]

- (c) Briefly describe inflation targeting and explain its advantages and disadvantages.

[5 marks]

- (d) Outline the key costs of inflation

[5 marks]

5. Consider the production function

$$Y(t) = A(t) (1 - a_L) L(t) \quad (8)$$

where $A(\cdot)$ is technological progress, a_L is the proportion of the labour force used in the production of knowledge and $L(\cdot)$ is the labour force. Also suppose that the production of knowledge is given by:

$$\dot{A}(t) = B [a_L L(t)]^\gamma A(t)^\theta, \quad B > 0, \quad \beta \geq 0, \quad \gamma \geq 0 \quad (9)$$

where B is a shift parameter. The growth rate of capital is given by

$$g_A(t) \equiv \frac{\dot{A}(t)}{A(t)} = B [a_L L(t)]^\gamma A(t)^{\theta-1} \quad (10)$$

After manipulation in logs the equation of motion for knowledge becomes

$$\dot{g}_A(t) = \gamma n g_A(t) + (\theta - 1) [g_A(t)]^2 \quad (11)$$

where n is the growth rate of population.

- (a) Using the equation of motion for knowledge, show the dynamics of knowledge when 1) $\theta < 1$ 2) $\dot{\theta} > 1$ and 3) $\theta = 1$? [10 marks]
- (b) Briefly discuss the determinants of the allocation of resources to research and development. [5 marks]
- (c) Discuss why the research and development investments in Africa is low. [5 marks]

END

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END

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

2013-2014 FINAL EXAMINATIONS

ECN 5101: STATISTICS FOR ECONOMICS

TIME: THREE HOURS

NB: THIS IS AN OPEN BOOK EXAMINATION

INSTRUCTION: ANSWER ANY FOUR QUESTIONS

Q1 30-year time series data for a developing country in sub-Saharan Africa on indicators of financial development (F), trade openness (T) and economic growth (G) yielded the following correlation matrix:

	F	T	G
F	1.00		
T	-0.45	1.00	
G	0.65	0.55	1.00

Calculate:

- The correlation between economic growth and trade openness after removing the impact of financial development;
- The correlation between economic growth after removing the impact of financial development and trade openness;
- The correlation between financial development after removing the impact of trade and economic growth.
- Comment on your results for a, b and c.

Q2 A stimulus was examined to determine its effect on systolic blood pressure (SBP). Twelve men participated in the study. Each man's blood pressure was measured both before and after the stimulus was applied. The following were the results:

SBP before stimulus 120 128 124 131 140 132 128 125 126 118 130 132

SBP after stimulus 130 131 118 127 140 141 135 137 126 129 127 135

Do the data indicate that the stimulus significantly affected systolic blood pressure?

Q3 Suppose a sample survey is conducted to know the views of Zambian citizens on four policies of the Zambian Government, namely, enactment of minimum wages, creation of new districts, removal of fuel subsidies and raising the tax threshold on PAYE. The individuals included in the survey are asked to express their views on these four policies by scoring on a rating scale ranging from 0 to 10, with 0 denoting “wholly disapprove” and 10 denoting “wholly approve”.

Suppose the scores given by the individuals on all the policies are then ranked and the following are the data and results:

Policy	Sample size, N	Mean rank
Minimum wages	9	3.76
Fuel subsidies	17	1.79
New districts	18	3.02
Tax threshold	16	8.03

Would you conclude that there is agreement in the views of Zambians on the four government policies?

Q4A A doctor tests a patient for HIV. The test can give a positive result or a negative result. But the test is not fully reliable in the sense that we cannot determine for sure whether the patient has the disease or not. But the probability of a positive result when the patient has HIV is 99% and it is 5% when the patient does not have HIV. We also know that 10% of the population that shares the patient’s age, sex and other characteristics is affected by the disease.

What is the probability that the patient is in fact HIV-positive?

Q5 The following table presents data on the Multi-dimensional Poverty Index (MPI) and economic growth rate (EGR) for 7 countries in the SADC region.

Country	MPI (2006 – 2009)	EGR (2003 – 2010)
Angola	0.005	11.9
Lesotho	0.156	3.8
Mozambique	0.512	7.3
Namibia	0.187	5.0
Swaziland	0.184	2.4
Tanzania	0.367	7.1
Zambia	0.328	6.0

- Is there a close relationship between MPI and EGR in the selected countries?
- Compare the overall development performance of Mozambique and Namibia on the basis of the MPI and EGR values.
- How well has Zambia performed on the MPI and EGR relative to other countries?

Q6 a) The National Food and Nutrition Commission states that the recommended daily allowance (RDA) of iron for adult females under the age of 50 is 18 mg. We

have a sample of 100 young women whose mean daily intake of iron is 16.2 mg with a standard deviation of 1.2 mg. Is this evidence that women do not get the RDA?

b) A survey of 19 millionaires in the United States found that the average millionaire donates 15% of income to charity with a standard deviation of 5%. Assuming the distribution of all charity percents is approximately normal, find the 95% confidence limits for the mean percent of their income that millionaires donate to charity.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2013-2014 FINAL EXAMINATIONS
ECN 5201: MATHEMATICAL TECHNIQUES AND
PROGRAMMING

TIME: THREE HOURS

NB: THIS IS AN OPEN-BOOK EXAMINATION

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

Q1 Suppose a firm producing chemical products can buy a chemical for K10 per ounce. There are only 17.25 ounces available. The firm can transform this chemical into two products: A and B. Transforming to A costs K3 per ounce, while transforming to B costs K5 per ounce. If X_1 ounces of A are produced, the price the firm will get for A is $K30 - X_1$; if X_2 ounces of B are produced, the price the firm will get for B is $K50 - X_2$. The question is: how much chemical should the firm buy and what should it transform it to? Let X_3 be the amount of chemical the firm purchases. The model to be maximized is:

Maximize $X_1(30 - X_1) + X_2(50 - X_2) - 3X_1 - 5X_2 - 10X_3$

Subject to

$$X_1 + X_2 - X_3 \leq 0$$

$$X_3 \leq 17.25$$

- a) State the Karush-Kuhn-Tucker conditions for the above problem;
- b) Obtain the solution for the problem.

Q2 The demand for some agricultural product produced at time t is given by:

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

Where Q^d is quantity demanded and P is the price.

The supply of the produce at time t is given by:

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

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2013-2014 FINAL EXAMINATIONS
ECN 5201: MATHEMATICAL TECHNIQUES AND
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- a) If $P_0 = 25$, obtain the time path of price and comment on its nature;
- b) Assume the coefficient on the expected price in the supply function rises from 3 to 5. Does the market converge to the long-run equilibrium price?

Q3 Find the extreme point of:

$$Y = 5\log X_1 + 10\log X_2 + 15\log X_3$$

$$\text{Subject to } X_1 + X_2 + X_3 = 6$$

Is the extreme point a maximum or a minimum?

Q4 Consider the following problem:

$$\text{Maximize } \int_0^t (K - \alpha K^2 - I^2) dt$$

$$\text{Subject to } \dot{K} = I - \delta K$$

$$K(0) = K_0 \quad (\text{given})$$

Where K is the capital stock and I is investment.

- a) Form the Hamiltonian for the above problem;
- b) State the necessary conditions based on Pontryagin's Maximum Principle;
- c) State the boundary conditions;
- d) Form the system of differential equations and obtain the solution.

Q5 Believe it or not, the following poem whose author is not known is a linear programming problem! Read the poem and

- a) Formulate the problem mathematically;
- b) Solve the problem using the Simplex algorithmic procedure.

SERENDIPITY

The three princes of Serendip
 Went on a little trip.
 They could not carry too much weight.
 More than 300 pounds made them hesitate.
 They planned to the ounce. When they returned to Ceylon
 They found their supplies were just about gone
 When, what to their joy Prince William found
 A pile of coconuts on the ground.
 "Each will bring 60 rupees", said Prince Richard with a grin
 When he almost tripped over a lion skin.
 "Look out!" cried Prince Robert with glee
 As he spied more lion skins under a tree.
 "These are worth even more – 300 rupees each
 If we can carry them just down to the beach".
 Each skin weighed fifteen pounds and each coconut five.

But they carried them all and made it alive.
 The boat back to the island was very small,
 Fifteen cubic feet capacity – that was all.
 Each lion skin took up one cubic foot
 While each coconut the same space took.
 When everything was stowed, they headed to the sea
 And on the way calculated what their new wealth might be.
 “Eureka” cried Prince Robert, “our wealth is so great
 That there is no other way we could return in this state.
 And any other skins or nut which we might have brought
 Might have left us poorer. And now I know what –
 I will write my friend Horace in England, for surely,
 Only he can appreciate our serendipity”.

Q6 A person wants to go from City 1 to City 10 by the shortest distance. The journey involves four legs and the distances (in kms) for each leg are shown below.

Leg 1

	C ₂	C ₃	C ₄
C ₁	50	50	60

Leg 2

	C ₅	C ₆	C ₇
C ₂	40	70	80
C ₃	80	100	50
C ₄	40	50	70

Leg 3

	C ₈	C ₉
C ₅	60	80
C ₆	90	70
C ₇	50	70

Leg 4

	C ₁₀
C ₈	80
C ₉	90

- a) In the above problem, identify the stage, state and policy decision variable.
- b) Write out the recursive relationship.
- c) Assuming Markovian property and using Bellman's Principle of Optimality, solve the problem through backward iterations.

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013 ACADEMIC YEAR, SECOND SEMESTER FINAL EXAMINATION

ECN 5522 MONETARY ECONOMICS

INSTRUCTIONS: answer all questions

TIME: 3 HOURS

1. In the light of global experiences discuss Zambia's challenges of managing monetary policy without a nominal anchor. (18 pts)
 2. With a money multiplier of 3, the Bank of Zambia intervenes to address disequilibrium in the balance of payments by selling \$40 million of its foreign reserves. With the help of T accounts:
 - a) Show the impact of this measure on Zambia's money supply.
 - b) If the money market was in equilibrium when the external sector was in disequilibrium, what further action will you undertake as a central bank? (18 pts)
 3. Discuss the 3 major tools of monetary policy with detailed articulation of their advantages and disadvantages (18pts)
 4. a) In the context of Zambia's economic policy management discuss the relevance of Tinbergen's Rule (7 pts)
b) Highlight the 7 fundamental principles for central banks (8 pts)
c) Discuss reasons why central banks today are not comfortable with double focus on both inflation and output fluctuations (7 pts)
d) Outline strategies used by insurance companies to mitigate the risks of adverse selection and moral hazard (8 pts)
e) As Managing Director of a company which is planning to establish a staff pension scheme, justify your choice between Defined Benefit Plan and Defined Contribution Plan (8 pts)
f) Discuss the opportunity space for Securitization in the Zambian capital market. (8 pts)
-

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR THIRD TERM**

ECN5302 ECONOMETRICS

FINAL EXAMINATION

Date: MONDAY, 14th AUGUST 2014

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

Instructions to the candidates:

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

Materials required:

1. Answer Books

1. Consider the model below

$$\begin{aligned}y &= X\beta + u \\E(u|X) &= 0 \\E(uu^T|X) &= \sigma^2 I_n\end{aligned}$$

- (a) Derive the OLS estimator of β ? [5 marks]
- (b) Prove that under these assumptions $\hat{\beta}_{OLS}$ is unbiased and efficient. [5 marks]
- (c) The estimator of σ^2 is $s^2 = \frac{e^T e}{n-K}$, (where $e = y - \hat{y}$). Show that s^2 is an unbiased estimator of σ^2 ? [5 marks]
- (d) What is the consequence of not knowing the distribution of the errors? [5 marks]
- (e) To test the hypothesis $H_0: \beta_j = 0$, one needs either a normal or t-distribution. Suppose that σ^2 is unknown, show that under the null hypothesis $t = \frac{\hat{\beta}_j}{\sqrt{\text{var}(\hat{\beta}_j)}}$ is a t-distribution because it is derived as a ratio of a standard normal divided by the square root of an independent chi-square which is divided by its respective degrees of freedom. [5 marks]
2. Consider the regression of the log of wages on schooling (s), tenure and experience (exper). The first regression output is an OLS regression output and the second is an IV regression output with mother's education and IQ as instruments.
- (a) Comment on the diagnostic tests of the OLS regression output? [2 marks]
- (b) Interpret the OLS regression coefficients? [10 marks]
- (c) Interpret the IV regression coefficients? [3 marks]
- (d) Explain under what circumstances the instruments would be valid instruments? [10 marks]

. reg lw s tenure expr

Source	SS	df	MS		Number of obs =
Model	44.4080258	3	14.8026753		758
Residual	94.878124	754	.125833056		F(3, 754) = 117.64
Total	139.28615	757	.183997556		Prob > F = 0.0000
					R-squared = 0.3188
					Adj R-squared = 0.3161
					Root MSE = .35473

lw	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
s	.1066109	.0059536	17.91	0.000	.0949233 .1182984
tenure	.0381141	.0079174	4.81	0.000	.0225714 .0536568
expr	.0375699	.0064777	5.80	0.000	.0248534 .0502864
_cons	4.122627	.0849018	48.56	0.000	3.955955 4.289299

. estat ovtest

Ramsey RESET test using powers of the fitted values of lw
 Ho: model has no omitted variables
 F(3, 751) = 1.33
 Prob > F = 0.2620

. estat hettest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
 Ho: Constant variance
 Variables: fitted values of lw
 chi2(1) = 0.73
 Prob > chi2 = 0.3938

. estat vif

Variable	VIF	1/VIF
expr	1.12	0.893569
s	1.06	0.941502
tenure	1.06	0.946716
Mean VIF	1.08	

```
. ivregress 2sls lw tenure expr (s = med iq), first
```

First-stage regressions

```
Number of obs = 758
F( 4, 753) = 91.28
Prob > F = 0.0000
R-squared = 0.3266
Adj R-squared = 0.3230
Root MSE = 1.8364
```

	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
s						
tenure	-.0236609	.0410757	-0.58	0.565	-.1042975	.0569757
expr	-.1406426	.0332989	-4.22	0.000	-.2060123	-.0752729
med	.1648551	.0254327	6.48	0.000	.1149277	.2147825
iq	.0718102	.0051343	13.99	0.000	.0617308	.0818895
_cons	4.435868	.5556873	7.98	0.000	3.344988	5.526749

Instrumental variables (2SLS) regression

```
Number of obs = 758
wald chi2(3) = 189.68
Prob > chi2 = 0.0000
R-squared = 0.2835
Root MSE = .36286
```

	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
lw						
s	.1438542	.0114134	12.60	0.000	.1214844	.1662241
tenure	.0377878	.0080992	4.67	0.000	.0219136	.0536619
expr	.0471745	.0070783	6.66	0.000	.0333013	.0610478
_cons	3.607308	.1593147	22.64	0.000	3.295057	3.919559

```
Instrumented: s
Instruments: tenure expr med iq
```

3. Consider the model below

$$y_i = \beta_1 + \beta_2 x_{2i} + \beta_3 x_{3i} + \beta_4 x_{4i} + \beta_5 x_{5i} + \beta_6 x_{6i} + u_i \quad ; \quad i = 1, 2, \dots, n$$

$$E(u_i|X) = 0$$

$$E(u_i u_j | X) = 0 \quad \forall i \neq j$$

$$E(u_i^2) = \sigma^2$$

(a) If you want to test the restriction: $H_0 : R\beta = r$ of the following restriction

$$0.22\beta_2 - 5\beta_6 = 6$$

$$\beta_1 + 0.3\beta_5 = 1$$

write explicitly R, β, r ?

[5 marks]

(b) Write R and r for the hypothesis

$$\beta_2 = \beta_3 = \beta_4 = \beta_5 = 0$$

[5 marks]

(c) Using the sampling distribution for $R\hat{\beta} - r$, derive the F-test for the hypothesis $H_0 : R\beta = r$?

[10 marks]

(d) Define a chi-square distribution?

[5 marks]

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

(a) Interpret the regression coefficients.

[10 marks]

(b) Now consider the model:

$$y^* = X'\beta + \varepsilon$$

. logit work children married education age

Iteration 0: log likelihood = -1266.2225
 Iteration 1: log likelihood = -1040.6658
 Iteration 2: log likelihood = -1027.9567
 Iteration 3: log likelihood = -1027.9145
 Iteration 4: log likelihood = -1027.9144

Logistic regression

Number of obs = 2000
 LR chi2(4) = 476.62
 Prob > chi2 = 0.0000
 Pseudo R2 = 0.1882

Log likelihood = -1027.9144

work	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
children	.7644882	.0515289	14.84	0.000	.6634935	.865483
married	.7417775	.1264705	5.87	0.000	.4938998	.9896552
education	.0982513	.0186522	5.27	0.000	.0616936	.134809
age	.0579303	.007221	8.02	0.000	.0437773	.0720833
_cons	-4.159247	.3320401	-12.53	0.000	-4.810034	-3.508461

. mfx

Marginal effects after logit
 y = Pr(work) (predict)
 = .72678588

variable	dy/dx	Std. Err.	z	P> z	[95% C.I.]		x
children	.151803	.00938	16.19	0.000	.133425	.170181	1.6445
married*	.1545671	.02703	5.72	0.000	.101592	.207542	.6705
educat~n	.0195096	.0037	5.27	0.000	.01226	.02676	13.084
age	.0115031	.00142	8.08	0.000	.008713	.014293	36.208

(*) dy/dx is for discrete change of dummy variable from 0 to 1

where $\varepsilon \sim F$ (F is a cumulative distribution function). Suppose its density is symmetric. Also suppose

$$y = 1 \text{ if } y^* > 0$$

and

$$y = 0 \text{ if } y^* \leq 0$$

Show that $P(y = 1|X) = F(X'\beta)$

[5 marks]

(c) Derive the marginal effects of the model in 4b.

[5 marks]

(d) State two main weaknesses of a linear probability model?

[5 marks]

5. You are given the model

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

where

$$f(\varepsilon|X) = \begin{cases} \frac{1}{2b} & \text{if } \varepsilon < |b| \\ 0 & \text{elsewhere} \end{cases}$$

and where b is some positive constant. You are also given the following matrices

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

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

and that $n = 15$ and $e^T e = 18.053$

(a) Do the assumptions of the classical linear regression model hold in this case? Explain.

[5 marks]

(b) What is $E(\varepsilon|X)$?

[5 marks]

(c) Calculate $Var[\varepsilon|X]$.

[5 marks]

(d) Calculate $\hat{\beta}_{ols}$.

[5 marks]

(e) Calculate $Var [\widehat{\beta}_{ols}|X]$?

[5 marks]

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

2014 ACADEMIC YEAR END-OF-YEAR FINAL EXAMINATIONS

ECN 5442: HEALTH ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS:

This examination paper has two sections.

Answer **ALL QUESTIONS IN SECTION A** and **ANY THREE** Questions in Section B.

1. Illustrate how a deductible in health insurance can be used to eliminate or mitigate the welfare loss associated with moral hazard in health insurance markets? **[5 marks]**
2. State the characteristics of the *health care market* that may prevent markets from allocating resources efficiently. **[5 marks]**
3. Briefly, explain the distinction between the Standard Gamble and the Time Trade Off techniques for eliciting utility scores in Cost Utility Analysis. **[5 marks]**
4. A market intervention that reduces the price of health care to zero might still be insufficient to meet need. Briefly explain how this might be possible. **[5 marks]**
5. Governments require that all medical practitioners are licensed. Show the economic welfare loss that is associated with licensure. **[5 marks]**

SECTION B-Longer essay questions.

Answer ANY THREE questions. This section carries 75 marks. All questions carry equal marks.

Question One

(a) Santerre and Bennett (1992) estimated a short-run total variable cost function for a sample of 55 for-profit hospitals in Texas (t -statistics are in parentheses below the estimated coefficients).

$$\ln \hat{TVC} = 1.31 + 0.47 \ln q + 0.8 \ln w + 0.73 \ln \text{QUALITY} + 0.11 \ln \text{CASEMIX} + 0.29 \ln k + 0.07 \ln \text{DOC}$$

(0.69) (3.31) (4.42) (2.58) (1.48) (3.16) (0.88)

$$R^2 = 0.95$$

$$N = 55$$

Where STVC = short-run total variable cost, q = a measure of output (total inpatient days), w = average wage rate or price of labour, QUALITY = measure of quality (number of accreditations), CASEMIX = an indicator of patient case-mix (number of services), k = a measure of capital (beds), and DOC = number of admitting physicians. All variables are expressed as natural logarithms (ln).

- (a) Does the estimated coefficient on output represent short-run economics or diseconomies of scale? Explain. (3 marks)
 - (b) What are the expected signs of the coefficient estimates on w , QUALITY, and CASEMIX? Explain. (2 marks)
 - (c) Provide an economic interpretation of the magnitude of the estimated coefficient on w . (2 marks)
 - (d) What do the estimated coefficient on k and DOC suggest about the amount of capital and physicians at the representative hospital? (3 marks)
- (b) Consider a mixed provider payment scheme that pays a fixed amount, denoted by a , plus a portion of per case treated given by b .

Assume that the provider's utility function depends on net revenue and patient benefits. Assume a provider utility function given as $U = U(\pi, B)$, where π is net revenue and B is provider utility derived from delivering benefits to patients. Make appropriate assumptions about the marginal utility with respect to both net revenue and patient benefits. Further assume that the provider faces a linear cost function, $C(q) = cq$, where c is a constant.

Demonstrate how such a mixed payment system can be calibrated to achieve first best outcomes for service quantity and economic cost. [15 marks]

Question Two

Consider a simple McGuire-Pauly type economic model of Supplier-Induced demand for caesarian deliveries as opposed to normal deliveries among physicians who are paid on a fee-for service basis. The model postulates a separable utility function in income (Y) and total inducement (I) as give by,

$$U = U(Y) + U(I)$$

where,

$$Y = BY_N - Ba(i)m$$

$$I = Bi$$

B is the number of births

$a(i)$ is the share of total deliveries that are by caesarean section, and is a function of i the inducement per birth.

Further, m is the difference in income to physician between a caesarean section and a normal delivery, and is a non-negative number.

Make the standard assumptions on the physician's utility function:

$$\frac{\partial U}{\partial Y} > 0, \frac{\partial U}{\partial I} < 0, \frac{\partial^2 U}{\partial Y^2} < 0, \frac{\partial^2 U}{\partial I^2} < 0$$

These conditions indicate that physicians derive positive utility at a declining rate from income but also derive disutility from inducing demand for caesarian deliveries, also at a decreasing rate.

Further assume that $\frac{\partial a}{\partial i} > 0, \frac{\partial^2 a}{\partial i^2} = 0$

- (i) Determine that at the optimum, when the first-order conditions for utility maximization are fulfilled, the prediction for the effect of m on propensity to induce caesarian deliveries i is ambiguous. [15 marks]
- (ii) Hypothesize the conditions under which an increase in m will have positive effect on i . [5 marks]
- (iii) Mention any policy instruments to deal with SID. [5 marks]

Question Two

Consider a simple McGuire-Pauly type economic model of Supplier-Induced demand for caesarian deliveries as opposed to normal deliveries among physicians who are paid on a fee-for service basis. The model postulates a separable utility function in income (Y) and total inducement (I) as give by,

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Question Three

(a) Provide an outline of the Grossman model of demand for health capital, including the key assumptions and predictions regarding the effect of an increase in wages, education and age, on the demand for health care. State these predictions. Discuss the general health economics literature (besides Grossman) about each of these effects. [20 marks]

(b) Summarise the state of literature on user fees as a mechanism for mobilising resources for health in Africa. [5 marks]

Question four

(a) Consider the a screening programme for cervical cancer applied to Chaboota District with a population of 100,000 women, of whom 1,000 have cervical cancer. Each screening test costs \$5, detects 80% of cervical cancer cases, but also falsely diagnoses cervical cancer 10% of the time. Detection of cervical cancer (rightly or wrongly) leads to a further exact diagnostic test that costs \$100. Correct early detection of cancer by the test is valued at \$10,000. Demonstrate whether the first test worthwhile on economic grounds.

(b) The following Table shows the costs and cost-effectiveness of screening programmes for colorectal cancer. The effectiveness of the programmes is measured in terms of life-years gained, and the cost per life-year figures presented are calculated compared with a 'no screening programme' option. The programmes are mutually exclusive, i.e. only one will be implemented.

Programme	Cost (\$)	Life-years gained	Cost per life-year gained* (\$)
Every 2 years: Age 55-74	2,900,000	1,800	1,611
Every 2 years: Age 60-74	2,100,000	1,400	1,500
Every 2 years: Age 65-74	1,400,000	1,000	1,400
Every year: Age 50-74	6,700,000	3,100	2,161
Every year: Age 55-74	5,000,000	2,600	1,923
Every 1.5 years: Age 55-74	3,600,000	2,100	1,714

* Compared with no screening programme

- Calculate the incremental cost per life-year gained.
- Which programme would you recommend implementing? Why?

-END-

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

2013/14 ACADEMIC YEAR FIRST TRIMESTER FINAL EXAMINATIONS

EPM 5111: MICROECONOMICS FOR POLICY

Instruction: **Answer ANY FOUR questions. All questions carry equal marks.**

Time: **THREE** hours

Question One

Explain the following [5 marks for each part]:

- (a). What is meant by the term diminishing marginal returns?
- (b). Explain why no two Indifference curves can cross.
- (c). Explain why a consumer's equilibrium has to fulfil the requirement that the slope of the budget must equal the slope of the indifference curve.
- (d). Define the MRTS and briefly explain why isoquants must slope downwards using the concept of MRTS.
- (e). Deadweight loss in the context of a monopoly.

Question Two

- (a) The government imposes a tax on fuel with a view to reduce environmental concerns from too much driving. At the same time the government also proposes to use the entire tax revenue collected to provide income tax relief to cushion the effects on the poor. Some commentators have argued that in the end the government will achieve nothing because the people will spend all the tax relief on fuel. In the end consumption of fuel will not change. Explain what effects these two policies are likely to have on the consumers? Preferably, aid your explanation with an appropriate diagram. [15 marks]
- (b) State some of the reasons why the Government gives social support in kind such as food or education vouchers as opposed to giving cash gifts, even if the economic theory would suggest that giving cash is more efficient. [10 marks]

Question Three

- (a) Consider a consumer with utility function given as

$$U = 10x_1^{0.3} x_2^{0.7} .$$

Let income= w and prices of x_1 and x_2 be p_1 and p_2 respectively.

- (i). Derive the associated Marshallian demand functions [10 marks]
- (ii). Derive the indirect utility function [5 marks]

UNIVERSITY OF ZAMBIA
DEPARTMENT OF ECONOMICS
ECONOMIC POLICY MANAGEMENT PROGRAMME

2013/14 ACADEMIC YEAR FIRST TRIMESTER FINAL EXAMINATIONS

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- (i). Derive the associated Marshallian demand functions [10 marks]
- (ii). Derive the indirect utility function [5 marks]

- (b) A recently established manufacturing firm for making cement faces the production function $Q = 20 K^{0.4} L^{0.6}$. It can buy inputs Capital (K) and Labour (L) for \$400 a unit and \$200 a unit respectively. What combination of L and K should be used to achieve a maximum output that can be produced with a budget of \$6000?[10 marks]

Question Four

- (a). Under what circumstances would a minimum wage legislation **not** cause higher unemployment? If possible, illustrate your answer with a simple diagram. [5 marks]
- (b). Why does a monopolist not charge a price equal to marginal cost?[5 marks]
- (c). State the First and Second fundamental theorems of welfare economics. [5 marks]
- (d). Illustrate how a regulator can effectively regulate a natural monopoly towards greater efficiency without undermining long term viability and quality of services. What types of information does a regulator need to effectively regulate a natural monopoly. [10 marks]

Question Five

- (a) Outline Akerlof's market for lemons as it pertains to the problem of adverse selection in insurance markets. [10 marks]
- (b) Illustrate how a monopolist practising third degree price discrimination chooses how much to sell in each market. Assume that the monopolist has only two markets to illustrate this concept.[5 marks]
- (c) Illustrate the short-run equilibrium of a firm under perfect competition. In addition, show the industry long-run supply curve, assuming the case of an increasing cost industry.[10 marks]

Question Six

- a) Explain the concept of cross price elasticity of demand
- b) Using the concept of cross elasticity of demand, define substitutes and complements
- c) Two goods have a cross- price elasticity of +1.5
- Would you describe the goods as substitutes or complements?
 - If the price of one of the goods rises by 5 per cent, what will happen to the demand of the other good, holding other factors constant?
- d) The price elasticity of demand for the latest Microeconomics for Policy textbook on the market is estimated to be -2.5 . If the price of the textbook is reduced by 20 per cent, how much percentage increase in the quantity of textbooks do you expect?

-END OF FINAL EXAMINATION-

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

2013 ACADEMIC YEAR SECOND TRIMESTER FINAL EXAMINATIONS

EPM 5122: MACROECONOMICS FOR POLICY

TIME: THREE HOURS

INSTRUCTIONS: Use separate answer sheets for each section

Answer ALL QUESTIONS in both sections.

SECTION A

Question one

In the context of your country, discuss the Phillips Curve and its policy implications.

Question two

Discuss the Latin American Structuralist view of inflation and the sociological view of inflation. Can any of these explain the dynamics of inflation in your country?

Question Three

- A) Outline the policy management challenges under uncertainty
- B) Outline Open Market Operations and its advantages
- C) 'Structural Adjustment is one of the ugly impositions of the IMF and World Bank that needs to be ignored if your country is to develop' Do you agree with this statement?

SECTION B

Question one

- a. Briefly discuss the stylized facts on economic growth.
- b. According to the Solow growth model, why will an economy move towards its steady state if the current capital stock per worker is below the steady state value?
- c. Why might an economic policymaker choose the Golden Rule level of capital?
- d. Assume an economy described by the Solow growth model has the following production function: $Y=F(K,L)=K^{0.4}L^{0.6}$
 - i. State the per-worker production function.
 - ii. If the savings rate is 0.2 and the depreciation rate is 0.05, calculate the steady-state capital stock per worker, output per worker, and consumption per worker.
 - iii. Now suppose the government increases spending, reducing the country's savings rate to 0.1. Redo the calculations in (ii) based upon this change. What is the effect of the government spending on the economy?
- e. Briefly discuss the two main criteria used by firms when deciding to invest? How would a firm's decision to invest be affected by a sudden increase in the demand for its product?

Question two

- a. Distinguish between the real exchange rate and the real effective exchange rate?
- b. What is an exchange rate regime? Describe any four types of exchange rate regimes?
- c. Using the IS-LM-BP framework and assuming low capital mobility, show if at all monetary policy can be effective in correcting an imbalance in the economy under the following exchange rate regimes:
 - i. Flexible exchange rate
 - ii. Fixed exchange rate
- d. An economy described by the Solow growth model has the following production function: $y = \sqrt{k}$
 - i. Solve for the steady-state value of y as a function of s , n , g , and δ
 - ii. A developed country has a saving rate of 0.28 and a population growth rate of 0.01 per year. A less-developed country has a saving rate of 0.10 and a population growth rate of 0.04 per year. In both countries, $g = 0.02$ and $\delta = 0.04$. Find the steady-state value of y for each economy.
 - iii. What policies might the less-developed country pursue in order to raise its level of income?

-END-

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
MA IN ECONOMIC POLICY MANAGEMENT

2012-2013 SECOND TRIMESTER SUPPLEMENTARY EXAMINATIONS

EPM 5145: ECONOMETRICS

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS

Question one

Consider the following Model:

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

- A) State the OLS assumptions.
- B) Derive the OLS estimator of β .
- C) Show that the estimator of β is linear and unbiased.
- D) Why is the assumption of normally distributed ε important?
- E) What is the consequence of non-constant variance of the error terms?
- F) Give two tests that are used to detect if a regression model has non-constant variance.
- G) Briefly outline the Breusch-Pagan test for homoscedasticity.

Question Two

A researcher estimated the relationship between hourly wage and the effect of union membership. The results given below are the regression model of the log of hourly wages on various variables including union membership and its interaction with grade (education). The second model is a reduced form model with no interaction term and union. $Lwage$ is the log of hourly wages, $grade$ is the highest grade attained, $union$ is 1 if belongs to a union and zero otherwise, $grade_union$ is the interaction between highest grade attained and the union dummy, $tenure$ is the number of years spent in the current job, $tenure_2$ is tenure squared, $black$ is a dummy variable equal to 1 if black and zero otherwise, $other_race$ is also a dummy variable equal to 1 if not black or white, the base category is white, $married$ is a dummy variable equal to 1 if married and 0 otherwise and tll_exp is the years of experience. All questions below refer to this output below, so study it very carefully.

```
. reg lwage grade union grade_union tenure tenure_2 black other_race married ttl_exp
```

Source	SS	df	MS	
Model	186.759052	9	20.7510057	Number of obs = 1866
Residual	308.602814	1856	.166273068	F(9, 1856) = 124.80
Total	495.361866	1865	.26560958	Prob > F = 0.0000
				R-squared = 0.3770
				Adj R-squared = 0.3740
				Root MSE = .40777

lwage	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
grade	.0803679	.0045454	17.68	0.000	.0714533 .0892825
union	.5117109	.1118248	4.58	0.000	.2923953 .7310264
grade_union	-.0263823	.0081717	-3.23	0.001	-.0424089 -.0103557
tenure	.0366128	.0057039	6.42	0.000	.025426 .0477995
tenure_2	-.001501	.0002931	-5.12	0.000	-.0020759 -.0009262
black	-.1266037	.0223609	-5.66	0.000	-.170459 -.0827485
other_race	.0624464	.0840965	0.74	0.458	-.1024872 .2273801
married	-.02524	.0203149	-1.24	0.214	-.0650825 .0146024
ttl_exp	.0330663	.0025692	12.87	0.000	.0280276 .0381051
_cons	.2942062	.0661032	4.45	0.000	.1645618 .4238507

```
. estat hettest
```

```
Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
Ho: Constant variance
Variables: fitted values of lwage
```

```
chi2(1) = 4.39
Prob > chi2 = 0.0362
```

```
. vif
```

Variable	VIF	1/VIF
grade_union	27.05	0.036967
union	26.03	0.038419
tenure	11.60	0.086206
tenure_2	11.22	0.089093
ttl_exp	1.57	0.638292
grade	1.51	0.661005
black	1.10	0.913170
married	1.05	0.949811
other_race	1.01	0.992378
Mean VIF	9.13	

```
. reg lwage grade tenure tenure_2 black other_race married ttl_exp
```

Source	SS	df	MS	
Model	213.520266	7	30.5028951	Number of obs = 2229
Residual	518.487536	2221	.233447788	F(7, 2221) = 130.66
Total	732.007802	2228	.328549283	Prob > F = 0.0000
				R-squared = 0.2917
				Adj R-squared = 0.2895
				Root MSE = .48316

lwage	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
grade	.0761859	.0041981	18.15	0.000	.0679534 .0844185
tenure	.0409587	.0061822	6.63	0.000	.0288352 .0530823
tenure_2	-.0015999	.0003259	-4.91	0.000	-.002239 -.0009608
black	-.1237627	.0243249	-5.09	0.000	-.1714646 -.0760608
other_race	.0719035	.0955387	0.75	0.452	-.115451 .259258
married	-.0347016	.0219001	-1.58	0.113	-.0776485 .0082452
ttl_exp	.0307773	.0027587	11.16	0.000	.0253673 .0361872
_cons	.4028437	.0623733	6.46	0.000	.2805276 .5251598

- A) Using the test results for the first regression equation, can you test for heteroscedasticity?
- B) Using the results of the unrestricted and the restricted model test whether the union dummy, and its interaction with the grade variable is significant in the unrestricted model. i.e.,

$$H_0: \beta_{union} = \beta_{grade_{union}} = 0$$

- C) Can you comment on the problem of multicollinearity in the unrestricted model and what would you recommend?
- D) Comment on the statistical significance of the coefficients in the unrestricted model
- E) In the unrestricted model find the returns to schooling (grade) for union members
- F) Interpret the coefficient of married?
- G) Interpret the relationship between wage and tenure

Question Three

Consider the results of a study seeking to estimate the determinants of salaries to baseball players and whether race is one of the key determinant. A sample of 330 major league players was selected for cities in which race composition statistics were available. The estimated model is below (note: that black is equal to 1 when a player is black and 0 otherwise and Hispan is equal to 1 when a player is Hispanic and zero otherwise percbck is the percent of black people in the city, perchisp is the percentage of Hispanic people in the city.

$$\begin{aligned} \log(\text{salary}) = & 10.34 + 0.0673 \text{ years} + 0.0089 \text{ gamesyr} + 0.00095 \text{ bavg} - 0.0146 \text{ hrunsyr} \\ & (2.18) + (0.0129) \quad + (0.0034) \quad + (0.00151) \quad - (0.0164) \\ & + 0.0045 \text{ rbisyr} + 0.0072 \text{ runsyr} + 0.0011 \text{ fldperc} + 0.0075 \text{ allstar} \\ & (0.0076) \quad + (0.0046) \quad + (0.0021) \quad + (0.0029) \\ & + 0.0146 \text{ hrunsyr} - 0.198 \text{ black} - 0.190 \text{ hispan} + 0.0125 \text{ black.percbck} \\ & (0.0164) \quad (0.125) \quad - (0.153) \quad + (0.0050) \\ & + 0.0201 \text{ hispan.perchisp} \\ & (0.0098) \end{aligned}$$

$$n = 330, R^2 = 0.638$$

Where salary is the 1993 total salary, years is years in the league, gamesyr is average games played per year, bavg is career batting average (for example, bavg 250), hrunsyr is home runs per year, and rbisyr is runs batted in per year.

- A) Suppose when this model is re-estimated and the variables black, hispan, black.percbck and hispan.perchisp are dropped, the $R^2 = 0.626$, using these results test using an F-test if the race and interaction terms are jointly significant in this model? f, te
- B) From the model, what is the expected difference in salary between black players compared to white players when the proportion of black players is zero in that city?

- C) What should the proportion of Hispanic population be for the expected salary of a Hispanic player to receive equal to a white player?
- D) What should the proportion of Hispanic people and black people be for both hispanic and black players to get the same salary?

Question Four

Let $arr86$ be a binary variable equal to unity if a man was arrested during 1986, and zero otherwise. The population is a group of young men in California born in 1960 or 1961 who have at least one arrest prior to 1986. In the estimate model below $pcnv$ is the proportion of prior arrests that led to a conviction, $avgsen$ is the average sentence served from prior convictions (in months), $totime$ is months spent in prison since age 18 prior to 1986, $ptime86$ is months spent in prison in 1986, and $qemp86$ is the number of quarters (0 to 4) that the man was legally employed in 1986.

$$\widehat{arr86} = \frac{0.441}{(0.017)} - \frac{0.162}{(0.021)} pcnv + \frac{0.0061}{(0.0065)} avgsen - \frac{0.0023}{(0.0050)} tottime - \frac{0.022}{(0.005)} ptime86 - \frac{0.043}{(0.005)} qemp86$$

$$n = 2,725, R^2 = 0.0474$$

- A) Are the coefficients significant? $t = 1$
- B) Interpret the model?
- C) What major policy advise can you give based on these results?
- D) State three major weaknesses of the Linear Probability Model.

Question Five

Study the regression outputs below. Regression results one are the results for a linear probability model while the remaining two outputs are the outputs relating to a logit regression model. The researcher wants to study the factors that influence the women labourforce participation. Work is a dummy variable equal to 1 if a female works and zero otherwise, education is the years of schooling, age is the age of the person, children is the number of children in the household and married is a dummy variable equal to 1 if married and zero otherwise.

- A) What is the difference between the two models?
- B) Are the coefficients in both models according to expected results? Explain.

- C) What are the consequences of having errors that are non-normal?
- D) Interpret the results of both models, do you come to the same conclusion?
- E) Suppose you are a policy advisor based on the results what would you recommend regarding determinants of female participation in the labor market

. reg work education children age married

Source	SS	df	MS
Model	89.3921962	4	22.3480491
Residual	351.783304	1995	.176332483
Total	441.1755	1999	.220698099

Number of obs = 2000
 F(4, 1995) = 126.74
 Prob > F = 0.0000
 R-squared = 0.2026
 Adj R-squared = 0.2010
 Root MSE = .41992

work	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
education	.0186011	.0032499	5.72	0.000	.0122275	.0249746
children	.1153084	.0067715	17.03	0.000	.1020285	.1285884
age	.0102552	.0012269	8.36	0.000	.007849	.0126614
married	.1111116	.0219477	5.06	0.000	.0680688	.1541544
_cons	-.2073227	.054111	-3.83	0.000	-.3134426	-.1012028

. logit work education children age married

Iteration 0: log likelihood = -1266.2225
 Iteration 1: log likelihood = -1040.6658
 Iteration 2: log likelihood = -1027.9567
 Iteration 3: log likelihood = -1027.9145
 Iteration 4: log likelihood = -1027.9144

Logistic regression

Number of obs = 2000
 LR chi2(4) = 476.62
 Prob > chi2 = 0.0000
 Pseudo R2 = 0.1882

Log likelihood = -1027.9144

work	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
education	.0982513	.0186522	5.27	0.000	.0616936	.134809
children	.7644882	.0515289	14.84	0.000	.6634935	.865483
age	.0579303	.007221	8.02	0.000	.0437773	.0720833
married	.7417775	.1264705	5.87	0.000	.4938998	.9896552
_cons	-4.159247	.3320401	-12.53	0.000	-4.810034	-3.508461

. mfx

Marginal effects after logit
 y = Pr(work) (predict)
 = .72678588

variable	dy/dx	Std. Err.	z	P> z	[95% C.I.]		x
educat~n	.0195096	.0037	5.27	0.000	.01226	.02676	13.084
children	.151803	.00938	16.19	0.000	.133425	.170181	1.6445
age	.0115031	.00142	8.08	0.000	.008713	.014293	36.208
married*	.1545671	.02703	5.72	0.000	.101592	.207542	.6705

(*) dy/dx is for discrete change of dummy variable from 0 to 1

Question Six

Consider the model below:

$$y_t = \alpha + \beta y_{t-1} + \varepsilon_t; \quad t = 1, 2, 3, \dots, T$$

Where y_t is a time series and y_{t-1} is its one-period lag and ε_t is a white noise error term with mean zero and variance σ^2 .

- A) Suppose $0 < \beta < 1$, find the mean and variance of y_t .
- B) Calculate the auto co-variances
- C) Show that if $\beta = 1$ the mean, variance and auto co-variances are functions of time.
- D) Define the following: 1) Stationary process, 2) difference stationary process, 3) trend stationary process, 4) a process that is integrated of order 2, 5) Unit root
- E) Calculate the mean, variance and autoco-variances of the model

$$\varepsilon_t = \alpha + \beta \varepsilon_{t-1} + \varepsilon_t; \quad t = 1, 2, 3, \dots, T$$

where ε_t is white noise

Question Six

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$$y_t = \alpha + \beta y_{t-1} + \varepsilon_t; \quad t = 1, 2, 3, \dots, T$$

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- E) Calculate the mean, variance and autocovariances of the model

$$\varepsilon_t = \alpha + \beta \varepsilon_{t-1} + \varepsilon_t; \quad t = 1, 2, 3, \dots, T$$

where ε_t is white noise

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ECONOMIC POLICY MANAGEMENT PROGRAMME
2014 ACADEMIC YEAR**

EPM5145 ECONOMETRICS

FINAL EXAMINATION

SECOND TERM

2014

Date: FRIDAY, 01st AUGUST 2014

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

Instructions to the candidates:

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

Materials required:

1. Answer Books

1. Suppose you want to study the effect of share of expenditure (ShareA) on an election campaign on the share of votes (VoteA) that the candidate gets. Using a number of 173 electoral candidates you are given the following results:

```
. reg voteA shareA
```

Source	SS	df	MS	
Model	41486.4749	1	41486.4749	Number of obs = 173
Residual	6970.77363	171	40.7647581	F(1, 171) = 1017.70
Total	48457.2486	172	281.728189	Prob > F = 0.0000
				R-squared = 0.8561
				Adj R-squared = 0.8553
				Root MSE = 6.3847

voteA	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
shareA	.4638239	.0145393	31.90	0.000	.4351243	.4925234
_cons	26.81254	.8871887	30.22	0.000	25.06129	28.56379

the estimated regression equation can also be represented by the equation

$$voteA_i = \beta_0 + \beta_1 shareA_i + \varepsilon_i$$

- Interpret the coefficient of shareA and the intercept? [2 marks]
 - State and explain the importance of each of the Gauss-Markov assumptions. [3 marks]
 - What is the consequence of non-normal residuals in small samples of OLS? [3 marks]
 - Based on the regression results, what would be your policy advice on the expenditure share by each candidate and how these influence election results? [2 marks]
2. Suppose a researcher is interested in the effect of location of a new garbage incinerator on housing prices. Using data for before and after construction of the incinerator, the following model was estimated (1978 is the survey year before construction of the incinerator and was 1981 after it was built)

```
. reg rprice nearinc y81 y81nrinc age agesq intst land area rooms baths
```

Source	SS	df	MS
Model	2.3167e+11	10	2.3167e+10
Residual	1.1932e+11	310	384905873
Total	3.5099e+11	320	1.0969e+09

Number of obs = 321
 F(10, 310) = 60.19
 Prob > F = 0.0000
 R-squared = 0.6600
 Adj R-squared = 0.6491
 Root MSE = 19619

rprice	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
nearinc	3780.334	4453.415	0.85	0.397	-4982.41	12543.08
y81	13928.48	2798.747	4.98	0.000	8421.533	19435.42
y81nrinc	-14177.93	4987.267	-2.84	0.005	-23991.11	-4364.758
age	-739.451	131.1272	-5.64	0.000	-997.4629	-481.4391
agesq	3.45274	.8128214	4.25	0.000	1.853395	5.052084
intst	-.5386353	.1963359	-2.74	0.006	-.9249549	-.1523158
land	.1414196	.0310776	4.55	0.000	.0802698	.2025693
area	18.08621	2.306064	7.84	0.000	13.54869	22.62373
rooms	3304.225	1661.248	1.99	0.048	35.47759	6572.973
baths	6977.318	2581.321	2.70	0.007	1898.192	12056.44
_cons	13807.67	11166.59	1.24	0.217	-8164.23	35779.58

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

(a) After examining the regression output, do you think that the location of the incinerator had an effect on the real prices of houses? Explain?

[3 marks]

(b) What is the average price of houses in 1981?

[2 marks]

. reg rprice nearinc y81 y81nrinc age agesq intst land area rooms baths

Source	SS	df	MS
Model	2.3167e+11	10	2.3167e+10
Residual	1.1932e+11	310	384905873
Total	3.5099e+11	320	1.0969e+09

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 Root MSE = 19619

rprice	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
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agesq	3.45274	.8128214	4.25	0.000	1.853395	5.052084
intst	-.5386353	.1963359	-2.74	0.006	-.9249549	-.1523158
land	.1414196	.0310776	4.55	0.000	.0802698	.2025693
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Where rprice is the real price of a house, y_{81} is a dummy variable equal to 1 if the observation unit is drawn from the 1981 survey and equal to zero otherwise, nearinc is also a dummy variable equal to 1 if a housing unit is located within a radius of 3 miles within the incinerator's location and zero otherwise and $y_{81} * nearinc$ is the interaction term between the year dummy and the location dummies.

(a) After examining the regression output, do you think that the location of the incinerator had an effect on the real prices of houses? Explain? [3 marks]

(b) What is the average price of houses in 1981? [2 marks]

- (c) Calculate the age of a house at which it attains the highest real price? [3 marks]
- (d) What is the meaning of the intercept term? [2 marks]

3. The following model allows the return to education to depend upon the total amount of both parent's education called *pareduc*.

$$\log(wage) = \beta_0 + \beta_1 educ + \beta_2 educ * pareduc + \beta_3 exper + \beta_4 tenure + u$$

- (a) What sign do you expect of β ? [2 marks]
- (b) Using a survey dataset, a researcher estimated the following model?

$$\log(\widehat{wage}) = 5.65 + 0.047educ + 0.00078educ * pareduc + 0.019exper + 0.010tenure$$

$n = 722, R^2 = 0.16$

(0.13) (0.01) (0.00021) (0.004) (0.003)

Are all the coefficients in this model statistically significant? Interpret the coefficient of *educ * pareduc*? (Tip: use a figure like 24 to representing each of the parent having reached grade 12)

- (c) In the model in 3b. what is the return to education? [3 marks]
- (d) Do you think this model has an omitted variable problem? Explain briefly? [1 marks]
- (e) If indeed, there is an omitted variable problem, give two ways that you can resolve it? [2 marks]

[2 marks]

4. Consider the Dickey-Fuller regression output below for price and investment

. dfuller price
Dickey-Fuller test for unit root

Test Statistic	Interpolated Dickey-Fuller		
	1% Critical Value	5% Critical Value	10% Critical Value
Z(t)	-1.241	-3.641	-2.955

Number of obs = 41
MacKinnon approximate p-value for Z(t) = 0.6556

. dfuller D.price
Dickey-Fuller test for unit root

Test Statistic	Interpolated Dickey-Fuller		
	1% Critical Value	5% Critical Value	10% Critical Value
Z(t)	-5.504	-3.648	-2.958

Number of obs = 40
MacKinnon approximate p-value for Z(t) = 0.0000

. dfuller inv
Dickey-Fuller test for unit root

Test Statistic	Interpolated Dickey-Fuller		
	1% Critical Value	5% Critical Value	10% Critical Value
Z(t)	-1.387	-3.641	-2.955

Number of obs = 41
MacKinnon approximate p-value for Z(t) = 0.5885

. dfuller D.inv
Dickey-Fuller test for unit root

Test Statistic	Interpolated Dickey-Fuller		
	1% Critical Value	5% Critical Value	10% Critical Value
Z(t)	-5.189	-3.648	-2.958

Number of obs = 40
MacKinnon approximate p-value for Z(t) = 0.0000

- (a) Determine the order of integration for a) price b) inv ? [3 marks]
- (b) Consider the model $y_t = \beta y_{t-1} + u_t$ where $u_t \sim iid(0, \sigma^2)$ and $|\beta| < 1$. Calculate the mean, variance and covariance of y_t showing that these are not functions of t (time) [3 marks]

(c) What is the difference between a difference stationary and a trend stationary process?

[1 marks]

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

[3 marks]

5. Consider the model

$$y_t = \alpha + \beta x_t + e$$

where y_t and x_t are regressand and regressor respectively, α is an intercept, β is the slope parameter and e is the error term

(a) Derive the ols estimators of the two regression coefficients?

[5 marks]

(b) Prove the the intercept, β , is unbiased

[3 marks]

(c) What OLS assumptions ensure that the estimator is unbiased?

[2 marks]

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ECONOMICS - ECONOMIC POLICY MANAGEMENT
PROGRAM
2013 ACADEMIC YEAR SECOND TRIMESTER FINAL EXAMINATIONS

EPM 5222 : **STRATEGIC MANAGEMENT**
TIME : **THREE (3) HOURS**
INSTRUCTIONS : **ANSWER QUESTION ONE IN SECTION A PLUS**
ANY OTHER TWO QUESTIONS IN SECTION B

SECTION A

1. The organization structure and the co-ordination mechanism chosen both have a bearing on whether or not a strategy will be implemented successfully. Do you agree with this assertion or not? Write a concise essay in which you justify your answer.
(20 Marks).

SECTION B

2. The Zambian government has developed a plan to build a new international terminal at the Kenneth Kaunda International Airport (KKIA). In a recent lecture in Strategic Management, your lecturer observed that the Zambian government could actually do well to pursue the strategy of industry clustering in its airport expansion plan.
- (a) Explain the meaning of the term “industry cluster”, as used in the above context.
 - (b) Develop a comprehensive industry cluster that could possibly emerge around the new airport and all the activities related to its operations.
 - (c) How, in your opinion, can the strategy of industry clustering be used to promote economic development?
 - (d) How, in your opinion, can the strategy of industry clustering be used to promote employment creation?
 - (e) What policies do you think the government should put in place in order to promote industry clustering?

(10 Marks)

3. In his five forces framework, Michael Porter suggests, among other things, that, how easy it is to enter an industry influences the intensity of competition in that industry. He explains that the threat posed by new entrants to the industry depends on **the barriers to entry**. He describes the barriers to entry as those factors that must be overcome by new entrants to the industry, in order for them to claim a share of the market and begin to compete successfully. In his view, strong barriers to entry are good for incumbents (that is, existing companies in the industry), because they protect them from the threats posed by potential entrants in the industry.

Required:

- (a) "The threat posed by new entrants to the industry" is one of the forces in Michael Porter's five forces framework. Identify the remaining four forces and comment briefly on each one of them.
- (b) Using an industry or industrial sector of your choice, identify five (5) barriers to entry that you think are typical of that industry or industrial sector.
- (c) Suggest ways in which each of the barriers you have identified in (b) above can be overcome by an aggressive new entrant.

(10 Marks)

4. What is meant by the terms "Quality Management" and "Value Chain?" Do you think that the value chain can be used to explain quality management or not? Write a concise essay in which you defend your answer.

(10 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

SECOND SEMESTER, 2012 FINAL EXAMINATIONS

EPM 5322: POLICY ANALYSIS, DESIGN AND EVALUATION (ALTERNATIVE QUESTIONS)

Time: Three Hours.

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

1. In unitary states, 'decentralization within centralism' is espoused by many governments. Demystify that ambivalence by explaining how the decentralization policy in your country is being implemented and state to what extent it is contributing towards democratic governance.
2. What in, your view, are the critical functions of the Policy Analysis and Co-ordination Division, a component of your country's state bureaucracy?
3. As an active policy stake holder in your country, what options would you suggest to develop or strengthen the functioning policy capacity of the District Council in your area?
4. Defend the proposition that evaluation is often, but not always, a retrospective analysis of phenomena.
5. Pick any policy in your country, and substantially identify hurdles that were encountered at the advocacy stage of the policy making process?
6. Provide a plausible account of how 'checks and balances' between and among the three state institutions – the Executive, the Legislature and the Judiciary – create policy capacity for good governance in any country.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SECOND SEMESTER, 2013, FINAL EXAMINATION

EPM 5322: POLICY ANALYSIS, DESIGN AND EVALUATION

Time: Three Hours.

Instructions: Answer any **THREE** questions from the list below. Take account of good grammar and relevant illustrations.

1. Identify and explain elements that often affect the validity of conclusions made by policy evaluators in both public and private institutions.
2. Defend the thesis that rationality is the best approach towards public policy-making and adduce evidence from your country's policy environment.
3. Select and name some of the civil society organizations in your country and demonstrate how their policy inputs have influenced specific policy outputs.
4. From any state policy of your country, construct a policy implementation program and comment on what went wrong and right during the course of putting into action the planned activities.
5. Identify a policy problem in any country and in an attempt to resolve it, suggest a combination of options.
6. National cabinets and legislatures are always identified as elitist political institutions for policy making. What effort has your country made to improve the capacity of these institutions and what desirable impact have you noticed as a result of the measures taken?

END OF EXAMINATION.

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

**2013 ACADEMIC YEAR TRIMESTER
FINAL EXAMINATIONS**

(Version 1)

EPM 5515: HUMAN RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Recruitment, Selection and Placement are activities that every organization has to undertake if it has to compete through the human resource. Define and differentiate the three concepts. Identify and critically discuss the key stages in the recruitment, selection and placement processes.
2. Briefly define the concept of Globalization. What challenges does Globalization pose for the future of the Human Resource Management profession? Give examples from your country's experience of the global involvement and suggest ways in which to cope with its imminent challenges.
3. Motivating staff is an important strategy for improving the production and productivity of people in organizations and the attainment of organizational goals and objectives on a sustainable basis. Critically discuss the main elements, which are often used to motivate people, and the roles which leadership must play in the process.
4. What do you understand by the terms "Ethics" and "Morals"? After outlining the steps in ethical reasoning, discuss three approaches to ethical reasoning and show how the approaches can be applied in the process of building sustainable improvements in organizational performance.
5. Write brief notes on three (3) of the following main activities of the Human Resource Management process. Why are they critical in building organizations' competitive advantage through people?
 - i) Work-flow Analysis and Design
 - ii) Human Resource Planning
 - iii) Performance Appraisal
 - iv) Strategic Human Resource Management
6. What is understood by the term "Employee Relations"? Identify and discuss the three common methods or ways on which managers of organizations focus in managing conflict. Discuss the attendant trade-offs of each method or way.

END OF EXAMINATION

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

**2013 ACADEMIC YEAR TRIMESTER
FINAL EXAMINATIONS**

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END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
ECONOMIC POLICY MANAGEMENT PROGRAMME
2013/14 ACADEMIC YEAR FINAL EXAMINATION**

EPM 5621: EFFECTIVE POLICY COMMUNICATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (a) Answer both Section A and Section B as instructed below**
 - (b) Answer each Section in a Separate Booklet**
-

SECTION A – Answer any two (2) Questions

1. First define media literacy and then explain in the context of your work, what a media literate person is able to do. **(25 Marks)**
2. There are many reasons why people talk to the news media. As an Economic Policy Manager, discuss why it is important for you to talk to the media. **(25 Marks)**
3. Despite progressive arguments in favour of gender equity and equality, men and women are really not the same. Describe some of the problems that are likely to be encountered in the work place as a result of the mixing of the sexes. **(25 Marks)**
4. Define a crisis and then list and explain the seven critical dimensions of crisis communication management. **(25 Marks)**

SECTION B – Answer any two (2) Questions

1. The grapevine has come to be recognized as one of the major sources of information for employees in most organizations. In view of this and with reference to your organization
 - (i) State and briefly explain any two (2) characteristics of the grapevine. **(8 marks)**
 - (ii) State and briefly explain any two (2) conditions that could promote the flourishing of the grapevine as a source of information in an organization. **(8 marks)**
 - (iii) State and briefly explain any two (2) measures you would institute to prevent the flourishing of the grapevine as a source of organization information if you were a chief executive of your organization. **(9 marks)**

Total: 25 Marks

2. (i) Briefly state and explain any three (3) of the most common cross-cultural communication challenges for most organizations/institutions. **(15 marks)**
- (ii) Based on your personal experience briefly explain any two (2) benefits of awareness of other people's cultures. **(10 marks)**

Total: 25 Marks

3. Effective communication is the life source of organizations. In view of this and with reference to your organization;
- (i) identify and explain any three (3) pre-requisites to effective communication. **(15 marks)**
- (ii) identify and explain any two (2) consequences of the absence of effective communication in an organization. **(10 marks)**

Total: 25 Marks

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
ECONOMIC POLICY PROGRAMME**

2014 SECOND TRIMESTER FINAL EXAMINATIONS

EPM 5625: RESEARCH METHODS

TIME ALLOWED: TWO HOURS

NB: ANSWER *ANY TWO* QUESTIONS

Q1 Suppose you wish to study the impact of an ongoing farmer input subsidy programme implemented by your government on crop production, poverty and household food security. In the context of such a study, answer the following questions:

1. What would be the main hypotheses for your study?
2. How would you go about selecting your sample? (Specify your sampling unit and sampling procedure).
3. What would be the variables that you would choose?
4. What research methods would you use?
5. What would be the policy relevance of such a study?

Be sure to provide adequate explanations for each of your answers.

Q2 “Decision-making may not be a part of research, but research can certainly facilitate decision-making by the policy maker”.

- a. In the light of the above statement, discuss the relevance of research institutions and think tanks in your country.
- b. In practice, how effective are these research institutions and think tanks in influencing policy making in your country?
- c. What suggestions do you have to forge strong links between research and policy making?

Q3 a) A company wants to start an ISP and needs to estimate the percentage of households using internet in the area. The company has to determine the sample of households that should be randomly selected for this purpose. The sample size should meet the following requirements the company has set:

H_0 value: 0.65

Confidence interval: 1%

Z value (confidence level): 2.326

Estimate the sample size that would meet the above requirements.

b) In each of the following, explain what, in your view, would be the most appropriate sampling technique(s) to use to ensure cost effectiveness and representativeness of the sample chosen:

1. To study the relationship between socioeconomic status and health status of households in some remote region such as Shangombo district in the Western Province of Zambia;
2. To estimate the incidence of catastrophic health expenditures among poor households in Zambia or any other given country in the Southern African region;
3. To study the benefit incidence of social cash transfers implemented as a pilot scheme in a specific district in your country.
4. In a survey in which data are to be collected through interviews, each interviewer is instructed to obtain 30 interviews with females aged 18 to 25 years and 20 interviews with males aged 18 to 25 years.

Q4 Suppose you have been commissioned by the UNDP to undertake a study to analyze the relationship between public expenditures and human development in your country.

1. What, in your view, would be the objectives of such a study?
2. What kind of literature review would you undertake in order to determine the scope and methodology of your study?
3. What kind of data would you be looking for?
4. What analytical methods would you use in order to obtain credible results?

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF ECONOMICS

ECONOMIC POLICY MANAGEMENT PROGRAMME

FINANCIAL MANAGEMENT FOR POLICY

FINAL EXAMINATION

30 JULY 2014

09.00 – 12.00 HOURS

INSTRUCTIONS TO CANDIDATE

TIME ALLOWED:3 HOURS

ANSWER ALL QUESTIONS

QUESTION 1

BQK Co, a house building company, plans to build 100 houses on a development site over the next four years. The purchase cost of the development site is \$4,000,000, payable at the start of the first year of construction. Two types of house will be built, with annual sales of each house expected to be as follows:

Year	1	2	3	4
Number of small houses sold	15	20	15	5
Number of large houses sold	7	8	15	15

Financial information relating to each type of house is as follows:

	Small house	Large house
Selling price	\$200,000	\$350,000
Variable cost of construction	\$100,000	\$200,000

Selling prices and variable cost of construction are in current price terms, before allowing for selling price inflation of 3% per year and variable cost of construction inflation of 4.5% per year.

Fixed infrastructure costs of \$1,500,000 per year in total in current price terms would be incurred. Infrastructure cost inflation is expected to be 2% per year.

BQK Co pays profit tax one year in arrears at an annual rate of 30%. The company can claim capital allowances on the purchase cost of the development site on a straight line basis over the four years of construction.

BQK Co uses a cost of capital of 12% for investment appraisal purposes.

Required

(a) Calculate the net present value of the proposed investment and comment on its financial acceptability. Work to the nearest \$1,000. 20 marks

(b) Calculate the internal rate of return of the new investment proposal 5 marks

TOTAL 25 MARKS

Question 2

Zigto Co is a medium-sized company whose ordinary shares are all owned by the members of one family. It has recently begun exporting to a European country and expects to receive 500,000 euros in six months time. The prospect of increased exports to the European country means that Zigto Co needs to expand its existing business operations in order to be able to meet future orders. All of the family members are in favour of the planned expansion, but none are in a position to provide additional finance. The company is therefore seeking to raise external finance of approximately \$1 million. At the same time, the company has plans to take action to minimise the exchange rate risk arising from its European exports.

The following exchange rates are currently available to Zigto Co:

Current spot exchange rate	2.000 euro per \$
Six-month forward exchange rate	1.990 euro per \$
One year forward exchange rate	1.981 euro per \$

Required

(a) Discuss the factors that Zigto Co should consider when choosing a source of debt finance and the factors that may be considered by providers of finance in deciding how much to lend to the company **13 marks**

(b) Calculate the amount in dollars in a forward exchange contract for its future euro receipt **5 marks**

(c) Briefly explain the factors that cause exchange rate fluctuations **7 marks**

TOTAL 25 MARKS

QUESTION 3

Jay Co manufacture furniture. It has come under pressure in recent years to reduce prices in order to compete with some larger competitors in the market. The company's aim has therefore been to maintain sales levels, with the effect that receivables control has been allowed to deteriorate. The company has always had a target of keeping the receivables period at an average of 45 days.

Receivables as at 31 May 2014 are \$323,654. Sales for the year ending 31 May 2014 were \$1,581,743. This figure included \$14,250 of cash sales. During this time, debts of \$26,784 were written off. All \$26,784 relates to sales made in the year ending 31 May 2014.

Required

(a) Calculate the current receivables collection period, in days, from the above information.

7 marks

(b) How much of the year end receivables balance would have to be immediately recovered in order to reduce the receivables collection period to target level. 7 marks

(c) Calculate the company's bad debt ratio for the year ended 31 May 2014. 5 marks

(d) List six procedures that could be used to pursue overdue debts.

6 marks

TOTAL 25 MARKS

QUESTION 4

Bar Co is a stock exchange listed company that is concerned by its current level of debt finance. It plans to make a rights issue and to use the funds raised to pay off some of its debt. The rights issue will be at a 20% discount to its current share price of \$7.50 per share and Bar Co plans to raise \$90 million. Bar Co believes that paying off some of its debt will not affect its price/earnings ratio, which is expected to remain constant.

Income statement information

	\$m
Turnover	472
Cost of sales	423

Profit before interest and tax	49
Interest	10

Profit before tax	39
Tax	12

Profit after tax	27

Statement of financial position information

	\$m
Equity Capital(\$1 nominal)	60
Reserves and Surplus	80

	140

Long term liabilities

8% bonds(\$100 nominal)	125

	265

The 8% bonds are currently trading at \$112.50 per \$100 bond in the securities market and bondholders have agreed that they will allow Bar Co to buy back the bonds at this market value. Bar Co pays tax at the rate of 30% per year.

Required

(a) Calculate the theoretical ex-rights price per share of Bar Co following the rights issue.
6 marks

(b) Calculate and discuss whether using the cash raised by the rights issue to buy back bonds is likely to be financially acceptable to the shareholders of Bar Co.
12 marks

(c) Calculate and discuss the effect of using the cash raised by the rights issue to buy back bonds on the financial risk of Bar Co, as measured by its interest coverage ratio and its debt to equity (equity gearing) ratio.
7 marks

TOTAL 25 MARKS

Formulae Sheet

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

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

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

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

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

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

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

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

Present Value Table

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

Where r = discount rate
 n = number of periods until payment

Periods (n)	Discount rate (r)										
	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%	
1	0.990	0.980	0.971	0.962	0.952	0.943	0.935	0.926	0.917	0.909	1
2	0.980	0.961	0.943	0.925	0.907	0.890	0.873	0.857	0.842	0.826	2
3	0.971	0.942	0.915	0.889	0.864	0.840	0.816	0.794	0.772	0.751	3
4	0.961	0.924	0.888	0.855	0.823	0.792	0.763	0.735	0.708	0.683	4
5	0.951	0.906	0.863	0.822	0.784	0.747	0.713	0.681	0.650	0.621	5
6	0.942	0.888	0.837	0.790	0.746	0.705	0.666	0.630	0.596	0.564	6
7	0.933	0.871	0.813	0.760	0.711	0.665	0.623	0.583	0.547	0.513	7
8	0.923	0.853	0.789	0.731	0.677	0.627	0.582	0.540	0.502	0.467	8
9	0.941	0.837	0.766	0.703	0.645	0.592	0.544	0.500	0.460	0.424	9
10	0.905	0.820	0.744	0.676	0.614	0.558	0.508	0.463	0.422	0.386	10
11	0.896	0.804	0.722	0.650	0.585	0.527	0.475	0.429	0.388	0.305	11
12	0.887	0.788	0.701	0.625	0.557	0.497	0.444	0.397	0.356	0.319	12
13	0.879	0.773	0.681	0.601	0.530	0.469	0.415	0.368	0.326	0.290	13
14	0.870	0.758	0.661	0.577	0.505	0.442	0.388	0.340	0.299	0.263	14
15	0.861	0.743	0.642	0.555	0.481	0.417	0.362	0.315	0.275	0.239	15
(n)	11%	12%	13%	14%	15%	16%	17%	18%	19%	20%	
1	0.901	0.893	0.885	0.877	0.870	0.862	0.855	0.847	0.840	0.833	1
2	0.812	0.797	0.783	0.769	0.756	0.743	0.731	0.718	0.706	0.694	2
3	0.731	0.712	0.693	0.675	0.658	0.641	0.624	0.609	0.593	0.579	3
4	0.659	0.636	0.613	0.592	0.572	0.552	0.534	0.516	0.499	0.482	4
5	0.593	0.567	0.543	0.519	0.497	0.476	0.456	0.437	0.419	0.402	5
6	0.535	0.507	0.480	0.456	0.432	0.410	0.390	0.370	0.352	0.335	6
7	0.482	0.452	0.425	0.400	0.376	0.354	0.333	0.314	0.296	0.279	7
8	0.434	0.404	0.376	0.351	0.327	0.305	0.285	0.266	0.249	0.233	8
9	0.391	0.361	0.333	0.308	0.284	0.263	0.243	0.225	0.209	0.194	9
10	0.352	0.322	0.295	0.270	0.247	0.227	0.208	0.191	0.176	0.162	10
11	0.317	0.287	0.261	0.237	0.215	0.195	0.178	0.162	0.148	0.135	11
12	0.286	0.257	0.231	0.208	0.187	0.168	0.152	0.137	0.124	0.112	12
13	0.258	0.229	0.204	0.182	0.163	0.145	0.130	0.116	0.104	0.093	13
14	0.232	0.205	0.181	0.160	0.141	0.125	0.111	0.099	0.088	0.078	14
15	0.209	0.183	0.160	0.140	0.123	0.108	0.095	0.084	0.074	0.065	15

Annuity Table

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

Where r = discount rate
 n = number of periods

Periods (n)	Discount rate (r)										
	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%	
1	0.990	0.980	0.971	0.962	0.952	0.943	0.935	0.926	0.917	0.909	1
2	1.970	1.942	1.913	1.886	1.859	1.833	1.808	1.783	1.759	1.736	2
3	2.941	2.884	2.829	2.775	2.723	2.673	2.624	2.577	2.531	2.487	3
4	3.902	3.808	3.717	3.630	3.546	3.465	3.387	3.312	3.240	3.170	4
5	4.853	4.713	4.580	4.452	4.329	4.212	4.100	3.993	3.890	3.791	5
6	5.795	5.601	5.417	5.242	5.076	4.917	4.767	4.623	4.486	4.355	6
7	6.728	6.472	6.230	6.002	5.786	5.582	5.389	5.206	5.033	4.868	7
8	7.652	7.325	7.020	6.733	6.463	6.210	5.971	5.747	5.535	5.335	8
9	8.566	8.162	7.786	7.435	7.108	6.802	6.515	6.247	5.995	5.759	9
10	9.471	8.983	8.530	8.111	7.722	7.360	7.024	6.710	6.418	6.145	10
11	10.37	9.787	9.253	8.760	8.306	7.887	7.499	7.139	6.805	6.495	11
12	11.26	10.58	9.954	9.385	8.863	8.384	7.943	7.536	7.161	6.814	12
13	12.13	11.35	10.63	9.986	9.394	8.853	8.358	7.904	7.487	7.103	13
14	13.00	12.11	11.30	10.56	9.899	9.295	8.745	8.244	7.786	7.367	14
15	13.87	12.85	11.94	11.12	10.38	9.712	9.108	8.559	8.061	7.606	15
(n)	11%	12%	13%	14%	15%	16%	17%	18%	19%	20%	
1	0.901	0.893	0.885	0.877	0.870	0.862	0.855	0.847	0.840	0.833	1
2	1.713	1.690	1.668	1.647	1.626	1.605	1.585	1.566	1.547	1.528	2
3	2.444	2.402	2.361	2.322	2.283	2.246	2.210	2.174	2.140	2.106	3
4	3.102	3.037	2.974	2.914	2.855	2.798	2.743	2.690	2.639	2.589	4
5	3.696	3.605	3.517	3.433	3.352	3.274	3.199	3.127	3.058	2.991	5
6	4.231	4.111	3.998	3.889	3.784	3.685	3.589	3.498	3.410	3.326	6
7	4.712	4.564	4.423	4.288	4.160	4.039	3.922	3.812	3.706	3.605	7
8	5.146	4.968	4.799	4.639	4.487	4.344	4.207	4.078	3.954	3.837	8
9	5.537	5.328	5.132	4.946	4.772	4.607	4.451	4.303	4.163	4.031	9
10	5.889	5.660	5.426	5.216	5.019	4.822	4.650	4.494	4.339	4.192	10
11	6.207	5.938	5.687	5.453	5.234	5.029	4.836	4.656	4.486	4.327	11
12	6.492	6.194	5.918	5.660	5.421	5.197	4.988	4.793	4.611	4.439	12
13	6.750	6.424	6.122	5.842	5.583	5.342	5.118	4.910	4.715	4.533	13
14	6.982	6.628	6.302	6.002	5.724	5.468	5.229	5.008	4.802	4.611	14
15	7.191	6.811	6.462	6.142	5.847	5.575	5.324	5.092	4.876	4.675	15

End of Question Paper

UNIVERSITY OF ZAMBIA 2014 EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of Gender Studies

Feminist Theory and Practice GDS501

TIME: Three Hours

ANSWER : 3 questions, at least one from each section

Illustrate your answers as widely as possible

SECTION A

1. Consider discussions of education in First Wave feminism and the educational policies of feminists of this period.
2. Why has the struggle for political equality been of such importance for feminism? Discuss with reference to political theory and suffrage campaigns.
3. Evaluate socialist feminism's contribution to the issue of domestic labour.
4. Consider First Wave feminism's campaigns concerning family relations.

SECTION B

5. Evaluate the women's movement's contributions to **either** educational equality **or** political equality between women and men since the 1960s.
6. 'Feminism is a politics and a morality' (Mackinnon). Discuss
7. Evaluate the theory and practice of either feminist theologians or ecofeminism
8. Discuss identity feminism in relation to Africa



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF GENDER STUDIES

END OF SECOND SEMESTER: 2012 ACADEMIC YEAR FINAL EXAMS

GDS 5512: HISTORY OF WOMEN'S MOVEMENT

Date: 23rd August 2013

Time: Three hours

Instructions: There are five questions in this paper. Answer ONLY THREE questions. Question one (1) is compulsory.

PART A: Short Answers:

Question 1

What do you understand by the following terms?

- a. The Back Lash. (5 marks)
- b. The declaration of sentiments. (10 marks)
- c. Movement (10 marks)
- d. The rights of man (5 marks)
- e. Relegation of women's concerns (10 marks)

PART B: Essay Type

Question 1

Women haven't always had an easy time achieving greatness. Women have led countries and commanded armies. In the Third world countries, women were actively involved in anti-colonial and nationalist movements that fought for independence and liberation of their countries from colonial rule. But women have not gained the freedom and equality even though they had taken equally tremendous risks through those dangerous years. Why?

30 marks

Question 2

What were the reasons behind the French Revolution? **20 marks**

- b. What Role did women play in the French-revolution if any? **10 marks**

Question 3

The 1917 Russian Revolution was not unlike many people suppose to have been one well organised event in which the Tsar Nicholas II was overthrown and Lenin and the Bolsheviks took power. Discuss the events that led to the Bolshevik or The October Revolution. **20 marks**

- b. What are the similarities between the French and the Bolshevik Revolution? **10 marks**

Question 4

- a. Why is that the moment a girl was born in lawful wedlock, she was defined by her relationship to a man? **15 marks**
- b. For a woman marriage was seen as a natural destiny. Why? **15 marks**

UNIVERSITY OF ZAMBIA

School of humanities and Social Science Department of Historical and Archaeological Studies

2014 Academic Year: postgraduate Examinations

Course: HIS 5010 Historiography of Pre-Colonial Central African History to 1890

Date: 22 July 2014- Morning

Venue: 3B New Education Building

Time: **Three Hours** (09.00-12.00)

Instructions: Answer **Three Questions**- One question from each section.

Section A.

1. Differentiate the term “economic historiography” from “economic history”. Give examples from Malawi, Zambia or Zimbabwe.
2. Discuss the difficulties encountered in the study economic historiography of pre-colonial Central African (Malawi, Zambia and Zimbabwe) to 1890.
3. What is your understanding of the importance of the following terms in Central African historiography: (a) Differentiation in the endowment of Economic resources; (b) Comparative advantages; and (c) Backward and forward linkages? Give specific examples from Malawi, Zambia and Zimbabwe.
4. Critically examine the historiography on the organisation of labour in ONE of the following: (a) the Prazoes on the Lower Zambezi and Lower Shire ; (b) The Luyi and later Lozi of Central Zambezi Plains; or (c), The Shona States .
5. Taking the work of Elisabeth Schmidt on the Shona women of Zimbabwe, elaborate how gender is discussed in the pre-colonial historiography of Central Africa. Give examples

Section B

6. How have historians analysed the issue of “valuable” resources in the historiography of some pre-colonial Central African States shape their economic? Give specific examples.
7. Taking the work of Eugenia Herbert and M.S. Bisson as your examples, highlight the importance of metallurgy in economic historiography of Central Africa before 1890. Choose one metal.
8. Examine the role and function of trade in pre-colonial Central African historiography. Give specific examples in **TWO** of the following: Zimbabwe, Malawi or Zambia.

OR

In your study of Central African historiography, how are the changes brought by imported Asian and American food crops which enhanced food security presented by various scholars?

Section C

9. How important is tribute in the economic historiography of some pre-colonial Central African states? Give specific examples.
10. Critically analyse the place of slavery and slave trade in the historiography of **TWO** pre-colonial Central African States.
11. How important are “Commerce”, “Christianity” and “Colonialism” to Central African historiography?
12. Highlight the impact of **EITHER** (a) droughts, hunger and famine; (b) diseases in humans; **OR** (c) cattle diseases, as discussed in Central African historiography.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS,
AUGUST/SEPTEMBER 2013

HIS 5012: IMPERIALISM AND UNDERDEVELOPMENT IN CENTRAL AFRICAN
HISTORIOGRAPHY

TIME: THREE HOURS

ANSWER: TWO QUESTIONS ONLY: QUESTION 1 IN SECTION A IS
COMPULSORY

QUESTIONS

SECTION A: QUESTION 1 IS COMPLYRY

1. "The central thesis of our study is that the asymmetry of power and interests of the member states of the global village, as well as the lopsidedness in the rules of the game there-in, cannot benefit Africa and her people. This is so and would continue to be so because globalization is a new order of marginalization and re-colonisation in a 'neo-neo colonial fashion' of the African continent." (S.T. Akindele, T.O. Gidado, and O.R. Olaopo, "Globalisation, Its Implications and Consequences for Africa", Globalization 2002)
http://globalisation.icaap.org/content/v2.1.01_akindele_etal.html (accessed 04.01.2012)

In the context of the historiography of Central Africa, and Zambia in particular, to what extent have scholars of colonialism and imperialism addressed the views expressed in the above quotation?

SECTION B: ANSWER ONLY ONE QUESTION

2. From your study and readings on imperialism and underdevelopment on Zambia, what is your assessment of Samuel N. Chipungu's, Maud Muntemba's and Kenneth Vickery's studies in the context of the historiography of Central Africa?
3. Many scholars have written on the importance of foreign aid as a tool for development in post-colonial Africa. Critically examine the debate on the role and significance of foreign aid in the (under)development of any one country in Central Africa.

4. The historiography of post-colonial Africa is rich with studies that examine the impact of foreign influences on the local institutions charged with the responsibility of developing the post-independence countries. From among the readings you have read, which ones do you consider most appealing in dealing with the history of the poverty debate?

END OF EXAMINATION

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

2013/2014 END OF ACADEMIC YEAR EXAMINATION **JULY-AUGUST, 2014.**

**HIS 5030: HISTORIOGRAPHY OF SOUTHERN AFRICA FROM PRE-COLONIAL
TIMES TO TWENTY-FIRST CENTURY**

DURATION: THREE (3) HOURS

**INSTRUCTIONS: ANSWER *THREE* (3) QUESTIONS ONLY, AT LEAST ONE QUESTION
FROM EACH SECTION**

SECTION A

1. Explore the main concerns of Afrikaner historiography and show what criticisms have been levelled against it.
2. What major contributions have radical scholars made toward southern African historiography?
3. "The Oxford History of South Africa is a landmark in the study of South African history." Do you agree?
4. What are the main limitations of the underdevelopment interpretation of southern African history?

SECTION B

5. Explore the academic controversy surrounding the Mfecane.
6. How convincing is the view that the African peasantry in southern Africa collapsed due to colonial policies?
7. Examine the radical interpretation of rural impoverishment in colonial southern Africa.
8. In what ways does Patrick Harries' interpretation of labour migration differ from the interpretations of earlier writers?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SECOND SEMESTER UNIVERSITY EXAMINATIONS –SEPTEMBER 2013
HIS5032
HISTORIOGRAPHY OF SOUTHERN AFRICA SINCE 1880S

TIME: THREE HOURS

IINSTRUCTIONS: Answer two questions, one from each section

SECTION A

1. What historiographical lessons have you learnt from the course HIS5032 this semester?
2. Critically examine how the history of Southern Africa has been researched and written by scholars.

SECTION B

3. There are numerous explanations given by different authors as to why the Africans formed African Separatist churches in South Africa. What explanations, in your opinion, are more valid than others?
4. The women in South Africa played a critical role in the Africans' struggle against White injustice. Discuss.
5. The international community unpardonably frustrated the Africans' quest for emancipation in South Africa. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS, JULY 2014

HIS 5040: HISTORICAL METHODOLOGY AND PHILOSOPHY OF HISTORY

TIME: THREE HOURS

ANSWER: THREE QUESTIONS ONLY

QUESTIONS

- 1 From your study of the philosophy of history and the ideas of the Annales School, would you say the Annales historians represented a major shift in the study of the past? If so, how?
- 2 What is your assessment of E.H. Carr's argument that not all facts about the past are historical facts?
- 3 Assess the extent to which Africanist historians of the *UNESCO General History of Africa: Methodology of African History* Volume One, attempted to address the challenges of reaching and writing African history.
- 4 Robert C. Williams in his book, *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History*, described history as "discussion without end". From a historical methodology and philosophical point of view, what is your understanding of this statement?
- 5 What is a conceptual framework and how does literature review inform the process of conceptualizing a research problem in a historical research?
- 6 The process of drafting research proposals by graduate students and presenting the research proposal to members of Staff in the department is considered a critical step towards embarking on the research itself. Demonstrate why this is so.
- 7 As a research student who is about to start Part II of the Master of Arts in History, what would you consider to be the four major steps required in conducting research?
- 8 Mwansa Mwila participated in a Workshop on the Constitution Making Process in Zambia and prepared what she called a "Research Report on

the Constitution Making Process in Zambia". She did this through a literature survey on the subject and by discussing with participants of the workshop. From your understanding of what research is, would you call the report by Mwansa Mwila a research report or not. Clearly explain your answer.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS, JULY 2014

HIS 5050: THEORIES OF IMPERIALISM AND UNDERDEVELOPMENT IN
CENTRAL AFRICAN HISTORIOGRAPHY

TIME: THREE HOURS

ANSWER: THREE QUESTIONS ONLY

QUESTIONS

1. "The central thesis of our study is that the asymmetry of power and interests of the member states of the global village, as well as the lopsidedness in the rules of the game there-in, cannot benefit Africa and her people. This is so and would continue to be so because globalisation is a new order of marginalisation and re-colonisation in a 'neo-neo-colonial fashion' of the African continent". (S.T. Akindele, T.O. Gidado, and O.R. Olaopo "Globalisation, Its Implications and Consequences for Africa" *Globalisation* (2002)

http://globalisation.icaap.org/content/v2.1/01_akindele_etal.html accessed 04.01.2012)

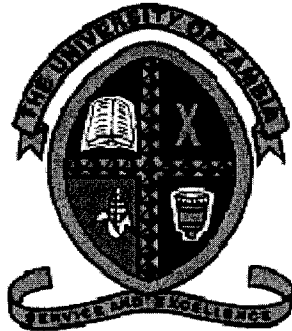
In the context of the history of Central Africa, to what extent have scholars of colonialism and imperialism addressed the views expressed in the above quotation?

2. From your study and readings on imperialism and underdevelopment on Zambia, what is your assessment of Samuel N. Chipungu's, Maud Muntemba's and Kenneth Vickery's studies in the context of the historiography of Central Africa?
3. Many scholars have written on the importance of foreign aid as a tool for development in post-colonial Africa. Critically examine the debate on the role and significance of foreign aid in the (under)development of any one country in Central Africa.
4. The historiography of post-colonial Africa is rich with studies that examine the impact of foreign influences on the local institutions charged with the responsibility of developing the post-independence countries. From among the

readings you have read, which ones do you consider most appealing in dealing with the history of the poverty debate?

5. Discuss the assertion that "capital created underdevelopment not because it exploited the underdeveloped world, but because it did not exploit it enough." George Kay.
6. From your study of the traditional theories of imperialism and underdevelopment in Central Africa, to what extent would you say postmodernism as a paradigm for understanding historical developments of the region contributed to the reconstruction of the history of the Central Africa?
7. Land has always been central to economic development and its control has always evoked nationalist sentiments. With the use of specific examples, discuss how historians of Central Africa have examined the question of land policy and perhaps the marginalization of the indigenous population.
8. To what extent would you agree with the assertion that the literature on Central Africa persuasively documents the extent to which the current underdevelopment of Zambia is linked to poor economic policy and not imperialism?
9. From your study and readings on imperialism and underdevelopment, which work(s) do you consider most illuminating on the historiography of Central Africa?
10. Does the historiography of southern Africa support the view that South African sub-imperialism led to the creation of the Federation of Rhodesia and Nyasaland in 1953?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2013 ACADEMIC YEAR MID-YEAR
FINAL EXAMINATIONS**

**LIN 5011: RESEARCH METHODS IN LINGUISTIC SCIENCE
TIME: THREE HOURS**

INSTRUCTIONS: Answer Four (4) questions in all as follows.

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

Section A (Compulsory)

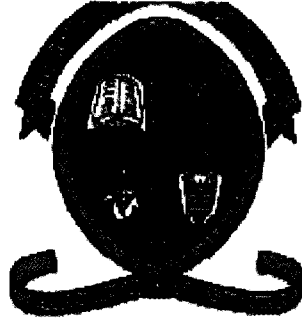
1. Discuss what you consider to be the major steps, tasks and contents in investigating either
 - (i) the phonology of a particular language; or
 - (i) the morphology of a particular language; or
 - (ii) the syntax of a particular language; or
 - (iii) the semantics of a particular language.

SECTION B: Attempt any Two (2) Questions from this section

1. Kuhn describes a paradigm as a set of "general theoretical assumptions and laws and techniques for their application that the members of a particular scientific community are taught to adopt and sets the standard for the normal way in which inquiry is conducted" (Mautner, 1997:408). Discuss the relevance of paradigms in research with particular reference to any two paradigms with which you are familiar.

2. Show how you would apply each of the three components of research: Control, Manipulation and Comparison to a research topic of your choice.
3. With relevant examples, distinguish between descriptive and analytical research in linguistics.
4. With relevant examples, describe a study at any level or in any field of linguistics which uses three data collection methods: the questionnaire, the interview and observation, clearly justifying the use of each of the three methods as well as a combination of the three.

End of Examination



THE UNIVERSITY OF ZAMBIA
2012/2013 SECOND SEMESTER UNIVERSITY EXAMINATIONS –
AUGUST/SEPTEMBER 2013

LIN5032 – THE PHONOLOGY OF AFRICAN LANGUAGES

TIME ALLOWED: Three (3) hours

INSTRUCTIONS: Answer in all ANY EIGHT (8) questions.

WEIGHTING : The examination counts for 50% of the course's total marks.
All questions carry equal marks, namely ten (10) marks.

THE UNIVERSITY OF ZAMBIA
2012/2013 SECOND SEMESTER UNIVERSITY EXAMINATIONS –
AUGUST/SEPTEMBER 2013

LIN5032 – THE PHONOLOGY OF AFRICAN LANGUAGES

1. Many African languages, including many, if not most, Bantu languages have the following five vowels at the phonological level, i.e. at the deep-structure level: /i, e, a, o, u/. Classify these vowels (a) in a chart and then (b) in a feature matrix.
2. Although many scholars consider that Bemba has five vowel phonemes, /i, e, a, o, u/, others, including Larry Hyman, have argued that Bemba has more than these, including two vowels 'i'. What is their argument or evidence?
3. Discuss and exemplify what can happen when a word is borrowed from a language A into a language B.
4. With two (2) examples in each case, explain the distinction between (a) allophonic rules and (b) morphophonological rules.
5. Name and exemplify from any African language five (5) phonological rules
6. The following data transcribed in IPA are from Nkore, a Bantu language spoken in Uganda. Identify any one allophonic rule in these data and explain the rule. Name any one other African language in which the same rule operates.

[ùkùβù:mbà] 'to mould, to create'

[òkùβónà] 'to manage to find'

[òβùzi:nzi] 'violence'

[òβùti] 'little trees'

[è:mbúzi] 'goat*s'

[òkwé:hà:mbirà] 'to take by force'

[òkùβa:mbà:ra] 'to be mad'

[òkùrè:βà] 'to see'

[òkùβónà] 'to manage to find'

[titùríkùgùrà] (< titurí kugura) 'we are not buying'

[tindíkùgùrà] (< tindí kugura) 'I am not buying'

[òkùtùrè:βà] 'to see us'

[òkùndè:βà] 'to see me'

7. Most African languages are tone languages. What is a tone language? Exemplify.
8. With two examples, explain what is meant by 'syntactic tones'.
9. Explain and illustrate from any African language(s) the following phonological processes:
- Vowel lengthening
 - Vowel harmony
 - Vowel reduction (= vowel deletion)
 - Gliding
10. Make a phonological comment on the following data from Kpelle, a Mande language, one of the West African language families::

kolo 'a skin'	golo-i 'the skin'
kpana 'a gun'	gbana-i 'the gun'
pɛɛ 'a house'	bɛɛ-i 'the house'
taa 'a town'	daa-i 'the town'
folo 'sun', 'a sun'	volo-i 'the sun'
loo, doo 'a child'	ndoo-i, noo-i 'the child'
wulu 'a tree'	ɲgulu-i, wulu-i 'the tree'
ɣila 'a dog'	ɲgila-i, ɲila-i 'the dog'

11. With reference to one or more African languages, write brief notes on feature phonology.

END OF PAPER

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

LIN 5102:ADVANCED SOCIOLINGUISTICS

TIME: THREE (3) HOURS

INSTRUCTIONS

Answer three (3) questions in all as follows:

- (a) the compulsory question in Section A
- (b) any two from section B

SECTION A (Compulsory: 20 Marks)

1. Justify the assertion that language policy formulation should take language attitudes as a starting point.

SECTION B (Answer any two questions: 15 marks each)

2. With relevant examples from a speech community of your choice, illustrate the application of the concept of ethnography of communication in sociolinguistics.
3. With clear examples, discuss the process of creolisation.
4. It has been argued that women cannot participate effectively in community affairs because they are linguistically disadvantaged. Discuss the validity of this statement drawing relevant examples from a speech community of your choice.
5. Discuss the relevance of forms of address as a field of study in sociolinguistics.
6. The concept of linguistic human rights is premised on the view that all languages are of equal human value. Evaluate this statement with particular reference to the language situation in Zambia.
7. Discuss the contribution of variationist studies to our understanding of sociolinguistic theory.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 - 2013 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS for the
MASTERS DEGREE IN LINGUISTIC SCIENCE

LIN 5152 SEMANTICS

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer FOUR questions.
Relevant examples will receive credit.

1. By what criteria can we judge a theory of semantics?

2. What are the differences between reference and denotation?

3. Discuss and illustrate the view that modality is concerned with modifying or qualifying the proposition expressed by an utterance.

4. Compare the 'structuralist' and 'componentialist' accounts of lexical relations. Are they complementary?

5. Distinguish between logical meanings and sentence meanings.

6. Comment on the view that thematic roles are closely related to the argument structure of particular predicates, i.e. the roles associated with a verb are determined by the verb's meaning, and thematic roles are assigned to arguments by verbs, thus linking thematic roles with grammatical relations.



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS, 2014 – JULY 2014

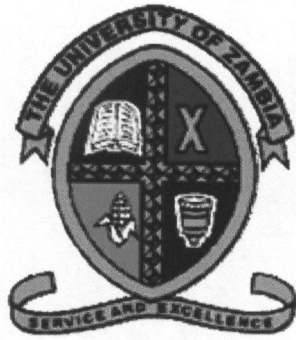
LINGUISTICS – THE MORPHOLOGY OF AFRICAN LANGUAGES

TIME ALLOWED : Three (3) hours

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

INSTRUCTIONS: Answer ALL questions.

-
1. Morphology interfaces with other branches of linguistics, including, among others, phonology and syntax. Discuss with reference to one or more African languages.
(10 marks)
 2. If a noun in Bantu has **mu** as its class prefix, how do you determine whether this prefix is a class 1 prefix, a class 3 prefix or a class 18 prefix?
(10 marks)
 3. Verbal categories determining the morphology of a verb form include, among others, tense and aspect. Discuss and exemplify what you think is the full list of verbal categories in any one African language of your choice.
(10 marks)
 4. In some languages, the dichotomy definite/indefinite noun is morphologically expressed. Exemplify from one African language of your choice.
(10 marks)
 5. With reference to African languages and, if necessary, one or more non-African languages, write, in at most two (2) pages, an essay on 'morphological processes'.



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS, 2014 – JULY 2014

LIN5222 – THE MORPHOLOGY OF AFRICAN LANGUAGES

TIME ALLOWED : Three (3) hours

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

INSTRUCTIONS: Answer ALL questions.

-
1. Morphology interfaces with other branches of linguistics, including, among others, phonology and syntax. Discuss with reference to one or more African languages.
(10 marks)
 2. If a noun in Bantu has **mu** as its class prefix, how do you determine whether this prefix is a class 1 prefix, a class 3 prefix or a class 18 prefix?
(10 marks)
 3. Verbal categories determining the morphology of a verb form include, among others, tense and aspect. Discuss and exemplify what you think is the full list of verbal categories in any one African language of your choice.
(10 marks)
 4. in some languages, the dichotomy definite/indefinite noun is morphologically expressed. Exemplify from one African language of your choice.
(10 marks)
 5. With reference to African languages and, if necessary, one or more non-African languages, write, in at most two (2) pages. an essay on 'morphological processes'.

(10 marks)

6. With examples, write a 2-3 page essay on **either** Bantu verb morphology **or** Bantu noun morphology.

(10 marks)

7. Consider carefully the following data from Tem, a Togolese Gur language, and carry out a morphological analysis.

- lelu 'widow'
- nao 'child'
- taka 'toad'
- nane 'children'
- bese 'years'
- lela 'widows'
- bowu 'hole'
- boni 'holes'
- bene 'year'
- tase 'toads'

(10 marks)

8. Translate into one Bantu language of your choice the English sentence '***this person does not like me***' and carry out a comprehensive morphological analysis of sentence in the Bantu language.

(10 marks)

9. Agreement is a morphosyntactic phenomenon. Explain and exemplify from one or more African languages.

(10 marks)

10. With reference to African languages, explain what is meant by concatenative morphology and nonconcatenative morphology and draw a parallel between (a) concatenative morphology and nonconcatenative morphology, on the one hand, and (b) linear phonology and nonlinear phonology, on the other.

(10 marks)

E N D



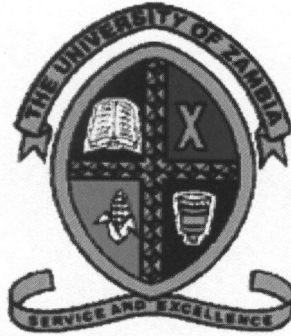
THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JULY 2014

TIME ALLOWED : Three (3) hours

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

INSTRUCTIONS: Answer any TEN (10) questions.

-
1. With reference to African languages, write a 1-3 page essay on the following PS-Rules from a version of the 'Standard Theory':
 - (a) $S \rightarrow \{\text{and, or}\} S^n, n \geq 2$
 - (b) $NP \rightarrow \{\text{and, or}\} NP^n, n \geq 2; NP + S; (\text{Det}) N + \text{No} (\{\text{PP}, S\})$
(10 .marks)
 2. In African languages, and many other languages as well, a sentence may be verbless. Exemplify
(10 .marks)
 3. With examples from African languages, explain what is meant by θ -roles and the θ -Criterion.
(10 .marks)
 4. In some languages some adverbial clauses are not introduced by a subordinating conjunction. Exemplify in an African language.



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JULY 2014

LIN5322 – THE SYNTAX OF AFRICAN LANGUAGES

TIME ALLOWED : Three (3) hours

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

INSTRUCTIONS: Answer any TEN (10) questions.

-
1. With reference to African languages, write a 1-3 page essay on the following PS-Rules from a version of the 'Standard Theory':
 - (a) $S \rightarrow \{\text{and, or}\} S^n, n \geq 2$
 - (b) $NP \rightarrow \{\text{and, or}\} NP^n, n \geq 2; NP + S; (\text{Det}) N + \text{No} (\{\text{PP}, S\})$
(10 .marks)
 2. In African languages, and many other languages as well, a sentence may be verbless. Exemplify
(10 .marks)
 3. With examples from African languages, explain what is meant by θ -roles and the θ -Criterion.
(10 .marks)
 4. In some languages some adverbial clauses are not introduced by a subordinating conjunction. Exemplify in an African language.

5. Compare and contrast *and*-coordination in English and any one African language of your choice.
(10 .marks)
6. Give an account of relative clauses one African language of your choice, distinguishing between subject relative clauses and non-subject relative clauses and showing that, just as in English, not all relative clauses in African languages are introduced by a relative pronoun.
(10 .marks)
7. Write a 1-3 page essay on word order in African languages.
(10 .marks)
8. Provide an account of cleft and pseudo-cleft sentences in one African language of your choice.
(10 .marks)
9. Some syntactic rules proposed for English cannot apply or can only apply to many African languages with some adjustment(s). Give any two (2) such rules and exemplify.
(10 .marks)
10. One of the T-rules in 'Standard Theory' is Conjunction Reduction. In the phrase 'Conjunction Reduction, the term 'Conjunction' does not refer to a word. Explain.
(10 .marks)
11. In some ways, *and*-coordination in many African languages is more complex than in English. Explain and exemplify.
(10 .marks)
12. Most word categories, or 'parts of speech', are universal, a few are not. Discuss and give any two word categories which are not universal.
(10 .marks)

E N D



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2013/2014 ACADEMIC YEAR EXAMINATIONS
MASTER OF ARTS LINGUISTIC SCIENCE
LIN 5511: COMPARATIVE LINGUISTICS**

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (a) ANSWER ANY THREE (3) QUESTIONS.
- (b) STUDENTS ARE ALLOWED TO COME WITH CALCULATORS INTO THE EXAMINATION ROOM.

TOTAL MARKS:

100

QUESTION ONE

(33.3 marks)

Using lexicostatistics and the data provided in the table below determine the level of relatedness between Ikalanga, Kiswahili and Kikamba. In doing so use the most flexible method of determining cognates as proposed by Miti (2006). Your analysis should answer the following questions:

- (a) With appropriate illustration from your data and analysis show which of the languages are more closely related and which ones are least related.
- (b) With appropriate illustration show the percentages of retention of Proto-Bantu cognates by each of the languages.
- (c) With appropriate illustration show how the lexicon in the various languages has evolved from Proto-Bantu by providing any **THREE (3)** phonological changes that are manifested between the Proto-Bantu forms and the vocabulary of **EACH** of the languages represented in the table below.

WORD LIST FOR LEXICAL COMPARISON

Proto Bantu	English	Ikalanga	Kiswahili	Kikamba
-yonce	1. all	-ose	-ote	-onthe
-yigi	2. many	njinji	-ingi	-ingi
-dimu	3. ancestral spirits	-dzimu	-zimu	-imu
-yama	4. animal	phuka	-nyama	nyamu
-nama	5. meat	nyama	nyama	nyama
-gombe	6. cow	ng'ombe	ng'ombe	ng'ombe
-budi	7. goat	mbudzi	mbuzi	mbui
-gudube	8. pig	gulube	nguruwe	ngulue
-kuku	9. hen	wuku	kuku	nguku

-bua	10. dog	bgwa	-bwa	ngiti
-jogu	11. elephant	zhou	ndovu	nzou
-piti	12. hyena	phele	fisi	mbiti
-joka	13. snake	nyoka	nyoka	nzoka
-kuapa	14. armpit	-hapkha	-kwapa	-ngwava
-pik	15. arrive	-swika	-fika	-vika
-gongo	16. back	-kamba	-gongo	-ongo
-numa	17. behind	gole	nyuma	itina
-bi	18. bad	-bi	-baya	-thuku
-kug	19. bark	-gwati	-ganda	-koni
-kanda	20. skin (n)	-ukuta	ngozi	-konde
-yog	21. bathe	-ngula	-oga	-thamba
-bimba	22. thatch (v)	-thulila	-paua	-kita
-dedu	23. beard	-ndedu	-ndevu	-ng'ee
-kub	24. beat (v)	-loba	-chapa	-kuna
-juki	25. bee	nyuchi	nyuki	nzuki
-da	26. belly	-tumbu	-tumbo	-vu
-da	27. guts	-la	-tumbo	-aa
-kudu	28. big	kulu	-kuu	-nene
-kudu	29. old	wulukugwe	-zee	-kuu
-yuni	30. bird	-nywani	ndege	nyunyi
-dum	31. bite (v)	-luma	-uma	-uma
-yidu	32. black	-tema	-eusi	-iu
-jedu	33. white	-chena	-eupe	-nzau
-kundu	34. red	-shaba	-ekundu	-une
-poku	35. blind person	-bhofu	-pofu	-lalinda
--gadi	36. blood	-lopa	damu	nthakame
-bidi	37. body	ili	-ili	-ii
-kupa	38. bone	-fupa	-fupa	-vindi
-bongo	39. brain	-lubi	-bongo	w'ongo
-beede	40. breast	-zhamu	-titi	nondo
-yiti	41. tree	-ti	-ti	-ti
-caka	42. woods	-khwa	-situ	-theka
-tabi	43. branch (n)	-dabi	-tawi	-onge
-puum	44. breathe	-fema	-hema	-veva
-judu	45. nose	-milo	-pua	-ny'uu
-bada	46. burn (v)	-tshwa	-choma	-vya
-gud	47. buy	-tenga	-nunua	-ua
-dip	48. pay(v)	-lipa	-lipa	-iva
-yit	49. call (v)	-dana	-ita	-tana
-bak	50. catch (v)	-gama	-kamata	-kwata
-tama	51. cheek	-dama	-shavu	-tau
-kuba	52. chest	-fuba	-fua	-thui
-takun	53. chew	-tafuna	-tafuna	-tanyuka

-ana	54. child	-ana	-ana	-ana
-tu	55. cloud	-gole	-wingu]	-tu
-bingu	56. sky	gole	bingu	yayaya
-judu	57. on top	pezhugwi	juu	Ulu
-didid	58. cold	-tothola	-baridi	-thithu
-yij	59. come	-zha	-ja	-ka
-yend	60. go	-enda	-enda	-thi
-gend	61. walk (v)	-nangayila	-tembea	-tembea
-jik	62. come down	-deluka	-teremka	-theea
-damuk	63. wake up	-muka	-amka	-amuka
-yipik	64. cook	-bhika	-pika	-ua
-bad	65. count	-bala	-hesabu	-tala
-kunik	66. cover	-fumika	-funika	-kunika
-kunud	67. uncover	-fumula	-funua	-kunua
-dim	68. cultivate	-lima	-lima	-ima
-cimb	69. dig	-tsha	-chimba	-inza
-tem	70. cut (v)	-tema	-kata	-tila

QUESTION TWO

(33.3 marks)

Compare and contrast the following as methods of the classification of languages:

- Political classification
- Areal classification
- Genetic classification
- Linguistic classification

In doing so consider the following:

- The salient characteristics of these methods of classification.
- The advantages of these methods of classification.
- The disadvantages of these methods of classification.
- The usefulness of the classification methods to linguists.

QUESTION THREE

(33.3 marks)

Write an essay of at least ONE (1) and a HALF pages that compares and contrasts Doke's and Guthrie's classification of Bantu languages.

QUESTION FOUR

(33.3 marks)

- Compare and contrast the comparative method and lexicostatistics as methods of determining the relatedness of languages.
- Compare and contrast what is referred to as the basic vocabulary and the Swadesh list.

QUESTION FIVE

(33.3 marks)

- State and explain any THREE (3) of the various steps one would need to undertake in the process of linguistic reconstruction.

- (b) Explain what is meant by linguistic implicatures, linguistic universals and linguistic plausibility. Thereafter briefly explain the use of each of these in the process of linguistic reconstruction.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2013/2014 ACADEMIC YEAR EXAMINATIONS
MASTER OF ARTS LINGUISTIC SCIENCE
LIN 5542: SOCIOLINGUISTICS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS.

TOTAL MARKS:

100

QUESTION ONE

(33.3 MARKS)

Consider the lyrics from the song given below. Discuss the subject of code switching/mixing in relation to this song by considering the following:

- (a) The characteristics of this code switching/mixing.
- (b) The mechanics of code switching/mixing.
- (c) The types of code switching/mixing.
- (d) An analysis of the code-switching from the perspective of the marked model.
- (f) An analysis of the code-switching from the perspective of sequential analysis.

Song

Macky 2 Hope Foundation song Lyrics

Artist: Macky 2

Title: Hope Foundation song

Genre: Zambian Music

Macky 2:

You know I used to get irritated by these street kids on the street, you know.

Every time I run into them they are like;

"Eh. Bakamba tulyemo tulyemo!" You know... (Bemba) (Big man let's eat)

But you see I realized that some of them do have a genuine story, you know.

I met this kid once, he told me his story and how he ended up on the streets.

Chachinefye ai, umfwa efyo anjebele ati: (Bemba) (For real listen to what he told me)

Macky 2 as Street kid:

"Mvelani bakamba ine life niyolimba. (Nyanja) (listen big man for me life is tough)

Atate anafa ine nikali che mumimba. (Nyanja) (My father died when I was still in my mother's womb)

Ninakula na step-father oipa mutima. (Nyanja) (I grew up with a step mother who was very bad)

hearted)

Nenzo sebenzela pokudya che kansima. (Nyanja) (I used to work just to eat a little nshima)

Nenze na dream yo enzapo my beama. (Nyanja) (I had a dream of driving BMWs)

Manje banthu nenzanabo balenga yazima. (Nyanja) (Now the people I was with made my dreams not come true)

Nenze na dream yo nkhalapo kateka. (Nyanja) (I had a dream of becoming a president)

Manje ati, "Zakusukulu zinachepa". (Nyanja) (But the money for school fees was not there)

Mufuna ziba why ninathaba kunyumba? (Nyanja) (You want to know why I ran away home)

Nenze ninalemosungiwa monga ni nkhumba. (Nyanja) (I was being kept like a dog)

Huh, "banthu benangu nimfwiti!" (Nyanja) (Some people are witches)

Ndiye reason ninkhala mu street." (Nyanja) (That's the reason I stay on the streets)

Macky 2 as Sister:

"Pe enzo nifuna enzo niitana mungeli. (Nyanja) (When he was proposing me he used to call me an angel)

Pe ananikwatila anayamba bakuseli. (Nyanja) (After he married me he started having affairs)

Panyumba abwela 02 nocokapa kuseni. (Nyanja) (At home he comes at 02 hours and leaves in the morning)

Nipitamo nambama nikachaya complain. (Nyanja) (He slaps me when I complain)

Amama aniuza kuti, "Limba mwana wanga." (Nyanja) (My mother tells me "be strong my child")

But nimvela monga ningathabile chemusanga. (Nyanja) (But I feel like just running away into the bush)

Ah, ninankhalila che bana, (Nyanja) (But I am just stay on in the marriage because of the children)

Ndaba uyu mwamuna chachendi ni satana. (Nyanja) (Because this man for real he is a devil)

Bakuti, "ni mwambo" ati, "lithambi". (Nyanja) (Bemba) (They it is our culture, it is culture)

Ati, "Divorce Namayo Lisambi". (Bemba) (They say divorce for a woman is a sin)

But sibaziba venipitamo, (Nyanja) (But they do not know what I am going through)

Kuvutika na misozi vachilamo." (Nyanja) (The suffering and crying everyday is too much)

.....

Lyrics submitted by: ThomaxofTTM

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eMail: ZedLyrics@zambia.co.zm

Wapsite: zedlyrics.wapka.mobi

Zed LyricsTM

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QUESTION TWO

(33.3 MARKS)

It has been said that the language that any society uses to a large extent manifests gender relations in that society. Consider the song in Question One and undertake a detailed critical gender analysis of the song taking into consideration the 'dominance' and 'difference' approaches.

QUESTION THREE**(33.3 MARKS)**

Generally it can be said that all individuals manifest different identities. Provide a detailed discussion on the subject of types of identity and multiplicity of identities as manifested among the Zambian people.

QUESTION FOUR**(25 MARKS)**

- (a) With examples drawn from the Zambian situation discuss the concepts of idiolect, regional dialect and sociolect.
- (b) Provide a detailed discussion of the various factors that are taken into consideration in the characterisation of idiolects, regional dialects and sociolects.

QUESTION FIVE**(33.3 MARKS)**

Consider the data that is given below and answer the following questions:

- (a) Why would it be correct to claim that the language of University of Zambia students is a sociolect? Provide an explanation with appropriate examples.
- (b) Why would it be correct to argue that sociolects are shaped by the social, economic and historical environment in which they emerge. Discuss this in detail with reference to the sociolect of University of Zambia students as manifested in the data below.

Term	Meaning
investor	sugar daddy
diving	constantly asking for items or eating from someone else
import	a girl-friend from out of campus
gunning	to study at the last minute
mafosa	4 th year student
gragy	graduating student
swatee	someone who memorises at the last minute
unza blue	security guards
unza dizzy	drunkard
mature square	the front area of the school of education building
ex	being excluded from one's programme because of failing
data boy	a male student a female student takes advantage of so as to access school data with the hope of performing well
berlin wall	curtain or any demarcation used to divide a room in the hostels
divee	uninvited visitor towards meat time
ukufifuka	to play FIFA computer games
momma sauce	eggs
monk	male student without a girlfriend
transpordize	to have a meal from the garage that is cheaper
monk sauce	kapenta

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013-2014 ACADEMIC YEAR FINAL EXAMINATIONS
M.A. IN LINGUISTIC SCIENCE
LIN 5552 PRAGMATICS

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate examples will receive credit

1. Why is there no clear demarcation line between semantics and pragmatics?

2. Why is relevance theory essentially cognitive?

3. Discuss the view that the felicity conditions (of speech acts) are the *constitutive rules* – rules that create the activity itself - of speech acts.

4. What are the essential properties of conversational implicature?
Discuss with illustrations.

5. To what extent is the ‘face-saving’ model of politeness universal?
Illustrate your answer by reference to two languages well-known to you.

6. How does the Projection Problem provide evidence for the view that presupposition is a pragmatic phenomenon?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
MID-YEAR EXAMINATIONS
M.A
5611 RESEARCH METHODS IN LITERATURE

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- (a) Answer question one (i) which is compulsory.
- (b) Answer any other one (1) question from Section B and one from Section C.
- (c) You should answer three questions in all.
- (d) Question one (1) carries forty (40) marks and the other two (2) carry thirty (30) marks each.

SECTION A

1. (a) Rearrange the following jumbled research terms format sequentially and answer the question that follows in (b)
 - (i) Time frame
 - (ii) Methodology and data collection
 - (iii) Identification of the problem 1
 - (iv) Literature review
 - (v) Title 2
 - (vi) Purpose and objectives 5
 - (vii) Historical background and Introduction 4
 - (viii) Conclusion
 - (ix) Work plan and Budget
 - (x) Bibliography/Reference
 - (xi) Hypothesis 6
 - (xii) Recommendations
 - (xiii) Statement of the problem 3
 - (xiv) Statistics
- (b) Suggest the research proposal the Ministry of Education could have employed to solve the problem of teaching and learning of Zambian Languages in the Lower Primary Sector in Zambian Schools.

SECTION B

2. (a) What is research?
 - (b) There are two (2) aspects of research-pure research and applied research. Give the difference between them.
 - (c) Give four abuses or unethical practices in research and give solutions to these abuses.
3. Briefly write a few notes on the following items.
 - (a) Functions of research.
 - (b) Research Design.
 - (c) Literature Review.
 - (d) Questionnaire-Open-ended and close-ended questions.
 - (e) Research Report.
 - (f) Catchment area and sampling.

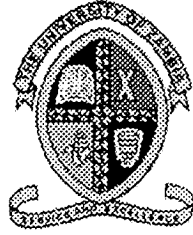
SECTION C

4. Select one text from the books you read or dealt with and analyse the content with regard to the following questions. Make one connected flow of the analysis instead of commenting on each question .

- (a) Give the title, name of author, publisher, year, and background of author.
 - (b) What is the point of view from which the story is told? (i.e 1st, 2nd, 3rd or omniscient narrator)
 - (c) Select the main character. Does he/she affect other characters and how do they affect him? Do they work together?
 - (d) Select character(s) who is/are minor in the story. Are there any actions, mages or ideas the author depicts about the characters and what are the relationships to the main character.
 - (e) Are there intrinsic and extrinsic forces that urge the author to write as he does e.g. psychological, cultural, political or educational influence?
 - (f) Related to (e) above, does the book stand for an ideology, movement, religion or philosophy
 - Is in its outlook embodied in the text or narrative?
 - Is/she/he successful in archieving what the book stands for?
 - How sensitive is the author to the problems or experiences of real life of society as you know it?
 - How do you judge or rate the diction?
 - What is your personal opinion about the book i.e merits and demerits.
5. Write a brief research proposal on the topic “An Examination of the Influence of Oral literature traditions on Chinua Achebe’s Things Fall Apart”

Your proposal should include the following:

- (a) Introduction
- (b) Statement of the Problem
- (c) Aim of the study
- (d) Objectives of the study
- (e) Research Questions
- (f) Significance of the study
- (g) Research Methodology



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/14 ACADEMIC YEAR

MID YEAR EXAMINATIONS

LIT 5111 – LITERARY THEORY AND CRITICISM

TIME: THREE HOURS

INSTRUCTIONS:

- (i) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.
 - (ii) The question in Section A is compulsory.
-

SECTION A: (Compulsory) (40 marks)

1. Discuss **any one text** of your choice using **any two** critical approaches (eg., feminism, psychological, Marxist, etc). The text you choose **should not** include any of the five texts in the main resource book by Booker.

SECTION B: (Answer ANY TWO questions in this section.) Each question carries 30 marks.

2. EITHER

(a) The Bakhtian approach to criticism at first glance seems to target malcontents and revolutionaries. How appropriate would examples from apartheid South Africa and any people under subjugation apply to this approach?

OR

(b) What do you understand by “déjà vu” or Deconstruction? Is it true or untrue that everyday life is a continuum of “déjà vu”?

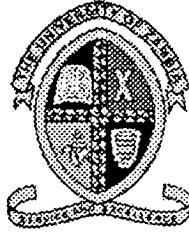
3. Read the passage below and answer the question that follows:

“Language itself conditions, limits, and predetermines what we see. Thus, all reality is constructed through language, so that nothing is simply ‘there’ in an unproblematical way – everything is a linguistic/textual construct. Language doesn’t record reality, it shapes and creates it...” (Peter Barry, *Beginning Theory*)

With reference to any literary text/s of your choice, evaluate the above assertion.

4. Discuss *Anthills of the Savannah* using the feminist critical approach.
5. Discuss *Things Fall Apart* from the perspective of postcolonial theory.

END OF EXAM



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/14 ACADEMIC YEAR

MID YEAR EXAMINATIONS

LIT 5121 – MODERNISM AND POSTMODERNISM

TIME: THREE HOURS

INSTRUCTIONS:

- (i) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.
- (ii) The question in Section A is compulsory.

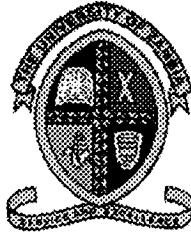
SECTION A: (Compulsory) (40 marks)

1. **Identify and discuss** the tenets of modernism and postmodernism that in your view are **common** to both *White Noise* by John DeLillo and *Ulysses* by James Joyce.

SECTION B: (Answer ANY TWO questions in this section.) Each question carries 30 marks.

2. Discuss the existentialist themes of Ennui, Despair and Suicide in Samuel Beckett's *Waiting for Godot*.
3. Marjorie Perloff, an American literary critic, argues that "Howl" is in many respects 'a poem that honours the principles of Modernism' despite the fact that it has been condemned by some critics for 'bad taste' and vulgarity. Discuss the interplay between modernist devices and perceived vulgarity in "Howl".
4. In his book *Beginning Theory*, Peter Barry states: "Many of the notions which we would usually regard as the basic 'givens' of our existence are actually fluid and unstable things, rather than fixed and reliable essences... There is no such thing as a fixed and reliable truth." Discuss this statement in relation to the content of DeLillo's *White Noise*.
5. Paulo Coelho, a Brazilian writer, has famously accused James Joyce of writing *Ulysses* to impress fellow writers, not to communicate with readers. He adds: 'One of the books that caused great harm was James Joyce's *Ulysses*, which is pure style. There is nothing there. Stripped down, *Ulysses* is a twit.' Evaluate Coelho's controversial statement, indicating whether or not you agree with him.

END OF EXAM



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2012/13 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

LIT 5222 – EUROPEAN DRAMA

TIME: THREE HOURS

INSTRUCTIONS:

- (i) **Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.**
- (ii) **The question in Section A is compulsory.**

SECTION A: (Compulsory) (40 marks)

1. In *A Doll's House* Nora abandons her children for personal freedom, while in *Caucasian Chalk Circle* a woman rescues a child. What comparisons and differences can be drawn in terms of what the two works suggest regarding the concept of a woman as a caring being?

SECTION B: (Answer ANY TWO questions in this section.) Each question carries 30 marks.

EITHER

2. In Samuel Beckett's stories of failure and despair in "More Pricks than Kicks," our anti-hero Belacqua at the end of each attempt slumps into despondency – the Ur posture of despair. To what extent is this symptomatic of the characterisation of his play "Waiting for Godot"?

OR

3. In existentialist terms, notably under Sartre and Camus, discuss the elements that contribute to a character suggesting, after the waiting, that they commit suicide.
4. "Et tu, Brute?" These famous words are uttered by Caesar just before he dies in Act III Scene 1 of Shakespeare's play *Julius Caesar*. These Latin words are translated, "Even you, Brutus?" – an indication of Caesar's disappointment with Brutus for betraying him. To what extent do these words capture the major occurrences of the play?
5. How does the letter in the Helmer's letter box contribute to suspense in Ibsen's *A Doll's House*?
6. Bertolt Brecht was a Marxist who believed that art should deal with the issues affecting the poor masses. To what extent does Marxist thinking influence the content of the *Caucasian Chalk Circle*. You may utilise aspects of Marxist criticism to elaborate your view.

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013/14 END OF YEAR EXAMINATIONS

FULL TIME

LIT 5222 – LITERARY ONOMASTICS

TIME: THREE HOURS

INSTRUCTIONS:

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

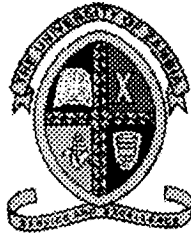
SECTION A: The question in this section is COMPULSORY. (33 Marks)

1. With reference to a Zambian tribe or culture that you are familiar with, demonstrate the cultural significance of personal names.

SECTION B: Answer ANY TWO questions from this section. Each question carries 33 marks.

2. Explain the various ways in which Tutuola uses names in his work.
3. In relation to the content of the story, what is the significance of the use of the adjective “greedy” alongside the name Hyena in the title of Julius Chongo’s *Greedy Hyena*? Do you think there would be a major difference if the title was simply *Hyena*?
4. What similarities do you see between the naming of cattle among the Tonga and the naming of domestic animals (cattle, dogs, etc) in another culture you are familiar with?
5. Demonstrate the relationship between naming and ideology in Ngugi’s *I Will Marry When I Want*.
6. Illustrate the various ways in which the title of Ellen Banda-Aaku’s “Patchwork” reflects the contents of her novel.

END OF EXAM – GOOD LUCK!



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/14 ACADEMIC YEAR

MID YEAR EXAMINATIONS

LIT 5311 – CONTEMPORARY AFRICAN PROSE FICTION

TIME: THREE HOURS

INSTRUCTIONS:

- (i) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.**
- (ii) The question in Section A is compulsory.**

SECTION A: (Compulsory) (40 marks)

1. Select **any two** of the texts you have studied in the course and demonstrate how and why they qualify to be classified as contemporary African prose fiction.

SECTION B: (Answer ANY TWO questions in this section.) Each question carries 30 marks.

2. Some scholars have asserted that Ben Okri's *The Famished Road* is philosophical and not a reflection of 'real life'. Do you agree or disagree? Give reasons for your position.
3. Would you agree with the assessment that Ngozie's *Purple Hibiscus* betrays a woman's perspective on life? Elaborate.
4. To what extent, and in ways, do you think Achebe's novel, *Anthills of the Savannah*, is a reflection of the social, political, economic and gender challenges that face contemporary Africa?
5. Read the following passage from Zakes Mda's *Ways of Dying* (p12):

It is not different, really, here in the city. Just like back in the village, we live our lives together as one. We know everything about everybody. We even know things that happen when we are not there; things that happen behind people's closed doors deep in the middle of the night. We are the all-seeing eye of the village gossip. When in our orature the storyteller begins the story, 'They say it once happened...' we are the 'they'. No individual owns any story. The community is the owner of the story, and it can tell it the way it deems it fit.

The passage is an example of the author's use of the omniscient first-person plural narrator, "we", which is borrowed from the African oral tradition. How effective is the author's use of this narrative technique in this particular novel? Explain.

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013/14 END OF YEAR EXAMINATIONS

FULL TIME

LIT 5412 – GOLDEN AGES OF ENGLISH LITERATURE

TIME: THREE HOURS

INSTRUCTIONS:

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

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

1. With reference to the texts of *Beowulf*, *Great Expectations* and *Sons and Lovers*, explain the changes that occurred in English literature over the passage of time in terms of language, style, theme, setting and characterisation.

SECTION B (66 marks)

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

2. Explain the main factors behind Doctor Faustus' downfall.
3. From your reading of Shakespeare's *Julius Caesar*, would you say Brutus is a hero or villain?
4. Demonstrate how the conflict between good and evil influences events in *Paradise Lost* and *Doctor Faustus*.
5. What is the role of women in the development of the story in *Sons and Lovers*?
6. Discuss man's quest for salvation as contained in *Everyman*.
7. Illustrate how Pip's "expectation" influences events in Dickens' *Great Expectations*.

END OF EXAM – GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013/14 END OF YEAR EXAMINATIONS

FULL TIME

LIT 5512 – AMERICAN LITERATURE AND SOCIETY

TIME: THREE HOURS

INSTRUCTIONS:

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013/14 END OF YEAR EXAMINATIONS

FULL TIME

LIT 5512 – AMERICAN LITERATURE AND SOCIETY

TIME: THREE HOURS

INSTRUCTIONS:

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

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

1. With reference to any TWO texts studied in the course, illustrate the relationship between American literature and society. To what extent, and in what ways, do you think the texts you have chosen reflect the nature of the American socio-cultural context?

SECTION B (66 marks)

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

2. Read the following passage on John Steinbeck's *The Grapes of Wrath* and answer the question that follows:

“The novel’s title is taken from Julia Ward Howe’s *Battle Hymn of the Republic* (second stanza), with its militant spirit that urges an oppressed group to strive for victory over its oppressors. On a symbolic level, the migrants cluster together, like grapes, in their shared misery and anger (wrath). They survive persecutions, hardships, and exploitation only because of their invincible courage.”

Elaborate the above passage in relation to the contents of *The Grapes of Wrath*.

3. “Both Huck and Jim escape from a form of prison or confinement.” Analyse this statement in relation to events in Mark Twain’s *Huckleberry Finn*.
4. What is the significance of the letter A in the development of the story in Hawthorne’s *The Scarlet Letter*.
5. Ralph Ellison’s *Invisible Man* has been described as a story of self-discovery. Evaluate this statement in relation to events in the novel.
6. From your reading of Faulkner’s *The Sound and the Fury*, would you agree that Jason is sadistic? Explain.
7. To what extent and in what ways is Toni Morrison’s *Beloved* a projection of history through the eyes of a slave?

END OF EXAM – GOOD LUCK!

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

FINAL EXAMINATIONS

2013-2014 ACADEMIC YEAR

MA

LIT 5322: AFRICAN ORAL AND WRITTEN POETRY

DURATION: THREE (3) HOURS

INSTRUCTIONS

- a) Answer ONE (1) question from each section.
- b) Translate into English any term given in local languages.

WEIGHT: Examination counts 40% of the whole work.

SECTION A

1. Through oral literature generations have lived to learn about the world and their societies. Discuss this statement in detail and show the importance and significance of orality to human life.
2. For human order and communal life people have come up with systems of culture. This socio-cultural milieu and era signify the various cultural categories e.g. popular culture. Give and discuss in detail the other five (5) categories of culture.

SECTION B

3. A song is a kind of poetry which has a dynamic sweet melody and thus it is used as an appeal, and/or propaganda instrument in various aspects of communal life. Show by example how this statement is true in performing arts, social comments, initiation, etc.
4. Discuss with examples, firstly the proverb and secondly the riddle:
 - (a) Definition of the proverb
 - (b) Five functions of the proverb
 - (c) Definition of the riddle
 - (d) Five functions of the riddle

SECTION C

5. Through the creative works of the poet you dealt with, discuss how poets depict the ethics of their own people. Show also the impact and conflict exerted by acculturation on indigenous life styles.
6. By referring to one book you dealt with on poetry discuss the prevalence of intertextuality and interculturality and how they impact on each other.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS 2013/14
MCD 5110: DEVELOPMENT, COMMUNICATION OF INNOVATIONS
AND CHANGE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A AND THEN ANY THREE (3) FROM SECTION B.

SECTION A

Case Study

Effective Communication as a Motivator

1. One common complaint employee's voice about supervisors is inconsistent messages. Meaning one supervisor tells them one thing and another tells them something different. Imagine you are the supervisor/manager for each of the employees described below. As you read their case, give consideration to how you might help communicate with the employee to remedy the conflict. Answer the critical thinking questions at the end of the case.

Chanda is a 27 year old who is a foodservice manager at a casual dining restaurant. Chanda is responsible for supervising and managing all employees in the back of the house. Employees working in the back of the house range in age from 16 years old to 55 years old. In addition, the employees come from diverse cultural and ethnic backgrounds. For many, English is not their primary language.

Chanda is ServSafe® certified and tries his best to keep up with food safety issues in the kitchen but he admits it's not easy. Employees receive "on the job training" about food safety basics (for example, appropriate hygiene and hand washing, time/temperature, and cleaning and sanitizing). But with high turnover of employees, training is often rushed and some new employees are put right into the job without training if it is a busy day. Eventually, most employees get some kind of food safety training.

The owners of the restaurant are supportive of Chanda in his food safety efforts because they know if a food safety outbreak were ever linked to their restaurant; it would likely put them out of business. Still, the owners note there are additional costs for training and making sure food is handled safely.

One day Chanda comes to work and is rather upset even before he steps into the restaurant. Things haven't been going well at home and he was lucky to rummage through some of the dirty laundry and find a relatively clean outfit to wear for work.

He admits he needs a haircut and a good hand scrubbing, especially after working on his car last evening. When he walks into the kitchen he notices several trays of uncooked meat sitting out in the kitchen area. It appears these have been sitting at room temperature for quite some time. Chanda is frustrated and doesn't know what to do.

He feels like he is beating his head against a brick wall when it comes to getting employees to practice food safety. Barry has taken many efforts to get employees to be safe in how they handle food. He has huge signs posted all over the kitchen with these words: KEEP HOT FOOD HOT AND COLD FOOD COLD and WASH YOUR HANDS ALWAYS AND OFTEN.

All employees are given a thermometer when they start so that they can temp food. Hand sinks, soap, and paper towels are available for employees so that they are encouraged to wash their hands frequently.

Questions:

- What are the communication challenges and barriers Chanda faces?
- What solutions might Chanda consider in addressing each of these challenges and barriers?
- What Standard Operating Procedures (SOPs) would be helpful for Chanda to implement and enforce?
- What are some ways Chanda might use effective communication as a motivator for employees to follow safe food handling practices? (40 Marks)

SECTION B

2. It is often argued that many social services are delivered on a non-participatory basis and usually fail. Discuss the various ways to promote target adopter's participation in any social change campaign. (20 Marks)
3. First define an *innovation*, and then in some appreciable detail, outline the components of the *innovation development process*. (20 Marks)
4. It is often argued that the influence and power of the mass media is exaggerated. With reference to social or behavioural change campaigns, discuss some of the factors that dilute mass media impact. (20 Marks)
5. The idea behind media interventions and peace-building is clearly a problematic link to make. Discuss the mainstream line of thought behind 'media and peace-building'. (20 Marks)

End of Examination

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End of Examination



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

END OF ACADEMIC YEAR EXAM 2014

**COURSE: MCD 5220 – COMMUNICATION & COMMUNITY
MOBILISATION FOR DEVELOPMENT**

INSTRUCTIONS:

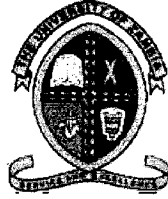
- Answer **FOUR** questions only
- Question **SIX** is compulsory

Duration: Three Hours (3 hrs)

Date: 23/07/2014

1. You are one of the panelists as a discussant on African Freedom Day. While others are happy with the political liberation of many African countries, you pull an argument about the ravaging poverty. Briefly and precisely discuss issues of poverty and the way out.
2. You have just been employed by a new Organisation headed by an imposing and over-zealous know-it-all Country Director. You are the Project Officer and your Organisation wants to advocate for tree-planting in Sesheke. Kindly argue your case out why your approach should be to facilitate rather than advocate.
3. You are working for the Ministry of Lands as Public Relations Officer. You want to embark on a programme to sensitise the public against land grabbing and encroachment. What methods are you going to use?
4. Illustrate the way Members of Parliament should be talking in their constituencies so that they are effective.
5. You are a new and over-zealous Member of Parliament highly involved in your constituency. At the beginning projects were going on well but unfortunately people do not seem to have the fire and enthusiasm they initially had.
 - (i) What could be some of the reasons?
 - (ii) What are going to do to boost up their low spirits?
6. Write a project proposal for funding.

**GOOD LUCK, ALL THE BEST
&
BON VOYAGE**



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

MID TERM EXAMINATIONS FOR 2013 – 2014 ACADEMIC YEAR

**COURSE: MCS 5311 – MEDIA ETHICS, PRINCIPLES &
PRACTICE**

INSTRUCTIONS:

There are two (2) sections in this paper: A & B

- **Answer ALL the FIVE questions in section A**
- **Answer THREE (3) questions only in section B**
- **Question 7 is compulsory**

Duration: Three Hours (3 hrs)

Date: 26/02/2014

SECTION A

1. Would you explain cardinal points media practitioners need to know in order to observe media ethics. (5 marks)
2. Why is it that even in events like Big Brother and places like brothels and compounds like Chibolya, they also need a system of ethics? (5 marks)
3. Why is it important for media practitioners to observe media ethics? (5 marks)
4. List and explain at least 6 major types of ethics. (5 marks)
5. Why is culture an important ingredient in ethics? (5 marks)

SECTION B

6. A senior government personnel over drunk last night. He fails to drive himself home and sleeps with his girl friend in the car in front of the pub. As you come for work around 09:00 hrs, you come across this scene. You are tempted to take pictures and send them to MUVI TV for "Picture of the Day". Explain how you will arrive at an ethical decision. (7 marks)
7. Summarise the key aspects of Siebert's four theories of the press and the later attempts at coming out with African-based theories thereby also, highlighting challenges faced by modern scholars in articulating new normative theories of the media for modern democracies. (11 marks)
8. In talking about the application of ethics, how would you rate the following:
 - (a) The public media and freebies, junkets and perks.
 - (b) Muvi TV and accidents and death.
 - (c) The Post newspaper and conflict of interest.(7 marks)
9. All things being equal, what qualities should any media practitioner have? (7 marks)

GOOD LUCK & ALL THE BEST



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

FINAL SECOND SEMESTER EXAM 2013

COURSE: MCN 5062 – ADVANCED MEDIA LAW

INSTRUCTIONS:

- 1. Answer FIVE questions only**
- 2. Question two (2) is compulsory**

Duration: Three Hours (3 hrs)

Date: 04/09/2013

1. What is the Zambian government doing about pirated media products?
2. The Zambian Watchdog seems to be a freewheeling media and causing headache to the government. Infact government has been trying to clamp it down but to no avail. It is a bastion of truly freedom of expression and freedom of the press. As can be learnt from the Watchdog or Tumfweko, they have no fixed operational premises or expensive printing press. That means anybody with access to a computer, a modem and a little software can share his/her thoughts with the world through these Online media. However, even though they enjoy press freedom, the Watchdog and Tumfweko are also intensely personal and highly opinionated which makes them different from the dreary realm of meticulously sourced and fact-checked traditional journalism. Hence Online media are a law unto themselves. Or are they?
3. How utopian or real is press freedom here in Zambia?
4. Investigative reporting by its nature involves actions which are sometimes dishonest, fraudulent and illegal. Thus, investigative reporters sometimes use deceptive methods to get the information they want and in many instances err during this process. However, these deceptive methods are justified if the continued concealment of such information would be to the disadvantage of the general public.
 - (i) Mention at least 5 statutory instruments which could be cited as hindering investigative journalism.
 - (ii) Give at least one example of how the successful Presidents here in Zambia have muzzled the press by citing the powers they have.
5. The Ministry of Information and Broadcasting is coming up with a Media and Communication Policy. Which media laws should be totally omitted and why?
6. The right to free expression often collides with other competing interests. Sometimes there is no legal remedy for types of journalistic misconduct that can upset readers, listeners and viewers. A court is sometimes not the best place to resolve journalistic disputes. How else can these issues be settled and why?

GOOD LUCK AND ALL THE BEST



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

FINAL SECOND SEMESTER EXAM 2013

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GOOD LUCK AND ALL THE BEST



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

P.O. Box 32379

Lusaka

SECOND SEMESTER EXAMINATIONS 2012-2013

MCN 5072

DURATION: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

SECTION A

ANSWER ALL QUESTIONS FROM THIS SECTION

1. Write brief explanatory note on the following in media ethics:
 - a) Categorical imperative
 - b) Hedonism
 - c) Cardinal virtues
 - d) Strengths & weaknesses of Utilitarianism
 - e) Subjectivism vs emotivism
 - f) Advantages of duty ethics
 - g) Golden mean
 - h) Ethics Vs morals
 - i) Alistair McIntyre's three questions at the heart of moral thinking
 - j) Weaknesses of virtue ethics approach

10 Marks
1. Compare and contrast the ethical principles of Public Relations ethics and those of advertising media.

10 Marks
2. Compare and contrast the approaches to ethics of Emmanuel Kant and that of William David Ross.

10 Marks
3. Discuss the issues surrounding the idea of supernaturalism as a guide for media ethics.

5 Marks
4. Compare and contrast the ethics of Journalism and ethics of Communication for Development.

SECTION B

ANSWER ONLYTHREE QUESTIONS FROM THIS SECTION

5. What are the main challenges to the growth of PR ethics in Zambia? Suggest workable solutions, and make specific reference to Zambia`s experience with the Gabon Air Disaster of April 27, 1993 in which a Zambia Air force De Havilland Buffalo AF 319 crashed with the loss of the crew, officials and the Zambia national football team . 20 Marks
6. Analyze Bok`s model as a tool for resolving media ethical issues. 20 Marks
7. You are hired by government as consultant on entertainment media in Zambia. Examine the issues you would present as deserving attention to ensure that the country has a free, but responsible industry. 20 Marks
8. Using the knowledge, attitudes and practices you have acquired in the ethics course, briefly examine the argument that “citizen journalists” is a misnomer for the people who go by that title. 20 Marks

TOTAL MARKS

100 Marks

END OF EXAMINATION



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

FINAL SECOND SEMESTER EXAM 2013

COURSE: MCN 5082 – COMMUNICATION POLICY AND PLANNING

INSTRUCTIONS:

Answer only ONE question in SECTION A

Section B is compulsory

Duration: Three Hours (3 hrs)

Date: 26/08/2013

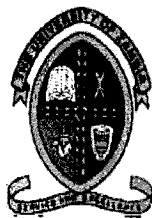
SECTION A

1. Street vending in Lusaka and other towns here in Zambia is here to stay. As a young vibrant minister in charge of the Ministry of Local Government and Housing, you cannot condone this nonsense. Kindly draw a strategic plan to wipe out street vending within three (3) years.
2. In preparing for a national communication policy, discuss the background preliminary networking you need to put in place.

SECTION B

Kindly read the draft Communication Policy and make a critique.

GOOD LUCK & ALL THE BEST



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

P.O. Box 32379

Lusaka

SECOND SEMESTER EXAMINATIONS 2012-2013

MCN 5112 CURRENT ISSUES IN COMMUNICATION FOR DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

SECTION A

ANSWER ALL QUESTIONS FROM THIS SECTION

1. Write brief explanatory notes on the following in communication for development:
 - a) Parliamentary privilege
 - b) Categorical imperative
 - c) Defenses in defamation
 - d) Prior informed consent
 - e) Blasphemy
 - f) Women in rural Zambia
 - g) JIT
 - h) Hegemony
 - i) Sedition
 - j) Treating HIV-AIDS

10 Marks
2. Compare and contrast the contempt of parliament with contempt of court.

10 Marks
3. Compare and contrast ethics with Laws.

10 Marks
4. Discuss continuous quality improvement as a centerpiece for communication for development.

5 Marks
5. Discuss the pros and cons of having the Secrets Act in Zambia.

5 Marks

SECTION B

ANSWER ONLYTHREE QUESTIONS FROM THIS SECTION

6. Discuss the Longwe framework as a tool for empowering women in Zambia. 20 Marks
7. Examine the communication and acceptance issues surrounding the Intestate Succession Act (1989) in Zambia. How might we turn things around? 20 Marks
8. Zambia hires you as a consultant on Anti-malaria communications in Zambia. Examine the issues you would present as deserving attention to ensure that the country soon eliminates malaria. 20 Marks
9. Examine the factors of production and how these may be exploited for development projects. 20 Marks

TOTAL MARKS

100 Marks

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS 2013-0

MCN 5132: COMMUNICATION OF INNOVATIONS

TIME: THREE HOURS

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

SECTION A

1. Innovation diffusion theory is the foundation of Extension agriculture outreach methods. The theory predicts that an innovation will initially be adopted by a small group of innovative farmers and later diffused to other farmers. Over the past 30 or so years, the theory has been criticized for favouring large wealthy farmers and increasing the inequities in rural areas.
 - i. By utilizing innovation diffusion theory, have we caused harm to the population we serve?
 - ii. Because this theory has such an influence on our approach to outreach, why haven't we kept up with developments in the evolution of this theory?
 - iii. What can we change to make our application of this theory consistent with current knowledge? (40 Marks)

SECTION B

2. It has been argued that the cascading diffusion of "inner city problems" of disease and disorder in Zambia--from the huge marginalised inner city (compound) communities of Lusaka, to smaller cities (such as Kitwe and Ndola), and then from these central cities into surrounding more affluent areas--following the pattern of the daily journey to work are a result of poor or bad policies. Public policies and economic practices which increase marginalisation act to damage the "weak ties" of the community social networks which, for instance, bind Lusaka City neighbourhoods into functioning units. Spreading disease and disorder can be interpreted as indices of the resulting social disintegration, which is driven by policy. This "failure of containment" in Zambia should serve as a warning for cities in Africa against reducing the municipal and other services that they provide to "unpopular" subpopulations. What is your view of the above argument? (20 Marks)
3. Diffusion of information technology in a developing world context is difficult due to the fact that most of the targeted communities are in market neglect environments. In these

environments the client base is marginalised, small or with low economic power. Consequently, the prospect for immediate return on investment or profit in the short or medium term is low in these environments. It has become apparent that a new or adapted methodology is needed to ensure the effective diffusion of innovations in market neglect communities. Using your knowledge of Diffusion Theory, pin down (with examples) the unique problems experienced when developing social change campaign proposals for market neglect areas and identify tools and methods required in a development methodology to address these problems in order to improve the diffusion of innovations in market neglect areas.

4. The adoption of appropriate innovations is an important issue in agricultural development. However many development project officers fail to use strategies to identify and select opinion leaders who can leverage the diffusion and adoption process. If you were the project manager, how would you go about in addressing this issue? (20 Marks)
5. Everett Rogers argues that consequences of adoption are an area that needs further research because of the biased positive attitude that is associated with adoption of an innovation. What does he mean by this? (20 Marks)

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA EXAMINATIONS

FEBRUARY-MARCH 2014
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
P.O. Box 32379
Lusaka

MMC 5001: COMMUNICATION RESEARCH METHODOLOGIES AND TECHNIQUES

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

SECTION A: ANSWER ALL QUESTIONS

1. Write brief explanatory notes on 10 threats to validity in research. 10 Marks
2. Explain the various types of validity. 10 Marks
3. Explain the pitfalls in opinion polls research. 5 Marks
4. What are the advantages and disadvantages of quantitative research. 5 Marks
5. Compare and contrast ethnography with netnography. 10 Marks

SECTION B: ANSWER ONLY THREE QUESTIONS IN THIS SECTION

6. Compare and contrast the method of "Grounded research" with that of "quantitative survey." 20 Marks
7. Government is worried that cultural imperialism is slowly eating into Zambian culture, but have no evidence to prove or disprove this fear. Design a research strategy which will gather the required evidence from broadcast programmes for decisions to be made. 20 Marks
8. Discuss the methodologies and processes involved in designing a quantitative questionnaire. 20 Marks
9. A speech has been prepared for a Minister to read at a consultation forum in which he/ she is to state that as a cost-cutting measure, he/ she intends to stop all funding for Social Science Research in public universities. He/ she gives you the speech to read and advise on, before the day of the speech. Write up a brief for the minister to argue an intelligent and constructive course for the government. 20 Marks

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2013-2014
MMC 5002 COMMUNICATION RESEARCH STATISTICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

SECTION A: ANSWER ALL QUESTIONS FROM THIS SECTION

1. Write brief explanatory of the following:
 - a. Normal curve
 - b. Confidence level
 - c. P value
 - d. Type II Error

10 Marks
2. Compare and contrast correlation analysis with regression in statistics. 10 Marks
3. Below is a table indicating the lengths of sound bites against Gender-Based Violence (GBV) aired over a period of seven months during the main news on United Africa TV station.

Length of sound-bite	Total
05-09 seconds	10
10-14 seconds	19
15-19 seconds	30
20-24 seconds	50
25-29 seconds	11

- a. What is the relative frequency of sound bites which are 15-19 seconds long?

5 Marks
- b. Explain the pros and cons of the use of this type of data. 5 Marks
4. a. Given an Alpha level, $\alpha = 0.05$, a sample $n=100$, standard deviation $s=1.3$, and assuming a mean of 60.1 seconds in length of lead news story, calculate the confidence interval estimate of the mean. 5 Marks
 - b. Interpret the result 3 Marks
 - c. Explain the meaning of the point estimate in this question. 2 Marks

10 marks

5. Examine techniques of sampling the target population used when conducting quantitative surveys.

10 marks

SECTION B: ANSWER ONLY THREE QUESTIONS FROM THIS SECTION

6. The views of audience regarding Big Brother Africa television reality show are recorded on the table below. Using a suitable formula and test of significance, determine whether chance, or not, explains the findings in the table (Alpha level $\alpha = 0.05$). After completing the test, interpret the results.

	Happy with Big Brother	Not Happy Big Brother
Male	200	250
Female	250	300

20 Marks

7. a) A university communications school gets the following percentage scores in an international competition: Infrastructure: 60.7, Teaching & research: 47. The mean for Infrastructure is 55.1, and the mean for Teaching and Research is 40. The standard deviation is 1 in Infrastructure, while that for Teaching and research is 2. In which subject area did the school do better? 10 Marks
- b) Explain your results. 5 Marks
- c) Briefly explain the choices of test statistic available when one has a skewed distribution. 5 Marks
8. Following are column centimetre lengths of stories in support of rapid planned industrialisation in Africa: 9, 7, 5.5, 9, 7, 5, 5, 7, 10, 7. Calculate the
- a) Mean,
 - b) Median,
 - c) Mode,
 - d) Range and,
 - e) Standard deviation,
- Interpret each answer.** 20 Marks

9. For the figures given in question 8, calculate the following:
- a) The first and third quartile
 - b) The Inter-quartile range
 - c) The Tri-mean.
 - d) How do the quartiles relate to percentiles?
- Remember to also **interpret each answer from a), b), and c).**

20 Marks

END OF EXAMINATION



UNIVERSITY OF ZAMBIA EXAMINATIONS
2014-201
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
P.O. Box 32379
Lusaka
MMC 5111 COMMUNICATION FOR PEACE AND CONFLICT RESOLUTION

DURATION: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

SECTION A

ANSWER ALL QUESTIONS FROM THIS SECTION

1. Write brief explanatory notes on the following in peace and conflict communications:
 - a) Divide et impera
 - b) Cold war
 - c) Propaganda
 - d) Conflict management
 - e) Zero sum outcomes in conflict
 - f) Active listening
 - g) Martin Luther King
 - h) Kenneth Kaunda
 - i) Nelson Mandela
 - j) Mahatma Gandhi

20 Marks
2. Africa's numerous ethno-linguistic groups are both a blessing and problem for the maintenance of peace. Explain 10 Marks
3. Briefly describe how a culture of violence might develop in a society. Also suggest ways in which it might be overcome. 5 Marks
4. Discuss the imperatives in the work of a journalist covering potential or real conflict. 5 Marks

SECTION B

ANSWER ONLY THREE QUESTIONS FROM THIS SECTION

5. Briefly discuss the Rwandan 1994 genocide in relation to a chosen model for tackling conflict.

Pay special attention to available means before conflict happens, during and afterwards.

20 Marks

6. Discuss Terrell Northrup's ideas on escalation of conflict with special attention to the role played by communication.

20 Marks

7. Examine Johan Galtung's model of journalism in relation to conflict resolution.

20 Marks

8. Compare and contrast two religious world outlooks which are ingredients in the quest for world peace during the 21st Century.

20 Marks

TOTAL

100 Marks

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS 2013/14
MMC 5120: INTERNATIONAL COMMUNICATION AND RELATIONS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN SECTION A AND THEN ANY THREE (3) FROM SECTION B.

SECTION A

1. In International relations and communication, why is theory important in understanding world politics? (10 Marks)
2. What exactly do we mean by new media and how has it changed the media environment? (8 Marks)
3. The rise of new technology has been described as a central part of modern globalisation. Explain this. (6 Marks)
4. Define international trade and explain its importance to national and world economics. (8 Marks)
5. What is international communication and why is it necessary in the world? (6 Marks)

SECTION B

6. According to Daya Kishan Thussu, "Communication has always been critical to the establishment and maintenance of power over distance." Critic this assertion. (20 Marks)
7. It has been argued by people such as Headrick (1981) that the new communication technologies of the 19th century 'shattered traditional trade, technology and political relationships, and in their place, they laid the foundation for a new global civilisation based on western technology.' What is your view on this? (20 Marks)
8. For over 300 years, the nation-state has been the main organising principle in the world. State governments fight wars, protect their citizens, collect taxes, and provide services for everyday life. In the era of globalisation, is this state power being challenged? (20 Marks)

9. Gender scholarship encompasses a variety of strands of work, but all have in common the insight that gender matters in understanding how International Relations work – especially in issues relating to war and international security. Why is this so? (20 Marks)

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2013-2014 EXAMINATIONS
MMC 5310: COMMUNICATION THEORY AND PROCESS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

SECTION A: ANSWER ALL QUESTIONS FROM THIS SECTION

1. Compare and contrast the main elements of Mass Society Theory with those of Critical Theory in Mass Communication. In so doing, briefly discuss how and why Critical Theory evolved from the Mass Society Theory 8 Marks
2. Write brief explanatory notes on each of the following:
 - a) Context of Interpersonal Communication (IPC)
 - b) Nature and type of noise in communication
 - c) Quality circles
 - d) Group think 8 Marks
3. Write brief explanatory notes on the following:
 - a. Magic bullet theory;
 - b. Two-Step flow of information;
 - c. Role of opinion leaders in the transmission of messages
 - d. Cultural Imperialism theory 10 Marks
4. Compare and contrast Group communication with interpersonal communication. 8 Marks
5. Explain the main precepts of politeness theory. 6 Marks

SECTION B: ANSWER ONLY THREE QUESTIONS IN THIS SECTION

6. Briefly describe the main elements of the **Spiral of Silence Theory** and relate this theory to any one of your choice of recent published events concerning the operations of the Zambian Government in 2014. 20 Marks
7. You have been appointed communications advisor to a senior political leader who, in her brief to you states that in her experience she has realized that “the written speech is the message.” She goes on to emphasises the point: “Your role

will be to draft and polish my written speeches to perfection, no more, no less.”
Outline a response to your new employer based on communication theory.

20 Marks

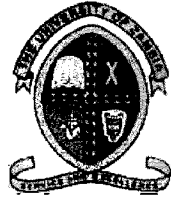
8. Under **Agenda Setting Theory**, the media are said to set the public agenda; but is it possible that the public also sets the agenda for the media? Discuss.

20 Marks

9. Examine the main theses of **systems theory** as a tool of communication.

20 Marks

END OF EXAMINATION



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

END OF ACADEMIC YEAR EXAM 2014

COURSE: MMC 5322 – MEDIA LAW, PRINCIPLES & PRACTICE

INSTRUCTIONS:

Answer FIVE (5) questions only

Duration: Three Hours (3 hrs)

Date: 25/07/2014

1. How do you think the copyright law is being effected in Zambia? Discuss.
2. You are a free lance journalist. Discuss whether you are under any obligation in exercising media freedom or not.
3. What else should be changed or improved upon in the current draft Constitution concerning the media terrain?
4. Evaluate press freedom in Zambia?
5. A journalist is supposed to be transparent, accountable and honest in one's mission. Are there any circumstances when deceptive methods would be justified? Explain.
6. The right to freedom of expression often collides with other competing interests. Sometimes there is no legal remedy for types of journalistic misconduct which can upset readers, listeners and viewers. A court is sometimes not the best place to resolve journalistic disputes. In such a situation, what then is the alternative and why?
7. Should government gag social media or not? Discuss.

**GOOD LUCK, ALL THE BEST
&
BON VOYAGE**

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

2014 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 511 THE THEORY AND PRACTICE OF PUBLIC ADMINISTRATION AND MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS WITH AT LEAST ONE QUESTION FROM EACH PART

PART ONE

1. Public Administration is understood in terms of two perspectives. Outline and critically discuss these perspectives and how they relate to each other in the theory and practice of Public Administration. Illustrate your answer with examples from the Zambian public administration system.
2. Identify any four of the common approaches to the study of Public Administration. For each of the approaches identified, mention the prominent advocates and critically discuss the main points of departure, key issues of focus and the criticisms leveled against it.
3. Explain in some detail the basis for the claim that “the concept of **Organization Theory** is integrative”. What theoretical perspectives does it integrate? Drawing from Herbert Simon’s theoretical perspective, show why **Decision Making** is the central element or ingredient of this integration?
4. Identify and discuss the three sources of legitimacy in the early German reality which Max Weber used in defining ideal Bureaucracy. What are the main tenets of Weber’s ideal bureaucracy? Illustrate the significance of these tenets of bureaucratic organization in one of Zambia’s public organizations.

PART TWO

5. In relation to the key elements of the Managerial Programme upon which the New Public Management (NPM) is anchored, discuss at least four ways in which the objectives of its four themes can be achieved. What do you consider to be the possible weaknesses of NPM?

6. Decision Making is considered as the central job of the Managers. Why is this so? Critically discuss the main steps in the Decision Making process highlighting the key elements and considerations of each step.
7. What is understood by the term “Change”? Why is “Change” said to be the “*raison d’etre*” of Management in organizations? Outline the main forces of “Change” and critically discuss the roles people and organizations play in it and its common effects on them.
8. It is said that “people are remarkably adaptable and can cope with, and generally accept, ‘Change’ as a natural fact of life”. Yet a common bottleneck to success in many organizations is resistance to “Change”. Why do people resist “Change”? Which ways can we use to overcome resistance to “Change”?

END OF EXAMINATION

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

2014 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 5120: PUBLIC POLICY ANALYSIS

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER THREE QUESTIONS WITH AT LEAST ONE
FROM EACH PART**

PART ONE

1. Identify and critically discuss the three main forms of Policy Analysis and show how they help in understanding the dialectics of policy systems and the resolution of the contradictions inherent in Policy Analysis?
2. What are the main aims of “Forecasting” in Policy Analysis? Describe the three forms of “Forecasting” and the key issues (i.e. objects, bases and techniques) that are must be answered in selecting the appropriate approach to be used in the analysis.
3. Critically discuss the role of Policy Argumentation in Policy Analysis. Identify and exemplify the six elements of a Policy Argument.
4. Discuss and exemplify how the policy-analytic procedure of Recommendation relates to the concepts, processes and problems of Multiple Advocacy, Advocacy Claims, Simple Choice and Complex Choice models.

PART TWO

5. What is monitoring? Outline and critically discuss the main roles and functions which monitoring plays in the transformation of policy-relevant information about policy actions and outcomes. With reference to any public policy you know, exemplify the application of at least three of the major functions of monitoring.
6. There are four common approaches to monitoring, namely: social systems accounting, social auditing, social experimentation and research and practice synthesis. Outline, critically discuss any **two (2)** of these approaches. For each of the approaches discussed, exemplify with at least **two (2)** appropriate techniques.
7. Identify and discuss the main features and functions of policy evaluation. Identify any **four (4)** of the criteria for evaluation and show how they can be used in the evaluation of any public policy or policies you know.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FINAL EXAMINATION, 2013.

PAM 5122:Policy Analysis.

Time: Three Hours.

Instructions: Answer any **THREE** questions from the list below. Take account of good grammar and relevant illustrations.

1. Identify the objectives of Policy Analysis and demonstrate how this is significant in national policy dynamics.
2. Argue out the case, by providing illustrations on the ground, that incrementalism is a balanced approach towards policy making in any country.
3. Using a diagrammatical illustration, show and abundantly discuss how the plural paradigm operates in policy dynamics.
4. Explain the concept of policy advocacy in the policy process and provide details that can lead it to success or failure in policy adoption.
5. What is the significance of rank order comparison in policy analysis and demonstrate by conceiving your own rank order of issues in any state policy of your choice.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL ADMINISTRATIVE STUDIES
FINAL EXAMINATIONS 2013

PAM 5142: Public Policy Choice 11.

Instructions: Answer any three of the following questions, taking account of good grammar and concrete illustrations.

1. What, in your view, are the main corner-stones of Zambia's Decentralization Policy and what obstacles has it faced in its implementation process?
2. Identify the central problem in the Environmental Policy of Zambia, and discuss how the state has been attempting to solve the problem.
3. If the Investment Policy has cross-cutting issues, show how its process of formulation has been characterized by the Plural Approach.
4. Explain concepts such as Explicit and Implicit Science and Technology policy. Why have many governments, including that of the United States, centralized under political control the administration of science and technology?
5. Why, do you think, the Zimbabwean Land Policy has been more controversial than that of South Africa, and yet the two policies have been conceived under almost similar political environments?

END OF EXAMINATIONS

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
JULY, 2014 FINAL EXAMINATION**

PAM 5215: DEVELOPMENT ADMINISTRATION

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

1. What deficiencies would you identify with the colonial type of administration in Northern Rhodesia and what reforms would you have instituted if you were there shortly after the attainment of sovereign rule?
2. Explain the dependency theory of development. Why is it still valid in today's international trade transactions among countries?
3. Distinguish between quantitative and qualitative dimensions of development. Why are the two important to determine the pace of a country's economic progress?
4. Why do some scholars argue that economic development is a pre-requisite for social development?
5. What weaknesses, do you think, still prevail in the Zambian state bureaucracy, and which capacity measures would you suggest to be introduced to improve its performance?
6. If you were to conduct a comparative study of administration between Zambia and South Africa, which criteria would you use and why?

END OF EXAMINATION

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

2014 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 5315: HUMAN RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Recruitment, Selection and Placement are activities that every organization has to undertake if it has to compete through the human resource. Define and differentiate the three concepts. Identify and critically discuss the key stages in the recruitment, selection and placement processes.
2. Write brief notes on three (3) of the following main activities of the Human Resource Management process. Why are they critical in building organizations' competitive advantage through people?
 - i) Work-flow Analysis and Design
 - ii) Performance Appraisal
 - iii) Strategic Human Resource Management
 - iv) Performance Management Cycle
3. What is understood by the term "Employee Relations"? Identify and discuss the three common methods or ways on which managers of organizations focus in managing conflict. Discuss the attendant trade-offs of each method or way.
4. Human Resource Management is referred to as "a strategic issue". Drawing from a critical analysis of the growth and development of the current conception of Human Resource Management, exemplify this view.
5. The words "Before", "During" and "After" aptly describe the three basic stages of the Human Resource Management process? Briefly outline what each stage is and what it involves.
6. What is understood by Human Resource Planning? Using examples from organizations you know, outline and describe the main steps in the human resource planning process.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
FINAL EXAMINATIONS, 2013.

PAM 5342: Policy Programme Evaluation.

Instructions: Answer any three of the following questions, taking account of good grammar and concrete illustrations.

1. Identify probable evaluators of state policies and point out their inherent strengths and weaknesses.
2. If face validity is emotional, what is practically proven as concretely true in an electoral contest and why?
3. Demonstrate the validity and invalidity of research instrument administration in a research exercise.
4. If **efficiency** and **effort** are some of the dimensions in policy programme evaluation, what are their distinguishing features?
5. Propose plausible actions that you would take to enhance validity of inferences in your evaluation exercise.

END OF EXAMINATIONS

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

PAM 5355: Local Government Administration examination.

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

1. Identify the elite in the local governance of Zambia and discuss a catalogue of challenges they do grapple with in their areas of jurisdiction.

2. If you were asked to institute reform to the Zambian local government system to make it a more viable tool for various dimensions of development, what suggestions would you advance?

3. What challenges in the post apartheid era is South Africa facing which Zambia is not confronted with today in the local governance practice?

4. Argue out the assertion that the colonial local government system in Zambia was a blessing in disguise.

5. Compare and contrast the local government system in unitary and federal states anywhere in the world.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PAM 5362: SELECTED TOPICS IN PUBLIC MANAGEMENT

TIME: THREE (3) HOURS

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

SECTION A

1. Write five (5) titles of influential articles that you read in the course “Selected Topics in Public Management” (PAM 5362). In each case:
 - (a). State the exact title of the article;
 - (b). State the names of the author of the article; and, finally,
 - (c). Write a one-paragraph summary of the key issues contained in the article.

(20 Marks)

SECTION B

2. The Zambian people appear to be dissatisfied, and genuinely so, with the performance of their Civil Service. Their perceived dissatisfaction stems from their observations that the majority of their civil servants: generally do not seem to take their work seriously; often report late for work; often knock off early from work; often lose or misplace people’s files or records; generally take longer than expected, to attend to basic issues (underperform); often abuse government property, such as motor vehicles, telephones and stationery; and are generally involved in corrupt practices. Imagine that you are a consultant in job performance. Using the four managerial techniques of improving work performance in public organizations, which you studied in PAM 5362 (Selected Topics in Public Management), write a concise essay in which you present several measures which, if implemented properly, can improve the performance of the Civil Service in Zambia **(15 Marks)**.

PTO

3. Andrew D. Szilagyi, Jr. (1981: 533) asserts that “The most visible conflict that is caused (or can be caused) by an organization’s structure is the relationship between line managers and their subordinate employees”. Using your knowledge of organizational conflict, identify and critically examine the bases, or foundations of such conflict, and suggest how these bases can be remedied **(15 Marks)**.

4. What are the main approaches to the study of leadership, and how useful are they? Some scholars assert that leadership and management are one and the same thing while others argue otherwise. What is your take on this matter? **(15 Marks)**.

END OF EXAMINATION. GOOD LUCK!

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

2014 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 5434: RESEARCH METHODS AND TECHNIQUES IN PUBLIC ADMINISTRATION

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. A prerequisite for effective research in any discipline is the knowledge of the theoretical and practical bases of the subject or discipline or phenomenon being investigated. As a student of Public Administration, identify and critically discuss four areas of research common to it and highlight the main objectives of each area. What are the common problems of conducting research in Public Administration and how can they be overcome?
2. Identify and critically discuss four of the common types of social research you may use in Public Administration research? Outline the basic elements or features, main purposes, strengths and weaknesses of each of types of research you have identified.
3. Explain the relationship between Science, Knowledge and Research. In doing so, you will need to critically establish the scientific context of research by critically answering the following questions:
 - i) What is “science”?
 - ii) What are the presuppositions of “science”?
 - iii) What is “knowledge”?, and
 - iv) What is “research”?How do these concepts relate to the understanding, explanation and prediction of the causes and effects of social phenomena?
4. Describe the main stages of a scholarly or scientific research process? What are the critical points to observe at each stage of the research process in order to improve the validity and reliability of data and the inferences to be derived from them?
5. What is “sampling” as used in scientific research? Outline and critically discuss at least four sampling methods you know, highlighting the basis, merits and demerits of each.

6. What do you understand by the term research? Why do people conduct research? In order to conduct their research processes more effectively and speedily, all researchers enlist the assistance of specific “tools of research”. Identify and critically discuss four of the basic “tools of research” and show how each of those tools assists the research process.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2013-2014 ACADEMIC YEAR

M. A. FINAL EXAMINATIONS

PHL5011: RESEARCH METHODS IN APPLIED ETHICS

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

1. Social research involves philosophical assumptions and knowledge claims that are not always acknowledged. With this in mind, explain the meaning of the following that can determine the direction of the research:
 - (a) Postpositivism;
 - (b) Constructivism;
 - (c) Advocacy/Participatory;
 - (d) Pragmatism.

2. Qualitative research can be carried out within different methodological frameworks. Explain the meaning of the following methodological approaches giving an example in each case:
 - (a) Biography;
 - (b) Phenomenology;
 - (c) Grounded theory;
 - (d) Ethnography;
 - (e) Content analysis;
 - (f) Case study.

3. Observation and participation are related together in different ways in scientific research. Discuss, with examples, different ways in which they can be related.

4. In-depth interviewing involves problems on the part of the interviewer as well as on the part of the interviewee. Discuss critically some of the problems involved.

5. Ethical issues are essentially involved in social science research. Discuss some of these issues with reference to the following:
 - (a) the research process itself;
 - (b) the participants in the research.

END OF EXAMINATION

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

2013/14 END OF YEAR FINAL EXAMINATIONS

PHL5040: ETHICAL THEORIES AND THEIR APPLICATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS: ANSWER ONE
(1) QUESTION FROM SECTION A AND THREE
(3) QUESTIONS FROM SECTION B

SECTION A

1. "Very often the terms *morality* and *ethics* are used interchangeably in daily conversations. This makes sense because they have similar root meanings. The Greek word *ethos* pertains to custom or character, and the Latin word *mores* has a similar meaning. Despite the overlapping uses of the terms, the distinction between *morality* and *ethics* is important not only for philosophical reasons but because of the emphasis placed on who is involved in searching out the morally correct positions."
 - (a) Discuss the distinction between ethics and morality by specifying who is involved in searching out morally correct positions in talking about ethics and morality.
 - (b) Identify and discuss the branch of ethics in which the aim of the ethical theory philosopher is the rational construction of a system of basic moral principles.
 - (c) Discuss the grounds on which meta-ethical philosophers oppose the branch of ethics that is identified in (b).
 - (d) Discuss the interest of the meta-ethical philosopher in morality by highlighting the two main types of meta-ethical investigation s/he engages in.

2. "We do not consciously think of ethical theories, but use them in making judgments. Good reasoning in ethics involves implicit or explicit reference to an ethical theory. The theory provides norms or moral rules for judging acts to be right or wrong and attempts to give a justification for these norms or moral rules. It provides ethical principles that embody certain values which define what is morally acceptable or not."

Let us assume we were to make the judgment that a man or woman who leaves their children alone and goes out drinking commits an immoral act.

- (a) Explain why this is wrong by stating the moral rules that underlie this judgment.
- (b) Identify and discuss the ethical theory from which may be derived these moral rules.
- (c) Clarify the meaning of ethical theory in general.
- (d) Discuss with the help of an example the use of ethical theory in applied ethics.

SECTION B

3. Suppose a man has a wife who he passionately loves. She has a serious disease and the husband decides to spend a fortune to cure her of the disease.
 - (a) Explain the motivation of the man for acting in the manner he does from the point of view of psychological egoism.
 - (b) Discuss the implication of psychological egoism for ethical egoism in this case.
 - (c) Use counterexamples to discuss the problems of psychological egoism.
 - (d) Critically discuss the argument that ethical egoism leads to the best society.

4. The daughter of a very rich and important public figure has been kidnapped. The kidnappers threaten to murder the young woman unless her father delivers K250, 000 in ransom money. Authorities have told him that if he does so, he will only be encouraging future terrorist activities that will invariably involve more people, more suffering and more deaths.
 - (a) Discuss what, according to utilitarian ethical theory, would be the morally right thing for the father to do in this case.
 - (b) Explain the method of utilitarianism that the father would use to arrive at the decision.
 - (c) Discuss the advantage of a utilitarian ethical calculation in making a decision in this case.
 - (d) Discuss the problems associated with utilitarianism in making a decision in this case.

5. Consider whether it is wrong for you to cheat on an exam from a Kantian viewpoint.
 - (a) Clarify the meaning of Immanuel Kant's categorical imperative by distinguishing it from the utilitarian hypothetical imperative.
 - (b) Discuss, according to Kant's first formulation of the categorical imperative, why it would be wrong to cheat on an exam.
 - (c) Discuss, according to Kant's second formulation of the categorical imperative, why it would be wrong to cheat on an exam.
 - (d) Critically discuss the criticism of virtue ethics against Kant's ethics of conduct of cheating in exams.

6. When an individual or the majority of people within a country are discriminated against on grounds of colour and denied political participation, as was the case in apartheid South Africa, there is a tendency to appeal to human rights.
 - (a) Define human rights.
 - (b) Explain why human rights are said to be universal.
 - (c) Explain why human rights are inalienable.
 - (d) Explain why human rights are fundamentally non-legal rights.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
2013-2014 ACADEMIC YEAR
M. A. FINAL EXAMINATION

PHL5050: ENVIRONMENTAL ETHICS

TIME: Three Hours

**INSTRUCTIONS: Answer four of the following eight questions
(two from Section A and two from Section B)**

SECTION A

1. (a) Arne Naess speaks of human maturation being found in Self-realisation through identification with planet Earth. Explain what he means by this and discuss critically whether his approach is realistic.
(b) Deep Ecology has been criticised for being too ego-centric and too spiritual in its approach. Discuss critically whether you think this criticism is justified.
2. (a) Explain and discuss critically Leopold's Land Ethic.
(b) Leopold has been accused of undervaluing the unique place of humans in the ecosystem. Explain whether you think this criticism is valid.
3. (a) In his focus on "speciesism", Peter Singer believes that there should be no species barrier between higher animals and humans. Explain and discuss critically whether you think his position is justified.
(b) Discuss critically whether individual organisms or species are entitled to rights. Explain your answer.
4. (a) In his theory of Social Ecology, Murray Bookchin believes that inequalities in social structure are the basic cause of environmental degradation. Explain and discuss critically.
(b) Identify some of the differences between social ecology and deep ecology.

SECTION B

5. Discuss the importance of the Rio Summit and the Kyoto Conference with reference to the natural environment highlighting some of their successes and failures.
6. With reference to 'sustainable development', discuss critically the manner in which cost-benefit-analysis is being applied to the natural environment.
7. Discuss the meaning and relevance of political regimes with regard to protection of the global environment.
8. Discuss critically the problem of population growth with reference to the carrying capacity of the earth.

END EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

2012/2013 ACADEMIC YEAR

SECOND SEMESTER

PHL5055: REASON AND RELIGIOUS BELIEF

TIME: Three hours

INSTRUCTIONS: Answer any four questions

1. (a) Explain and discuss the main features of Darwin's evolutionary theory.
(b) Explain the contribution made by Mendel to Darwin's theory.
2. Paley's philosophical argument for the existence of an intelligent designer of the universe (cosmos) was based on the mechanical analogy of a watch and on the biological analogy of the marvellous structure of the eye.
(a) Discuss why evolutionary theory posed such a threat to this *design* argument.
(b) Discuss whether the *teleological* argument can still support the existence of a cosmic intelligent creator.
3. Scientific belief and religious belief are seen by some to be in conflict with one another.
(a) Explain and discuss other models of the relationship that can be seen to exist between the two.
(b) Explain some of the advantages that the integrationist model has over the others.
4. Darwin's evolutionary theory was perceived as a major threat to religious belief in the Bible with specific reference to the creation story in Genesis.
(a) Give reasons as to why this threat was taken so seriously.
(b) Discuss how you would go about counteracting this threat.
5. The moral argument in philosophy for the existence of God is based upon the universal presence of morality in human beings.
(a) Explain what is meant by the *selfish gene*, *kin selection* and *reciprocal altruism* in sociobiology.
(b) Discuss critically whether the *gene pool* can adequately explain the moral dimension in human beings.

END OF EXAMINATION

4.
 - (a) Explain the traditional conception of justice
 - (b) Discuss at least four (4) criteria that would justify treating people differently.
 - (c) Discuss what, according to Robert Nozick's libertarian theory of justice, should be the most fair and just criteria for the distribution of material goods and social benefits.
 - (d) Discuss John Rawls objection to the Nozickean libertarian theory of justice for the most fair and just criteria for the distribution of material goods and social benefits by explaining John Rawls principles of justice.

5. "There are increasing signs that ethics in public service is an idea whose time has come," according to Stephen Potts.
 - (a) Discuss what public service ethics is.
 - (b) Discuss why public service ethics has now become more important than ever before.
 - (c) Explain why for Stephen Potts both preventive and prosecutorial government responses to corruption are important.
 - (d) Discuss what Potts considers to be the basic components of any effective prevention programme against corruption.

6. "The ethics of public administrators begins with and is grounded in duty"
 - (a) Discuss both the narrow and broad view of duty, according to James Svara.
 - (b) Discuss the basis for Svara's view that public service ethics is rooted in duty.
 - (c) Discuss how, according to Svara, public servants should handle key relationships with the public, the organization of which they are part, and with political superiors guided by duty.
 - (d) Discuss how it is possible to expand duty-based ethics with philosophical approaches.

7. "Public servants possess more than a job; they have taken on special duties involving the public trust. Public servants are either elected or appointed guardians of the public interest."
 - (a) Discuss what the notion of public interest or the common good entails.
 - (b) Explain what is meant by the principle of public service that, 'public servants are expected to employ independent objective judgment in performing their duties, deciding all matters on their merits free from avoidable conflicts of interest'. In your answer, explain conflicts of interest and situations in which they arise.
 - (c) Discuss the relationship between the principle of accountability and transparency and how transparency in the conduct of public service can be brought about.
 - (d) Explain why it is important that public servants avoid conduct creating the appearance of impropriety.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

POL 5222 : CASE STUDIES IN COMPARATIVE POLITICS

TIME : THREE (3) HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE (1) PLUS ANY OTHER TWO (2)
QUESTIONS FROM SECTION B**

SECTION A

1. Canada's government is a complex system that can be described in four different ways as follows: (a) a Constitutional Monarchy; (b) A Federal System of Government; (c) a Political Party System; and (d) a Representative Democracy. Discuss. What conclusion(s), if any, do you come to, about the manner in which such a system works? **(20 Marks)**.

SECTION B

2. Compare and contrast the French political system with that of the Federal Republic of Nigeria. In so doing, pay particular attention to the two countries' political histories as well as to the evolution of their political institutions. What conclusion(s), if any, do you come to, about the political systems of the two countries? **(15 Marks)**.
3. What is democracy, and why does nearly every regime in the modern world desire to be recognized as a democracy? Furthermore, how would you account for the observation made by Gregory S. Mahler (2003), that while there are many democracies in the modern world, British democracy is actually very different from most of them? In particular, how different is British democracy from the kind of democracy obtaining in what Samuel P. Huntington (1991) has referred to as "Third Wave" democracies? **(15 Marks)**.

PTO

4. Write a concise essay in which you critically examine the constitutional system of the United States of America. It has been observed that contemporary America is experiencing a lot of policy challenges (Almond *et. Al*, 2006). Identify several of these policy challenges and illustrate, using suitable examples, whether or not these policy challenges may be attributed to the country's constitutional system **(15 Marks)**.

END OF EXAMINATION. GOOD LUCK!

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

2012 ACADEMIC YEAR SECOND SEMESTER

UNIVERSITY OF ZAMBIA POST-GRADUATE EXAMINATIONS

POL 5242: POLITICS AND GOVERNANCE IN ZAMBIA

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

TIME: THREE (3) HOURS

1. Identify and discuss the social groups that constituted the coalition in the struggle against colonial rule in Zambia. In the process of doing so evaluate the manner of their participation and the factors that motivated the way they participated.
2. Outline the process of class formation in post- colonial Zambia. In the process of doing so assess the impact of this process in the political developments that have been taking place in the country since 1964.
3. Trace the process towards plural politics that took place in the late 1980s and early 1990s in Zambia. By so doing also identify and analysis the principal factors and forces that played the most determinant role in the transition from one party system to plural politics.
4. Critically analyse the nature of the economic reforms that took place in Zambia at the end of the Second Republic and the political forces that seemed to have played the most determinant role in these reforms.
5. Critically evaluate the extent to which liberal democratic principles and practices were fully realised under the MMD government. In the process of doing so assess the factors that may account for either the success or failure of the full realisation of these principles and practices.

End of the Examination

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

2012 ACADEMIC YEAR SECOND SEMESTER

UNIVERSITY OF ZAMBIA POST-GRADUATE EXAMINATIONS

POL 5242: POLITICS AND GOVERNANCE IN ZAMBIA

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

TIME: THREE (3) HOURS

1. Identify and discuss the social groups that constituted the coalition in the struggle against colonial rule in Zambia. In the process of doing so evaluate the manner of their participation and the factors that motivated the way they participated.
2. Outline the process of class formation in post- colonial Zambia. In the process of doing so assess the impact of this process in the political developments that have been taking place in the country since 1964.
3. Trace the process towards plural politics that took place in the late 1980s and early 1990s in Zambia. By so doing also identify and analysis the principal factors and forces that played the most determinant role in the transition from one party system to plural politics.
4. Critically analyse the nature of the economic reforms that took place in Zambia at the end of the Second Republic and the political forces that seemed to have played the most determinant role in these reforms.
5. Critically evaluate the extent to which liberal democratic principles and practices were fully realised under the MMD government. In the process of doing so assess the factors that may account for either the success or failure of the full realisation of these principles and practices.

End of the Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR TERM THREE
FINAL EXAMINATIONS

POL 5510: DEMOCRATIZATION AND ELECTORAL SYSTEMS IN AFRICA

TIME ALLOWED: THREE (3) HOURS

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

SECTION A

1. In the post-Cold War era, some Western countries, led by the United States of America, have made the global promotion of democratization a key agenda item of theirs. Their belief is that democracy is good for the whole world. On the other hand, the Islamic radicals or fundamentalists, led by Al Qaeda, have made opposition to global democratization a key agenda item of theirs. Their belief is that democracy and Islam are incompatible. Using appropriate examples to support your case, write a detailed essay in which you critically examine the two sets of beliefs. In so doing, indicate also what your personal opinion is on these beliefs and justify your opinion **(20 Marks)**.

SECTION B

2. The manner in which democracy has been understood, described, defined, explained or conceptualized has changed a number of times since democracy was first inaugurated in ancient Greece. Write a concise essay in which you trace and account for these changes. In so doing, explain also what Samuel P. Huntington (1991) means by asserting that democracy occurs in waves **(10 marks)**.

3. Democratization and democratic consolidation are like the two ends of one and the same stick. Analyze this assertion in essay form, using the ideas of B. O. Nwabueze (1993) and Andreas Schedler (1997). In so doing, point out also the main characteristics of, and the obstacles to, democratization and democratic consolidation (**10 marks**).
4. “The choice of an electoral system is one of the most important institutional decisions for any democracy” (IDEA, 1997: 1). Discuss (**10 marks**).

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POPULATION STUDIES (DPS)
2011 ACADEMIC YEAR
POP 5052: APPLIED DEMOGRAPHY
FINAL EXAMINATION: AUGUST, 2013

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT QUESTION ONE AND ANY OTHER TWO

1. The paucity of Market Research on Population Matters has been the driving force towards unsustainable development in Zambia. Contextualise this analysis using appropriate tools.
2. The Health Sector in sub-Saharan Africa has been viewed to be facing daunting challenges and requiring an integrated system if the desired health services have to be met. To what extent do you agree with this view, and why?
3. Should the Common Market for Eastern and Southern Africa (COMESA) focus on the housing policy or/and programme to avert inadequacies in this arena?
4. Free agricultural inputs in Southern Africa Development Community (SADC) is the panacea to the limited output in this critical sector. Discuss your considered views on this matter.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POPULATION STUDIES
2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
POP 5062: MULTIVARIATE ANALYSIS

TIME: THREE HOURS

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

ANSWER ALL QUESTIONS IN THIS SECTION

THIS SECTION CARRIES 60% OF THE MARKS

1. Below is an interface of a spreadsheet for the weekly scores for John and Jane.

The screenshot shows a spreadsheet with the following data:

	A	B	C	D	E	F	G	H
1	Weekly Scores							
2								
3		Wk1	Wk2	Wk3	Wk4	Avg	Total	
4	John	20	40	50	30			
5	Jane	30	50	20	35			
6								
7								
8								
9								

- a. What is the address of the active cell? [1 Mark]
- b. What would appear in the active cell if you typed the following and pressed enter:
 - i. David

- iii. =A4
- iv. =SUM(B4:E5)
- v. =COUNTIF(B4:E5,">30")

c. What is the correct function/formula to be put in

- i. F4, for John's average score over the four weeks? [2Marks]
- ii. G5, for Jane's total points scored over the four week period? [2 Marks]

2. In EXCEL, to refer to a cell that is at the intersection of column A and row 10, which of the following two addresses do you use?

- a) 10A
- b) A10
- c) a10
- d) 10a

3. Consider the Excel caption below, which indicates the responses from a number of respondents categorised as Male (M) and Female (F) with responses of either yes or no.

G11

	A	B
1		
2	SEX	RESPONSE
3	F	N
4	F	Y
5	F	N
6	F	N
7	F	N
8	M	N
9	F	Y
10	F	Y
11	M	Y
12	M	Y
13	F	N
14	M	Y

4. Which of the following will give you the total number of respondents?

- a) COUNT(A1:A14)
- b) =COUNT(A3:A14)
- c) =SUM(A3:A14)
- d) =TOTAL(A3:A14)

5. Which of the following will give you the total number of males that participated?

- a) =COUNT(M)
- b) =COUNTIF(A3:A14,"M")
- c) =COUNT(A3:A14,"M)
- d) =NONE OF THE ABOVE

6. What value is returned by the following formula: =COUNTIFS(A3:A14,"F", B3:B14,"N")?
- 2
 - 3
 - 4
 - 5

7. Consider the spreadsheet below and answer the questions that follow.

	A	B	C	D	E	F	G	H
1	Monthly savings							
2			Jan	Feb	March	April	Total	
3		Peter	\$ 164.00	\$ 168.00	\$ 141.00	\$ 138.00		
4		John	\$ 174.00	\$ 125.00	\$ 112.00	\$ 196.00		
5		David	\$ 141.00	\$ 196.00	\$ 174.00	\$ 184.00		
6		Total						

Indicate the formula/function to achieve each of the following:

- Total Savings in January (Savings made by all the three) in C6
 - Total savings by David at the end of April in G5
 - Suppose you want to put in G6 what everyone saved at the end of April. What formula do you put there?
 - Instead of the total, you want to put the average saving for David at the end of April. What formula do you use?
8. Briefly explain the circumstances under which you use the following SPSS commands.
- Date and time wizard
 - Automatic recode
9. Give the conditions under which you would use:
- Multiple regression analysis
 - Logistic regression.
10. Briefly describe the relationship between odds ratios and probability in logistic regression.
11. Briefly describe the steps involved in the creation of a data entry screen an MS – ACCESS.
12. Briefly discuss the following:
- One importance reason for giving each questionnaire a unique identification number.

- b) Three important reasons for constructing a codebook.

SECTION B

ANSWER THIS QUESTION. IT IS COMPULSORY.

THIS QUESTION CARRIES 20% OF THE MARKS

1. Demographers at the University of Zambia are investigating the widespread belief that the perceived benefits of circumcision underlying the uptake of circumcision. To test this hypothesis data based on a random sample of 521 students is collected. The respondents are then asked to indicate what motivated them to undergo circumcision. On the basis of their responses, a two – way table is constructed and is presented below.
 - a) Indicate in the correct sequence, the SPSS commands that generated the tables below.
 - b) Would you agree with the researcher’s claim that there is a statistically significant relationship between uptake of circumcision and perceived benefits?
 - c) Can you unravel the pattern of such a relationship based on the information given in the table?
 - d) On the basis of these findings what policy recommendations would you come up concerning factors underlying the uptake of circumcision?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CIRCUMCISED * BENEFITS	521	100.0%	0	.0%	521	100.0%

CIRCUMCISED * BENEFITS Crosstabulation

			BENEFITS			Total
			ENHANCED SEXUAL PLEASURE	REDUCED HIV RISK	IMPROVED HYGIENE	
CIRCUMCISE YES	Count	53	96	48	197	
D	% within CIRCUMCISED	26.9%	48.7%	24.4%	100.0%	

	% within BENEFITS	51.5%	49.0%	21.6%	37.8%
NO	Count	50	100	174	324
	% within CIRCUMCISED	15.4%	30.9%	53.7%	100.0%
	% within BENEFITS	48.5%	51.0%	78.4%	62.2%
Total	Count	103	196	222	521
	% within CIRCUMCISED	19.8%	37.6%	42.6%	100.0%
	% within BENEFITS	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.297 ^a	2	.000
Likelihood Ratio	44.852	2	.000
Linear-by-Linear Association	35.625	1	.000
N of Valid Cases	521		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 38.95.

SECTION C

ANSWER ONE OF THE TWO QUESTIONS.

EACH QUESTION CARRIES 20% OF THE MARKS

1. A market researcher has been contracted as a consultant by Toyota Zambia to investigate factors underlying car purchases in Lusaka. To do this, data is collected using simple random sampling from their newly established Nangwenya Road Branch. The data includes number of cars purchased, family size, family income, and age of buyer. The market researcher generates the SPSS outputs given below. Use these data to answer the questions that follow after the table:
 - a) Interpret the mean, median, mode and standard deviation for:
 - i. Purchases
 - ii. Age

- iii. Family income
- iv. Family size.

b) Give the SPSS commands you would follow to generate the outputs that follow.

Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Purchases	76.64	40.061	25
Age	38.84	13.082	25
Fincome	21536.00	9236.234	25
Fsize	2.72	1.061	25

- c) Give the SPSS commands you would follow to generate the outputs that follow.
- d) Examine and interpret the correlation matrix below.

Correlations

		Purchases	Age	Fincome	Fsize
Pearson correlation	Purchases	1.000	-.406	.459	-.244
	Age	-.406	1.000	.051	.504
	Fincome	.459	.051	1.000	.272
	Fsize	-.244	.504	.272	1.000
Sig. (1-tailed)	Purchases	.	.022	.010	.119
	Age	.022	.	.404	.005
	Fincome	.010	.404	.	.094
	Fsize	.119	.005	.094	.
N	Purchases	25	25	25	25
	Age	25	25	25	25
	Fincome	25	25	25	25
	Fsize	25	25	25	25

- e) Give the SPSS commands you would follow to generate the outputs that follow, then:
 - i. Examine and interpret the model summary.
 - ii. Examine and interpret the ANOVA table.

iii. Examine and interpret the coefficients

f) On the basis of the above, make some recommendations to Toyota Zambia.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.657	.432	.351	32.272	.432	5.328	3	21	.007

ANOVA^b

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

a. Predictors: (Constant), FSIZE, FINCOME, AGE

b. Dependent Variable: PURCHASES

Coefficients^a

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

a. Dependent Variable: PURCHASES

2. A criminologist suspects that the factors influencing a judge's decision to determine an offender's guilt are not all entirely based on the gravity of the offence but also other non-legal factors such as the kindness of the judge, attractiveness, intelligence, gender of the offender, etc. To investigate this he collects data based on a random sample of offenders and runs a logistic regression using SPSS to test his hypothesis.

a) Give the SPSS commands used to generate the outputs that follow.

b) For the SPSS outputs below do the following:

- i. Examine and interpret the Case Processing Summary table.
- ii. Examine and interpret the Dependent Variable Encoding table
- iii. Examine and interpret the **Model Summary**
- iv. Examine and interpret the The classification table

c) Examine and interpret the meaning of the coefficients in the Variables in the Equation below in the following order.

- i. The B coefficients
- ii. The Wald Statistics
- iii. The Exp (B) values and their significance.

d) On the basis of the results obtained, write a report on the factors that influence judgements and come up with some recommendations.

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	165	100.0
	Missing Cases	0	.0
	Total	165	100.0
Unselected Cases		0	.0
Total		165	100.0

a. If weight is in effect, see classification table for the total number of cases.

Dependent Variable Encoding

Original Value	Internal Value
Not Guilty	0
Guilty	1

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a Attractive	.323	.520	.385	1	.535	1.381
Gender	-1.256	.543	5.343	1	.021	.285
Sociable	.254	.210	1.456	1	.228	1.289
Warm	-.140	.207	.457	1	.499	.869
Kind	-.446	.207	4.652	1	.031	.640
Sensitive	-.282	.153	3.399	1	.065	.754
Intelligent	-.628	.225	7.769	1	.005	.534
Constant	9.118	1.792	25.901	1	.000	9118.463

a. Variable(s) entered on step 1: attract, gender, sociable, warmth, kind, sensitiv, intellig.

END OF EXAMINATION



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

2012 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

POP 5072: POPULATION PROJECTIONS AND MODELLING

TIME: Three Hours

INSTRUCTIONS: Answer all the questions

1. a) Discuss the major differences in real life demographic applications between
 - i) Model Life Tables and
 - ii) Multiple Increment-Decrement Tables **(5 Points)**
- b) Compare and contrast multiple increment-decrement tables and multistate demography **(5 points)**.
2. a) Discuss the five major shortcomings and at least three strengths of extrapolation techniques as tools for demographic projections **(10 points)**.
- b) What makes the logistic model amongst extrapolation models unique within the Zambian context? **(5 Points)**
- c) Discuss two important features that distinguish projections of socio-economic characteristics from demographic projections. **(5 points)**
- d) Give and discuss five major challenges in projecting migration as a demographic factor. **(5 Points)**

3. The following table presents some data based on the 2010 Census for Muchinga province.

Age	Actual % working		No. of working population per 1000 births (l_x)	
	Male	Female	Male	Female
15-19	41.57	38.26	6,370	7,216
20-24	79.43	26.16	6,149	6,999
25-29	90.01	22.21	5,847	6,732
30-34	90.80	21.35	5,528	6,443
35-39	89.93	22.56	5,181	6,131
40-44	88.72	25.70	4,800	5,801
45-49	87.08	30.35	4,371	5,459
50-54	86.54	39.43	3,910	5,096
55-59	86.29	48.31	3,384	4,652
60+	53.06	27.95	2,818	4,124

- Compute losses from the working population. **(35 points)**
- Highlight the major observations between male and female patterns. **(5 points)**

4. President Micheal Sata recently declared Lunga as one of the new districts in Luapula province of Zambia. The table below shows the numbers of males by age group recorded in the Zambian censuses for Lunga district in 2000 and 2010. Also given are the estimated ${}_5L_x$ values of the life table for the inter-censal period.

Male Population and life-table survivorship by age: Lunga District 2000-2010

Age Group Survivorship	Male Population		Life Table	
	2000	2010	x	${}_5L_x$
10-14	14,996	12,859	10	479,193
15-19	12,829	13,642	15	477,275
20-24	9,875	12,382	20	474,287
25-29	5,724	10,001	25	470,794
30-34	4,808	7,724	30	467,100
35-39	4,295	5,019	35	462,661
40-44	4,540	4,379	40	456,544
45-49	4,300	3,862	45	447,177

- a) Estimate the extent of net migration during 2000-2010 of men aged 20-50 in 2010. **(15 Points)**
- b) Under what circumstances might the figure be a poor estimate of the true figure? **(10 Points)**

END OF EXAMINATIONS



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

2013/2014 ACADEMIC YEAR EXAMINATIONS

POP 5110: ADVANCED DEMOGRAPHIC ANALYSIS

TIME: Three Hours

INSTRUCTIONS: Answer all the questions (and according to sections)

Section A

1. a) What are the main challenges of measuring a nation's death rate as a single measure of mortality and propose measures of overcoming them (**10 Points**).
- b) Compare and contrast the following techniques of measuring childhood mortality:
 - i) Brass Technique
 - ii) Trussell and Sullivan Technique, and
 - iii) Palloni-Heligman Technique (**15 points**).
- c) Discuss the main assumptions underlying both the Orphanhood and the Widowhood techniques including their main shortcomings (**10 points**).

Section B

2. Table 1 shows the number of births in the 1980s by order in a developing country in five-year age groups **(15 Points)**.

Table 1 Number of births by order in the 1980s

Age Group	Mid-year Female population	Number of births in the 1980s by order						
		1	2	3	4	5	6-9	10+
15-19	3700	200	30	5	0	0	0	0
20-24	3750	300	220	80	20	5	0	0
25-29	3060	80	150	140	80	35	10	0
30-34	2110	30	40	60	50	35	30	1
35-39	1500	10	20	15	20	10	35	1
40-44	1250	0	5	5	3	5	10	3
45-49	1350	0	0	0	0	1	0	1

- Calculate age-order-specific fertility rates for birth orders 1-4
 - Calculate total fertility rates for birth orders 1-4
 - Calculate the total fertility rate for all the birth orders combined
 - What are the fundamental assumptions in these computations?
 - Are there any policy implications on the observed fertility?
3. Using the concepts of births intervals, illustrate the following **(15 Points)**:
- Postpartum infecundable interval
 - Conception wait
 - Return ovulation
 - Gestation

- e. Illustrate with a Lexis Chart the problem of pregnancy at the time of the survey in the retrospective surveys. Take into account age of the woman and time series in years.

Section C

- 4 Compare and contrast
i) Model Life Tables and
ii) Multiple Increment-Decrement Tables
Indicating their major differences in real life applications.
(10 points)
- 5 a) “All forecasts are projections but not all projections are forecast”. Discuss. **(10 points)**
- b) Discuss the four major uses of population projections.
(5 Points)
- c) Discuss the three key requirements to carry out any components population projection. **(5 Points)**
- d) Discuss two important features that distinguish projections of socioeconomic characteristics from demographic projections.
(5 Points)

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
POP 5210: APPLIED DEMOGRAPHY

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION

1. Briefly discuss the expected role of an applied demographer in any **four of** the following scenarios:
 - a) Analysis of data compiled in population censuses and surveys.
 - b) Application of demographic information and methods to the problems of state and local government administration.
 - c) Directing and influencing agrarian productivity and marketing system at regional level.
 - d) Provision of health care at international level

2. Discuss, using appropriate (relevant) examples and illustrations, the relevance and importance of the demographic information and techniques in the following areas:
 - a) Domestic demographics
 - b) International demographics
 - c) Market research
 - d) Insurance
 - e) Investment etiquette

SECTION B

1. With relevant examples from Zambia, discuss the following:
 - a) Educational planning as a special example of applied demography
 - b) The use of population projections in educational planning
 - c) The uses of tables of school life in educational planning

2. Discuss with relevant illustrations from Zambia, the following aspects of human resource planning:
 - a) The influence of internal demographics on human resource planning
 - b) The influence of external demographics on human resource planning
 - c) The uses of tables of working life in human resource planning

3. Demographic data and information as well as the application of demographic methods should constitute an integral and indispensable component of local government planning. Do you agree with this statement? Justify your response with examples drawn from the Zambian experience.

4. Use appropriate examples to discuss the following:
 - a) The major demographic factors affecting the demand for health care
 - b) Demographic and other factors influencing the cost of health care.
 - c) Demographic and non-demographic factors affecting agricultural system

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POPULATION STUDIES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
POP 5310: SURVEY DATA ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONE QUESTION B; AND ANOTHER IN SECTION C.

SECTION A

**ANSWER ALL QUESTIONS
THIS SECTION CARRIES 40% OF THE MARKS**

1. Indicate which of the following statements is **TRUE** or **FALSE** about DESIGN VIEW in MS - ACCESS. It is used :
 - a) To create formats and descriptions of fields only
 - b) To create descriptions of fields
 - c) To create forms and fields
 - d) To create, fields, formats and descriptions of fields.

2. Indicate which of the following statements is **TRUE** or **FALSE**.
 - a) Data in MS-ACCESS can be exported to MS-EXCEL using the IMPORT DATA command.
 - b) Data in MS-ACCESS can be exported to MS-EXCEL using the EXPORT DATA command.
 - c) To import data from ACCESS or Excel into SPSS, you use the FILE OF TYPE command in SPSS
 - d) Data in MS-ACCESS can be exported to MS-EXCEL using the SAVE AS command in SPSS.

3. Describe the circumstances in SPSS under which you use the commands below.
 - a) The **RECODE WITHIN THE SAME VARIABLES** command
 - b) The **RECODE INTO DIFFERENT VARIABLES** command
 - c) The **SELECT IF** command.
 - d) The **COMPUTE** command

4. Briefly describe the function of the following SPSS menus.
 - a) **TRANSFORM**
 - b) **DATA**
 - c) **EDIT**

5. What multivariate techniques do you associate the following?
 - a)
 - i. The method of least squares
 - ii. What is it used to estimate?
 - b)
 - i. Maximum likelihood estimation
 - ii. What is it used to estimate?

6. In logistic regression, probabilities have to be transformed into odds ratios and logits.
 - a) How is a probability converted to an odds ratio? (Give formula)
 - b) How is an odds ratio converted to a logit? (Give formula)
 - c) How is a logit converted into an an exponentiated value or odds ratio? (Give formula)
 - d) Why is important to convert a logit into an exponentiated value or odds ratio?

7. Briefly indicate the circumstances under which you use the following multivariate techniques:
 - a) Factor analysis
 - b) Cluster analysis
 - c) Mention one major similarity and one major difference between factor and cluster analysis.
 - d) Mention one use of :
 - i. Factor analysis.
 - ii. Cluster analysis

8. Which of the following statements is **TRUE** or **FALSE**:
 - a) In MS – EXCEL, the columns are labelled as A, B, C, D, etc.
 - b) In SPSS, the columns appear as VAR001, VAR002, VAR003, VAR004, etc
 - c) In MS – EXCEL, the rows are labelled as VAR001, VAR002, VAR003
 - d) In SPSS, the columns appear as A, B, C, D, etc.

9. Indicate which of the statements below is **TRUE** or **FALSE**:

In both MS-EXCEL and SPSS

 - a) The records are arranged along the rows and the variables are arranged along the columns.

- b) The records are arranged along the columns and the variables are arranged along the rows.
- c) The records are arranged along the rows and the variables are arranged along the rows.
- d) The records are arranged along the columns and the variables are arranged along the columns.

10. What scales of measurement do you associate with the following multivariate techniques?

- a) Factor analysis
- b) Logistic regression
- c) Multiple regression analysis
- d) Cluster analysis

SECTION B

ANSWER ONE OF THE TWO QUESTIONS.

EACH QUESTION CARRIES 20% OF THE MARKS

1. The Ministry of Health wants to establish the prevalence of testing for HIV/AIDS in the country. To do this, they rely on data obtained from the ZDHS 2007. Senior officials at the Ministry strongly suspect that there is no relationship between region and testing for HIV/AIDS. To test this hypothesis, they run a crosstabulation of the two variables and obtain the results in the table given:
- a) Indicate in the correct sequence, the SPSS commands that generated the tables below.
 - b) Would you agree with the officials's claim that there is no relationship between region and testing for HIV/AIDS?
 - c) Examine the table below carefully, identify the relevant variables, and analyze the patterns of relationship you observe. What are the data telling you?
 - d) On the basis of these findings what policy recommendations would you come up concerning HIV/AIDS testing?

REGION1 * EVERTESTEDFORAIDS Crosstabulation

		EVERTESTEDFORAIDS		Total
		0 No	1 Yes	
1 Central	Count	454	143	597
	% within REGION1	76.0%	24.0%	100.0%
2 Copperbelt	Count	625	182	807
	% within REGION1	77.4%	22.6%	100.0%
3 Eastern	Count	670	182	852
	% within REGION1	78.6%	21.4%	100.0%
4 Luapula	Count	451	108	559
	% within REGION1	80.7%	19.3%	100.0%
REGION1 5 Lusaka	Count	697	262	959
	% within REGION1	72.7%	27.3%	100.0%
6 Northern	Count	588	119	707
	% within REGION1	83.2%	16.8%	100.0%
7 Northwestern	Count	472	155	627
	% within REGION1	75.3%	24.7%	100.0%
8 Southern	Count	570	201	771
	% within REGION1	73.9%	26.1%	100.0%
9 Western	Count	430	158	588
	% within REGION1	73.1%	26.9%	100.0%
Total	Count	4957	1510	6467
	% within REGION1	76.7%	23.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.510 ^a	8	.000
Likelihood Ratio	41.543	8	.000
Linear-by-Linear Association	4.398	1	.036
N of Valid Cases	6467		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 130.52.

2.

- a) Discuss the underlying logic behind ANOVA
- b) A demographer at UNZA argues that there is no reason to believe that educational differences can account for the number of desired children. A second demographer counters that the first demographer's reasoning is flawed as it is not reflected in the ZDHS 2007 data.
- c) Indicate in the correct sequence, the SPSS commands that generated the tables below.
- d) Examine the data in the table below and render your own verdict.
- e) Based on your verdict, come up with your own policy recommendations regarding this issue.

Descriptives						
IDEALNUMBEROFCHILDREN						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
0 No education	218	5.31	1.862	.126	5.06	5.56
1 Primary	2514	4.90	1.737	.035	4.84	4.97
2 Secondary	2539	4.21	1.558.	.031	4.15	4.27
3 Higher	478	3.58	1.570	.072	3.44	3.72
Total	5749	4.50	1.711	.023	4.46	4.55

ANOVA

IDEALNUMBEROFCHILDREN

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1167.064	3	389.021	142.678	.000
Within Groups	15664.154	5745	2.727		
Total	16831.218	5748			

SECTION C

ANSWER ONE OF THE TWO QUESTIONS.

EACH QUESTION CARRIES 40% OF THE MARKS

1. You are contracted as a consultant by an NGO to investigate factors underlying disparities in earnings in a number industries in Lusaka. The Chief Executive of the NGO believes that salaries are not being determined by meritocratic factors like education and experience. To investigate this, data is collected using simple random sampling from a number of companies in Lusaka. The data obtained includes salary in kwacha rebased, years of working experience, and the number of years spent in school. The economist generates the SPSS outputs given below. Use these data to answer the questions that follow after the table:

- a) Interpret the mean, median, mode and standard deviation for:
- i. Salary
 - ii. Experience
 - iii. Education

Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
SALARY	56935.71	3464.236	14
EXPERIENCE	5.929	2.9473	14
EDUCATION	4.071	1.1242	14

b) Examine and interpret the correlation matrix below.

Correlations

		SALARY	EXPERIENCE	EDUCATION
Pearson Correlation	SALARY	1.000	.637	.432
	EXPERIENCE	.637	1.000	-.126
	EDUCATION	.432	-.126	1.000
Sig. (1-tailed)	SALARY	.	.007	.062
	EXPERIENCE	.007	.	.334
	EDUCATION	.062	.334	.
N	SALARY	14	14	14
	EXPERIENCE	14	14	14
	EDUCATION	14	14	14

c) Give the SPSS commands you would follow to generate the regression outputs that follow, then:

- i. Examine and interpret the model summary.
- ii. Examine and interpret the ANOVA table.
- iii. Examine and interpret the coefficients table, with particular attention to the following:
 - Unstandardized coefficients (B)
 - Standardized coefficients (Beta)
 - The significance levels

d) On the basis of the above, make some recommendations to the NGO.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 ^a	.672	.613	2156.385

a. Predictors: (Constant), EDUCATION, EXPERIENCE

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	104862167.993	2	52431083.997	11.276	.002 ^b
Residual	51149974.864	11	4649997.715		
Total	156012142.857	13			

a. Dependent Variable: SALARY

b. Predictors: (Constant), EDUCATION, EXPERIENCE

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	45511.337	2690.320		16.917	.000
EXPERIENCE	825.668	204.551	.702	4.036	.002
EDUCATION	1603.699	536.295	.520	2.990	.012

a. Dependent Variable: SALARY

2. A demographer wants to investigate the most salient factors underlying HIV/AIDS testing. To investigate this he relies on the ZDHS 2007 data on the basis of which he runs a logistic regression using SPSS to test his hypothesis.

a) Give the SPSS commands used to generate the outputs that follow.

b) Examine and interpret the results below in the following order.

- i. The model summary
- ii. The classification table
- iii. The Variables in the Equation table, with particular attention to the following:
 - B (logits)
 - The Wald Statistics
 - The Exp (B) values
 - The significance levels

c) On the basis of the results obtained, write a report on the factors that influence the use of HIV/AIDS test and come up with some recommendations.

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	6283.672 ^a	.017	.026

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Classification Table^a

	Observed	Predicted		
		EVERTESTEDFORAIDS		Percentage Correct
		0 No	1 Yes	
Step 1	EVERTESTEDFORAIDS	0 No	1 Yes	
		4552	0	100.0
		1363	0	.0
	Overall Percentage			77.0

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	RESIDENCE Urban	-.375	.064	34.935	1	.000	.687
	GENDER Male	-.079	.112	.494	1	.482	.924
	RELIGION Catholic	-.068	.075	.821	1	.365	.934
	MARITAL STATUS Married	-.566	.070	65.441	1	.000	.568
	Constant	-.721	.078	84.399	1	.000	.486

a. Variable(s) entered on step 1: RESIDENCE1, GENDER, RELIGION1, MSTATUS.

END OF EXAMINATION

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

MASTER OF ARTS IN POPULATION STUDIES
POP 5410: SOCIAL SCIENCES RESEARCH METHODS
FINAL EXAMINATIONS

INSTRUCTION: ANSWER ONE QUESTION FROM EACH OF THE FOLLOWING THREE SECTIONS. EACH QUESTION MUST TAKE ITS OWN MARK SHEET. ALL QUESTIONS CARRY THREE HOURS

SECTION A

1. Below are some of the properties and assumptions of the scientific methods of acquiring knowledge about the world around us. **Demonstrate** and show the **relevance** of each of them:
 - (a) Self-correcting
 - (b) Objectivity
 - (c) Stability and continuity
 - (d) Transmittable
 - (e) Falsifiable
2. Scientific method has some limitations. Identify and explain some of these limitations.

SECTION B

3. With live examples, discuss your understanding of a research design. In so doing, compare and contrast the meta-analytic approach with two major designs.
4. Provide educated insights on a must-have major components of the research proposal. Relate these components of your examinable research topic.

SECTION C

5. In a study of the effects of socioeconomic status, you are required to test the hypothesis that socioeconomic status has an influence on family planning. More

specifically, you want to test the hypothesis that individuals with high socioeconomic status are more likely to use family planning.

- a) In doing this research, you are required to measure the two concepts of interest - socioeconomic status and use of family planning. Explain briefly why measurement of these two concepts is necessary.
 - b) Briefly demonstrate the steps you would take to measure the two concepts.
 - c) Using this situation as an example, demonstrate the specific links that exists between measurement and questionnaire construction, and hypothesis testing.
 - d) In measurement, it is important to also know something about the scale of measurement of the variables or concepts in the hypothesis. Why is this important?
 - e) Give a complete framework demonstrating how you measured the concepts of socioeconomic status and family planning, indicating the scales of measurement of the indicators for the two variables.
6. The Ministry of Health has tasked you to carry out a nationwide survey on the patterns of utilization of under – 5 clinics by young mothers.
- a) What sample design would be appropriate in such a situation? Why?
 - b) Demonstrate how you would execute such a sampling design.
 - c) Supposing the Ministry required that you zone the provinces in terms of two zones – those along the line of rail and those away from the line of rail, demonstrate how you would use proportionate stratified sampling to select a stratified sample of 1,000 using the data below.

ZONE	REGION		TOTAL
	URBAN	RURAL	
LINE OF RAIL	1,693	1,455	3,148
OF LINE OF RAIL	1,138	2,214	3,352
TOTAL	2,831	3,669	6,500

END OF EXAMINATIONS

**THE UNIVERSITY OF ZAMBIA
Department of Psychology**

MA IN CHILD AND ADOLESCENT PSYCHOLOGY

**END OF YEAR EXAMINATIONS.
2013 ACADEMIC YEAR
PS 5195: ATTACHMENT THEORY**

DATE: 3rd March 2014
TIME: 09.30-12.30 HOURS

INSTRUCTIONS

(1) Answer any TWO questions in an essay format.

(2) Each question is worth 25 Marks

QUESTION 1

You are going into Lusaka town and you overhear one Mini Bus Driver shouting to another **"It's a jungle out there man, it is survival of the fittest."** As a Student of Psychology interpret this statement from an **Attachment Theory** perspective, especially of the **Human Species**.

QUESTION 2

Critically discuss Ainsworth's classification of the Main attachment Patterns.

QUESTION 3

How would **Single Caregiving** differ from **Multiple Caregiving** in influencing the resulting Attachment patterns

QUESTION 4

Discuss **Attachment** and **Culture** in Adolescence

ALL THE BEST, ENJOY

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

PS 5395: CULTURAL ISSUES IN CHILD DEVELOPMENT AND FAMILY FUNCTIONING.

END OF YEAR EXAMINATIONS: 50%

16th July 2014: Time: 10 – 13hrs: Venue: Psychology Seminar Room

INSTRUCTIONS

- (1) Answer **TWO** questions
- (2) All questions carry the same marks
- (3) Answer in essay format
- (4) Originality and depth of answer in addition to the concepts you have been exposed to in the course will earn you a higher mark

QUESTION 1

“Being a child and growing up in any given society has its own pleasures and challenges.” Discuss this statement using concepts exposed to you in your interactions on this course.

QUESTION 2

Where I come from “when I succeed it is for the whole village” said Chifunabuli to Bill his friend from New York.” Well that’s very heavy man” Bill replied. In my society when I succeed it is all for me. Tell me about these two friends and their backgrounds

QUESTION 3

Show how the Father and Mother affect the Child and Adolescent’s lives and how the Child and Adolescent affect the lives of the Father and the Mother.

QUESTION 4

The concepts of Etics, Emics, Ethnocentrism and Stereotypes exemplify the differences in Human Cultural diversity. Discuss with the use of examples.

GOOD LUCK AND ALSO ENJOY

Dr SOC Mwaba

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

PSY5240: Developmental Psychopathology

FINAL EXAMINATION

Thursday, 24 July, 2014

10:00 -13:00hrs, Psychology Seminar Room

INSTRUCTIONS

Answer THREE questions from those listed on this examination paper. Each answer should begin on a separate page. Your answer is expected to be about 400-500 words (4 to 5 written pages) and formatted into introduction, main body and conclusion. It is expected that you will spend about 50 minutes to answer the question. Credit will be given for organisation, explanation of concepts, and discussion supported with examples.

1. Discuss each optional answer to the following scenario:

A Zambian couple would like to adopt a 10 month old child from DRC Congo. However, they are concerned because the child has been in an orphanage since he was separated from his birth mother 5 months ago. The orphanage is clean and well kept but has a high staff turnover ratio.

Discuss whether or not the following would be the characteristics which the couple would most likely see in the child at this time? What explanations can be advanced for such outcomes?

- (a) Loud crying and protests at the loss of the mother
- (b) Increased responsiveness to adults
- (c) Normal development of motor skills
- (d) Reactive attachment disorder
- (e) Normal development of social skills.

2. Critically discuss the role of peer relations in the aetiology of developmental psychopathology. In your discussion, outline some mediators of long-term effects of peer rejection and explain how they may contribute to later adjustment and behaviour problems.
3. Discuss the types of child neglect and its aetiology highlighting the characteristics of neglectful families.
4. Describe types of child abuse that are most common in Zambia and critically discuss how this can be a cause of stress in the children and families. What would be some of the physical and psychological consequences of the stress experienced by the abused children?
5. Outline key characteristic features of two disorders of childhood and discuss the impact of such disorders on the child's family.
6. Describe two types of interventions for children and adolescents with developmental disorders and critically discuss their efficacy in meeting the needs of such children.
7. Pharmacotherapy has been controversial as an intervention for children and adolescents with psychological disorders. Cite and critically discuss some arguments for and against this type of intervention. What conditions and contexts would you consider to be best suited for such interventions and why?
8. Discuss the role of a Child Psychologist in reducing the drug and alcohol problem in Zambia.

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

PSY5295: Clinical Applications of Attachment Theory

FINAL EXAMINATION

Monday, 21 July, 2014

10:00 -13:00hrs, Psychology Seminar Room

INSTRUCTIONS

Answer THREE questions from those listed on this examination paper. Each answer should begin on a separate page. Your answer is expected to be about 400-500 words (4 to 5 written pages) and formatted into introduction, main body and conclusion. It is expected that you will spend about 50 minutes to answer the question. Credit will be given for organisation, explanation of concepts, and discussion supported with examples.

1. Bowlby developed his theory of attachment on the basis that the features of attachment are universal - that is, they apply to all human beings in all cultures'. Explain how research on cultural variations does or does not support Bowlby's theory of attachment. What are the clinical implications of such evidence if any?
2. Outline some of the principles informing descriptions of clinical attachment disorders that have been drawn from research. What types of disorders are involved in this approach?
3. Discuss the various ways in which attachment to multiple caregivers may serve as a protective factor for children who may otherwise develop psychological problems.
4. Discuss the argument that in some cultures the Strange Situation Procedure (SSP) may not be appropriate for identifying children who may be at risk for problems in emotional and social adjustment. Cite some relevant examples and/or research evidence to support your arguments.

5. Discuss the various ways in which high-conflict family dynamics, such as those that may obtain in divorce situations, may be associated with disorganised attachment in infants and children. To what extent can such situations lead to psychological disruption and emotional and behavioural problems of the children caught up in such conflicts?
6. Outline features of infant-parent psychotherapy and critically discuss how advances in psychoanalysis, infancy research, and attachment theory have informed recent practice.
7. Discuss some of the contexts in which services for children may be better informed by practitioners' knowledge of attachment theory.