

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES UNDER  
GRADUATE MID-YEAR EXAMS 2013/2014 ACADEMIC YEAR.**

1. DEV 9050 :Civil society and development
2. EC 3235 :Public finance
3. ECN 1115 :Introduction to Microeconomic theory
4. ECN 1215:Introduction to macroeconomic theory
5. ECN 2115:Intermediate microeconomics theory
6. ECN 2311:Mathematics for Economics 1
7. ECN 2331:Statistics:Theoryand techniques for Economics
8. ECN 4411:Research methods and procedure
9. ECN 9125:Industrial organization
- 10.ECN 9415:History of Economic thought
- 11.FR 2211:African literature in French
- 12.FR 3211:African and Caribbean francophone literature
- 13.FRE 3111:Intermediate French language
- 14.LAL 3211:Aspects of the phonology and morphology
- 15.FRE 3411:French phonology and morphology
- 16.LAN 2311:The structure of African languages
- 17.LAN 4211:Theoretical phonology and morphology
- 18.LAN 4431:Research methods in linguistics
- 19.LAN 9325:Stylistics
- 20.LIT 9215:Shakespeare
- 21.MCS 1311:Media and Communication ethics

- 22.MCS 9155:Media ,Gender and children
- 23.PAM 1025:Introduction to public administration
- 24.PHI 9165:Ethics,crime and punishment
- 25.PHI 9195:Philosophy of religion
- 26.POL 1015:Introduction to political science
- 27.SOC 9155:Disaster preparedness and management
- 28.SOC 9855:Policy,projects and programmes for development
- 29.SW 3221:Social Work research methods
- 30.SWK 9315:Social work disability and mental health

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
UNIVERSITY MID-YEAR EXAMINATIONS 2013/14 ACADEMIC YEAR

**DEV 9050: CIVIL SOCIETY AND DEVELOPMENT**

**Instructions:**

- This paper has two sections, A and B.
  - Section A is **compulsory**.
  - For Section B you are required to choose and answer only two questions in essay form.
  - Examination duration is three (3) hours.
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**SECTION A.** Choose **any four (4)** concepts from the list below (a-g) and briefly explain what you understand about them (each one carries 10 marks).

- a. Lobbying
- b. Empowerment
- c. Participation
- d. Transparency
- e. Capacity building
- f. Accountability
- g. Good governance

**SECTION B.** Answer **any two (2)** questions of your choice in essay form (30 marks per question).

1. Clearly explain reasons why social movements rise in society. Discuss some of the main factors that enable their success in influencing social change.
2. Civil society has four main defining characteristics. Identify each one of those characteristics and explain how they should help in shaping civil society operations.
3. Robert Putnam considers social capital by isolating three interrelated elements. Identify and explain the role of each one of those elements.
4. Critically analyse the potential role and limits of civil society in advancing the good governance agenda in developing countries.
5. International donors have become more interested in supporting NGOs as opposed to governments in addressing social problems. Critically analyse the comparative advantage of NGOs against the state in addressing social problems in developing countries.
6. To whom should civil society be held accountable and how?

**END OF EXAMINATION.**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-YEAR EXAMINATIONS**

**EC 3235: PUBLIC FINANCE**  
**INSTRUCTIONS: ANSWER ALL QUESTIONS**  
**TIME: TWO (2) HOURS**

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**QUESTION ONE**

Consider the market for tomatoes. Assume that the supply of tomatoes is perfectly elastic at a price of K10. Suppose an ad valorem sales tax of 60 ngwee is imposed on consumers of tomatoes.

- a) How would you compute or derive the incidence of the tax? Please distribute the burden between consumers and producers. [5 marks]
- b) Assume that the demand function for tomatoes is  $D = 75 - P$  where  $P$  is the price paid by consumers and  $D$  is the quantity demanded. Given that tax burden is given by  $B = \left(\frac{1}{2}\right) epqt^2$ , compute the burden of the tax on tomatoes?[5 marks]
- c) What is the distribution of the tax incidence?[5marks]

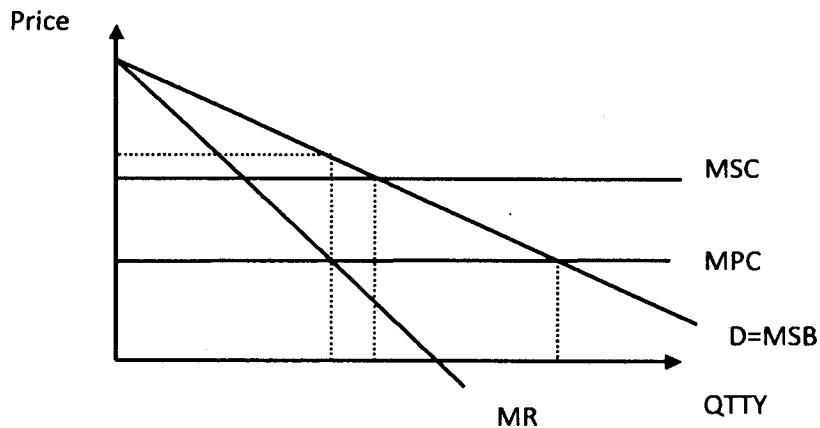
**QUESTION TWO**

Herryman Moono and Rueben Simfukwe (who have never met before) are the only two people who show up at O'Hagans bar and restaurant on Friday night in which their favorite local band is scheduled to play. Suppose the cost to the band of playing a song is constant and equal to K3. Herryman Moono's demand for songs is  $P=8 - 0.25Q$ , where  $P$  is the price he would pay per song and  $Q$  is the number of songs played. Rueben Simfukwe's demand for songs is  $P=16 - 0.5Q$ . The bar owner is considering having the band play 24, 28, or 32 songs.

- a) What "type" of good (private, common property, toll, or public) are band songs?[5marks]
- b) What is the market demand for the band's songs?[5marks]
- c) Which is the economically efficient number of songs for the band to play?
- d) Why are the other two quantities of songs inefficient? [5marks]

### QUESTION THREE

What kind of an externality does the production of output in the graph below produce? Justify



Replicate the graph above and analyze the questions *a to d*. Note that we assume a monopoly market structure.

- What level of production would be socially optimal? Justify [2.5 marks]
- What level of production would be for a profit maximizing monopoly not regulated?[2.5 marks]
- Suppose just as above the good is produced by a profit maximizing monopoly, to produce socially optimum output, should the government tax or subsidize the firm.[5 marks]
- Suppose now that the firm conducts business under a perfectly competitive market, what will be the optimal level of output? Why?[5 marks]

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**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-TERM FINAL EXAMINATIONS**

ECN 1115: INTRODUCTION TO MICROECONOMIC THEORY  
TIME: TWO (2) HOURS  
INSTRUCTIONS: ANSWER QUESTION ONE AND TWO OTHER QUESTIONS

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**QUESTION ONE**

- a) What is the difference between a **change in demand** and a **change in quantity demanded**?
- b) What is the difference between **accounting profits** and **economic profits**?
- c) What is the difference between **diminishing marginal product** and **diminishing returns to scale**?
- d) What is the difference between **cardinal** and **ordinal** utility?
- e) What are the characteristic differences between a **monopoly** and a **firm under perfect competition**?

**QUESTION TWO**

- a) Suppose the market for maize is currently in equilibrium at a price of K3 per pound. A drought in maize-growing provinces decreases the supply of maize. Use supply and demand analysis to forecast the impact of the drought on the market equilibrium price and quantity of maize.
- b) The price elasticity of cassava is estimated to be 0.5. As part of the strategy to diversify consumption away from maize, government authorities want to increase cassava consumption by 15 percent.
  - i. By what percentage must the price to consumers fall to achieve this objective?
  - ii. What will happen to total consumer expenditure on cassava as a result of the price cut?
- c) Are the following statements true or false? Explain.
  - i. For a Giffen good, the income effect has the opposite sign to the substitution effect.
  - ii. Normal goods have upward sloping price-consumption lines.

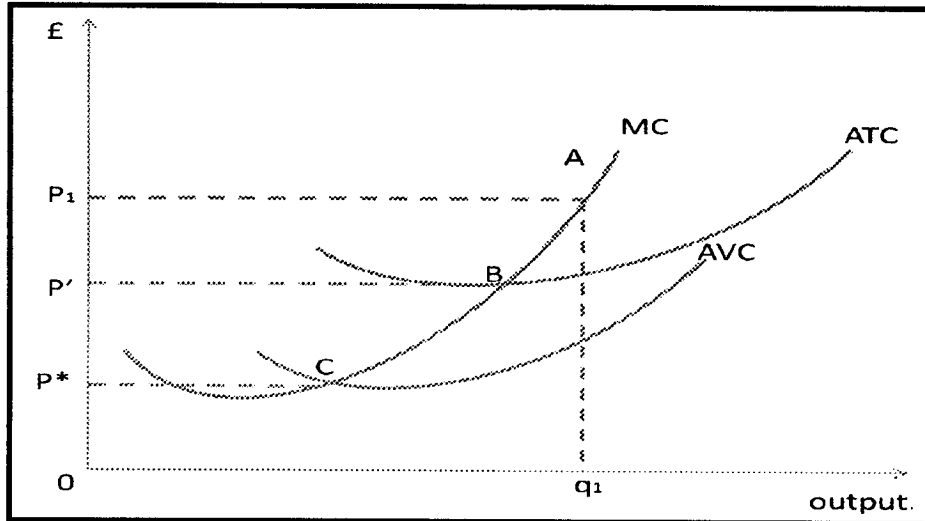
**QUESTION THREE**

The table below gives the production function for building blocks at Mbuzi constructions ltd.

| # of workers | Output | Average product | Marginal product |
|--------------|--------|-----------------|------------------|
| 1            | 1200   |                 |                  |
| 2            | 2400   |                 |                  |
| 3            | 3600   |                 |                  |
| 4            | 4800   |                 |                  |
| 5            | 6000   |                 |                  |

- Compute the average and marginal products for each worker.
- Graph the production function and plot the average and marginal production functions.
- Does this production function exhibit diminishing, constant, or increasing returns per worker? Why or why not? Explain.
- Is this firm in a perfectly competitive industry or a monopoly? Explain.
- What is your comment on its profits in the long run? Explain.

#### QUESTION FOUR



With reference to the diagram above, are the following statements true, false, or uncertain? Explain your answers.

- If  $P^*$  is charged, the firm is making normal profits.
- If the price the firm can charge is below  $P^*$ , the firm's profit maximising output is 0 in the short run.
- At a price below  $P'$ , the firm's profit maximising output is zero in the short run.
- In the short run, this firm will leave the industry if the price it can charge is  $P^*$ , causing it to rise to  $P'$ .
- In the long run,  $P_1$  is unsustainable.
- $P_1$  is a signal to enter the industry.
- The firm's supply curve is AC in the long run.

**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-TERM FINAL EXAMINATIONS**

**ECN 1215: INTRODUCTION TO MACROECONOMIC THEORY**  
**TIME: TWO (2) HOURS**  
**INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS**

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**QUESTION ONE**

A hypothetical economy is given by the following identities.

$$C = 2500 + 0.5 YD$$

$$\bar{I} = 1500$$

$$\bar{G} = 2000$$

$$T = 0.2Y$$

$$\bar{X} = 6000$$

$$Z = 5\,000 + 0.2Y$$

- a) What is the value of total autonomous expenditure?
- b) What is the value of the multiplier for this economy?
- c) What is the value of induced consumption expenditure at the equilibrium level of income?
- d) What is the value of the budget deficit or surplus at the equilibrium level of income?
- e) What is the value of Net exports or trade balance at the equilibrium level of income?
- f) Given that full employment is reached at a level of 14, 300, by how much should we change investment so as to achieve full employment income?

**QUESTION TWO**

- a) Use a well-labelled diagram to illustrate the linkages between the foreign sector and the government, households and firms using the circular flow model of income and spending. Clearly explain the flows in the model.
- b) Give a brief account of the different types of unemployment

**QUESTION THREE**

Briefly explain the following terms;

- a) Absolute advantage
- b) Comparative advantage
- c) Precautionary demand for money
- d) Speculative demand for money
- e) Transactions demand for money

**QUESTION FOUR**

- a) What is Inflation
- b) Use graphs to discuss Demand- Pull Inflation and Cost Push Inflation. Clearly explain the causes, effects and solutions

**QUESTION FIVE**

- a) List five (5) main functions of the Bank of Zambia
- b) Give an account of the three (3) monetary policy instruments the central bank uses to influence money supply and interest rates. Clearly explain both expansionary and contractionary monetary policy.

**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-TERM FINAL EXAMINATIONS**

ECN 2115: INTERMEDIATE MICROECONOMICS THEORY  
TIME: TWO HOURS  
INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN SECTIONS A & B

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**SECTION A**

**Multiple Choice: indicate the letter which corresponds to your chosen answer**

- 1) By returns to scale, we mean the resultant output when:
  - A) All factors are increased by whatever proportions
  - B) All factors are increased by the same proportion
  - C) Capital is increased by not labour
  - D) There is an improvement in technology
  
- 2) All the following characterise a monopoly apart from:
  - A) Monopoly has no close substitutes
  - B) Location may restrict a monopoly power
  - C) Monopoly is a sole supplier of the good
  - D) There are no deadweight loss with a monopoly
  
- 3) In the traditional theory of cost, which one of the following does not constitute average fixed cost:
  - A) Cost of raw material
  - B) Expenses for building maintenance
  - C) Salaries for administrative staff
  - D) Licence fees
  
- 4) In imperfect competition, there is no:
  - A) Free entry and exit
  - B) Perfect knowledge of products
  - C) Product differentiation
  - D) Factor mobility
  
- 5) Which of the following is TRUE about **isoquant** curves
  - A) The closer they are to origin, the higher the quantity.
  - B) They sometimes intersect to show equality of output
  - C) They slope downwards

- D) They are concave to the origin
- 6) Which of the following is true about the following Cobb Douglas production function?  
 $Q(K, L) = 2K^{0.5}L^{0.7}$
- A) There is increasing marginal productivity
  - B) There is decreasing returns to scale
  - C) Factor must be used in fixed proportions.
  - D) Output can still be varied even when  $K$  is constant.
- 7) Which of the following is not covered under *Ceteris Paribus* condition in relation to demand for a commodity?
- A) Tastes and preferences remain the same
  - B) Income of consumers remain constant
  - C) Production technology remain constant
  - D) Price of close substitutes remain constant
- 8) A market is in equilibrium at price  $K12.50$  and quantity  $Q = 50$ . What will be the effect of a price ceiling set at  $K14.00$ ?
- A) Quantity demanded will increase
  - B) Quantity supplied will increase
  - C) Both quantities will remain unchanged
  - D) Effect will depend on price-elasticity of demand and supply
- 9) Which of the following does not constitute the first order conditions for profit maximisation:
- A)  $MR = MC$  where  $MR$  is Marginal Revenue and  $MC$  is marginal cost
  - B)  $\frac{d\pi}{dQ} = \frac{dTC}{dQ}$  where  $\pi$  is profit and  $TC$  is total cost
  - C)  $\frac{d\pi}{dQ} = 0$  where  $\pi$  is profit
  - D)  $\frac{dTR}{dQ} = \frac{dTC}{dQ}$  where  $TR$  is total revenue and  $TC$  is total cost
- 10) In third degree price discrimination, the monopolist:
- A) Divides the market into two.
  - B) Charges each customer a higher reservation price
  - C) Charges different prices per unit of the same good
  - D) Charges the same price for all customers

## **SECTION B**

**Use appropriate diagrams where necessary**

### **QUESTION ONE**

Illustrate with diagrams the nature of average and marginal revenue curves of a firm working under:

- a. Perfect competition
- b. Monopoly
- c. Monopolistic Competition

### **QUESTION TWO**

John has an income of K1000 a month which he spends on two goods only, accommodation and food. His utility function is  $U(A, F) = 10A^{0.6}F^{0.4}$  where  $A$  is accommodation and  $F$  is food. The prices of accommodation and food are K15.00 and K8.00 respectively.

- a. How much of  $A$  and  $F$  does John buy in order to maximise utility?
- b. What is the level of utility in (a)
- c. Suppose now that due to minimum housing standards, John is required to buy not less than 50 units of accommodation, how will his income be spend now?
- d. What level of utility does John get in (c) above.

### **QUESTION THREE**

Competitive markets fail due to incomplete information, externalities and presence of public goods. Explain these concepts in support of your answer.

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**END OF FINAL EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-TERM FINAL EXAMINATIONS**

ECN 2311:            MATHEMATICS FOR ECONOMICS I  
TIME:                TWO HOURS  
INSTRUCTIONS:     ANSWER ALL QUESTIONS

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**QUESTION ONE**

Evaluate the following

- a.  $\lim_{x \rightarrow 2} \left( \frac{x-2}{x^2-4} \right)$   
b.  $\int_0^5 2 \, dx$

**QUESTION TWO**

A group of 25 UNZABECA members were asked whether they were currently doing any of the following three courses: Mathematics for Economics I (A); Intermediate Macroeconomics (B) and Intermediate Microeconomics (C). The information is presented in the table below.

| Course Name                 | Course Code | Number |
|-----------------------------|-------------|--------|
| Maths for Economics I       | A           | 13     |
| Intermediate Macroeconomics | B           | 10     |
| Intermediate Microeconomics | C           | 10     |

On further investigation, it was discovered that 2 were doing both A and B, 4 were doing both A and C while 5 were doing both B and C. Three members said they were still in first year and so not doing any of the three courses. On the basis of this information:

- a. Find the number of students that were doing the three courses.  
b. Present the information in a well labelled Venn diagram

**QUESTION THREE**

[DJ24] Given the following system of equations:

$$x + 2y + 4z = 36$$

$$x + y + z = 20$$

$$-2y - 7z = -35$$

- a. Express the system in matrix form  
b. Find the values of  $x$ ,  $y$  and  $z$  using Cramer's rule

#### QUESTION FOUR

An initial amount of K2000 is invested for five years. The annual interest rate is expected to be 14% for the first two years and then fall to 10% in the last three years. How much will this be worth after five years if:

- a. Interest is added once at the end of each year
- b. Interest is added at the end of every six month.

#### QUESTION FIVE

A firm operating in a perfectly competitive market has the marginal cost given by

$$MC(x) = 4 + 0.3x^2$$

The firm has a fixed cost of K100. The firm is a price taker and the equilibrium market price of the commodity is K34.00

- a. Find the total cost function
- b. What is the profit maximizing level of output?
- c. Suppose now the fixed cost doubles to K200, what is the new optimal level of output?

#### QUESTION SIX

A firm's profit function is given by

$$\pi = 12x_1 - x_1^2 + 24x_2 - 1.5x_2^2$$

where  $x_1$  and  $x_2$  are quantities of the two goods. The firm is also subject to a constraint on the availability of a particular input which is necessary for the production of both goods. Two units of the input are required to produce a unit of the first good and one unit to produce a unit of the second good. Assume the firm can get as much of the input as it desires;

- a. What is the optimal level of output  $x_1^*$  and  $x_2^*$ ?
- b. How much profit does the firm make?
- c. Suppose now that there are only 27 units of the input available, what is the maximum profit now?

**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF ECONOMICS  
2013/14 ACADEMIC YEAR SECOND TERM**

**ECN2331 STATISTICS: THEORY AND TECHNIQUES FOR ECONOMICS**

**FINAL EXAMINATION**

**2014**

**Date: TUESDAY 4<sup>th</sup> MARCH 2014**

**Time: 2 HOURS  
(5 minutes reading time)**

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**Instructions to the candidates:**

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

**Materials required:**

1. Answer Books
2. Statistical Tables

1. Suppose you have the following set of numbers 4, 6, 6.5, 6.5, 6.8, 6.8, 7, 7, 7, 7, 7.4, 7.5, 7.5, 9, 9.5

(a) Calculate the mean and standard deviation of this data set?.

[5 marks]

(b) Calculate the median, mode and interquartile range?

[5 marks]

(c) Prepare a stem-and-leaf plot for the following sample of cans of a soft drink were used to in an industrial experiment that examined the drink's shelf life measured in days had the following data

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 262 | 188 | 234 | 203 | 212 |
| 212 | 301 | 225 | 241 | 211 |
| 231 | 227 | 217 | 252 | 206 |
| 281 | 251 | 219 | 268 | 231 |
| 279 | 243 | 279 | 243 | 241 |
| 290 | 249 |     |     |     |

[10 marks]

2. Let  $X$  and  $Y$  be 2 jointly distributed random variables with the following joint distribution:

|                 |      |      |      |      |
|-----------------|------|------|------|------|
| $X \setminus Y$ | 1    | 2    | 3    | 4    |
| 2               | 0.12 | 0.08 | 0.15 | 0.05 |
| 4               | 0.07 | 0.06 | 0.12 | 0.05 |
| 6               | 0.06 | 0.04 | 0.05 | 0.00 |
| 8               | 0.05 | 0.02 | 0.08 | 0.00 |

(a) Are random variables  $X$  and  $Y$  independent? *Explain.*

[2 marks]

(b) Find  $P[X \geq 3, Y \geq 3]$ ?

[3 marks]

(c) Find the  $E[X]$ ?

[5 marks]

(d) Find  $\text{Var}[Y]$ .

[5 marks]

(e) Find  $P[X + Y \leq 5]$ .

[5 marks]

3. Let the random variable  $X$  have the following density function:

$$f(x) = \begin{cases} 0, & x \leq 100 \\ \frac{100}{x^2}, & x > 100 \end{cases}$$

(a) Find the Cumulative function,  $F(x)$ ?

[5 marks]

(b) Find  $P(X < 50)$ .

[5 marks]

(c) Find  $E[X/X \leq 50]$ ?

[5 marks]

(d) Find  $E(X)$ ?

[5 marks]

(e) Find  $Var[X]$ ?

[5 marks]

4. (a) Suppose that 100 tires made by a certain manufacturer lasted on average 21,819 miles with a standard deviation of 1,295 miles. Test the null hypothesis  $\mu = 22,000$  miles against the alternative hypothesis  $\mu < 22,000$  miles at the 0.05 level of significance.?

[5 marks]

(b) An experiment is performed to determine whether the average nicotine of one kind of cigarette exceeds that of another kind by 0.20 milligrams. If  $n_1 = 50$  cigarettes of the first kind had an average content of  $\bar{x}_1 = 2.61$  milligrams with a standard deviation of  $s_1 = 0.12$  milligram, whereas  $n_2 = 40$  cigarettes of the other kind had an average nicotine content of  $\bar{x}_2 = 2.38$  milligrams with a standard deviation of  $s_2 = 0.14$  milligram, test the null hypothesis  $\mu_1 - \mu_2 = 0.20$  against the alternative hypothesis  $\mu_1 - \mu_2 \neq 0.20$  at the 0.05 level of significance. Use P-value to asses.

[5 marks]

(c) A weight reduction center advertises that participants in its program lose an average of at least 5 pounds during the first week of the participation. Because of numerous complaints, the state's consumer protection agency doubts this claim. To test the claim at 0.05 level of significance, 12 participants were randomly

selected. Their initial weights and their weights after 1 week in the programme is shown below. Use a paired t-test to test whether the claim is true.:

| <i>Member</i> | <i>initial<br/>Weight</i> | <i>1 Week<br/>Weight</i> |
|---------------|---------------------------|--------------------------|
| 1             | 195                       | 195                      |
| 2             | 153                       | 151                      |
| 3             | 174                       | 170                      |
| 4             | 125                       | 123                      |
| 5             | 149                       | 144                      |
| 6             | 152                       | 149                      |
| 7             | 135                       | 131                      |
| 8             | 143                       | 147                      |
| 9             | 139                       | 138                      |
| 10            | 198                       | 192                      |
| 11            | 215                       | 211                      |
| 12            | 153                       | 152                      |

[10 marks]

5. (a) Suppose that we want to determine on the basis of the following data whether there is a relationship between the time, in minutes, it takes a secretary to complete a certain form in the morning and in the late afternoon

|   | <i>Morning<br/>x</i> | <i>Afternoon<br/>y</i> |
|---|----------------------|------------------------|
|   | 8.2                  | 8.7                    |
|   | 9.6                  | 9.6                    |
|   | 7.0                  | 6.9                    |
|   | 9.4                  | 8.5                    |
| : | 10.9                 | 11.3                   |
|   | 7.1                  | 7.6                    |
|   | 9.0                  | 9.2                    |
|   | 6.6                  | 6.3                    |
|   | 8.4                  | 8.4                    |
|   | 10.5                 | 12.3                   |

.Compute and interpret the sample correlation coefficient.

[10 marks]

(b) Suppose 10 persons studied for a French test and their scores on the test are

| <i>Hours<br/>Studied (x)</i> | <i>Test<br/>Score (y)</i> |
|------------------------------|---------------------------|
| 4                            | 31                        |
| 9                            | 58                        |
| 10                           | 65                        |
| 14                           | 73                        |
| 4                            | 37                        |
| 12                           | 60                        |
| 22                           | 91                        |
| 1                            | 21                        |
| 17                           | 84                        |

, Compute a regression equation  $\hat{Y} = \hat{a} + \hat{b}X$  .

[10 marks]

END

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-YEAR FINAL EXAMINATION**

**ECN 4411: RESEARCH METHODS AND PROCEDURE**  
**TIME: TWO (2) HOURS**  
**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**QUESTION ONE**

- a) Under what circumstances is stratified random sampling design considered appropriate? How would you select such a sample? Explain by means of an example.
- b) Distinguish between:
  - i. Restricted and unrestricted sampling;
  - ii. Convenience and purposive sampling;
  - iii. Systematic and stratified sampling;
  - iv. Cluster and area sampling.

**QUESTION TWO**

- a) What is the meaning of measurement in research? What difference does it make whether we measure in terms of a nominal, ordinal, interval or ratio scale? Explain giving examples.
- b) Describe the different methods of scale construction, pointing out the merits and demerits of each.
- c) "Scaling describes the procedures by which numbers are assigned to various degrees of opinion, attitude and other concepts." Discuss. Also point out the bases for scale classification

**QUESTION THREE**

- a) What is a research problem? Briefly describe the main issues which should receive the attention of the researcher in formulating the research problem. Give suitable examples from the topic of your research proposal.
- b) Briefly state your research topic and explain what the research problem is, the significance of the study, and what theoretical literature you have reviewed, and the methodology that you are going to use.

**END OF FINAL EXAMINATION**

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**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-TERM FINAL EXAMINATION**

**ECN: 9125**

**INDUSTRIAL ORGANISATION.**

**TIME:**

**TWO HOURS**

**INSTRUCTIONS**

- a) **QUESTION ONE IS COMPULSORY**
  - b) **ANSWER ANY OTHER THREE QUESTIONS**
- 

**QUESTION ONE**

**ANSWER TRUE, FALSE or UNCERTAIN and JUSTIFY**

- a) Imposing a quantity tax on a monopolist will always cause the market price to increase by the amount of the tax.
- b) The use of after sales back up service by a trader is a form of natural product differentiation.
- c) A Tie in Sale is a situation where a popular product is only sold in company with other goods.
- d) Third Degree Price Discrimination is a pricing arrangements in which the price paid by the consumer depends on the quantity that each consumer buys.
- e) Consider a monopolist with a constant marginal cost. The higher is the elasticity of demand at monopoly price, the higher is the profit to sales ratio for the monopolist.

**QUESTION TWO**

Suppose that the Zambia Opaque beer production is a perfectly competitive industry. Market demand for these beers (in millions of barrels per year) is given by:

$$D(p) = 221 - p$$

where  $p$  is the price per barrel. Every brewer has the same cost function which is given by:

$$C(q) = 100 + q + q^2.$$

In the short-run, there are 10 firms in the industry.

- a) Graph the marginal cost and average cost curves for a brewer.
- b) Does beer making exhibit scale economies, and if so, over what range of production?
- c) Derive the expression for the supply curve for an individual brewer (for the 10 firms in the industry, you may assume that the fixed cost has been sunk). Identify the supply curve on the graph from (a).
- d) Give the expression for the *short-run* industry supply curve.
- e) What is the short-run equilibrium price and quantity?
- f) Is the industry in its long-run equilibrium? If so, explain why. If not, what are the long-run equilibrium price, quantity, and number of brewers?

**QUESTION THREE**

His excellence, the President of the Republic of Lukangaba in his press conference to the nation dubbed “**Enhancing Competition for Innovation and Growth**” argued for increased use of new methods of production to enhance productivity and promote economic growth in order to enhance job creation. In order to ensure this happens he said that the government is going to enhance competition in all the markets to enhance innovation as a result of increased research and development. During the press conference one of the Journalists asks the president to clarify how increased market competition will result in more research and development. In response, the President states that he cannot answer immediately as he will instruct his team to issue a comprehensive statement on how competition helps to enhance research and development, thereby more innovation. As the Presidents Chief Economic

Advisor draft a brief response using diagrams to validate the claim that enhanced competition will lead to more innovation.

**QUESTION FOUR**

The most popular personal computer software programs have been sold individually and in productivity “suites”. Imagine that there are five types of users in the population who have different valuations for word processing (Product 1) and spreadsheet (Product 2) programs.

The table below gives their reservation prices in dollars for each program, along with the number of each user type in millions:

| USER        | NUMBER | R1 | R2 |
|-------------|--------|----|----|
| Accountants | 20     | 16 | 64 |
| Lawyers     | 20     | 60 | 20 |
| Students    | 40     | 28 | 28 |
| Consultants | 30     | 12 | 40 |
| Writers     | 10     | 40 | 0  |

Users demand a single unit of each program and their demand for each program is independent of the consumption of the other.

- a) Plot the reservation prices for the five types in a R1 – R2 diagram.
- b) Give some reasons why, in this particular context, users would place greater value on receiving both programs in the same package from the same supplier than the simple sum of the two reservation prices. Suppose to begin with that the two programs are sold individually, each one by a separate monopolist. Assume that the marginal cost of distributing each program is \$25, consisting primarily of technical support.
- c) Find the profit-maximizing price for each program. Determine who buys and who doesn't buy. Calculate each monopolist's profits. Now suppose that one firm monopolizes both programs. This firm still expends \$25 per copy of each program - there is no production cost savings from integrating supply.
- d) Find the profit-maximizing price of a bundle consisting of one of each of the two programs. What is total profit? Who buys and who doesn't buy? Does any user type purchase a program when valuing it less than its cost of production?
- e) Compare industry and firm profits under unbundled and bundled sales of the two programs. Would the monopolist prefer to sell the product bundled or unbundled?

**QUESTION FOUR**

Assume that the market demand curve for cement is given by  $Q(p) = 1000 - 1000p$ . There are only two firms in this market. Further, assuming that the industry cost structure is equal for all firms at 0.28 kwacha per unit of cement.

- a) Calculate the value of output, profit for each firm, market price, industry output and profit assuming these firms compete in a Cournot model.
- b) Assume they compete over prices calculate value of output and profit for each firm. Also industry output, market price and industry profit. Remember to clearly show all working (especially best response functions).
- c) Finally if they competed in a leader-follower situation. Calculate the magnitudes in b).

**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR**  
**MID-TERM FINAL EXAMINATIONS**

ECN 9415: HISTORY OF ECONOMIC THOUGHT  
TIME: TWO HOURS  
INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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**QUESTION ONE**

- i. Sir William Petty is considered one of the leading Mercantilist writers to the point of being pre-Classical. Outline his contributions to the Mercantilist School and those of the ~~Mercantilist~~ <sup>Classical</sup> School critically.
- ii. Why would you consider Francois Quesnay a key figure of the Physiocratic School? Compare his version of *the Tableau Economique* with modern day Circular Flow Diagram.

**QUESTION TWO**

- i. Provide a detailed and critical assessment of the economic treatise, *An Inquiry into the Nature and Causes of the Wealth of Nations*, (reference the moral philosophy of its development in the *Theory of Moral Sentiments*). Clearly outline in your analysis the economic laws developed by Adam Smith as well as the Theory of Economic Development.
- ii. David Ricardo reviewed and interpreted differently the labour theory of value from that of Adam Smith. How was this different.
- iii. Ricardo had a different position on the Corn Laws from Robert Malthus. Relate Ricardo's arguments on the Corn Laws to (i) Ricardo's theory of distribution and (ii) Theory of comparative advantage

**QUESTION THREE**

- i. What were the key five sources of intellectual influence on Karl Marx?
- ii. Beginning with the Marxian Labour Theory of Value, and taking into account the Marxian equations shown below:

i)  $Value = c + v + s$

ii)  $s' = \frac{S}{V}$

$$\text{iii) } Q = \frac{C}{C + V}$$

$$\text{vi) } p' = \frac{s'}{(1-Q)}$$

- iii. Explain each of the equations above and provide an overview of the Law of Motion of Capitalism.
- iv. Would you assess the collapse of socialism to have been a failure of the predicted collapse of communism due to internal contradictions and class struggle in terms of all the elements of the laws of motion of capitalism? What would be the justification for your arguments?

#### **QUESTION FOUR**

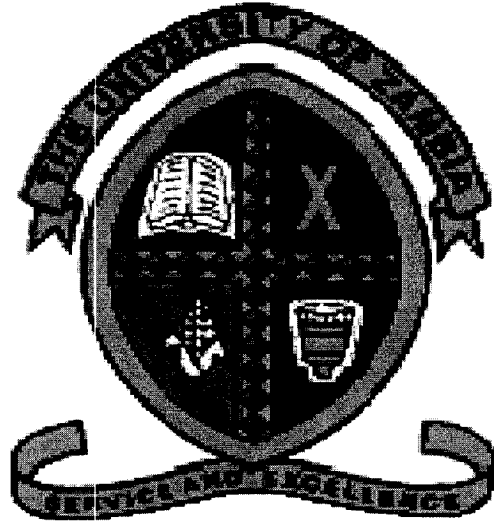
- i. What were the key assumptions in Antoine Cournot's Theory of Monopoly and Duopoly. How is Cournot's duopoly model different from that of Francis Edgeworth?
- ii. Jules Dupuit is credited with his analysis of Marginal Utility Theory and Demand among other things. Explain the significance of these two concepts and at least two other key contributions he made to contemporary theory.

#### **QUESTION FIVE**

- i. What were the key tenets of the Keynesian School?
- ii. Outline the fundamental features of the Keynesian system, showing how equilibrium income is attained and how depression may be induced in the economy.
- iii. The Keynesian system was criticised as a consequence of the indeterminate nature of interest rates by Alvin Hansen and John Hicks. Their response was to come up with the *SI – LM* Synthesis. Provide a detail outline of the *IS – LM* Synthesis and outline its policy relevance.

**END OF FINAL EXAMINATION**

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# THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

**2013/2014 ACADEMIC YEAR MID-TERM EXAMINATION**

**FR 2211:                   AFRICAN LITERATURE IN FRENCH**

DURATION:               THREE HOURS

INSTRUCTIONS:       - DICTIONARIES AND BOOKS ARE ALLOWED

-ANSWER ALL QUESTIONS ON THE ANSWER SHEET  
PROVIDED.

-THIS PAPER COMPRISES TWO PAGES

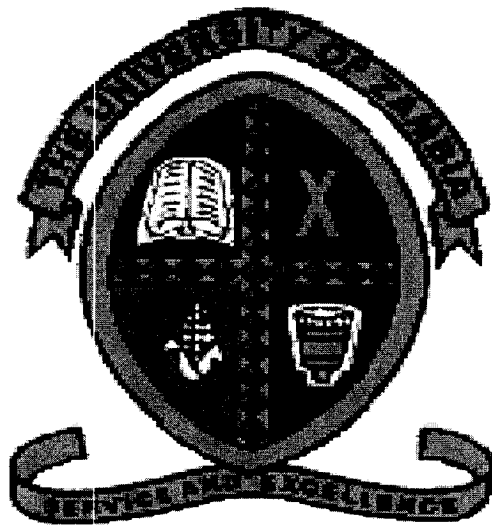
**SECTION A: L'ENFANT NOIR DE CAMARA LAYE**

1. Dans le poème liminaire, « À ma mère », du roman **L'enfant noir**,
  - a. Dégagez et expliquez les éléments qui montrent que l'enfant est loin de sa mère. (4pts)
  - b. Pourquoi, selon vous, l'auteur a-t-il décidé de dédier ce poème à sa mère ? (4pts)
2. Qu'est-ce que vous comprenez par le terme « Négritude » ? Quelle est l'importance du roman **L'Enfant noir** dans le mouvement de la négritude ? (10 pts)
3. Commentez sur « la cérémonie de Konden Diara » et « le rite de la circoncision ». Quelle est l'importance de ces deux cérémonies dans la société de Camara Laye ? (7pts)

**SECTION B : UNE VIE DE BOY DE FERDINAND OYONO**

1. En donnant quelques détails, expliquez pourquoi la mort du Père Gilbert est-elle une terrible catastrophe pour Toundi ? (8 pts)
  2. À l'aide d'exemples, donnez quelques indices de préjugés raciaux dans les rapports entre colonisateurs et indigènes dans **Une vie de boy**. (10 pts)
  3. Comment se manifeste le thème de l'infidélité dans ce roman ? Commentez. (7 pts)
- .....

**END OF EXAMINATION**



# THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

**2013/2014 ACADEMIC YEAR MID-TERM EXAMINATION**

**FR 3211: AFRICAN AND CARIBBEAN FRANCOPHONE LITERATURE**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- DICTIONARIES AND BOOKS ARE ALLOWED
- ANSWER ALL QUESTIONS ON THE ANSWER SHEET PROVIDED.
- THIS PAPER COMPRISES TWO PAGES

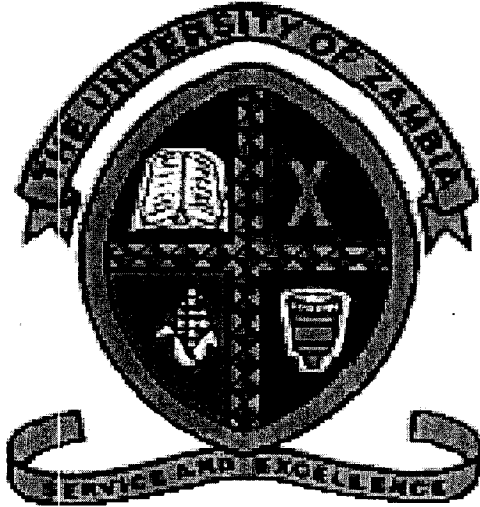
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1. Qui est l'écrivain du roman *Les bouts de bois de Dieu* ? Ensuite faites une biographie compréhensive de l'auteur. (10 pts)
2. Ce roman met à nu les injustices inhérentes au système colonial. Expliquez en vous appuyant sur des exemples. (12 pts)
3. Est-il vrai que l'auteur a « malinkélisé » le français ? Justifiez votre réponse à l'aide des exemples. (8 pts)
4. En quoi la lutte des cheminots entraîne-t-elle des changements dans les structures sociales et dans les rapports traditionnels des genres? Justifiez votre réponse à l'aide d'exemples. (13 pts)
5. Pourquoi Niakoro, la mère de Bakayoko, exprime-t-elle ses inquiétudes et son scepticisme avant que les syndicalistes engage un bras de fer avec les autorités coloniales? (7 pts)

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## END OF EXAMINATION

FRENCH.



# THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

2013/2014 ACADEMIC YEAR, MID-TERM EXAMINATION

**FR 3311: TRANSLATION FROM FRENCH TO ENGLISH**

**DURATION: THREE HOURS**

**INSTRUCTIONS: - DICTIONARIES ARE ALLOWED**

**-ANSWER ALL QUESTIONS IN THE ANSWER BOOKLET PROVIDED.**

**-THIS PAPER COMPRISES TWO PAGES**

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**Question 1:** Citez huit (8) techniques de traduction que les traducteurs utilisent la plupart du temps.  
Donnez un exemple pour chaque technique de traduction.

**Question 2:** Traduisez le texte Ci-dessous du français vers L'anglais.

L'Éducation et le développement

Comment enseigner le français, langue étrangère

A la fin de leurs études nombre d'apprenants sont incapables de formuler correctement une pensée personnelle en français. A qui la faute? A y bien réfléchir, l'étudiant est la dernière personne à culpabiliser. C'est plutôt le système d'évaluation qui est en cause. Dans les universités Kenyans, le système d'évaluation comporte deux instances : les épreuves de diagnostic continues, communément appelées "Cats" (Continuous assessment test) et les examens.

Dans le Cas du français Langue étrangère (FLE) les compétences que les "Cats" doivent évaluer sont; savoir entendre, savoir parler, savoir lire et savoir lire et savoir écrire. A la fin du programme, l'évaluation sommative dresse le profil de l'apprenant dans ces quatre compétences. Donc, évaluer au Kenya, C'est vérifier la pratique et la théorie. Les cats qui mesurent la mémorisation (nom de l'auteur, année d'édition, critères de définition des sons, titres d'ouvrages...) sont inutiles dans l'apprentissage d'une langue vivante.

C'est mauvais de prétendre que l'on peut enseigner la pratique d'une langue par la mémorisation des connaissances factuelles. Selon Gilbert De Landsheere, il a été prouvé que 80% des connaissances mémorisées ont disparu quinze (15) mois après l'évaluation. Les épreuves spécifiques de grammaire, de lexique et de phonétique ne peuvent pas prétendre vérifier la capacité pratique à communiquer.

il faut savoir ce que l'on recherche lorsque on évalue: est-ce que la capacité de mémoriser les notes théoriques du professeur? A quoi sert l'évaluation de compétences linguistiques déconnectées du fonctionnement langagier réel? Si la théorie fournit à l'étudiant des occasions de répétitions dans « la langue de d'enseignant », elle ne lui offre pas le choix d'exprimer sa propre pensée dans sa « langue ».

Comme nous l'avons déjà recommandé, les épreuves orales devraient se faire à proportions égales avec les épreuves écrites, dans tous les cours.

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**END OF EXAMINATION**



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

**MID YEAR EXAMINATIONS 2014**

**FRE 3111: INTERMEDIATE FRENCH LANGUAGE**

**PAPER 1**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

**-Dictionaries are allowed**

**- Answer all questions in the answer booklet provided**

**SECTION A: TRANSLATION**

**Translate the following text from French into English**

J'ai visité en 1996, à l'occasion du X<sup>ème</sup> congrès de la fédération internationale des professeurs de français à Tokyo, la ville de Kamakura –dans l'Ile de Honshu célèbre par sa colossale statue de bronze du bouddha Amida, ses temples et ses musées.

A la fin de la visite de ces magnifiques monuments, le Chef traditionnel de Kamakura a offert une réception à la délégation des professeurs de français en excursion dans sa belle ville. La majesté du rituel d'accueil, tout empreint de spiritualisme oriental, la traditionnelle séance de thé réservée aux hôtes de marque ont montré la place importante que tiennent les traditions dans ce pays devenu troisième puissance industrielle du monde.

Tout au long du chemin de retour de cette excursion, je réfléchissais à ce mariage heureux de la tradition et du modernisme dans ce lointain pays de l'extrême orient. Je pensais surtout à beaucoup de pays d'Afrique aujourd'hui confrontés à la difficulté d'adopter les techniques les plus avancées de l'occident sans sacrifier leurs traditions ni perdre leur culture, c'est-à-dire leur identité.

La revue "Francophonies du sud", en consacrant un dossier aux chefferies traditionnelles en Afrique, veut attirer l'attention du lecteur sur une des institutions sociales susceptibles de jouer encore un rôle important dans la protection des valeurs culturelles du continent.

Les fils du continent doivent puiser leurs forces dans les traditions positives de la terre qui les a vus naître. C'est le seul moyen pour eux d'éviter la mort de leurs civilisations, et d'échapper à la civilisation moderne.

**Felix Nicodème Bikoi**

**Fin**

## **SECTION B: LA COMPREHENSION**

**Lisez le texte ci-après et puis répondez aux questions.**

« Je sais qu'il est ici, celui qui a osé attenter à la vie de notre cher président – fondateur bien – aimé qui vivra éternellement dans le panthéon de nos héros immortels. Je sais que cet individu de malheur porte une barbe et est borgne. Si dans dix minutes vous ne me dites pas où il se cache, je brûle toutes vos maisons, je tire l'un de vous au hasard, on le torturera et on le fusillera ! »

Les dix minutes passèrent dans un silence angoissé et profond comme les silences qui précédèrent la création du monde. Le chef des soldats ordonna alors le début des représailles. Ils molestèrent les villageois : ils pendirent certains par les pieds puis les chicotèrent, ils passèrent du piment rouge sur les blessures ouvertes des autres, ils firent manger de la bouse de vache fraîche à d'autres encore... Les villageois ne dénoncèrent point l'homme recherché. Ils brûlèrent alors toutes les maisons du village ainsi que les récoltes, fruit du travail d'une année dans un pays où l'on mangeait à peine à sa faim. Les villageois ne donnèrent toujours point le renseignement désiré. En fait, la raison de leur attitude était bien simple : ils ne connaissaient vraiment pas celui qui 'avait fait le coup'

L'homme avait agi seul. Il s'était préparé pendant des mois, lisant, étudiant, planifiant ; puis il avait mis une barbe postiche, un bandeau noir sur son œil gauche comme un pirate. Il avait trouvé le moyen de violer l'inviolable palais et de tuer le grand dictateur ; le moyen était si simple qu'il s'était juré de ne jamais le révéler, même étonné de voir les soldats dans son village. Mais l'avaient – ils vraiment démasqué ou n'était-ce qu'un coup de bluff ? Manifestement, ils ne le connaissaient pas, lui qui se tenait

devant eux, parmi ses frères villageois qui, eux, ignoraient tout. Il était là, debout, imberbe et avec ses deux yeux, attendant la suite des événements.

Le chef des soldats, un commandant, se fâcha plus violemment encore devant le mutisme des suppliciés :

- Je vous le répète pour la dernière fois ! si vous ne me dites pas où se cache ce salopard de fils de pute borgne et sans couilles qui a assassiné notre bien-aimé président à vie, fondateur de notre parti et chef de la nation, je prends l'un de vous au hasard et je fusille !

**Jazz et vin de palme,**  
**E.B. Dongala, Hatier – Paris- mars 1982**

**Questions**

**1. D'après ce texte, choisissez la bonne réponse et écrivez la lettre de votre réponse.**

1. Une barbe postiche, c' est une barbe :
  - a. sale
  - b. naturelle
  - c. propre
  - d. Artificielle
  
2. "Inviolable palais" veut dire un palais:
  - a. incontournable
  - b. impénétrable
  - c. sans garde
  - d. incontrôlable.
  
3. 'Devant le mutisme des suppliciés' signifie :
  - a. Devant la peur de la population
  - b. Devant le bruit des villageois
  - c. Devant le silence des gens
  - d. Devant l' inquiétude.
  
4. " Imberbe" veut dire :
  - a. Avec de longue barbe
  - b. Avec de poils
  - c. Sans barbe du tout.
  - d. Sans beaucoup de cheveux

5. " Prendre quelqu'un au hasard " c'est :
- Choisir un ami
  - Prendre celui qui se hasarde beaucoup
  - Prendre n'importe qui

**11. Répondez clairement aux questions selon les informations du texte**

- Quels étaient les signes pouvant aider à reconnaître l'assassin du président ?
- Quelles sont les menaces dont se sert le commandant pour que la population montre celui qui a tué le président ?
- Montrez que le commandant torturait les villageois à montrer l'assassin du président.
- Quelles sont les conséquences de l'incapacité des villageois à montrer l'assassin ?
- Quel est le vrai motif du manque de réponse des villageois à la question du commandant ?

**11. Répondez par « vrai » ou « faux » aux énoncés suivants :**

- Les villageois ne voulaient vraiment pas dire celui qui avait tué leur président. [ ]
- Les villageois avaient raison de n'avoir rien à répondre au commandant. [ ]
- Tous les moyens utilisés par le commandant pour arriver à son but ont été efficaces. [ ]
- L'assassin du président était totalement prêt à toutes les conséquences de son acte au lieu de quelqu'un d'autre. [ ]
- Le commandant savait bien que celui qu'il a fusillé le vrai assassin. [ ]

**IV. Trouvez le mot ou les mots dans le texte qui veut dire :**

- Avec un œil
- Sans fin
- Sans choisir
- Avec beaucoup de peine
- Demandeurs des pardons

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



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

**MID YEAR EXAMINATIONS 2014**

**FRE 3411: FRENCH PHONOLOGY AND MORPHOLOGY**

**TIME : THREE HOURS**

**INSTRUCTIONS:**

- Dictionaries are not allowed
- Answer all questions in the answer booklet provided.

**SECTION A: LA PHONOLOGIE**

Question 1: Donnez deux exemples en français pour chacune de formes syllabiques ci-après:

- i) V
- ii) V + C
- iii) C + V
- iv) C + V + C
- v) V + CC
- vi) CC + V
- vii) CC + V + C
- viii) CC + V + CC
- ix) CCC + V
- x) CCC + V + C

Question 2: Donnez au moins 4 traits distinctifs les plus courants en phonologie française.

Question 3: Relevez:

- a) 5 paires minimales pour /f/ en l'opposant aux autres consonnes du français en position initiale.
- b) 5 paires minimales pour /s/ en l'opposant aux autres consonnes du français en position finale.
- c) 5 paires minimales pour /e/ en l'opposant aux autres voyelles du français.
- d) 5 paires minimales pour /y/ en l'opposant aux autres voyelles du français.

Question 4: En vous appuyant sur des exemples précis, expliquez les termes ci-dessous:

- a) allophone
- b) assimilation progressive
- c) assimilationressive
- d) rendement des oppositions
- e) syllable fermée
- f) syllabe ouverte
- g) arrondissement
- h) phonèmes consonantiques sonores;
- i) phonemes intermédiaires
- j) Phénomène de l'archiphonème.

Question 5: Trouvez les paires minimales dans cette liste:

- 1. pied
- 2. tronc
- 3. rein
- 4. neige
- 5. fil
- 6. quille
- 7. ton
- 8. pont
- 9. fils
- 10. nez
- 11. frein
- 12. fille
- 13. flanc
- 14. temps
- 15. fée
- 16. train
- 17. fleur
- 18. paon
- 19. con
- 20. bille
- 21. faible

## Question 6

Quel type d'assimilation pouvez-vous identifier dans les exemples ci-dessous:

- i) Dites donc!
- ii) Toute dure
- iii) Faute de temps
- iv) Il achète des livres
- v) Médecine

## **SECTION B: LA MORPHOLOGIE**

### **1. Choisissez et écrivez la bonne réponse.**

1. La morphologie est une étude de:  
a) Des sons    b) composition de mots    c) la production des sons
2. Dans cet énoncé, « les enfants sont méchants »  
il s'agit de la morphologie  
a) dérivationnelle    b) flexionnelle    c) suffixale
3. Le verbe « grandir » contient  
a) Une base phonétique    b) deux bases phonétiques    c) trois bases phonétiques.
4. Le mot « trouvailles » se compose de  
a) Un morphème    b) Deux morphèmes    c) Trois morphèmes
5. Les morphèmes grammaticaux constituent  
a) une classe ouverte    b) une classe fermée    c) un groupe de préfixes

### **11. Illustrez avec un exemple claire les cinq façons différentes de créer un mot en utilisant les moyens suivants :( soulignez votre réponse)**

- a) la suffixation
- b) composition unifiée
- c) aphérèse
- d) acronyme
- e) mot valise

**111. Donnez des raisons brèves et claires pourquoi les liaisons dans les phrases suivantes sont :**

1. Certains dinosaures étaient végétariens. [ interdite ]

Justification : .....

2. Malgré sa taille il possédait un cerveau de la taille d'un petit œuf. [ obligatoire ]

Justification : .....

3. Tu dois être fatigué ce soir, viens dîner avec moi. [ facultative ]

Justification : .....

4. J'ai préparé une mousse de saumon au fromage et aux fines herbes. [ obligatoire ]

Justification : .....

5. Lucie fait des cauchemars épouvantables depuis qu'elle a vu ce film. [ interdite ]

Justification : .....

6. Une sorcière, vêtue de véritables haillons. [ interdite ]

Justification : .....

7. Je préparais une potion avec des oreilles de chacal. [ obligatoire ]

Justification : .....

8. Comment est-elle ? [ interdite ]

Justification : .....

9. Quels exercices dois-tu faire ? [ obligatoire ]

Justification : .....

10. Mais enfin. [ facultative ]

Justification : .....

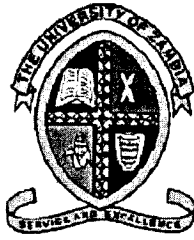
**1V Indiquez comment le genre est marqué par :**

- a) alternance suffixale
- b) suppression
- c) addition
- d) alternance vocalique
- e) alternance lexicale

**V. Quelles sont les 5 terminaisons phonétiques favorisant le masculin ? Illustrez avec un exemple pour chaque.**

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**END OF EXAMINATION**



School of Humanities  
Literature and Languages Department  
LAL 3211 Aspects of the Phonology and Morphology  
Of Selected African Languages  
Final Examination

Duration: 3 hours

Total Marks: 100

**Instructions:**

- a) Answer all the questions.
- b) All answers must be accompanied with appropriate illustrations in Zambian Languages.
- c) All illustrations in Zambian languages must be glossed.

1. Using any Zambian Language of your choice provide minimal pairs base on the following pairs of phonemes:
  - a) /s, z/
  - b) /n, m/
  - c) /a, e/
  - d) /f, v/
  - e) /i, u/

[10 marks]
2. In comparative terms, discuss the syllable structure of English and Bantu languages. Provide illustrations with your answer. 

[20 marks]
3. The following allophonic rules are applicable to either consonants or vowels in Zambian languages. Explain each of the allophonic rules given below in any Zambian language of your choice. 

[20 marks]

  - a) Fortition
  - b) Vowel Lengthening
  - c) Nasalization
  - d) Palatalization
4. Discuss any two aspects that a phonological analysis of a language would involve. 

[10 marks]
5. Explain what is meant by the following concepts with illustrations from a Zambian language of your choice. 

[10 marks]

  - a) Polysyllable
  - b) Monosyllable
  - c) Minimal pair
  - d) Segmental phoneme
  - e) Suprasegmental phoneme

6. The permissible combination of phonemes within a single syllable in Zambian languages can comprise any of the following:

- (i) Vowel
- (ii) Vowel + vowel
- (iii) Consonant + vowel
- (iv) Consonant + glide + vowel
- (v) Consonant + consonant + vowel
- (vi) Consonant + consonant + glide + vowel
- (vii) Consonant + consonant + consonant + vowel
- (viii) Glide + consonant + vowel

With examples from any Zambian Language of your choice explain the characteristics of the phonemes manifested in the following two possible phoneme combinations:

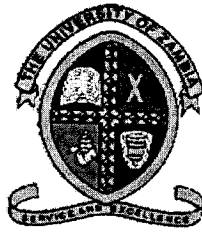
- (I) Consonant + consonant + vowel
- (II) Consonant + consonant + glide + vowel

[10 marks]

7. In Bantu languages tone has a lexical and grammatical function. Explain these two functions of tone with examples from any Zambian language of your choice. [10 marks]

8. Indicate + or – the features given in the chart for each of the phonemes provided. [10 marks]

|      | i | e | a | o | u | p | b | β | t | d | l | f | v | k | g | m | n | ŋ | y | w |  |
|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| Voc  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Cons |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Cont |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Ant  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Back |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Low  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Cor  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Del  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Nas  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Vce  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
EXAMINATIONS 2013/2014 ACADEMIC YEAR

LAN 2311: THE STRUCTURE OF AFRICAN LANGUAGES  
DURATION: THREE HOURS

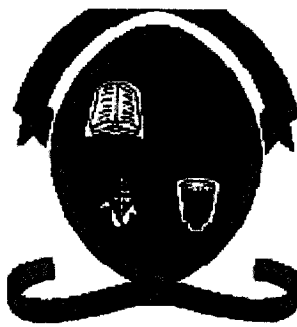
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**INSTRUCTIONS**

Answer any **FIVE (5)** questions. All questions carry equal marks. Examples given in languages other than English must be glossed.

---

1. 'Modern Bantu languages are said to come from Proto-Bantu language'.  
Explain what is meant by this assertion. [20]
  
2. Explain the following concepts and exemplify:
  - a) Agglutination [5]
  - b) Spirantization [5]
  - c) Nasal Assimilation [5]
  - d) Coalescence [5]
  
3. With examples, show the differences and similarities between the Bantu and English syllable structure. [20]
  
4. 'Bantu Languages are characterised by a class system.' Explain what is meant by this assertion. [20]
  
5. Discuss any six verbal morphemes in a Zambian language of your choice. [20]
  
6. Discuss some differences and similarities between Non-Bantu languages of Africa and Bantu languages. [20]
  
7. 'The concept of definitization is peculiar to Non-Bantu languages.' Discuss. [20]



**THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS – FEBRUARY/MARCH 2014**

**LAN4211 - THEORETICAL PHONOLOGY AND MORPHOLOGY**

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two Sections, A and B. Answer ten (10) questions in all as follows: all six (6) questions of Section A and any four (4) questions from Section B.

WEIGHTING : The examination counts for 40% of the course's total marks. All questions carry equal marks.

**SECTION A**

1. After defining each of the features in the matrix below, fill in the matrix.

|       | i | e | a | o | u | p | b | t | d | k | g | β | f | v | s | z | tʃ | dʒ | m | n | ɲ | ŋ | h | l | j | w |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|---|---|---|---|---|---|---|---|
| voc   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| cons  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| cont  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| strid |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| nas   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| ant   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| back  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| cor   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| high  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| low   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| del   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |
| voice |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |   |

(10 marks)

2. Explain the following:

- (i) articulatory phonetics
- (ii) acoustic phonetics
- (iii) instrumental phonetics
- (iv) formant
- (v) phonetic feature
- (vi) phoneme, allophone
- (vii) segmental phonology, suprasegmental phonology
- (viii) phonetic/phonemic chart, phonetic/phonemic matrix
- (ix) vowel lengthening
- (x) epenthesis

*(10 marks)*

3. Write brief notes on each of the following:

- (i) morphology
- (ii) morpheme, morph. Allomorph
- (iii) root
- (iv) affixation
- (v) inflection, derivation, compounding

*(10 marks)*

4. Morphology interfaces with phonology and syntax. Discuss and exemplify.  
*(10 marks)*

5. There is a parallel between the distinction between linear phonology and nonlinear phonology, on the one hand, and concatenative morphology and nonconcatenative morphology, on the other. Explain and exemplify.  
*(10 marks)*

6. Name, explain and exemplify:

- (i) any four (4) phonological processes;
- (ii) any four (4) morphological processes;

*(10 marks)*

## **SECTION B**

7. Speech sounds are made of air waves. Name two physical properties of air waves that are relevant and referred to in phonetics. What physical property of air waves is responsible for phonetic pitch and which one is responsible for phonetic intensity?

(10 marks)

- .8. The notion of 'formant' is taken from acoustic phonetics and is mostly used in feature phonology to define the feature [vocalic]. Discuss.  
(10 marks)
9. Briefly discuss how the phonemes of a language are identified.  
(10 marks)
10. In not more than one(1) page, write an essay on phonotactics.  
(10 marks)
11. Name, explain and exemplify any two (2) phonological theories.  
(10 marks)
12. With examples from English or/and Bantu, compare and contrast allophonic rules and morphophonological rules.  
(10 marks)
13. To explain the nature of feature phonology, an analogy is often drawn between a molecule and a phonetic segment. Explain.  
(10 marks)
14. When a language A borrows a word from another language B, it is subject to a phonetic/phonological phenomenon often referred to as 'nativization' or 'naturalization'. What are the various phonological rules that may be involved? Discuss and exemplify.  
(10 marks)
15. In Chomsky's 'Standard Theory', in Government-Binding theory and other linguistic theories, there is no autonomous morphological component and yet morphology does exist as a level of linguistic analysis in all natural languages. Where is morphology in those theories that do not have a separate morphological component? Explain your answer.  
(10 marks)

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END



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

**LAN 4211 - THEORETICAL PHONOLOGY AND  
MORPHOLOGY**

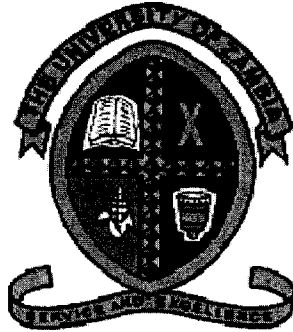
**PARALLEL EXAMINATIONS**

**25<sup>th</sup> February 2014**

- TIME ALLOWED:** Three (3) hours
- INSTRUCTIONS:** Answer any four (4) questions.
- WEIGHTING:** All questions are equally weighted.

**Questions**

1. Is there any relationship between phonetics and phonology?
2. Give and explain four examples of morphophonological processes in any language of your choice.
3. Discuss suprasegmental phonology.
4. What is the importance of the features *Vocalic* and *Consonantal* in feature phonology?
5. What is the role of Class prefixes in Bantu morphology?
6. It is said that there are few true adjectives in Bantu. How is this problem solved? Exemplify your answers.



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2013 ACADEMIC YEAR MID YEAR  
FINAL EXAMINATIONS**

**LAN 4431: RESEARCH METHODS IN LINGUISTICS**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

Answer Three (3) questions in all as follows.

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

**Section A (Compulsory)**

1. Read the abstract given below carefully and answer the questions which follow.

**Abstract**

This survey investigates attitudes towards varieties of English held by Korean professionals and Korean university students preparing to join the work force. Previous research suggests that tertiary level English language learners in Korea are highly motivated to learn American English (AmE) for instrumental reasons.

An earlier study revealed that employment prospects and education play a significant role in determining which language variety is preferable. The implication is that Korean students about to enter the work force believe that AmE is more prestigious than other varieties of English. This investigation extends the initial study by comparing the university students' attitudes with the attitudes of people already in full-time employment. It is hypothesized that, since the economic status of those in the work force is likely to be different from that of university students, differences in attitude might exist.

The results indicate that there are differences in attitude between the two groups, although only a few of these differences are statistically significant. The data suggest that: (i) professionals are more integratively motivated than tertiary-level learners, and that tertiary level learners are more instrumentally motivated than professionals, (ii) differences in attitude are influenced by gender, and (iii) differences in language learning preferences exist between the two groups.

- (A) Suggest a title for the study on which the abstract is based. **(5 Marks)**
- (C) Drawing relevant examples **from the abstract**, illustrate the following research variables:
- (i) Independent
  - (ii) Dependent
  - (iii) Moderator (any one)
  - (iv) Control (any one)
  - (v) Intervening

**(15 Marks)**

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

1. Triangulation in research refers to the combination of two or more theories, data sources, methods, or investigators in the study of a given phenomenon. With reference to a research topic of your choice, illustrate the applicability of any two of the four dimensions of the concept of triangulation. (15 Marks)
2. With reference to any study with which you are familiar, show how *title statement of the problem, aim, objectives* and *research questions* relate to each other as components of research. (15 Marks)
3. With relevant examples, distinguish between descriptive and analytical research in linguistics. (15 Marks)

**End of Examination**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2013 – 2014 ACADEMIC YEAR MID - YEAR EXAMINATIONS**

**LAN 9325 STYLISTICS**

**Time: Three (3) hours**

**Instructions: 1. Answer FOUR questions**

**2. Each answer carries equal weight**

**3. Your 'Instructions for Stylistic Analysis' (one page) and the 'Guidelines for Stylistic Analysis' (five pages) are resupplied with this question paper.**

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1. Make a stylistic analysis and description of the following two texts, highlighting their linguistic differences and indicating why they differ.

**A**      **Police arrest pupils,  
teachers over exam  
leakages in S/Province**

By Noel Sichelwe

TWELVE pupils and one teacher have been arrested in connection with examination leakages in Southern Province.

Provincial commanding officer Kabisa Kamwi yesterday said nine pupils and a teacher were arrested with copies of leaked examination papers, while three pupils had photocopied ones.

**B**

**Address exam  
leakages**

**O**UR education system needs to be revamped to meet the aspirations of the people and indeed prepare our nation for the challenges that we face today and those for the future.

It is through the establishment of an effective education system that benefits our citizens in meeting their daily challenges, that our country can start to harbour any hope of development.

**CONTINUED OVER**

However, it remains a fact that a lot is amiss in our country's education sector and while efforts are seen every day to address these challenges, more work, commitment and indeed political will is required to improve the state of affairs.

Among the key issues of concern in the education system that requires urgent attention is the problem of examination leakages.

We are increasingly worried about the annual problem of examination leakages that our country, and indeed our education system continues to experience.

This problem is certainly worrisome as it ultimately affects the quality of our students entering institutions of higher learning which in turn affects the quality of graduates who are expected to start positively contributing to the development of our nation. This nagging problem has also had an adverse psychological effect on those hard-working pupils who study hard to pass their examinations.

2. Rearrange the following sections of text in the correct order to make one paragraph, by indicating the original sequence of numbers. Briefly describe the function of each section, which enabled you to decide on the correct order. Make a stylistic analysis and description of the text.

1. Nevertheless more experimental data are required and in particular it would seem desirable to make experiments on glassy samples whose properties can be varied slightly from one to the other.
2. The thermal conductivity has a plateau which is usually in the range 5 to 10K and below this temperature it has a temperature dependence which varies approximately as  $T^2$ .
3. Some progress has been made towards understanding the thermal behaviour by assuming that there is a cut-off in the photon spectrum at high frequencies (Zaitlin and Anderson, 1975a, b) and that there is an additional system of low-lying two-level states (Anderson et al., 1972; Phillips, 1972).
4. The specific heat below 4K is much larger than that which would be expected from the Debye theory and it often has an additional term which is proportional to  $T$ .
5. The present investigation reports attempts to do this by using various samples of the same epoxy resin which have been subjected to different curing cycles.
6. The thermal properties of glassy materials at low temperatures are still not completely understood.
7. THE THERMAL CONDUCTIVITY AND SPECIFIC HEAT OF EPOXY RESIN FROM 0.1 TO 80K.
8. Measurements of the specific heat (or the diffusivity) and the thermal conductivity have been taken in the temperature range 0.1 to 80K for a set of specimens which covered up to nine different curing cycles.

3. Consider the following statements from biology research articles. Identify any linguistic features that appear to be associated with “establishing the niche” – that is, with giving counter claims or indicating a gap or raising questions. Why are these features useful for this rhetorical function?

Records of long-distance within a breeding season are rare . . . The paucity of long-distance records is undoubtedly in part due to a lack of opportunity . . . [Lynne E. Stenzel *et al.*, Long-distance breeding dispersal of snowy plovers in western North America, *Journal of Animal Ecology* 63 (1994): 888]

No study to date has measured the variance in lifetime reproductive success in a monogamous mammal. [D. O. Ribble, Lifetime reproductive success and its correlates in the monogamous rodent, *Peromyscus Californicus*. *Journal of Animal Ecology* 61 (1992): 458]

Perhaps because of this lack of baseline information, little attention has also been given to the climatic controls of tree growth in tropical moist or wet forests. [D. A. Clark and D. B. Clark, Climate-introduced annual variation in canopy tree growth in a Costa Rican tropical rain forest. *Journal of Ecology* 82 (1994): 866]

. . . we still do not have a sense of how reproductive investment is regulated among shoots within individual plants, and how similar the two morphs are in this respect. [L. F. Delph, factors affecting intraplant variation in flowering and fruiting in the gynodioecious species of *Aebe subalpina*. *Journal of Ecology* 81 (1993): 288]

The microhabitat of these two species has not previously been described quantitatively, nor have root distribution and shoot morphology been related to physiological responses. [P. S. Nobel, M. E. Loik, and R. W. Meyer, Microhabitat and diel tissue acidity changes for two sympatric cactus species differing in growth habit. *Journal of Ecology* 79 (1991): 168]

4. What is it that makes the linguistic style of conversation so distinctive? Here is an extract from a recorded conversation to help you.

#### Conversation among friends discussing moving

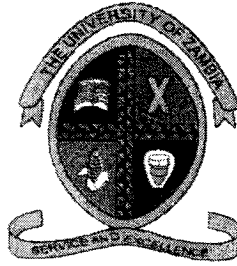
- Margaret: You and Nancy took it out, didn't you? I often wondered how you ever got that out of the house.
- Susan: We rented a dolly and we took the legs off and stood it up just, I mean, the guy at this music store told us just how to do it and I went to a music store and said how do you move a grand piano?
- Margaret: Yeah, but going down the steps and everything.
- Susan: We didn't, we backed the truck up with a ramp
- Peter: We're trying to figure out how to move a two thousand pound pool table, next week. My dad's pool table.
- Margaret: Oh yeah.
- Susan: Won't you come back? <laugh>
- Margaret: Can't help you there. Whatcha gonna do?
- Peter: My dad bought it from the old Pontchartrain Hotel

5. Identify, describe and analyse the following text.

..... the plaintiff says  
 that the defendant  
 came up from behind  
 notwithstanding the warning  
 that he the plaintiff gave  
 that he was about to go across  
 from his own side of the road  
 towards the entrance of Hill Morris's factory (pause)  
 and struck the plaintiff's cycle  
 in such a way  
 as to break the plaintiff's right leg (pause)  
 the defendant says  
 that there was and had been  
 for some time before the accident  
 a motor car  
 ahead of him (pause)  
 driving in the same direction  
 as that in which the defendant was driving (pause)  
 and that (pause)  
 the (short pause) that motor car (pause)  
 pulled out slightly  
 to pass  
 what proved to be the plaintiff on his cycle (pause)  
 that the defendant  
 followed the motor car  
 in doing the same thing (pause)  
 and that when (pause)  
 the defendant was some thirty or forty yards  
 before behind the plaintiff  
 on his bicycle  
 the plaintiff  
 put out his hand (pause)  
 and without more ado (pause)  
 pulled (pause)  
 across the main road (pause) .....

6. What do you understand by the concept of 'genre'? Give two examples of a genre, and briefly describe their chief characteristics.

**END OF EXAMINATION**



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

2013/14            MID – YEAR EXAMINATIONS

LIT. 9215: Shakespeare        (3 Hours)

**INSTRUCTIONS**

- A. There are three sections in this exam.
- B. Dictionaries and Primary Texts are allowed in the examination hall.
- C. All questions carry equal marks.

**SECTION A** (Compulsory)

1. With examples from three texts you have read in the course, discuss Shakespeare's prominent systematic features.

**SECTION B** (Answer one question)

2. **Romeo and Juliet**

Early in the play Romeo visits Friar Lawrence to ask him to marry him to Juliet; after the death of Tybalt, Romeo takes refuge in the Friar's cell, where the Friar tells him of his banishment.

By close reference to what happens in the Friar's cell in these scenes, show how Friar Lawrence handles Romeo's very different emotions on the two occasions.

3. Hamlet appears to be obsessed by the desire to be justified in his revenge for his father's death. Discuss the consequences of this desire in the play.

Or (**Macbeth**)

4. "Macbeth's tyrannical reign can easily be blamed on external forces." Is this a fair judgment?

**SECTION C** (Answer one question)

5. Compare and contrast the characters of love in Romeo and Juliet and **The Merchant of Venice**.

6. Compare and contrast the characters of Gertrude and Lady Macbeth in **Hamlet and Macbeth**, respectively.

Or

7. Discuss two or three texts you studied on the course which at first you found difficult but later came to understand and enjoy.

Illustrate your answer by close reference to the texts you select.

**END OF EXAM.**

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

**MID-YEAR FINAL EXAMINATION**

**MCS 1311**

**MEDIA AND COMMUNICATION ETHICS**

**26<sup>th</sup> February 2014**

**INSTRUCTIONS:**

**Answer ALL Questions. SECTION A carries 40 Marks: SECTION B carries 60 Marks**

**DURATION: Three (3) Hours**

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**SECTION A**

- (1) Explain ethics as a branch of philosophy. (5 marks)
- (2) Discuss and explain the theories of the press. (5 marks)
- (3) Examine the stages in the process of ethical decision making? (5 marks)
- (4) What are the three branches of moral philosophy that are relevant to the practice of journalism? (5 marks)
- (5) Why do most journalists choose self-regulation and voluntarism? (5 marks)
- (6) Why are deontologists referred to as non consequentialists? (5 marks)
- (7) Why is the issue of anonymity such a crucial ethical consideration in journalism? (5 marks)
- (8) Discuss issues surrounding conflict of interest in journalism. (5 marks)

**Turn to Page 2 for SECTION B**

## **SECTION B**

**INSTRUCTIONS: Read the articles carefully and answer the questions that follow.**

### **Zambia Communiqué**

19 February 2014

### **'Help stop nudity', media bodies told**

Chief Government spokesperson, Mwansa Kapeya, has called upon media bodies such as the Press Association of Zambia (PAZA), Media Institute of Southern Africa (MISA) Zambia, including the Zambian Media Council (ZAMEC), to intensify their promotion of ethical and professional conduct in the media fraternity. Mr. Kapeya who is also Minister of Information and Broadcasting Services said this in a press statement issued to various media houses yesterday. Mr. Kapeya was reacting to concerns raised by the general public over pictures of scantily dressed nightclub patrons, which have become a common feature in most weekend editions of some sections of the print media. "Publishing pictures of scantily-dressed women, as witnessed in the Sunday edition of one of the tabloids is in bad taste, given that Sunday is a day of worship and it is also a family day when most people read newspapers as families," he said. "As a matter of fact, media freedom, like all other freedoms, is not absolute. It is equi-distant to responsibility. The more freedom the media has, the more responsibility it should equally have in exercising that freedom for the good and benefit of society," the statement read in part.

### **The Post Editor Replies:**

### **"Those Pictures and Hypocrites"**

By Editor

Friday 21 Feb. 2014

We were taught that we are all created in the image and likeness of God, and that human life is therefore sacred and the dignity of the human person is the *raison d'être* of moral life society.

Whenever this dignity is violated in one form or another, we have the responsibility of transforming such situations and promoting an environment where justice prevails.

Last Sunday, we carried a picture from a music show by Congolese rhumba maestro Fally Ipupa in which he was joined by some Zambian patrons at Lusaka's Hollywood City nightclub. The patrons were in very short dresses. And we emphasise - they were in short dresses, but not nude. We make this distinction because being nude means not wearing any clothes, being naked.

Following that picture, the Minister of Information, Mwansa Kapeya, issued a statement, condemning us, accusing us of being unethical. It is illegal in this country for anyone to be nude in public. A person who does that will be arrested, prosecuted. And carrying nude pictures in our newspaper is something that we can be arrested and prosecuted for. We believe in operating within the limits of the law and, therefore, cannot publish pictures that will put us in conflict with the law. Equally, we believe in ethical journalism. And we have been in this business long enough to be able to have a fair idea about what is ethical and what is unethical. We are researchers on these issues, on issues of ethics and media accountability at the highest academic levels. We know that issues of ethics are complicated, are not simply matters of white and black. But that picture we carried, in our well-informed view, violates no ethics to which we subscribe or are supposed to subscribe.

### **Facebook removes immoral photos posted on Post newspaper Facebook page**

Facebook has removed the photos of naked women the Post newspaper posted a few days ago. Some Zambians reported the photos to Facebook as offending public morals as they were nude or pornographic in nature. Facebook agreed and said the photos contravened its community standards and removed them. Facebook also informed owners of the photos that they had been removed.

### **SECTION B**

**Answer ALL four questions**

- 1. What ethical issues are surrounding the topic being debated above? (15marks)**
- 2. Discuss what is meant by “offending public morals” (15 marks)**
- 3. Which value system is the Post newspaper leaning towards when it defends its actions as it does? (15 marks)**
- 4. In your opinion, who should win this argument? (15 marks)**

**ENDS**



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

**MID TERM EXAMINATIONS FOR 2013 – 2014 ACADEMIC YEAR**

**COURSE: MCS 9155 – MEDIA, GENDER & CHILDREN**

**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**

**Duration: Three Hours (3 hrs)**

**Date: 27/02/2014**

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## **SECTION A**

1. You are a media practitioner who has gone to Hill Top Nursery School on their graduation day. Explain how you will report on them ethically. (5 marks)
2. Why is it important to observe children's rights? (5 marks)
3. What is the position of CEDAW and what is Zambia expected to do? (5 marks)
4. What is gender mainstreaming? (5 marks)
5. List the barriers to gender equality in our society. (5 marks)

## **SECTION B**

6. You are the new managing Director of ZNBC. Discuss how you will bring about gender equality. (10 marks)
7. You are an academician called upon to present a paper at MISA Zambia on gender inequality in media houses. Briefly but precise, illustrate these inequalities so that they may know and perhaps start taking steps to rectify the situation. (10 marks)
8. With examples, show how the Zambian government has tried to bring about gender equality. (10 marks)
9. Why is it difficult to trace gender inequality in media houses? (10 marks)
10. Why are women the worst hindrances in the promotions of their fellow women to higher positions or better life? (10 marks)

**GOOD LUCK & ALL THE BEST**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2013 ACADEMIC YEAR EXAMINATION**  
**PAM 1025: INTRODUCTION TO PUBLIC ADMINISTRATION**

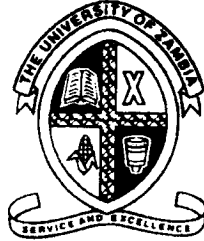
**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO  
(2) QUESTIONS**

**TIME ALLOWED: 3 HOURS**

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1. Write notes on the following:
  - a) Politics Administration dichotomy
  - b) Normative values in Public Administration
  - c) Motivation theory of Scientific Management
2. Discuss Herbert Simon's theory of decision making. In your view, is it realistic in explaining the way decisions are made in the Zambian civil service? Give reasons for your answer.
3. Drawing examples from Zambia, explain how the tenets of Bureaucracy is applied in the civil service.
4. Compare and contrast formal and informal organizations.
5. Discuss the view that Public Administration is a science.

**END OF EXAMINATION**



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**2014 MID-YEAR**  
**FINAL EXAMINATIONS**

**PHI 9165: ETHICS, CRIME AND PUNISHMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer **all** Questions from Sections **One** and **Two**  
Questions from Section **Two**.

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**SECTION ONE**

1. Briefly explain the following:
  - (a) Moral culpability
  - (b) Behaviour and action
  - (c) Positive and negative duties
  - (d) Perfect and imperfect duties
  - (e) Ethical dilemmas
  - (f) Obscenity

2. Explain the principles that can be used to justify censorship with regard to obscene materials.
3. Outline some of the guiding principles in resolving ethical dilemmas

## **SECTION TWO**

4. Explain the relationship between morality and law and why maintaining moral standards might require the support of law.
5. The Ugandan president Yoweri Museveni just signed a bill into law which provides for life imprisonment for homosexual acts which was passed by parliament on December 20, 2013. This is informed by the argument that there is no definitive gene responsible for homosexuality but that the practice was merely an abnormal behaviour which may be learned through experiences in life. Discuss critically the arguments for and against the above position.
6. One of the arguments against prostitution is that someone is using their body to make money. The counter argument is that we all use our bodies to make money. Assuming you are on a panel advising government on whether or not legalise prostitution, what would be your arguments for and against the proposal.
7. Using the different theories of justice and the justifications for punishment, explain the arguments for and against the abolition of the death penalty or capital punishment.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS  
2013 ACADEMIC YEAR MID-YEAR  
FINAL EXAMINATIONS**

**PHI 9195                      PHILOSOPHY OF RELIGION**

**TIME:                              THREE HOURS**

**INSTRUCTIONS:** Answer one question from Section A, one question from Section B, and one question from Section C. Each Section carries equal marks.

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**SECTION A**

(Answer any one question)

1. It is estimated that roughly 85 percent of the population of the world affirm some form of religious belief; religion and its effects encompass the globe.
  - (a) What are some areas of agreement and disagreement between religious realists and nonrealists?
  - (b) Discuss the problem of religious pluralism and how it makes it difficult to find out truth in religious claims. Can there be one true religion and what does the question of true religion bring out.
2. Monotheists claim that God has some attributes that include omnipotence, omniscience, omnibenevolence, immutability and impassibility.
  - (a) Evaluate the views that God is omnibenevolent but at the same time immutable.
  - (b) What three arguments can be made about God's impassibility?
3. God is thought of as being omnipotent.
  - (a) Explain two views on the meaning of omnipotence.
  - (b) Do you think that the attributes of God make moral decision making futile or even not worth taking? Give an example to your answer.

**SECTION B**

(Answer any one question)

4. Various arguments have been advanced for God's existence. Although they are referred to as proof, they don't give us conclusive proof for the existence of God.
  - (a) Explain St. Anselm's ontological argument for the existence of God.
  - (b) "God's existence can never be proved by logic." Discuss.

5. For each argument for the existence of God, there have been objections advanced to show that the argument is weak.
  - (a) Explain why Hume and Russell reject the cosmological argument.
  - (b) Discuss the view that “God is the most likely explanation for the existence of the universe.”
6. There is so much evil that exists in our world today. A conclusive explanation to the existence of the many kinds of evil remains elusive.
  - (a) Explain how Irenaeus and Augustine account for the existence of evil.
  - (b) Explain two objections to the free-will defence. What are the problems with an argument that evil is a result of humanity’s estrangement from God?

### SECTION C

(Answer any **one** question)

7. Many people use religious experience and the belief in miracles as compelling proof that God exists and continues to intervene in this world.
  - (a) Explain the four points raised by David Hume designed , as he puts it, to show that 'there never was a miraculous event established'.
  - (b) Assess three arguments challenging the view that religious experience provides justification for religious beliefs.
8. Science and reason seem to be opposed to religious faith. For many, science and reason seem only to prove that faith is blind.
  - (a) Explain three different ways of understanding the relationship between science and religion.
  - (b) Explain the *wager argument* for religious belief. Give three objections to this argument.
9. Most human beings have a longing to continue living on this earth. They have a longing to survive their own death and enjoy some form of life after death.
  - (a) Explain at least three reasons to support the view that there is some form of life after death.
  - (b) To what extent is belief in an afterlife necessary in resolving problems raised by the existence of evil?

**END OF EXAMINATION**

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

**2013 ACADEMIC YEAR MIDTERM FINAL EXAMINATIONS**

**POL 1015: INTRODUCTION TO POLITICAL SCIENCE**

**REGULAR AND PARALLEL CANDIDATES ONLY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. According to the critics, Zambia's current electoral system is not appropriate for the country's democracy. If you agree with the critics, what system do you think would be appropriate for the country and why? If you do not agree with the critics, give reasons.
2. What do you understand by the concept of government? With your understanding of this concept, discuss presidential and parliamentary forms of government and in the process outline which of the two forms of government embraces effectively the principles of separation of powers and checks and balances.
3. Identify the various forms of social cleavages and in the process analyse the impact that social cleavages may have on politics.
4. Discuss the factors that may account for the wide and popular acceptance of the ideology of socialism in Africa in the 1960s when most African countries became independent. What lessons can be drawn from the socialist experience?
5. By using the structural-functionalist theory, discuss Zambian political parties and their contributions to liberal democracy.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2013 ACADEMIC YEAR MID-TERM EXAMINATIONS  
SOC 9155: DISASTER PREPAREDNESS AND MANAGEMENT**

**TIME: THREE HOURS**

**INDTRUCTIONS: This paper has two sections. Answer all questions in each section**

**SECTION A**

**Write short notes on five of the following:**

- a) Resilience (5 marks)
- b) Vulnerability (5 marks)
- c) Sociological hazards (5 marks)
- d) Resilience (5 marks)
- e) Development Relief approach (5 marks)
- f) Local capacity (5 marks)
- g) Risk (5 marks)
- h) Technological disaster (5 marks)

**SECTION B**

Zambia is not a very huge emergency prone country compared to Sudan, Ethiopia, Somalia, Afghanistan, or Pakistan. The main emergencies that occur in Zambia are very much water related and are predictable. Every year, there are floods along the riverine areas, primarily the Zambezi belt and in the unplanned settlements in the peri-urban areas especially Kanyama and Chawama. This year in Chipata, several households lost items, one car was washed away, one resident died, several people were injured, and an undisclosed number of houses were washed away. Generally life was disrupted for a few days as the Lunhwakhwa stream burst its banks following a heavy downpour. The residents are now appealing to the Chipata Municipal Council to quickly work on the Lunhwakhwa stream before lives of the people are lost. Amos Phiri of Kapata Township told ZANIS during the catastrophe that the council should consider doing something coming as the district is surrounded with mountains that feed water into the stream. In spite what happened, the Disaster Management Unit did not declare this as a disaster.

- 1) What is the definition of a disaster according to the Zambian authorities and what features could have applied for the authorities to call it a disaster? **(5 Marks)**
- 2) What five criticisms would you advance for the Zambian definition of a disaster? **(10 marks)**.
- 3) For urban areas, what are the sociological impacts of disasters? Use a disaster impact typology of variables to answer this question **(20 Marks)**.
- 4) What should be done in preparing the community in Chipata for another disaster?
- 5) As a disaster practitioner, you are concerned about many consequences of floods in Zambia and would want mitigation and resilient measures in place. Discuss five resilience and five mitigation strategies you could recommend to the government **(20 marks)**.
- 6) Using disaster impact core variables outline the immediate sociological effects of a disaster **(20 Marks)**.

**END OF EXAMINATION**

SOC 14  
EC 10

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES  
2013 ACADEMIC YEAR MID-TERM EXANIMATIONS  
SOC 9225: CRIMINOLOGY

TIME: THREE HOURS

**INSTRUCTIONS:** This paper contains two sections i.e. sections. **Section A is compulsory.** Answer any 4 questions only from the Seven (7) in section B.

**SECTION A (COMPULSORY)**

1. The death penalty is a very controversial subject in the field of criminology and a number of theories for and against it have been advanced. Critically discuss this issue giving very clear examples.

**SECTION B**

2. Provide short or brief notes on the following concepts
  - a) Utilitarian philosophy as understood in criminology
  - b) Strain theory
  - c) The dark figure theory
  - d) Atavism
  - e) Propinquity
3. Robert Merton in 1938 wrote about the sources of major contradictions in the American society between cultural goals and social structure which results in deviance. Critically discuss.
4. Understanding crime without analyzing the figures can be very deceptive, Critically discuss this statement and indicate what attempts are being made to improve this phenomenon.

5. Discuss the process that is followed when analysing the structure of the Criminal Justice System.

6. A person is usually held responsible when two basic elements in law are met i.e. men's rea and act us reus. However in certain circumstances the absence of the two provides very good reason for discharging them. Critically discuss.

7. The Police Force is there to provide a noble service to society. However in their discharge of duties there are a number of issues that arise which makes their work dysfunctional and appear to border on corruption. Discuss what makes them behave the way they do and indicate how they can improve their image.

8. Describe the structure and process of the Criminal Justice System.

**END OF EXAMINATION**

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

**2013 ACADEMIC YEAR MID-TERM EXANIMATIONS**

**SOC 9855: POLICY, PROJECTS AND PROGRAMMESS FOR DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS:** The paper is divided into two sections. Read carefully the instructions under each section.

**SECTION A (40 Marks)**

Write **brief but precise** notes on **all** of the following:

1. In development projects and programs, '*If you fail to plan, you plan to fail*'. Identify two reasons why planning is good and two barriers to planning.
2. What is the relationship between monitoring and evaluation of development projects?
3. Identify two differences between a project and a program
4. During needs assessment, stakeholders also have to undergo a process of agreeing on priority needs. Briefly explain this process.
5. "Evaluation" is better undertaken by outside consultants while "monitoring" is best done by the project/programme team. Explain why it is so.
6. Why is it important to consider the influence and importance of stakeholders during the process of stakeholder analysis?
7. Social appraisal of a development project should also consider the social organization of a particular target community. Why is this important?
8. Differentiate between a policy and a strategy
9. Monitoring is an important component of the project life cycle. Why is this the case?
10. Distinguish between situational and generational poverty. Which one warrants a capital flows approach to poverty reduction?

**SECTION B (60 Marks)**

Answer **three (3)** questions including question one which is **compulsory**

1. Crankshaft Mwale is the project manager for the local NGO that is about to implement a new project on *water and sanitation in Vubwi District of the Eastern Province of Zambia*. Crankshaft has been asked by the Executive Director of the NGO to design/construct the **Logical Framework (Log frame)** that would facilitate the smooth implementation of the project. Before Mwale designs the logical framework, he asks you to discuss the **basic principles** of the logical framework with him. With the **aid of the diagram**, and in line with the project at hand, discuss **all the components** of the log frame. Further, discuss the **merits and demerits** of the log frame **(20 Marks) (compulsory)**
  
2. In Chief Chikanta's village, a Non-Governmental Organization named 'KAUFELA' was tasked with the responsibility of digging wells in order to improve water accessibility by the community members. While this was a welcome move and strategy by some sections of the community, others felt that the 'digging holes' approach was not good considering that in the first place, community members and other interested parties were not involved/consulted in the whole process.
  
- ✎ Given this scenario, what would you say about tasking NGOs to carry out development interventions and **discuss** with practical examples, why it is important for NGOs such as KAUFELA and other development actors to ensure participation of all interested parties in all stages of development policy, projects and programs **(20 Marks)**

- 3-1 ✎ With examples, briefly elaborate the meaning of the following concepts:
- a. Participatory monitoring
  - b. Ex-ante evaluation
  - c. Process monitoring
  - d. Project implementation
  - e. Impact monitoring

- 3-2 ✎ There are several advantages attributed to the process of project monitoring, state any **five** and provide practical examples wherever possible. Further, describe why there is need for monitoring and evaluation (M&E) of projects and how these processes relate to project/programme implementation **(20 Marks)**

- A ✎ Appraisal is one of the most important undertakings during the project's life cycle. What do you understand by project appraisal? Using practical examples, discuss the non-financial perspectives from which a development project can be appraised and indicate the importance of appraising development projects and programs before implementation **(20 Marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2013 ACADEMIC YEAR MID-TERM EXANIMATIONS**  
**SW3221: SOCIAL WORK RESEARCH METHODS**

**TIME: THREE HOURS**

**INSTRUCTIONS:** The paper is divided into three sections. Read carefully the instructions under each section.

**SECTION A**

**Answer all questions in this section. This section carries a total of 50 marks.**

1. Define and way possible supply brief examples of the following concepts
  - i) Mirror method (3 marks)
  - ii) Analytical Research (3 marks)
  - iii) Organised Skepticism (scientific norm) (3 marks)
  - iv) Disinterestedness (scientific norm)(3 marks)
  - v) Operationalisation (3 marks)
  - vi) Emic approach (3 marks)
  - vii) Constant comparative analysis (3 marks)
  - viii) Snowball (3 marks)
  - ix) Sampling error (3 marks)
  - x) Nominal level of measurement (3 marks)
  
2. Explain what is meant by there being an iterative relationship between quantitative and qualitative research and illustrate such a relationship by means of a brief example (10 marks)
  
3. State and briefly explain the 4 main phases of the mirror method (10 marks)

## **SECTION B**

**Answer any two questions in this section. This section carries a total of 20 marks**

4. Practically illustrate 4 reasons showing the relevance of research to social work practice (10 marks).
5. Practically illustrate your understanding of the 4 types of criteria mentioned by Tutty and Grinnell (1995) as essential for a research topic to be finalized (10 marks).
6. State and briefly explain the 4 main characteristics of a good research hypothesis (10 marks).

## **SECTION C**

**Answer only one question in this section. This section carries a total of 30 marks. Please note the excess amount of marks allocated to Section C and hence the need for you to be detailed with your answers to it.**

7. In relation to checking the effectiveness of measurement of variables and with particular reference to qualitative research, explain what is meant by reliability and validity, where possible use examples to personally illustrate your understanding of the two terms. (30 marks)
8. In relation to practice research
  - i) Show what is meant by it
  - ii) Who are its stakeholders
  - iii) What are its dimensions and preconditions
  - iv) What principles are essential for developing the relationship between practice and research (30 marks)
9. Welengani Phiri is a social worker who has been engaged by his organisation to undertake a study on the performance of community projects that are implemented by the local NGO in Muzabwela Community Vubwi District of the Eastern Province in Zambia. As an experienced programme evaluator, Welengani decides to conduct participatory

action research (PAR) in order to evaluate the impact of community projects on the livelihoods of the local people. With the help of practical examples, discuss the purpose of undertaking participatory action research (PAR) in this project. Further, discuss the distinction between participatory action research and conventional research (30 marks).

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2013 ACADEMIC YEAR MID-TERM EXANIMATIONS**  
**SWK 9315: SOCIAL WORK, DISABILTY AND MENTAL HEALTH**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS FROM SECTION A, ONLY ONE FROM SECTION B AND ALL FROM SECTION C.**

**SECTION: A WRITE BRIEF NOTES ON ANY FIVE (25 MARKS)**

- a. The roles of social work in a mental health hospital (5 Marks)
- b. Children with special needs (5 Marks)
- c. Mental health and human rights (5 Marks)
- d. Disability vs inability (5 Marks)
- e. Mental Patient (5 Marks)
- f. Mental health problems (5 Marks)

**SECTION B: ANSWER ONLY ONE (25 MARKS)**

- a. The 2000 MOH National survey figures show a National prevalence of 3.61% and 1.8% per 10000 populations for acute psychotic states in Zambia. What are acute psychotic states and what causes them? (25 marks).
- b. Poverty, vulnerability and disability are said to be inextricably linked. Using practical examples show the extents to which this statement is reflective of Zambian society today. In your view, what opportunities or challenges does this situation pose for the practice of social work with people living with disabilities? (25 marks)

**SECTION C: COMPULSORY: ANSWER ALL (50 MARKS)**

- a. Discuss some of the social factors that may contribute to poor mental health. Can you analyse some of the ways in which mental health services might need to change in order to address these issues (25 Marks).
- b. Compare and contrast the social model of disability with universal design as a policy approach to disability? Using practical examples, discuss which of the two is more suitable for dealing with disability in Zambia (25 Marks).

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**DEPARTMENT OF ECONOMICS**

**ECONOMIC POLICY MANAGEMENT PROGRAMME**

**FINAL EXAMINATION**

**FINANCIAL MANAGEMENT FOR POLICY**

**29 MAY 2013**

**14.00-17.00 HOURS**

**INSTRUCTIONS TO CANDIDATES**

**TIME ALLOWED :3 HOURS**

**ANSWER ALL QUESTIONS**

## QUESTION 1

Ridag Co is evaluating two investment projects, as follows.

### Project 1

This is an investment in new machinery to produce a recently-developed product. The cost of the machinery, which is payable immediately, is \$1,500,000, and the scrap value of the machinery at the end of four years is expected to be \$100,000. Capital allowances (tax allowable depreciation) can be claimed on this investment on a 25% reducing balance basis. Information on future returns from the investment has been forecast to be as follows:

| Year                      | 1       | 2       | 3       | 4       |
|---------------------------|---------|---------|---------|---------|
| Sales volume (units/year) | 50,000  | 95,000  | 140,000 | 75,000  |
| Selling price (\$/unit)   | 25.00   | 24.00   | 23.00   | 23.00   |
| Variable cost (\$/unit)   | 10.00   | 11.00   | 12.00   | 12.50   |
| Fixed costs (\$/year)     | 105,000 | 115,000 | 125,000 | 125,000 |

This information must be adjusted to allow for selling price inflation of 4% per year and variable cost inflation of 2.5% per year. Fixed costs, which are wholly attributable to the project, have already been adjusted for inflation. Ridag Co pays tax on profits @ 30% per year one year in arrears and uses a cost of capital of 7%.

### Project 2

Ridag Co plans to replace an existing machine and must choose between two machines. Machine 1 has an initial cost of \$200,000 and will have a scrap value of \$25,000 after four years. Machine 2 has an initial cost of \$225,000 and will have a scrap value of \$50,000 after three years. Annual maintenance costs of the two machines are as follows:

| Year                | 1      | 2      | 3      | 4      |
|---------------------|--------|--------|--------|--------|
| Machine 1 (\$/year) | 25,000 | 29,000 | 32,000 | 35,000 |
| Machine 2 (\$/year) | 15,000 | 20,000 | 25,000 |        |

Where relevant, all information relating to project 2 has already been adjusted to include expected future inflation. Taxation and capital allowances must be ignored in relation to Machine 1 and Machine 2. Ridag Co uses a cost of capital of 12% for project 2.

**Required:**

**(a) Calculate the net present value of Project 1 and comment on whether this project is financially acceptable to Riag Co. 15 marks**

**(b) Calculate the equivalent annual costs of Machine 1 and Machine 2, and discuss which machine should be purchased. 10 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 hedge the exchange rate risk arising from its European exports.**

**The following exchange rates are currently available to Zigto Co:**

|  |                          |
|--|--------------------------|
| <b>Current spot exchange rate</b>      | <b>2.000 euro per \$</b> |
| <b>Six-month forward exchange rate</b> | <b>1.990 euro per \$</b> |
| <b>One-year forward exchange rate</b>  | <b>1.981 euro per \$</b> |

**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**

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

**(d) Calculate the one-year expected (future) spot rate predicted by purchasing power parity theory and explain briefly the relationship between the expected (future) spot rate and the current forward exchange rate. 7 marks**

**TOTAL 25 MARKS**

### **QUESTION 3**

ZPS Co places monthly orders with a supplier for 10,000 components that are used in its manufacturing processes. Annual demand is 120,000 components. The current terms are payment in full within 90 days, which ZPS Co meets, and the cost per component is \$7.50. The cost of ordering is \$200 per order, while the cost of holding components in inventory is \$1.00 per component per year.

The supplier has offered either a discount of 0.5% for payment in full within 30 days, or a discount of 3.6% on orders of 30,000 or more components. If the bulk purchase discount is taken, the cost of holding components in inventory would increase to \$2.20 per component per year due to the need for a larger storage facility.

Assume that there are 365 days in a year and that ZPS Co can borrow short-term at 4.5 % per year.

**Required:**

**(a) Discuss the factors that influence the formulation of working capital policy**  
**(13 marks)**

**(b) Calculate if ZPS Co will benefit financially by accepting the offer of:**

**(i) The early settlement discount**

**(ii) The bulk purchase discount**

**(12 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 ex-dividend 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                  | <u>423</u> |
| Profit before interest and tax | 49         |
| Interest                       | <u>10</u>  |
| Profit before tax              | 39         |
| Tax                            | <u>12</u>  |
| Profit after tax               | <u>27</u>  |

##### Statement of financial position information

|                               |            |
|-------------------------------|------------|
|                               | \$m        |
| Equity                        | 60         |
| Ordinary shares (\$1 nominal) | <u>80</u>  |
|                               | 140        |
| Long-term liabilities         |            |
| 8% bonds (\$100 nominal)      | <u>125</u> |
|                               | <u>265</u> |

The 8% bonds are currently trading at \$112.50 per \$100 bond and bondholders have agreed that they will allow Bar Co to buy back the bonds at this market value. Bar Co pays tax at a 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, commenting in your answer on the belief that the current price/earnings ratio will remain constant. (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 book value debt to equity ratio. (7 marks)

**TOTAL 25 MARKS**

Present Value Table

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

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

| Periods<br>(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<br>(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 | 4.833 | 4.659 | 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

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