

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2015 FULL YEAR COURSES EXAMS

Course Code	Course Title
DEM 1110	INTRODUCTION TO DEMOGRAPHY
DEM 2110	SOURCES AND MEASURES OF DEMOGRAPHIC DATA
DEM 3310	COMPUTER APPLICATION IN DEMOGRAPHY
DEN 4110	ADVANCED TECHNIQUES IN DEMOGRAPHIC ANALYSIS AND ESTIMATION
DEM 9114	MONITORING AND EVALUATION
DEV 1150	INTRODUCTION TO DEVELOPMENT STUDIES
DEV 2150	SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES
DEV 2254	RESEARCH AND STATISTICAL METHODS IN DEVELOPMENT STUDIES
DEV 3150	AGRICULTURE, FOOD SECURITY AND RURAL DEVELOPMENT
DEV 4150	RESEARCH METHODS AND PROJECTS IN DEVELOPMENT STUDIES
DS 4154	RESEARCH METHODS AND PROJECTS IN DEVELOPMENT STUDIES
DEV 4450	TRADE POLICY AND DEVELOPMENT
DEV 9050	CIVIL SOCIETY AND DEVELOPMENT
DEV 9050	CIVIL SOCIETY AND DEVELOPMENT
DEV 9150	PROJECT APPRAISAL AND IMPLEMENTATION IN DEVELOPING COUNTRIES
DEV 9350	THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
DEV 9450	ECONOMIC POLICY, GROWTH AND DEVELOPMENT
DEV 9550	ECONOMIC LIBERALIZATION AND DEVELOPING COUNTRIES
DEV 9550	INTERNATIONAL FINANCE THEORY AND PRACTICE
EC 4222	INTRODUCTION TO MICRO ECONOMICS

EC 1115	INTERNATIONAL FINANCE THEORY IN PRACTICE
ECN 1215	INTRODUCTION TO MACRO ECONOMICS- INTRODUCTION TO MACRO ECONOMIC THEORY
ECN 1215	INTRODUCTION TO MACRO ECONOMIC THEORY
ECN 2215	INTERMEDIATE MACROECONOMICS THEORY
ECN 2342	APPLIED STATISTICS
ECN 3215	ADVANCED MACROECONOMICS
ECN 3322	ECONOMETRICS
ECN 9155	HEALTH ECONOMICS
ELL 2210	ENGLISH PHONETICS, PHONOLOGY AND MORPHOLOGY
ELL 3210	ENGLISH SEMANTICS AND PRAGMATICS
FRE 1110	FRENCH LANGUAGE
GDS 9330	GENDER AND LAW
HIS 1110	INTRODUCTION TO THE STUDY OF HISTORY
HIS 1110	INTRODUCTION TO THE STUDY OF HISTORY
HIS 2310	SURVEY OF AFRICAN HISTORY FROM THE 18 TH CENTURY TO THE PRESENT
HIS 2310	SURVEY OF AFRICAN HISTORY FROM THE 18 TH CENTURY TO THE PRESENT
HIS 2410	STUDIES IN THE GROWTH OF CAPITALISM
HIS 3210	HISTORY OF EUROPE FROM 1789
HIS 3350	HISTORY OF MODERN INDIA FROM 1820- 1984
HIS 4110	LAND AND LABOUR IN CENTRAL AFRICA 1750 -PRESENT
HIS 9110	HISTORY OF ZAMBIA
HIS 9310	HISTORY OF SOUTHERN SINCE 1800
HIS 3211	THE PHONOLOGY AND MORPHOLOGY OF AFRICAN LANGUAGE
LAC 3212	THE SYNTAX AND SEMANTICS OF THE ZAMBIAN LANGUAGE
LAN 1210	INTRODUCTION TO LANGUAGE AND LINGUISTICS

LAN 2311	THE STRUCTURE OF AFRICAN LANGUAGES
LAN 4375	TERMINOLOGY, TRANSLATION AND INTERPRETING
LIT 1100	STUDIES IN WRITING SKILLS AND LITERATURE
LIT 2710	CLASSICAL, ROMANTIC AND MODERN CRITICISM
LIT 3150	AFRICAN PROSE FICTION
LIT 9550	AFRICAN ORAL LITERATURE
LSE 3050	FRENCH METHODS
MCS 1340	WRITING AND PRESENTATION SKILLS
MCS 3225	DIGITAL FUNCTIONALISM
MCS 3310	COMMUNICATION FOR CHANGE
MCS 9110	
MCS 9320	
PAM 1025	INTRODUCTION TO PUBLIC ADMINISTRATION
PAM 1025	INTRODUCTION TO PUBLIC ADMINISTRATION
PAM 2010	NATIONAL GOVERNMENT AND ADMINISTRATION
PAM 2010	NATIONAL GOVERNMENT AND ADMINISTRATION
PAM 2020	LOCAL GOVERNMENT ADMINISTRATION (2014-15)
PAM 2020	LOCAL GOVERNMENT ADMINISTRATION
PAM 3010	ORGANISATION THEORY, DESIGN AND MANAGEMENT
PAM 3020	ORGANISATIONAL BEHAVIOR AND MANAGEMENT
PAM 3030	HUMAN RESOURCE MANAGEMENT AND INDUSTRIAL RELATIONS
PAM 4024	PRINCIPLES OF PUBLIC POLICY ANALYSIS
PAM 4044	PROJECT MANAGEMENT, MONITORING AND EVALUATION
PAM 9025	PUBLIC ENTERPRISE MANAGEMENT
PAM 9040	ADMINISTRATIVE ETHICS AND LAW

PAM 2014	RESEARCH METHODS AND TECHNIQUES
PHI 2030	PHILOSOPHY OF SOCIAL SCIENCE
PHI 4095	META PHYSICS
PHI 9125/ECN 9422	BUSINESS ETHICS
POL 1015	INTRODUCTION TO POLITICAL SCIENCE
POL 2010	INTRODUCTION TO COMPARATIVE POLITICS
POL 2020	POLITICS IN ZAMBIA
POL 3021	REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION
POL 3022	FOREIGN POLITICS OF AFRICAN STATES
POL 3022/3035	FOREIGN POLICIES OF AFRICAN STATES
POL 3030	INTERNATIONAL RELATIONS
POL 4020	POLITICS OF INTERNATIONAL PEACE AND SECURITY
POL 9025	DIPLOMACY IN INTERNATIONAL AFFAIRS
POL 9065	PEACE AND CONFLICT MANAGEMENT IN AFRICA
PSE 3315	SOCIAL PSYCHOLOGY
PSE 4224	ADVANCE RESEARCH METHODS IN PSYCHOLOGY
PSE 9214	COUNSELING PSYCHOLOGY
PSY 2110	BASIC STRUCTURES AND PROCESSES IN PSYCHOLOGY
PSY 3110	LIFE SPAN DEVELOPMENT
PSY 3214	PSYCHOMETRICS AND ASSESSMENT
SDS 2414	RESEARCH METHODS IN SOCIAL SCIENCES
SDS 9210	SOCIAL PROTECTION
SOC 1110	INTRODUCTION TO SOCIOLOGY
SOC 2110	CONTEMPORARY SOCIAL PROBLEMS
SOC 9210	SOCIAL CHANGE IN DEVELOPMENT

SOC 9415	ENVIRONMENTAL SOCIOLOGY
SOC 9855	POLICY, PROJECTS AND PROGRAMMES FOR DEVELOPMENT
SWK 3330	ANALYSIS OF SOCIAL WORK
SWK 4110	SOCIAL PLANNING AND ADMINISTRATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR FINAL EXAMINATIONS
DEM 1110: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A (COMPULSORY); ANY TWO QUESTIONS FROM SECTION B: AND ONE QUESTION FROM SECTION C (COMPULSORY)

SECTION A
ANSWER ALL QUESTIONS IN THIS SECTION.

1.
 - a) Which Muslim scholar is reputed to be the father of demography?
 - b) Who pioneered the use of statistical methods in evaluating demographic data?
 - c) Who constructed a primitive and crude form of a life table?
 - d) Which demographer predicted that the population was doubling every 25 years?
 - e) Which two famous historical figures rejected the Malthusian perspective?
 - f) In which year and at which conference did demography receive international recognition?
 - g) Which organization officially recognized demography as a discipline? Which year was this?
 - h) Who are the two famous figures who refined the logistic curve and applied it to human population growth?
 - i) At which university was the Office of Population Research established? Which year was this?
 - j) Which family founded the Population Council?
 - k) What was the disciplinary background of Raymond Pearl?
 - l) What was the disciplinary background of Alfred Lotka?
 - m) What was the disciplinary background of Frank Notestein?
 - n) What was the disciplinary background of Lowell Reed?

2. Which of the following best describes i) formal demography ii) population studies.
 - a) Execution and administration of censuses
 - b) Computation of life expectancy using life tables
 - c) Projection of the population
 - d) Estimation of mortality and fertility using incomplete data
 - e) A study of the relationship between changes in income and fertility and mortality
 - f) A study of the relationship between educational attainment and declining levels of fertility.
 - g) An analysis of fertility trends and changes in consumption patterns
 - h) A study of the aging of population and changes in voting patterns.
 - i) The analysis of changes in demographic variables mathematically.

3. On the basis of the scenarios below, briefly explain what would happen to:
 - a) If a country has high fertility and low mortality, the age structure will get older/younger resulting in a population that is adaptable/not adaptable to change and thus less innovative and receptive to technological change.
 - b) If a country has low fertility and low mortality, there will be rapid/slow population growth that will exhaust/match with the available resources thus exceeding/not exceeding its carrying capacity

4. Given the population in the table below, compute and interpret the following:
- The overall sex ratio
 - The dependency ratio
 - The percentage of the population below 20 years.
 - The percentage of the population above 15 years.
 - Briefly explain how the median age is used as a measure of the aging of the population and show whether Zambia has a young or an old population?
 - On the basis of the information in b), c) and d) is this population:
 - Young?
 - Intermediate?
 - Old?
 - In one or two sentences only, give one reason for your answer in e).

Age Group	Male	Female
0-1	198,388	201,122
1-4	396,775	402,243
5-9	553,193	564,638
10-14	511,845	516,401
15-19	454,345	485,050
20-24	329,925	380,836
25-29	248,186	284,597
30-34	210,486	218,863
35-39	146,636	150,014
40-44	126,510	139,051
45-49	104,291	109,868
50-54	92,170	99,813
55-59	74,276	66,513
60-64	59,054	56,498
65-69	40,674	33,224
70+	31,313	25,196
Total	3,578,067	3,733,927

5. Briefly explain, with examples where possible, what you understand by the following:
- Completed family size
 - Infant mortality rate
 - Arithmetic progression
 - Geometric progression
 - Doubling time of a country with 3.6 percent annual population growth rate.
 - De-jure method of enumeration
 - Inferential statistics
 - Retrospective approach
 - Passive method of registration system
 - Secondary data

SECTION B

ANSWER QUESTION 1 (COMPULSORY) AND ANY OTHER QUESTION BETWEEN 2 AND 3

1. Explain, with relevant examples, the role of demography in following situations:
 - a) Domestic investment planning.
 - b) Political planning.

 2. Marx and Engels believed that each economic system – capitalism and socialism – has its own laws of population. Briefly explain how these laws operated in:
 - a) The capitalist system
 - b) The socialist system

 3. Answer the following questions:
 - a. Give three (3) problems associated with the collection of social, economic and demographic data in Zambia?
 - b. Give three (3) inherent limitations of population registers in developing countries?
 - c. State three (3) reasons why it is important to evaluate socio-economic data before are used?
 - d. Explain the two (2) types of errors in data?
 - e. Briefly explain the Direct Method of detecting errors in social, economic and demographic data?
 - f. When evaluating demographic data using the Whipples index, what does an index of 100 mean?
 - g. What does the sharp fluctuations in the inter censal growth rates between sexes (male and female) in one census to another mean?
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SECTION C

ANSWER THIS QUESTION (COMPULSORY)

1. Use the table below to answer the following questions
 - a) What is the ratio of the urban residence households with a place for hand washing observed to that of rural residence with place for hand washing observed?
 - b) Comment on the percentage of households where place for washing hands was observed by residence (rural-urban)?
 - c) What is the proportion of the number of households in Muchinga province to the total number of households in Zambia?
 - d) Give two (2) important points to consider when displaying data on a graph or a chart?
 - e) What type of a graph would be appropriate to display percent distribution of the availability of cleansing agents (Soap and water, water and other cleansing

agents other than soap only, water only, soap but not water, cleansing agents other than soap only, no soap, no water no other cleansing agent, and missing)

- f) Comment on the results for the non-availability of water, no soap, no other cleansing agent by province in Zambia?

Table 2.6 Hand washing

Percentage of households in which the place most often used for washing hands was observed, and among households in which the place for hand washing was observed, percent distribution by availability of water, soap, and other cleansing agents, Zambia 2013-14

Background characteristic	Percentage of households where place for washing hands was observed	Number of households	Among households where place for hand washing was observed, percentage with:						Total	Number of households with place for hand washing observed
			Water and cleansing agent ¹ and soap only	Water only	Soap but no water ³	Cleansing agent other than soap only ²	No water, no soap, no other cleansing agent	Missing		
Residence										
Urban	56.9	6,640	42.8	27.6	4.1	0.3	24.4	0.2	3,780	
Rural	28.2	9,280	17.3	24.6	5.4	3.0	46.2	0.9	2,615	
Province										
Central	23.1	1,472	29.8	39.9	0.9	0.5	27.2	1.1	339	
Copperbelt	65.9	2,455	41.7	22.8	4.6	0.9	28.1	0.2	1,619	
Eastern	30.1	1,938	20.9	44.7	1.4	0.3	30.3	1.4	583	
Lusaka	33.7	1,265	19.8	13.6	6.7	0.4	57.3	1.3	427	
Muchinga	60.3	2,925	39.1	30.3	3.7	0.0	26.2	0.2	1,765	
Northern	16.8	881	13.0	15.0	2.8	14.8	51.2	1.5	148	
North Western	29.2	1,269	21.2	9.8	13.1	7.0	46.5	0.8	370	
Southern	27.1	724	15.9	19.0	2.7	2.0	58.6	0.3	196	
Western	35.6	1,934	21.3	22.5	8.2	2.7	42.2	0.1	689	
Western	24.6	1,057	48.1	31.5	1.3	0.0	17.8	0.9	260	
Wealth quintile										
Lowest	23.0	3,514	10.3	23.0	1.4	3.0	56.6	1.2	808	
Second	25.7	3,055	13.5	22.4	2.0	3.8	50.7	1.2	787	
Middle	33.9	2,958	17.4	23.0	3.9	2.7	46.5	0.4	1,001	
Fourth	47.0	3,252	26.3	31.6	0.8	0.6	35.5	0.1	1,529	
Highest	72.3	3,141	57.5	27.0	0.2	0.0	11.7	0.3	2,270	
Total	40.2	15,920	32.4	26.4	1.3	1.4	33.3	0.5	6,396	

END OF EXAMINATION

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

DEM 2110: SOURCES AND MEASURES OF DEMOGRAPHIC DATA END OF YEAR EXAMINATION

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND B AND TWO QUESTIONS IN SECTION C
(SECTION A IS COMPULSORY)

TIME ALLOWED: THREE HOURS

SECTION A (ANSWER ALL QUESTIONS) (6 MARKS)

1. Static data comes from population registration system **True False (1 MARK)**
2. Flow data comes from population census **True False (1 MARK)**
3. If a population of 1000 people contained 300 women who were of child bearing age and ten of them had a baby in a particular year, the crude birth rate would be **(1 MARK)**
 - a) 10 births per 1000 population
 - b) 100 births per 1000 population
 - c) 30 births per 1000 population
 - d) None of the above
4. When did **Household registration** begin in Japan? **(1 MARK)**
5. Data used for measuring fertility usually comes from **(1 MARK)**
 - a) Census
 - b) Vital statistics system
 - c) Sample surveys
 - d) All of the above
6. Crude birth rate has many weaknesses, including the following: **(1 MARK)**
 - a) It can mask significant differences in actual reproductive behaviour between two populations
 - b) Crude birth rates do not allow comparison in space (region countries)
 - c) It ignores the age structure of the population
 - d) All the above

SECTION B (ANSWER ALL QUESTIONS) (75 MARKS)

1. **Anders Kiaer (1838-1919)** started the process that ended in the development of modern survey sampling theory and methods. What are the **THREE** important principles in Kiaer's approach?(6 MARKS)
2. In line with early developments of survey sampling, write briefly on the **TWO** scholars below:
 - a. **John Graunt (1620-1674)** (4 MARKS)
 - b. **Pierre Simon Laplace (1749-1827)** (4 MARKS)
3. With examples explain briefly what the **THREE** types of surveys below are and what they intend to achieve?
 - a) **Specialized surveys** (2MARKS)
 - b) **Multi-phase surveys** (2MARKS)
 - c) **Multi-subject surveys** (2MARKS)
4. With examples, clearly outline the advantages of Sample Surveys compared to Censuses. (2 MARKS)
5. Differentiate between **Sampling errors and Non - Sampling errors?** (2 MARKS)
6. What value must the period NRR have if period TFR is at replacement? Why? (4 MARKS)
7. Life expectancy is usually a better summary of mortality than Crude death rates. Can you think of a situation when it makes no difference which one you use? (4 MARKS)
8. With examples, briefly explain the difference between a **Refugee** and an **Asylee?** (4 MARKS)
9. In the period 2014 – 2015, the Population Studies Department had a Net Migration of – 5.1. What does this mean? (2 MARKS)
10. With examples, briefly explain the following sources of sampling and non-sampling errors
 - a. **Margin of error** (1 MARK)
 - b. **Coverage/frame error** (1 MARK)
 - c. **Specification error** (1 MARK)
 - d. **None response error** (1 MARK)
 - e. **Processing error** (1 MARK)
11. With examples, explain the difference between **Stock** data and **Flow** data.(3 MARKS)
12. What is the link between theory and policy? (4 MARKS)
13. Briefly state the two (2) ways in which the General Fertility Rate (GFR) is a better measure of fertility levels than the Crude Birth Rate (CBR). (2 MARKS)
14. Name two (2) limitations to using the Gross Reproduction Rate (GRR). (2 MARKS)
15. State the three types of piloting involved in a census (3 MARKS)
16. With examples, explain the difference between Analytic surveys and Descriptive surveys? (4 MARKS)
17. Write short notes on the following:
 - i. SEA (4 MARKS)

ii.CSA (4 MARKS)

iii. Populations registers (4 MARKS)

SECTION C: (ANSWER Q1 AND ANY OTHER QUESTION) (50 MARKS)

1. The following table shows the population of country A. Using this table, calculate the following:

Table 1.0 (Population of Country A in 2010) (30 MARKS)

Age group	Women in Age group (Mid year population)	Live births to women in Age group
10-14	9387020	9462
15-19	9493761	484895
20-24	8678024	965122
25-29	9341226	1083010
30-34	10179403	889365
35-39	11369766	424890
40-44	11049377	81027
45-49	9607011	3624

- The general Fertility rate (5 MARKS)
 - Age specific fertility rate (5 MARKS)
 - Total fertility rate (5 MARKS)
 - At which age group is fertility lowest, what is the probable reason? (3 MARKS)
 - According to the census of population A in 2010, 52% of the births in this population were female and children 0-4 enumerated were 100,000 what is GRR? (5 MARKS)
 - What is the child woman ratio of this population? (4 MARKS)
 - What is this country likely to be? Comment on the fertility of this population (3 MARKS)
- Describe in detail the principles for the collection and compilation of Vital Statistics. What needs to be done in Zambia to improve the collection of Vital Statistics? (20 MARKS)
 - What determines what topics should be included in the census? To what extent does Zambia adhere to this? (20 MARKS)

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR FINAL EXAMINATIONS

DEM 3310: COMPUTER APPLICATIONS IN DEMOGRAPHY

INSTRUCTIONS:

SECTIONS A and B are COMPULSORY. ANSWER ONE QUESTION FROM SECTION C

TIME: THREE (3) HOURS

SECTION A

1. Which of following commands is used to enter data in Stata?
 - a. insheet
 - b. input
 - c. inlist
 - d. infix

2. Very briefly, describe what will happen if we issue the following Stata command to the datasets that have variables on sex (Male, Female) and age of the respondent (from 15 to 60).

tabulate sex, summarize(age)

3. Which of the following commands is used to import data from a spreadsheet file to Stata?
 - a. insheet
 - b. input
 - c. inlist
 - d. infix

4. What is a file extension for a Stata dataset?
 - a. .do
 - b. .dta
 - c. .ado
 - d. .log

5. Name three (3) ways of opening a do file in Stata.

6. State whether each of the Stata statements below is True or false
 - i. Syntax: tabulate q103 if q101=1
 - ii. Syntax: tabulate q103 if q101= =1

7. True or false, ALL Stata commands should be in lower cases.
8. Which of the following commands is used to list the files in a working directory in Stata?
 - a. des
 - b. bro
 - c. dir
 - d. tab
9. Which logical operator means "or" in Stata?
 - a. ^
 - b. |
 - c. Or
 - d. ~
10. What test is used to show association between two categorical variables?(1 Point)
 - a) T-test
 - b) Chi-square
 - c) F-test
 - d) ANOVA
11. The level of significance is also known as the probability value (p-value)
 - a) True
 - b) False
12. Give an example of a command you can use to perform univariate analysis in Stata
13. To run a linear regression in Stata you need to have an idea of the predictor and not the outcome variable
 - a) True
 - b) False
14. What type of variables do we use to perform linear regression?
 - a) categorical
 - b) numeric
 - c) discrete
 - d) continuous
15. The Pearson product moment correlation coefficient, r , is used to measure the strength of the relationship between two variables
 - a) True
 - b) False
16. What statistical test is used to test independence of two variables in a 2-by-2 table?
17. What statistical test is used to test the difference between means of two groups?

18. Write the two ways to put comments in a do-file?
19. What symbol is used in a do file to continue a command to the next line?
20. In MS-EXCEL, you use an absolute reference to fix a value so that it is constant in the computations. Which of the following is an absolute reference?
- a) \$F1
 - b) C1
 - c) F\$1
 - d) \$F\$1
21. Which of the following statements about EXCEL are true or false?
- a) Text is placed on the left of the cell
 - b) Numbers, dates, and times are put on the right
 - c) Numbers and formulas can be treated as text by typing inverted marks(") at the front of the entry
 - d) Formulas cannot start with an =, + or – sign, which is followed by an expression.
22. Indicate whether each of the following statements is true or false):
- a) The columns are labelled as A, B, C, D, etc.
 - b) The rows are labelled as VAR001, VAR002, VAR003
 - c) The records are arranged along the rows and the variables are arranged along the columns.
 - d) The records are arranged along the columns and the variables are arranged along the rows.
 - e) The records are arranged along the rows and the variables are arranged along the rows.
 - f) The records are arranged along the columns and the variables are arranged along the columns.
23. What does the acronym Epi-data stand for?
24. What type of software is Epi-data?
- a. Data analysis
 - b. Data entry and analysis
 - c. Data documentation
 - d. Data entry and documentation

25. Epi-data software allows you to import data from other statistical software?
- True
 - False
 - Neither
26. Epi-data software can permit you to merge data sets entered from different computers
- True
 - False
 - Neither
27. The character “ # ” in epi-data is recognized as
- String character
 - String or numeric character
 - Numeric character
 - None of the above
28. What is the maximum character limit for a string variable in epi-data?
- 80 characters
 - 100 characters
 - 120 characters
 - 85 characters
29. What is the relevance of “Checks” in epi-data?
30. The “document tools” in epi-data allow you to?
- List data
 - View codebook
 - Validate data entry notes
 - Create data entry notes
 - All the above
31. What type of software is CSPro?
- Data analysis
 - Data entry and analysis
 - Data documentation
 - Data entry and documentation

Section B (COMPULSORY)

Q1. Write notes on the uses, advantages and limitations of the following data management and analysis software?

1. EPIDATA
2. STATA
3. SPSS
4. CPro
5. Ms-Excel

Q2. Answer the questions below

- a) Briefly explain the steps involved in creating a data entry screen in MS –ACCESS.
- b) Briefly describe the steps you would take to transfer the data entered in the MS – ACCESS data entry screen first to MS –EXCEL.
- c) Briefly describe the steps you would take to transfer the data from MS – EXCEL to SPSS

Q3. Attempt the following questions.

- a) You are testing a hypothesis that earnings of workers at UNZA differ significantly by sex:
 - i. What statistical test of significance is appropriate for this hypothesis?
 - ii. Give the STATA syntax commands appropriate for this test.
 - iii. Give an example of syntax command for performing chi-square test in Stata
 - iv. Briefly explain what correlation analysis and indicate the syntax commands used in Stata to run regression analysis.
 - v. Briefly explain what regression analysis is and indicate the syntax commands used in Stata to run regression analysis

Section C (ANSWER ONE QUESTION)

Q1. Answer the questions below

- a) Define the concept “Population Projection”
- b) Explain the relevance of conducting population projections for a country.
- c) Briefly explain steps involved when making population projections.
- d) Mention the software commonly used in making population projections.
- e) What are some of the key outputs of a population projection?

Q2.

- a) In MS – EXCEL, there are two methods of computing the length of time between two points in time. What are these methods? Describe the procedures used? How do they differ?
- b) In SPSS, there are two methods of computing the length of time between two points in time. What are these methods? Describe the procedures used and take note of any differences and similarities.
- c) Describe the two commands used to create new variables in STATA and SPSS. What are these commands? Describe the procedures used and take note of any differences and similarities.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FINAL EXAMINATION

1st JULY 2015

DEM 4110: ADVANCED TECHNIQUES IN DEMOGRAPHIC ANALYSIS AND ESTIMATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A; CHOOSE TWO QUESTIONS FROM SECTION B AND CHOOSE ONE QUESTION IN SECTION C

SECTION A – 50 Marks

Instructions: Answer all questions in section A

QUESTION 1

Study table 1 and answer questions pertaining to the el-Badry fertility correction method:

Table 1.

Age	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Parity	1	2	3	4	5	6	7
Childless	159,433	81,568	24,424	9,019	4,697	3,406	2,469
Parity not stated	80,696	29,914	10,615	4,929	2,955	2,183	1,716
Total	250,329	229,655	214,467	187,348	135,551	97,537	75,526

- i. Proportion of women with parity "not stated" and equal to "zero"
- ii. Average parities for "childless" and "not stated" categories for broad age groups (Note: four averages)
- iii. Determine the slope and intercept for the best line fit using linear regression
- iv. Estimate the proportion of women in each age group who truly are childless
- v. For each age group, what is the actual number of truly childless women?

QUESTION 2

Table 2 is a spread sheet containing information to estimate TFR by fitting the Gompertz function to reported ASFR and CEB by age of the mother or woman. Table 2.5 on the other hand shows coefficients used to fit the Gompertz function. Study the two tables and answer questions that follow:

Table 2

Age	ASFR f(x)	CEB P(i)
15-19	0.053	0.133
20-24	0.140	0.901
25-29	0.121	1.902
30-34	0.075	2.850
35-39	0.030	3.650
40-44	0.015	4.250
45-49	0.005	4.810
TFR	2.1950	

Table 2.5

Age	Coefficients on CEB Data			Coefficients on ASFRs Data		
	e(i)	g(i)	Y(i)s	e(i)	g(i)	Y(i)s
15 TO 19	1.2897	-1.7438	-1.0787	1.3364	-1.4501	-1.0787
20 TO 24	1.4252	-1.0157	-0.3119	1.4184	-0.7430	-0.3119
25 TO 29	1.3725	-0.3353	0.3538	1.2978	-0.0382	0.3538
30 TO 34	1.1421	0.4391	1.0569	0.9670	0.8356	1.0569
35 TO 39	0.7061	1.5117	1.9534	0.4509	2.1649	1.9534
40 TO 44	0.2763	3.2105	3.4130	0.0462	4.4564	3.4130
45 TO 49			6.0557			6.0557

- Compute the Z(i) and empirical difference between Z(i) and e(i) (**ASFRs data**)
- Using the average of 3 and second 3 points, solve for equation parameters Z(i)-e(i), g(i), slope and intercept (**ASFR**)
- Calculate the predicted Z(i)-e(i) based on linear equation with 3+3 points (**ASFR**)
- Calculate implied levels of TF using results from the Gompertz on **ASFRs**

SECTION B – 30 Marks

Instructions: Answer two (2) questions in section B

QUESTION 3

The equation below shows a constant annualised rate of growth. Using the hypothetical life table 3 in which everyone dies before age 5, answer questions that follow:

$$B_t = B(0) \cdot e^{rt}$$

- State assumptions under which the population will become stable.

- ii. Show how the population changes on January 1, for years 2000 to 2006 and how each birth cohort will proceed through life assuming that there were 1000 births in this population in the year 2000.
- iii. Explain at which point (year) the population will become stable and why; also explain the state of birth rate, death rate, growth rate and age composition after the population becomes stable given a growth rate of "r".
- iv. Explain how an increase in fertility at all ages in a stable population will affect population growth rate, death rate and age composition.

Table 3

Exact age (a)	la	la/lo
0	100,000	1.000
1	60,000	0.600
2	40,000	0.400
3	20,000	0.200
4	5,000	0.050
5	0	0.000

QUESTION 4

Table 4 shows data on Children Ever Born and children surviving for Malawi 2008 Census. Using stream A (Data classified by age of the mother) and based on Princeton North Model Life Table:

- a. Calculate proportions dead ($5PDx$) of children ever born (Caution: data given is Children Surviving);
- b. Convert or estimate $nq0$ from each $5PDx$ using appropriate parameters given in table 4.5

Table 4

Age of mother	Mean children ever born	Mean children surviving
15-19	0.2833	0.2540
20-24	1.5316	1.3562
25-29	2.8487	2.4698
30-34	4.1853	3.5170
35-39	5.2136	4.2500
40-44	6.0343	4.7152
45-49	6.4527	4.8666

Table 4.5

BY AGE OF MOTHER								
Conversion of D into q					Time location			
Princeton - North								
Age	x	a(x,j)	b(x,j)	c(x,j)	d(x,j)	e(x,j)	f(x,j)	g(x,j)
15-19	1	1.1119	-2.9287	0.8507		1.0921	5.4732	-1.9672
20-24	2	1.239	-0.6865	-0.2745		1.3207	5.3751	0.2133
25-29	3	1.1884	0.0421	-0.5156		1.5996	2.6268	4.3701
30-34	5	1.2046	0.3037	-0.5656		2.0779	-1.7908	9.4126
35-39	10	1.2586	0.4236	-0.5898		2.7705	-7.3403	14.9352
40-44	15	1.224	0.4222	-0.5456		4.1520	-12.2448	19.2349
45-49	20	1.1772	0.3486	-0.4624		6.9650	-13.9160	19.9542

QUESTION 5

Given the excerpt of a complete life table 5 for Zambia for 2013, interpolate population figures using the Karup-King methods between five year intervals.

Table 5

Zambia 2013: Complete Life Table							
Age	mx	qx	lx	dx	Lx	Tx	ex
0	0.0592	0.0575	100000	5750	95975	5335137	53.4
1	0.0214	0.0211	94250	1993	93054	5239163	55.6
2	0.0161	0.0160	92257	1472	91521	5146109	55.8
3	0.0098	0.0097	90785	884	90342	5054588	55.7
4	0.0064	0.0064	89900	578	89612	4964246	55.2
5	0.0056	0.0055	89323	496	89075	4874634	54.6
6	0.0039	0.0039	88827	349	88653	4785559	53.9
7	0.0037	0.0037	88478	326	88315	4696907	53.1
8	0.0029	0.0029	88152	254	88025	4608591	52.3
9	0.0028	0.0028	87898	250	87773	4520567	51.4
10	0.0037	0.0037	87648	328	87484	4432794	50.6
11	0.0018	0.0018	87320	161	87240	4345309	49.8
12	0.0031	0.0031	87160	273	87023	4258069	48.9
13	0.0019	0.0019	86887	162	86806	4171046	48.0
14	0.0024	0.0024	86725	205	86622	4084240	47.1
.							
40	0.0205	0.0203	69260	1403	68559	2009445	29.0
41	0.0083	0.0083	67857	560	67577	1940886	28.6
42	0.0159	0.0158	67297	1061	66766	1873309	27.8
43	0.0094	0.0094	66236	623	65925	1806543	27.3
44	0.0091	0.0091	65613	596	65316	1740619	26.5
45	0.0218	0.0216	65018	1403	64316	1675303	25.8

46	0.0150	0.0149	63615	950	63140	1610987	25.3
47	0.0109	0.0109	62665	681	62325	1547847	24.7
48	0.0157	0.0156	61984	966	61501	1485522	24.0
49	0.0108	0.0108	61018	658	60689	1424021	23.3
50	0.0250	0.0247	60360	1490	59615	1363332	22.6
51	0.0088	0.0088	58870	517	58611	1303717	22.1
52	0.0163	0.0162	58353	943	57881	1245106	21.3
53	0.0109	0.0109	57409	624	57097	1187225	20.7
54	0.0119	0.0119	56785	674	56448	1130128	19.9
55	0.0167	0.0166	56111	931	55646	1073679	19.1
56	0.0167	0.0166	55180	915	54723	1018034	18.4
57	0.0119	0.0118	54265	640	53945	963311	17.8
58	0.0170	0.0168	53625	902	53174	909366	17.0
59	0.0147	0.0146	52723	772	52337	856191	16.2
60	0.0425	0.0417	51952	2164	50870	803854	15.5
61	0.0138	0.0137	49788	685	49445	752984	15.1
62	0.0257	0.0253	49103	1244	48481	703539	14.3
63	0.0157	0.0156	47859	746	47486	655058	13.7
64	0.0191	0.0189	47112	892	46666	607573	12.9
65	0.0346	0.0340	46220	1573	45434	560906	12.1
66	0.0124	0.0123	44647	549	44373	515472	11.5
67	0.0200	0.0198	44098	874	43661	471100	10.7
68	0.0337	0.0331	43224	1431	42508	427439	9.9
69	0.0200	0.0198	41793	829	41378	384930	9.2

SECTION C – 20 Marks

Instructions: Answer one (1) question in this section

QUESTION 6

Describe the following in detail;

- i. Coale Demeny's regional model life tables (East, West, South and North)
- ii. UN model life tables
- iii. Mention two uses and one limitation of model life tables?

QUESTION 7

- i. Explain the relevance of conducting population projections.
- ii. Show your understanding of the stages in establishing a base population.
- iii. Explain the process and relevance of performing demographic data evaluation
- iv. Provide comprehensive details of each step involved in making population projections.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
2014/2015 ACADEMIC YEAR
FINAL EXAMINATION
DEM 9114: MONITORING AND EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTIONS A AND B AND TWO QUESTIONS FROM SECTION C

SECTION A: Short answers (Do not explain)

ANSWER ALL QUESTIONS FROM THIS SECTION. THIS SECTION CARRIES 20%

1. State three characteristics of a good indicator.
2. Monitoring may also be known as?
3. When should M&E plans for an organisation/project be created?
4. List five components of an M&E plan?
5. List three effects of poor quality data.
6. At what stage of a program should monitoring take place?
7. State three purposes of planning.
8. List in their order the five key components of logic models.
9. Frameworks that diagrammatically show the direct causal relationships between the incremental results of key project activities and the overall objective and goal of the intervention are called?
10. List any three M&E frameworks that you know.

SECTION B: Brief Answers

ANSWER ALL QUESTIONS FROM THIS SECTION. THIS SECTION CARRIES 40%

1. Define the following:
 - a. Indicator metric
 - b. Indicator reference sheet
 - c. Clarificatory evaluation
 - d. Planning
 - e. Data Quality
 - f. M&E Data system
 - g. M&E system
 - h. M&E plan
 - i. Logic model
 - j. Project logic

2. Briefly explain the following:
 - a. The difference between evaluation and research
 - b. Purpose of evaluation
 - c. Qualitative and Quantitative Indicators
 - d. Salient features of RBM

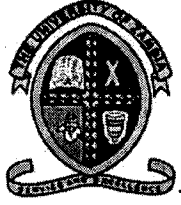
3. Imagine any nutritional program and do the following:
 - a. State the goal of the program
 - b. Suggest two (2) SMART objectives
 - c. Suggest four (4) possible outcome indicators and their metrics

SECTION C: Long essays

ANSWER TWO QUESTIONS FROM THIS SECTION. QUESTION FOUR (4) IS COMPULSORY. THIS SECTION CARRIES 40%

1. (a) What is Good performance and how do we measure it.

- (b) Explain by use of an example how you plan for a program taking into consideration results.
2. (a) Briefly explain how you determine evaluability.
- (b) The Ministry of Education has introduced Information and Communication Training (ICT) in primary schools. The programme is intended to expose learners to ICT at an early age. The program has been running for two years now and the ministry would like to engage you as an external evaluator to undertake a process evaluation that will inform improvement of the program. Explain how you would go about this task.
3. What is data? Giving practical examples, discuss the effects of poor quality data in M&E and how you would ensure that you have good quality data.
4. Discuss the factors to consider when selecting indicators for a program/project and the challenges you will likely face in selecting the indicators? Discuss giving practical examples.



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR EXAMINATIONS

DEV 1150: INTRODUCTION TO DEVELOPMENT STUDIES

ALLOWED DURATION: THREE HOURS

INSTRUCTIONS TO CANDIDATES:

- 1) **There is no compulsory questions**
- 2) **Answer ANY THREE questions.**

-
1. Muloongo Miyanda could not understand it. She was wondering whether it was true that one needed a ruler to measure improvements in people's living standards. Based on what you have learnt in DEV 1150, what would you tell Muloongo?
 2. Ngenda Likezo was very excited about what he had heard on his uncle's old radio – that a group of Chinese were coming to set up new ventures in their area. This would create jobs, he thought. But his uncle, Hopani, told him not to get excited about it. He liked the announcement by the Minister of Finance that a group of Americans would bring money to Zambia by buying government assets in form of bonds. As a DEV 1150 student, what would be your comment on the thinking by Ngenda and his uncle?
 3. After listening to a Parliamentary address by Her Honour, Mrs Inonge Wina, the Republican Vice president, that a big company from outside the country would invest one billion US Dollars in Zambia' mining sector, Mukkekkezu, a teacher at Magoye Basic school, was very happy. She was convinced that Zambia would now prosper with more money in people's pockets. However, her father, Mulyakweenda, was not convinced. Nothing would ever change, he argued. The foreign companies would produce the same commodity that was vulnerable to price fluctuations on the international market. There would be no transformation. Based on what you have learnt in DS 102, what would say about Mukkekkezu's excitement and Mulyakweenda's pessimism?
 4. Mulenga Mpumpumpu, a peasant farmer of Serenje, was fuming. He could not understand why Africa produces regimes that cannot deliver development. All they do is glorify the President. Based on what you have learnt in DEV 1150, what regimes was Mulenga referring to? What should be the proper role of the regimes?

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF DEVELOPMENT STUDIES – SCHOOL OF HSS
2014/2015 ACADEMIC FINAL EXAMINATIONS
DEV 1150 – INTRODUCTION TO DEVELOPMENT STUDIES

INSTRUCTIONS -: (1) Time: Three Hours (2) Section A; question 1 is compulsory. 3) In addition to Question 1, answer any one (1) question each from Sections B and C. In all three (3) questions must be answered on the basis of sectional instructions.

SECTION A (40 Marks, 8 Marks Each)

Define and write short notes on any five (5) of the following concepts drawing practical examples from the Zambian experience;

- a) Project Food Aid
- b) Foreign Direct Investment (FDI)
- c) Poverty
- d) Sustainable Development
- e) Backward Linkage Effect
- f) Dependency Theory
- g) Modernisation Theory
- h) Regional Economic Integration

SECTION B (30 Marks)

1. Define the concept of SAP and critically analyse its effect on the development process and prospects of developing countries.
2. Compare and contrast the roles played by the state and the market in the development process and prospects of developing countries. Which one would you say is better positioned to foster development on the African continent and why?

SECTION C (30 Marks)

3. Drawing practical examples from any developing country of your choice define the concept of Food Aid and analyse its effectiveness in securing the Food Security position of developing countries.
4. Define and assess the role played by Multinational Corporations in the development efforts of developing countries drawing practical examples from the Zambian experience.

END OF THE EXAMINATION



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF DEVELOPMENT STUDIES**

DEV 2150: SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES

2014/2015 DEFERRED EXAMINATION

Instructions: Choose and answer any three (3) questions from the following (1-6)

Time: 3 hours

1. Distinguish between Karl Marx and Max Weber's theory of class in society. Give examples to illustrate your points.
2. Explain fully the underlying causes and contradictions of the post-colonial state which have led to the post-colonial state being called a state in crisis.
3. Explain the liberal theories of social change using any scholar/s you have studied.
4. Explain the radical theories of social change using any scholar/s you have studied.
5. Some writers claim that colonialism was good because it created the modern states and economies in Africa. Others argue that colonialism exploited Africa and continues to exploit the continent under neo-colonialism. Discuss the impact of colonialism on Africa.
6. The Structural Adjustment Programme was undertaken by many African countries including Zambia. Discuss the benefits and challenges of the structural Adjustment Programme with particular reference to Zambia.

END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

DEV 2254: RESEARCH AND STATISTICAL METHODS IN DEVELOPMENT STUDIES

INSTRUCTIONS:

Time 3 hours

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

SECTION A (ANSWER ALL THE QUESTIONS) 50 MARKS

1. There are 600 employees at the Agro Processing Industry in Kabwe, Central Province of Zambia. See the following breakdown disaggregated by gender and qualification.

GENDER	NO COLLEGE	COLLEGE	TOTAL
Male	25	225	250
Female	75	275	350
Total	100	500	600

An employee is selected at random.

- a. What is the probability the employee is female?
- b. What is the probability the employee is either female or attended college?
- c. What is the probability the employee attends college given a female employee?

2. The Zambia Road Traffic and Safety Agency (RTSA) in collaboration with the Road Safety Department of the Zambia Police compile data on motor vehicle accidents in all provinces in Zambia. During one year, the numbers of motor vehicle accidents in Lusaka Province were tabulated by day of the week for built-up roads and non-built-up roads and resulted in the following data.

Day	Built-up	Non Built-up
Monday	88	70
Tuesday	100	58
Wednesday	76	59
Thursday	98	53
Friday	103	56
Saturday	85	94
Sunday	69	102

- Find the mean and median of the number of accidents for built-up roads.
 - Find the mean and median of the number of accidents for non-built-up roads.
 - If you had a list of only the day of the week for each accident, what day would be the modal day for each type of road?
 - What might explain the difference in the modal days for the two types of roads?
3. The Higher Education Research Institute of the University of Zambia (UNZA) publishes information on characteristics of incoming university freshers in The UNZA Press. In 2014, 27.7% of incoming freshers characterized their political views as ZADECO, 51.9% as MMD, and 20.4% as FDD. For this year, a random sample of 500 incoming UNZA freshers yielded the following frequency distribution for political views.

Political View	Frequency
ZADECO	160
MMD	246
FDD	94

- Obtain a relative-frequency distribution.
- Draw a pie chart.
- Construct a bar chart.

4. Each year, *Forbes*, an American magazine compiles a list of the 400 richest Americans. As of September 17, 2008, the top 10 on the list are as shown in the following table.

Person	Wealth (\$ billions)
William Gates III	57.0
Warren Buffett	50.0
Lawrence Ellison	27.0
Jim Walton	23.4
S. Robson Walton	23.3
Alice Walton	23.2
Christy Walton & family	23.2
Michael Bloomberg	20.0
Charles Koch	19.0
David Koch	19.0

- a. Compute the mean of each data set.
 - b. Determine the range of the dataset.
 - c. Calculate the sample standard deviation for the data sets. For the sample standard deviation, round the answer to one more decimal place than that used for the observations.
5. The difference between quantitative and qualitative research revolves entirely around the concern with '**numbers**' in the former and '**words**' in the latter. Briefly explain how far you agree with this statement?
6. What do each of the following terms mean?
- i. probability sampling
 - ii. non-probability sampling
 - iii. sampling frame
 - iv. representative sample
 - v. sampling error

7. Determine the area under the standard normal curve that lies to the left of;
- a.** 2.24 **b.** 1.56 **c.** 4 **d.** 0
8. Determine the area under the standard normal curve that lies between;
- a.** 2.18 and 4.44 **b.** 2 and 3.2 **c.** 0.59 and 1.51 **d.** 1.1 and 4.2
9. Briefly explain why it is always important to Pre-test the questionnaire and how it is done.
-

SECTION B: ATTEMPT ALL QUESTIONS IN THIS SECTION (MULTIPLE CHOICE) 20 MARKS

10. Identify the correct pair of the two basic properties of every density curve below;
- A density curve is always on or above the horizontal axis and the total area under a density curve equals 1.
 - the total area under a density curve equals 1 and almost all the area under the standard normal curve lies between -1 and 3 .
 - is symmetric about 0 and always on or above the vertical axis
 - All of the above
11. Which statement below is not true about a research design?
- Clearly outlines the results of a given research process.
 - Is some kind of structure, plan, blue print, which guides researchers in finding solutions to problems or answers to questions.
 - Asks what information is needed in order to meet research objectives.
 - Provides an overview of how research information will be doctored.
12. A Pie Chart;
- displays total percentages or numbers of observations falling into each of the categories of the qualitative variables presented in form of a circle.
 - organises data in situations where you have quantitative or qualitative data. It represents data in form of bars.
 - indicates the total of the frequencies below or above a given score and can be applied to ungrouped as well as grouped data.
 - focuses on the number of data higher than or equal to the real lower limit of the class-interval considered.
13. Identify which of the following best combines the scales of measurement in research;
- Magnitude, Nominal, Ordinal, Interval.
 - Absolute Zero, Ordinal, Interval, Ratio
 - Ratio, Nominal, Ordinal, Interval
 - Ratio, Nominal, Ordinal, Absolute Zero

14. The following statements describe what the concept of epistemology mean except which one?
- It is a branch of philosophy that is concerned with the nature, origin, scope of knowledge and how we know what we know.
 - It is the science devoted to the discovery of the proper methods of acquiring and validating knowledge.
 - It is the branch of philosophy that compares the differences between social sciences and natural sciences.
 - Its central theme seeks to address such questions as: how do we know what we know? Is reason a reliable source of knowledge or is it superseded by mystical revelation or emotional intuition? Can we be certain about our knowledge or must we always remain in doubt?
15. Which one of the following comprises typical characteristics of the scientific method?
- Language of science; consistency; assumptions in science; limitations
 - Assumptions in science; limitations; understandability; none empirical inquiry
 - Empirical inquiry; language of science; understandability; aesthetics
 - Sustainability; aesthetics; language of science; perceptibility
16. Which of the following is a disadvantage of a close-ended question?
- Sometimes, information becomes difficult to record, especially when the speaker is very fast.
 - It is also difficult to analyse because it comes in form of prose and words.
 - You do not get in-depth information or responses as respondents do not express themselves freely.
 - It is labour intensive.
17. The statement of the problem:
- Does not summarize the purpose of the study
 - Is often a lengthy passage or section rather than a sentence
 - Establishes the direction and captures the essence of the study
 - Reflects partial research design of the study

18. All the reasons below are important to warrant conducting a research except which one?
- When a perceived discrepancy exists between what is and what should be
 - When a question exists about why there is a discrepancy
 - When there exists at least two possible and plausible answers to the question
 - None of the above
19. Which question below is most significantly asked when defining a research problem?
- Who is affected by the problem and what is the distribution?
 - How often does the problem occur?
 - What costs are associated with the problem?
 - All of the above
20. Which one of the following is true regarding a **hypothesis**?
- tentative theory derived from empirical evidence.
 - logical and orderly statement linking two or more variables.
 - phenomenon upon which all research topics and problems are anchored.
 - an informed statement that indicates what we can expect to find in our research.
21. z-Scores;
- describes the measure for a population.
 - highlights the probability an event is likely to occur.
 - describes the measures for a sample.
 - informs us the number of standard deviations that the observation is from the mean in units of standard deviation.
22. Validity in research;
- is the level of accountability and legitimacy that is sought through data collection, analysis and interpretation.
 - determines whether the research truly measures that which it was intended to measure or how truthful the research results are.
 - Clarifies whether the research instrument allows you to hit "the bull's eye" of your research object.
 - refers to all the above.

23. All of the following are limitations of statistics except which one?
- Statistics deals with only quantitative information.
 - Statistics cannot be easily misused and, therefore, should be used by anyone.
 - Statistics deals with only aggregates of facts and not with individual data items.
 - Statistical data are only approximately and mathematically correct.
24. Statistics is not;
- the collection of numerically expressed facts or data.
 - a tentative statement or intelligent guess about a research finding.
 - the science of collecting, organizing, presenting, analyzing, and interpreting numerical data to assist in making more effective decisions.
 - the collection, presentation, analysis and utilization of numerical data to make inferences.
25. The following are types of longitudinal studies except which one?
- Trend Studies
 - Exploratory
 - Cohort Studies
 - Panel Studies
26. Inferential statistics refers to;
- the collection, organization and presentation of data in an informative way.
 - a branch of statistics that is used to determine something about the population on the basis of a sample taken from that specific population
 - the use of tables, graphs and numerical summary measures to describe data.
 - a statistical method or branch of philosophy that deals with describing and summarizing given set of data without making conclusions about the larger data.
27. The Sample Standard Deviation is the preferred measure when the mean is used as the measure of center because;
- it takes into account all the observations and roughly speaking, it measures variation by indicating how far, on average, the observations are from the mean.
 - it provides the difference between the maximum (largest) and minimum (smallest) observations.
 - it divides the data observed into hundredths, or 100 equal parts.
 - shows the difference between the first and third quartiles and gives the range of the middle 50% of the observations.

28. The five-number-summary refers to;
- Quartile one (Q1), minimum, quartile two (Q2), quartile three (Q3) and maximum
 - Range, standard deviation, minimum, maximum and Q1
 - Minimum, Q1, Q3, range and maximum
 - Q2, Q3, inter-quartile range, minimum and maximum
29. Interpreting qualitative data depends on the;
- data saturation
 - data accuracy
 - experience of respondents
 - scarcity of relevant data
30. Which of the following defines a sample space?
- list of all possible outcomes of an experiment.
 - an event that can be decomposed into two or more events.
 - an outcome where the occurrence of one event does not affect the occurrence of another event.
 - total events not likely to occur

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

31. Name **five abuses** of research and **five common pitfalls** in questionnaire construction and briefly discuss them.

32. A research proposal is an important requirement when conducting research in the field of development studies.

- a. What is the purpose of the research proposal?
- b. How may a project proposal be useful?
- c. Why is it important to devise a timetable for your research project?

33. Regarding literature review in research, answer the following;

- a. Why is it important to write a literature review in research?
- b. What are the main ways of finding existing literature on your research topic?
- c. When is it necessary to stop reviewing literature for your topic and why?
- d. What is the role of referencing in research?
- e. What is plagiarism and why is it taken seriously by researchers?

34. Ethical considerations are significant in research;

- a. Why are ethical issues important in relation to conducting development related research?
- b. Why is the issue of informed consent so hotly debated?
- c. How may ethical considerations and confidentiality affect research results?
- d. How easy is it to conduct ethical research?
- e. How may a researcher take into account ethical issues?

TABLE I Proportions of Area under the Standard Normal Curve


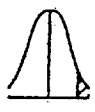










								
z	0 z	0 z	z	0 z	0 z	z	0 z	0 z
0.00	.0000	.5000	0.55	.2088	.2912	1.10	.3643	.1357
0.01	.0040	.4960	0.56	.2123	.2877	1.11	.3665	.1335
0.02	.0080	.4920	0.57	.2157	.2843	1.12	.3686	.1314
0.03	.0120	.4880	0.58	.2190	.2810	1.13	.3708	.1292
0.04	.0160	.4840	0.59	.2224	.2776	1.14	.3729	.1271
0.05	.0199	.4801	0.60	.2257	.2743	1.15	.3749	.1251
0.06	.0239	.4761	0.61	.2291	.2709	1.16	.3770	.1230
0.07	.0279	.4721	0.62	.2324	.2676	1.17	.3790	.1210
0.08	.0319	.4681	0.63	.2357	.2643	1.18	.3810	.1190
0.09	.0359	.4641	0.64	.2389	.2611	1.19	.3830	.1170
0.10	.0398	.4602	0.65	.2422	.2578	1.20	.3849	.1151
0.11	.0438	.4562	0.66	.2454	.2546	1.21	.3869	.1131
0.12	.0478	.4522	0.67	.2486	.2514	1.22	.3888	.1112
0.13	.0517	.4483	0.68	.2517	.2483	1.23	.3907	.1093
0.14	.0557	.4443	0.69	.2549	.2451	1.24	.3925	.1075
0.15	.0596	.4404	0.70	.2580	.2420	1.25	.3944	.1056
0.16	.0636	.4364	0.71	.2611	.2389	1.26	.3962	.1038
0.17	.0675	.4325	0.72	.2642	.2358	1.27	.3980	.1020
0.18	.0714	.4286	0.73	.2673	.2327	1.28	.3997	.1003
0.19	.0753	.4247	0.74	.2704	.2296	1.29	.4015	.0985
0.20	.0793	.4207	0.75	.2734	.2266	1.30	.4032	.0968
0.21	.0832	.4168	0.76	.2764	.2236	1.31	.4049	.0951
0.22	.0871	.4129	0.77	.2794	.2206	1.32	.4066	.0934
0.23	.0910	.4090	0.78	.2823	.2177	1.33	.4082	.0918
0.24	.0948	.4052	0.79	.2852	.2148	1.34	.4099	.0901
0.25	.0987	.4013	0.80	.2881	.2119	1.35	.4115	.0885
0.26	.1026	.3974	0.81	.2910	.2090	1.36	.4131	.0869
0.27	.1064	.3936	0.82	.2939	.2061	1.37	.4147	.0853
0.28	.1103	.3897	0.83	.2967	.2033	1.38	.4162	.0838
0.29	.1141	.3859	0.84	.2995	.2005	1.39	.4177	.0823
0.30	.1179	.3821	0.85	.3023	.1977	1.40	.4192	.0808
0.31	.1217	.3783	0.86	.3051	.1949	1.41	.4207	.0793
0.32	.1255	.3745	0.87	.3078	.1922	1.42	.4222	.0778
0.33	.1293	.3707	0.88	.3106	.1894	1.43	.4236	.0764
0.34	.1331	.3669	0.89	.3133	.1867	1.44	.4251	.0749
0.35	.1368	.3632	0.90	.3159	.1841	1.45	.4265	.0735
0.36	.1406	.3594	0.91	.3186	.1814	1.46	.4279	.0721
0.37	.1443	.3557	0.92	.3212	.1788	1.47	.4292	.0708
0.38	.1480	.3520	0.93	.3238	.1762	1.48	.4306	.0694
0.39	.1517	.3483	0.94	.3264	.1736	1.49	.4319	.0681
0.40	.1554	.3446	0.95	.3289	.1711	1.50	.4332	.0668
0.41	.1591	.3409	0.96	.3315	.1685	1.51	.4345	.0655
0.42	.1628	.3372	0.97	.3340	.1660	1.52	.4357	.0643
0.43	.1664	.3336	0.98	.3365	.1635	1.53	.4370	.0630
0.44	.1700	.3300	0.99	.3389	.1611	1.54	.4382	.0618
0.45	.1736	.3264	1.00	.3413	.1587	1.55	.4394	.0606
0.46	.1772	.3228	1.01	.3438	.1562	1.56	.4406	.0594
0.47	.1808	.3192	1.02	.3461	.1539	1.57	.4418	.0582
0.48	.1844	.3156	1.03	.3485	.1515	1.58	.4429	.0571
0.49	.1879	.3121	1.04	.3508	.1492	1.59	.4441	.0559
0.50	.1915	.3085	1.05	.3531	.1469	1.60	.4452	.0548
0.51	.1950	.3050	1.06	.3554	.1446	1.61	.4463	.0537
0.52	.1985	.3015	1.07	.3577	.1423	1.62	.4474	.0526
0.53	.2019	.2981	1.08	.3599	.1401	1.63	.4484	.0516
0.54	.2054	.2946	1.09	.3621	.1379	1.64	.4495	.0505

Table I (continued)

					
z	$0 z$	$0 z$	z	$0 z$	$0 z$
1.65	.4505	.0495	2.22	.4868	.0132
1.66	.4515	.0485	2.23	.4871	.0129
1.67	.4525	.0475	2.24	.4875	.0125
1.68	.4535	.0465	2.25	.4878	.0122
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1.70	.4554	.0446	2.27	.4884	.0116
1.71	.4564	.0436	2.28	.4887	.0113
1.72	.4573	.0427	2.29	.4890	.0110
1.73	.4582	.0418	2.30	.4893	.0107
1.74	.4591	.0409	2.31	.4896	.0104
1.75	.4599	.0401	2.32	.4898	.0102
1.76	.4608	.0392	2.33	.4901	.0099
1.77	.4616	.0384	2.34	.4904	.0096
1.78	.4625	.0375	2.35	.4906	.0094
1.79	.4633	.0367	2.36	.4909	.0091
1.80	.4641	.0359	2.37	.4911	.0089
1.81	.4649	.0351	2.38	.4913	.0087
1.82	.4656	.0344	2.39	.4916	.0084
1.83	.4664	.0336	2.40	.4918	.0082
1.84	.4671	.0329	2.41	.4920	.0080
1.85	.4678	.0322	2.42	.4922	.0078
1.86	.4686	.0314	2.43	.4925	.0075
1.87	.4693	.0307	2.44	.4927	.0073
1.88	.4699	.0301	2.45	.4929	.0071
1.89	.4706	.0294	2.46	.4931	.0069
1.90	.4713	.0287	2.47	.4932	.0068
1.91	.4719	.0281	2.48	.4934	.0066
1.92	.4726	.0274	2.49	.4936	.0064
1.93	.4732	.0268	2.50	.4938	.0062
1.94	.4738	.0262	2.51	.4940	.0060
1.95	.4744	.0256	2.52	.4941	.0059
1.96	.4750	.0250	2.53	.4943	.0057
1.97	.4756	.0244	2.54	.4945	.0055
1.98	.4761	.0239	2.55	.4946	.0054
1.99	.4767	.0233	2.56	.4948	.0052
2.00	.4772	.0228	2.57	.4949	.0051
2.01	.4778	.0222	2.58	.4951	.0049
2.02	.4783	.0217	2.59	.4952	.0048
2.03	.4788	.0212	2.60	.4953	.0047
2.04	.4793	.0207	2.61	.4955	.0045
2.05	.4798	.0202	2.62	.4956	.0044
2.06	.4803	.0197	2.63	.4957	.0043
2.07	.4808	.0192	2.64	.4959	.0041
2.08	.4812	.0188	2.65	.4960	.0040
2.09	.4817	.0183	2.66	.4961	.0039
2.10	.4821	.0179	2.67	.4962	.0038
2.11	.4826	.0174	2.68	.4963	.0037
2.12	.4830	.0170	2.69	.4964	.0036
2.13	.4834	.0166	2.70	.4965	.0035
2.14	.4838	.0162	2.71	.4966	.0034
2.15	.4842	.0158	2.72	.4967	.0033
2.16	.4846	.0154	2.73	.4968	.0032
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3.06	.4989	.0011	3.06	.4989	.0011
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3.09	.4990	.0010	3.09	.4990	.0010
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3.17	.4992	.0008	3.17	.4992	.0008
3.18	.4993	.0007	3.18	.4993	.0007
3.19	.4993	.0007	3.19	.4993	.0007
3.20	.4993	.0007	3.20	.4993	.0007
3.21	.4993	.0007	3.21	.4993	.0007
3.22	.4994	.0006	3.22	.4994	.0006
3.23	.4994	.0006	3.23	.4994	.0006
3.24	.4994	.0006	3.24	.4994	.0006
3.25	.4994	.0006	3.25	.4994	.0006
3.30	.4995	.0005	3.30	.4995	.0005
3.35	.4996	.0004	3.35	.4996	.0004
3.40	.4997	.0003	3.40	.4997	.0003
3.45	.4997	.0003	3.45	.4997	.0003
3.50	.4998	.0002	3.50	.4998	.0002
3.60	.4998	.0002	3.60	.4998	.0002
3.70	.4999	.0001	3.70	.4999	.0001
3.80	.4999	.0001	3.80	.4999	.0001
3.90	.49995	.00005	3.90	.49995	.00005
4.00	.49997	.00003	4.00	.49997	.00003

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF DEVELOPMENT STUDIES – SCHOOL OF HSS
2014/2015 ACADEMIC YEAR IDE DEFERRED FINAL EXAMINATIONS
DEV 3150 – AGRICULTURE, FOOD SECURITY AND RURAL DEVELOPMENT

INSTRUCTIONS -: (1) Time: Three Hours (2) Section A; question 1 is compulsory. (3) In addition, answer any one (1) question each from Sections B and C. In all three (3) questions must be answered on the

Define and write short notes on any five (5) of the following concepts drawing practical examples from the Zambian experience;

- a) Absolute Poverty
- b) Agricultural Development
- c) Structural Adjustment Programme
- d) Agribusiness
- e) Agricultural Policy
- f) Malnutrition
- g) Food Aid
- h) Buffer Stock Operations
- i) Food Insecurity

basis of Sectional Instructions.

SECTION A (40 Marks, 8 Marks Each)

SECTION B (30 Marks)

1. Define the concept of Green Revolution and critically discuss its effects on the agricultural development of developing countries.
2. Why is it necessary to focus attention on small scale farmers in any credible rural development strategy? What constraints may be encountered in adopting such an approach and what are the possible remedial measures?

SECTION C (30 Marks)

3. Define the concept of Agribusiness and in so doing evaluate its effects on the Food Security position of developing countries drawing practical examples from the Zambian experience or context.
4. The problem of low and fluctuating incomes in the agricultural sector may be attributed to certain characteristics that characterize the demand and supply of agricultural commodities. Discuss the above assertion in greater detail drawing practical examples from the Zambian experience.

END OF THE EXAMINATION

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION**

END OF YEAR EXAMINATION – 2015

**DEV 4154: RESEARCH METHODS AND PROJECTS IN
DEVELOPMENT STUDIES**

TIME: 3 HOURS

INSTRUCTIONS

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

1. (a) Sampling methods are frequently used for the purpose of collecting data for research. Explain the terms stratified random sampling, multi-stage cluster sampling, non-sampling errors and sampling frame.
- (b) Suggest a suitable sampling frame for each of the following situation in which statistical data will be collected.
 - (i) An investigation into the reactions of workers in a large factory to new proposals for shifting working.
 - (ii) A survey of university students about the relevance and quality of teaching for their academic examinations.
 - (iii) An investigation into the use of personal computers by school children in Lusaka.
- (c) State with reasons, the type of sampling method you would recommend in each of the three situations given above.
2. (a) Critically discuss the main challenges that inexperienced researchers are likely to face in the process of reviewing literature.
- (b) Clearly explain the importance of secondary data in research and the key steps for a review of the literature.
3. (a) What is pre-testing in research?
- (b) Explain the process involved in pre-testing and the benefits deriving from it.
4. (a) What is the research process?
- (b) Critically analyse the process of formulating the research problem and state the key elements of a good research topic.
5. Compare and contrast qualitative and quantitative research and state their theoretical differences.

END OF EXAMINATION

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

**COURSE: DS 4154 – RESEARCH METHODS AND PROJECT IN
DEVELOPING STUDIES**

END OF YEAR DEFERRED EXAMINATION 2015

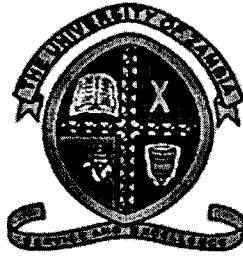
TIME: THREE (3) HOURS

INSTRUCTIONS

- **Attempt question 1 plus any two questions**

1. (a) How does qualitative research differ from quantitative research?
(b) How do data from qualitative research differ from data in quantitative research?
(c) Why do senior executives feel more comfortable relying on quantitative data than qualitative data? How might a qualitative research company lessen the senior-level executive's skepticism?
2. (a) Distinguish between an explanatory and predictive research study.
(b) What is the difference between applied research and basic or pure research?
3. (a) Critically discuss the research process.
(b) Describe the process of formulating the research problems.
4. (a) Describe the differences between a probability sample and non-probability sample.
(b) Your large firm is about to change to a customer-centered organization structure in which employees who have rarely had customer contact will now likely significantly influence customer satisfaction and retention. As part of the transition, your superior wants an accurate evaluation of the morale of the firm's large number of computer technicians. What type of sampling would you use?
5. (a) Define the distinctions between primary, secondary and tertiary sources in a secondary search.
(b) What problems of secondary data quality must researchers face? How can they deal with them?

END OF EXAMINATION



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

2014/2015 ACADEMIC YEAR FINAL UNIVERSITY EXAMINATIONS

DEV 4450: TRADE POLICY AND DEVELOPMENT

INSTRUCTIONS:

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

SECTION ONE (COMPULSORY: 30 MARKS)

This Section has two sub-sections

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

- 1) For trade in goods, the principle of non-discrimination can be broken down into two subsidiary principles: Most Favoured Nation (MFN) Principle and National Treatment (NT) Principle.
 - a) True
 - b) False
 - c) Is decided on a case-by-case basis.
 - d) Only MFN applies.
- 2) Which of the following IS NOT a GATT 1994 Key Exception?
 - a) Article I Non-Discrimination and application of the Most-Favoured-Nation principle
 - b) Article XII For Balance-of-Payment Purposes
 - c) Article XIX As safeguards from serious injury
 - d) Article XXI For National Security reasons
- 3) Which of the following IS NOT a GATT 1994 Key Obligation?

- a) Article XX for health or safety reasons.
 - b) Article XI Prohibition of quantitative restrictions.
 - c) Article III National Treatment of imported products once inside the country
 - d) Article II The binding of tariffs, which provides a higher degree of predictability for trade
- 4) Which of the following is correct about Multilateral Agreements?
- a) They are binding for all WTO Members
 - b) They are binding only for some WTO Members.
 - c) They are an integral part of the Enabling Clause.
 - d) None of the above.
- 5) The two most important principles in the WTO system are:
- a) Transparency and Non-Discrimination.
 - b) GATT and GATS
 - c) NTB and TRIPS
 - d) Schedules of concessions and tariffication
- 6) The World Integrated Trade Solution (WITS) as a software, and not a database, sits on the following databases:
- a) UNSD (COMTRADE); UNCTAD (TRAINS); WTO (IDB/CTS)
 - b) WTO (IDB/CTS); WCU (TARIFFS); ITC (COMSTATS)
 - c) World Bank (COMTRADE); IMF (TRADE DATA); WTO (Market Analysis Tools)
 - d) WTO (Market Analysis Tools); UNSD (COMTRADE); WIPO (IP DATA)
- 7) The International Trade Centre (ITC) has five (5) Market Analysis Tools which include some of the following except:
- a) Goods and Services Map
 - b) Trade Map
 - c) Market Access Map
 - d) Investment Map
- 8) Which of the following is correct:
- a) Only WTO Members can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO
 - b) Any company or government affected by the behaviour of a WTO Member can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO
 - c) Any entity from a WTO Member who is affected by the behaviour of another WTO Member can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO

- d) Only WTO Members and any representatives the WTO Members may authorize can bring a trade dispute case to the Dispute Settlement Body (DSB) of the WTO
- 9) To facilitate trade for developing countries like Zambia such that they fruitfully participate in global value chains (GVC) for any of their exports, the following except one are some of the main barriers that have to be addressed:
- a) Free trade
 - b) Tariffs
 - c) Cumbersome trade procedures
 - d) Rules of origin
- 10) All of the following except one illustrate the significance of intellectual property (IP) in Zambia's development process:
- (a) With a highly developed IP system come constraints to technology transfer
 - (b) With a highly developed IP system come solutions to barriers to innovation because it incentivises the inventor.
 - (c) With a developed IP system comes competition because the invention is protected and it benefits the rights owner and so increases the human welfare
 - (d) With a developed IP system come drivers of development through R&D which is a key ingredient to the development process
- 11) The 1979 Enabling Clause, which allows for differential and more favourable treatment to developing and least-developed countries:
- a) Is one of the GATT 1994 key exceptions
 - b) Is an integral part of the so-called Peace Clause
 - c) Is decided on a case by case basis by the Ministerial Conference
 - d) None of the above
- 12) Trade facilitation is a concept directed towards the following except which one:
- a) Reducing the *complexity and cost* of the trade transaction process
 - b) Ensuring that all trade activities take place in an efficient, transparent and predictable manner
 - c) Safeguarding legitimate regulatory objectives of trade
 - d) Market development or export strategies or how to create new jobs in industries
- 13) In trade facilitation, to be able to identify bottlenecks and take action, there is need to analyze the flow of goods, procedures and requirements involved in trade. One way of looking at it is by studying the Buy-ship-Pay model which is as follows:
- a) Import; Prepare for Import; Transport; Prepare for Export; Export;
 - b) Prepare for Import; Prepare for Export; Export; Transport; Import
 - c) Prepare for Export; Transport; Export; Prepare for Import; Import

d) Prepare for Export; Export; Transport; Prepare for Import; Import

14) Which of the following are some of the trade policy tools Zambia can use to promote trade-led economic growth?

- a) Tariffs; Quotas; Anti-dumping policies
- b) Local content requirements; Administrative Trade Policies; Subsidies
- c) Voluntary Export Restraints; National Procurement Policies; Safeguard Measures
- d) All the above

15) One of the following GATT negotiating rounds went beyond tariffs to include anti-dumping measures:

- a) 1947 (Geneva)
- b) 1951 (Torquay)
- c) 1961 (Dillon Round)
- d) 1967 (Kennedy Round)

Q1B. Write brief notes (not more than half a page/face per question) on ALL the following (15 marks):

- i. Marrakesh Agreement establishing the WTO **(3 marks)**
- ii. Singapore Issues **(3 marks)**
- iii. Modes of supply for Trade in Services **(3 marks)**
- iv. Most Favoured Nation Principle (MFN) **(3 marks)**
- v. The core mandate of the Ministry of Commerce, Trade and Industry (MCTI) of the Government of the Republic of Zambia (GRZ) and list all the agencies (in full and acronym) directly under it **(3 marks)**

SECTION TWO (70 MARKS)

Answer ANY TWO questions

Q3. In order to boost trade-led economic growth, countries such as Zambia are encouraged to prioritize Regional Integration through which they can have access to a wider market for their exports. In this regard:

- a) List the integration stages in ascending order and briefly explain each one of them **(13 marks)**
- b) Justify whether a country such as Zambia can belong to two customs unions at the same time. If not why? If so, under what conditions can that be possible? **(12 Marks)**
- c) Outline and briefly discuss the potential conflicts that could emerge for a country part of several Regional Trade Agreements **(10 Marks)**

- Q4.** Technical Barriers to Trade (TBT) are some of the Non-Tariff Barriers (NTBs) that can constrain Zambia's efforts to diversify her trade from traditional exports to non-traditional exports (NTEs). From this:
- a) Discuss the typical TBT related measures and why they exist **(10 Marks)**
 - b) Discuss how the Technical Barriers to Trade Agreement (TBTA) main principles can enhance or be a barrier to Zambia's trade promotion **(25 Marks)**
- Q5.** The following are some of the tools Zambia Revenue Authority (ZRA) can apply in "trade in goods": pre-shipment inspection (PSI); tariffs (MFN & TRQs); import licensing procedures; customs valuation; rules of origin (RoO). Detail any three of these "trade in goods tools" and discuss how the customs authorities can utilize them to improve international trade **(35Marks)**
- Q6.** Discuss, with examples from any country of your choice, how any three of the following intellectual property rights (IPRs) enforcement tools can promote trade in IP and development: copyright; patents; industrial designs; geographical indications; trademarks **(35Marks)**

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



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
END OF YEAR EXAMINATIONS
July 2015

COURSE NAME AND CODE: **DS 9050 - CIVIL SOCIETY AND DEVELOPMENT**

DURATION: **THREE HOURS**

INSTRUCTIONS:

Section 'A' has 2 questions, Answer ANY one question - 40 marks.

Section 'B' has Three (3) Questions. You are to attempt ANY Two (2) Questions. Each Question in Section B is worth 30 marks. All answers should be in short essay type unless otherwise specified

SECTION A:

Each Question is 40 marks

1. Civil Society has recently come under attack from critics for their alleged failure to live up to their fundamental purpose of genuinely serving and empowerment the needy in society: instead they often formed to serve the interests of their founders and for accessing donor funds. Critically discuss this assertion. In what ways can civil society in Zambia improve on this perception and be more accountable?
2. Garreton (1987) postulates that Social Movements can be justified because of their value of '*Democratizing development*' in line with what is desirable to the masses, and fostering greater inclusion in society. Can this be said to be always the case with Social Movements in Zambia? Discuss this assertion in the context of ANY example of a Social Movement in Zambia.

SECTION B: Attempt ANY TWO (2) Questions in this section

Each Question is 30 marks

3. There has been a general consensus that one of the major challenges to effective service delivery among CSOs in Zambia is lack of an enabling policy. Discuss key areas of contention among stakeholders on the 2009 NGO Act and suggest ways in which the legal framework can be improved to reduce the antagonism among opposing factions.
4. Write concise notes on ALL the following:
 - a. Outline the four functions of Civil Society in Governance as advanced by Hearn (1999), and briefly describe what each entails;
 - b. Identify and briefly discuss the three (3) Factors that determine Success or Failure of Social Movements.
5. It has been noted that civil society in Zambia face a lot of *challenges in their operations* on the one hand, and at the same time they are in dire need of *capacity building* in many respects. Discuss some of the ways in which the *challenges* faced by civil society in their operations can be linked or attributed to the *limitations* of most *capacity building interventions* for Civil Society by external agencies.

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UNIVERSITY EXAMINATIONS
2014/2015 ACADEMIC YEAR DEFERRED EXAMINATIONS

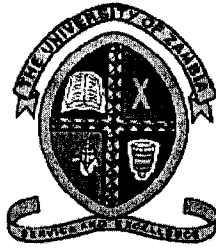
DEV 9050: CIVIL SOCIETY AND DEVELOPMENT - DISTANCE

INSTRUCTIONS:

- Choose any three questions;
 - All questions carry equal marks;
 - Duration is three (3) hours.
-

1. Both the NGOs Act and the Societies Act seem to pose a challenge to the smooth operation of civil society in Zambia. Discuss the extent to which you agree with this assertion.
2. The resurgence of civil society in some circles has been interpreted as a '*sign of a new broader paradigm of development.*' With examples, demonstrate your understanding of this notion in the context of Zambia.
3. Critically discuss the benefits and dangers that civil society may face when collaborating with mainstream development agencies like the state.
4. What are social movements? To what extent do social movements play a role in democratising development?
5. Discuss David Korten's evolutionary roles of Northern NGOs and show how it has affected the formation of NGOs in the South.

END OF EXAMINATION



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

END OF YEAR EXAMINATIONS FOR THE ACADEMIC YEAR 2014/2015
IN DEV: 9110; HUMAN DEVELOPMENT

INSTRUCTIONS

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

Section One

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

1. Give brief answers to each of the following 10 questions
 - i. Mention at least three ways in which theories of economic growth differ from the Human Development Paradigm.
 - ii. Mention at least three dimensions of Human Development.
 - iii. Mention at least four important factors of Human Development and explain one such factor.
 - iv. Briefly explain the link between Human Development and environmental conservation.
 - v. Briefly explain the link between Democracy and Human development.
 - vi. Mention the major actors in governance and briefly state their expected roles in contributing to the realization of Human Development.
 - vii. Briefly define Human Rights and briefly explain the impact of their abuse on Human development
 - viii. Mention at least four ways in which HIV and AIDS negatively impacts on Human Development
 - ix. Mention the strategy suggested by UNDP in 2007 in combating HIV and AIDS in Zambia and give a rationale for it.

- 7 x. Mention one of the major reasons Zambia's Human Development Reports give to explain Zambia's low ratings on Human Development scales among UN member states.

Section Two

~~University of Zambia~~

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

2. Give and describe the various human development reports and discuss their positive impact and limitations on the achievement of human development at their various levels.
3. With specific reference to Zambia, mention partners and stakeholders in the development process of developing countries and discuss their perceived roles in the achievement of Human Development for their nations.
4. Define Millennium Development Goals, link them to the Human Development perspective and account for Zambia's limitations in achieving some of them by the end of this year (2015).

Section Three

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

5. Present and discuss moral and practical challenges in defining human rights and explain why human rights are said to be an integral part of the realization of Human Development.
6. Mention at least 10 new goals in Zambia's post Millennium Development goals and explain the new strategies being proposed in their attainment after 2015.
7. Is the Human Development paradigm a radical or liberal perspective? Justify your answer by giving a detailed description of similarities or differences between the paradigm and any liberal theory (such as neo-liberal or classical liberalism)

END OF EXAM. GO BACK AND CHECK YOUR WORK FOR ERRORS

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

END OF YEAR EXAMINATION – 2015

**DEV 9150: PROJECT APPRAISAL AND IMPLEMENTATION
IN DEVELOPING COUNTRIES**

TIME: 3 HOURS

INSTRUCTIONS

- There are FIVE questions in this paper. Answer question ONE and any other TWO of your choice
 - Students will be provided with present value tables
 - Students will be allowed to use non-programmable calculators
-

1. ZESCO Ltd is planning to buy a machine which will cost K900,000 and which is expected to generate new cash sales of K600,000 per year. The expected useful life of the machine will be eight (8) years, at the end of which it will have a scarp value of K100,000. Annual costs are expected to be K400,000 per year. ZESCO has a cost of capital of 11 per cent:
 - (a) Calculate the payback period, return on capital employed, net present value and internal rate of return of the proposed investment.
 - (b) Discuss the reasons why net present value is preferred by academics to other methods of evaluating investment projects.
2. Contrast and compare the Little Mirrless (LM) method of project evaluation in developing countries and the UNIDO Method.
3.
 - (a) Critically discuss the significance of the input-output table as an economic planning and forecasting technique and explain its limitations.
 - (b) Explain shadow price and shadow wages.
4.
 - (a) What is the importance of social cost-benefit analysis? Why it is being extended to private projects?
 - (b) Enumerate various social costs and benefits of the Kabambo river hydropower station by CEC (Copperbelt Energy Company Ltd).
5. Critically discuss the importance of planning project factor proportion and explain the need for resource planning and environment management in project implementation in developing countries. Support your answer with examples.

END OF EXAMINATION

Present value of 1 at compound interest: $(1 + r)^{-n}$

Years (n)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	0.9901	0.9804	0.9709	0.9615	0.9524	0.9434	0.9346	0.9259	0.9174	0.9091	0.9009	0.8929	0.8850	0.8772	0.8696	1
2	0.9803	0.9612	0.9426	0.9246	0.9070	0.8900	0.8734	0.8573	0.8417	0.8264	0.8116	0.7972	0.7831	0.7695	0.7561	2
3	0.9706	0.9423	0.9151	0.8890	0.8638	0.8396	0.8163	0.7938	0.7722	0.7513	0.7312	0.7118	0.6931	0.6750	0.6575	3
4	0.9610	0.9238	0.8885	0.8548	0.8227	0.7921	0.7629	0.7350	0.7084	0.6830	0.6587	0.6355	0.6133	0.5921	0.5718	4
5	0.9515	0.9057	0.8626	0.8219	0.7835	0.7473	0.7130	0.6806	0.6499	0.6209	0.5935	0.5674	0.5428	0.5194	0.4972	5
6	0.9420	0.8880	0.8375	0.7903	0.7462	0.7050	0.6663	0.6302	0.5963	0.5645	0.5346	0.5066	0.4803	0.4556	0.4323	6
7	0.9327	0.8706	0.8131	0.7599	0.7107	0.6651	0.6227	0.5835	0.5470	0.5132	0.4817	0.4523	0.4251	0.3996	0.3759	7
8	0.9235	0.8535	0.7894	0.7307	0.6768	0.6274	0.5820	0.5403	0.5019	0.4665	0.4339	0.4039	0.3762	0.3506	0.3269	8
9	0.9143	0.8368	0.7664	0.7026	0.6446	0.5919	0.5439	0.5002	0.4604	0.4241	0.3909	0.3606	0.3329	0.3075	0.2843	9
10	0.9053	0.8203	0.7441	0.6756	0.6139	0.5584	0.5083	0.4632	0.4224	0.3855	0.3522	0.3220	0.2946	0.2697	0.2472	10
11	0.8963	0.8043	0.7224	0.6496	0.5847	0.5268	0.4751	0.4289	0.3875	0.3505	0.3173	0.2875	0.2607	0.2366	0.2149	11
12	0.8874	0.7885	0.7014	0.6246	0.5568	0.4970	0.4440	0.3971	0.3555	0.3186	0.2858	0.2567	0.2307	0.2076	0.1869	12
13	0.8787	0.7730	0.6810	0.6006	0.5303	0.4688	0.4150	0.3677	0.3262	0.2897	0.2575	0.2292	0.2042	0.1821	0.1625	13
14	0.8700	0.7579	0.6611	0.5775	0.5051	0.4423	0.3878	0.3405	0.2992	0.2633	0.2320	0.2046	0.1807	0.1597	0.1413	14
15	0.8613	0.7430	0.6419	0.5553	0.4810	0.4173	0.3624	0.3152	0.2745	0.2394	0.2090	0.1827	0.1599	0.1401	0.1229	15
16	0.8528	0.7284	0.6232	0.5339	0.4581	0.3936	0.3387	0.2919	0.2519	0.2176	0.1883	0.1631	0.1415	0.1229	0.1069	16
17	0.8444	0.7142	0.6050	0.5134	0.4363	0.3714	0.3166	0.2703	0.2311	0.1978	0.1696	0.1456	0.1252	0.1078	0.0929	17
18	0.8360	0.7002	0.5874	0.4936	0.4155	0.3503	0.2959	0.2502	0.2120	0.1799	0.1528	0.1300	0.1108	0.0946	0.0808	18
19	0.8277	0.6864	0.5703	0.4746	0.3957	0.3305	0.2765	0.2317	0.1945	0.1635	0.1377	0.1161	0.0981	0.0829	0.0703	19
20	0.8195	0.6730	0.5537	0.4564	0.3769	0.3118	0.2584	0.2145	0.1784	0.1486	0.1240	0.1037	0.0868	0.0728	0.0611	20
25	0.7795	0.6095	0.4776	0.3751	0.2953	0.2330	0.1842	0.1460	0.1160	0.0923	0.0736	0.0588	0.0471	0.0378	0.0304	25
30	0.7419	0.5521	0.4120	0.3083	0.2314	0.1741	0.1314	0.0994	0.0754	0.0573	0.0437	0.0334	0.0256	0.0196	0.0151	30
35	0.7059	0.5000	0.3554	0.2534	0.1813	0.1301	0.0937	0.0676	0.0490	0.0356	0.0259	0.0189	0.0139	0.0102	0.0075	35
40	0.6717	0.4529	0.3066	0.2083	0.1420	0.0972	0.0668	0.0460	0.0318	0.0221	0.0154	0.0107	0.0075	0.0053	0.0037	40
45	0.6391	0.4102	0.2644	0.1712	0.1113	0.0727	0.0476	0.0313	0.0207	0.0137	0.0091	0.0061	0.0041	0.0027	0.0019	45
50	0.6080	0.3715	0.2281	0.1407	0.0872	0.0543	0.0339	0.0213	0.0134	0.0085	0.0054	0.0035	0.0022	0.0014	0.0009	50

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	0.8621	0.8547	0.8475	0.8403	0.8333	0.8264	0.8197	0.8130	0.8065	0.8000	0.7937	0.7874	0.7812	0.7752	0.7692	1
2	0.7432	0.7305	0.7182	0.7062	0.6944	0.6830	0.6719	0.6610	0.6504	0.6400	0.6299	0.6200	0.6104	0.6009	0.5917	2
3	0.6407	0.6244	0.6086	0.5934	0.5787	0.5645	0.5507	0.5374	0.5245	0.5120	0.4999	0.4882	0.4768	0.4658	0.4552	3
4	0.5523	0.5337	0.5158	0.4987	0.4823	0.4665	0.4514	0.4369	0.4230	0.4096	0.3968	0.3844	0.3725	0.3611	0.3501	4
5	0.4761	0.4561	0.4371	0.4190	0.4019	0.3855	0.3700	0.3552	0.3411	0.3277	0.3149	0.3027	0.2910	0.2799	0.2693	5
6	0.4104	0.3898	0.3704	0.3521	0.3349	0.3186	0.3033	0.2888	0.2751	0.2621	0.2499	0.2383	0.2274	0.2170	0.2072	6
7	0.3538	0.3332	0.3139	0.2959	0.2791	0.2633	0.2486	0.2348	0.2218	0.2097	0.1983	0.1877	0.1776	0.1682	0.1594	7
8	0.3050	0.2848	0.2660	0.2487	0.2326	0.2176	0.2038	0.1909	0.1789	0.1678	0.1574	0.1478	0.1388	0.1304	0.1226	8
9	0.2630	0.2434	0.2255	0.2090	0.1938	0.1799	0.1670	0.1552	0.1443	0.1342	0.1249	0.1164	0.1084	0.1011	0.0943	9
10	0.2267	0.2080	0.1911	0.1756	0.1615	0.1486	0.1369	0.1262	0.1164	0.1074	0.0992	0.0916	0.0847	0.0784	0.0725	10
11	0.1954	0.1778	0.1619	0.1476	0.1346	0.1228	0.1122	0.1026	0.0938	0.0859	0.0787	0.0721	0.0662	0.0607	0.0558	11
12	0.1685	0.1520	0.1372	0.1240	0.1122	0.1015	0.0920	0.0834	0.0757	0.0687	0.0625	0.0568	0.0517	0.0471	0.0429	12
13	0.1452	0.1299	0.1163	0.1042	0.0935	0.0839	0.0754	0.0678	0.0610	0.0550	0.0496	0.0447	0.0404	0.0365	0.0330	13
14	0.1252	0.1110	0.0985	0.0876	0.0779	0.0693	0.0618	0.0551	0.0492	0.0440	0.0393	0.0352	0.0316	0.0283	0.0254	14
15	0.1079	0.0949	0.0835	0.0736	0.0649	0.0573	0.0507	0.0448	0.0397	0.0352	0.0312	0.0277	0.0247	0.0219	0.0195	15
16	0.0930	0.0811	0.0708	0.0618	0.0541	0.0474	0.0415	0.0364	0.0320	0.0281	0.0248	0.0218	0.0193	0.0170	0.0150	16
17	0.0802	0.0693	0.0600	0.0520	0.0451	0.0391	0.0340	0.0296	0.0258	0.0225	0.0197	0.0172	0.0150	0.0132	0.0116	17
18	0.0691	0.0592	0.0508	0.0437	0.0376	0.0323	0.0279	0.0241	0.0208	0.0180	0.0156	0.0135	0.0118	0.0102	0.0089	18
19	0.0596	0.0506	0.0431	0.0367	0.0313	0.0267	0.0229	0.0196	0.0168	0.0144	0.0124	0.0107	0.0092	0.0079	0.0068	19
20	0.0514	0.0433	0.0365	0.0308	0.0261	0.0221	0.0187	0.0159	0.0135	0.0115	0.0098	0.0084	0.0072	0.0061	0.0052	20
21	0.0245	0.0197	0.0160	0.0129	0.0105	0.0085	0.0069	0.0057	0.0046	0.0038	0.0031	0.0025	0.0021	0.0017	0.0014	21
22	0.0116	0.0090	0.0070	0.0054	0.0042	0.0033	0.0026	0.0020	0.0016	0.0012	0.0010	0.0008	0.0006	0.0005	0.0004	22
23	0.0055	0.0041	0.0030	0.0023	0.0017	0.0013	0.0009	0.0007	0.0005	0.0004	0.0003	0.0002	0.0002	0.0001	0.0001	23
24	0.0026	0.0019	0.0013	0.0010	0.0007	0.0005	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0001	0.0000	0.0000	24
25	0.0013	0.0009	0.0006	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	25
26	0.0006	0.0004	0.0003	0.0002	0.0001	0.0001	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	26

Source: Samuels and Wilkes, *Management of Company Finance*, 3rd edn, Van Nostrand Reinhold (1980). By permission of the publishers.

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION**

END OF YEAR EXAMINATION – 2015

**DEV 9150: PROJECT APPRAISAL AND IMPLEMENTATION
IN DEVELOPING COUNTRIES**

TIME: 3 HOURS

INSTRUCTIONS

- There are FIVE questions in this paper. Answer questions ONE and any other TWO of your choice.
 - Students will be provided with Present Value Tables.
 - Students will be allowed to use non-programmable calculators (ordinary calculator).
-

1. You are an Investment Manager with Africa Trust PLC, a UK based Zambian company which trades around the world and operating its account in US Dollars. Two projects have been submitted for consideration, both involving the setting up of global call centres. The initial investments and project cash flows from the two projects are shown below.

	Project A USD,000	Project B USD,000
Initial Investment	(25,000)	(10,000)
Year 1	7,500	3,150
Year 2	7,750	3,200
Year 3	8,000	3,600
Year 4	7,750	4,000
Year 5	7,500	4,350

Neither investment has a 'scrap' value.

- (a) The Technical Director says Project A is obviously better. Using Payback method do you agree? Calculate the payback method.
- (b) The Chief Account prefers ARR when appraising projects and looks for a return of 25%. How do these projects compare on that basis? Calculate the ARR for both projects.
- (c) The Investment Director uses NPV to assess projects, applying a cost of capital of 11%. A total return of at least USD3,000,000 is required. How do the projects compare on this basis. Calculate the NPV of both projects.
- (d) The Managing Director knows the Board will ask for the IRR. Calculate the IRR of both projects.
- (e) From your calculations, write a brief report on which project you would recommend, if either and why. In addition, use this data to illustrate the advantages of a discounted cash flow method of investment.

2. (a) Critically discuss the rationale for undertaking cost-benefit analysis in the appraisal of public projects in developing countries
- (b) Explain the key steps in cost-benefit analysis.
3. Compare and contrast the Little Mirlees Method of project analysis in developing countries with the UNIDO evaluation method and suggest which one should be adopted in Zambia
4. Critically discuss the significance of the input-output table and state its limitations.
5. (a) Critically discuss the measurements of project benefits in the implementation of projects in developing countries.
- (b) Critically discuss the extent to which environmental factor is the key determinant factor for appraising projects in Zambia and explain why this is not always the case. Give reasons for your answer.

END OF EXAMINATION

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

INSTITUTE OF DISTANCE EDUCATION

**2014/2015 ACADEMIC YEAR – DEFFERED FINAL EXAMINATIONS
DEV 9350: THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

DURATION: THREE HOURS

INSTRUCTIONS:

THIS EXAMINATION HAS FIVE QUESTIONS
CHOOSE AND ANSWER ANY **THREE (3)** QUESTIONS

1. Community Based Natural Resource Management (CBNRM) is advocated for as an effective way to achieve environmental protection while contributing to the livelihoods of the rural communities. **Discuss.**
2. Mitigation measures for reducing CO₂ emissions in the mines industry include switching from diesel to electric engines and adoption of new technologies such as the use of flash smelting furnace, ceramic concentration filters and oxyfuel smelters in smelter operations. **Identify and discuss** key measures that have been put in place in Zambia to mitigate effects of climate change.
3. There are various international agreements discussing biodiversity, climate change, among others, **critically analyze** the usefulness and consequences of international environmental agreements to both developed and developing countries.
4. 'Sustainability' concept of the environment has been adopted as a development planning tool. **Discuss.**
5. Explain the social and economic implications of environmental degradation, giving practical examples.

THE END

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

2014/2015 FINAL EXAMINATIONS

DEV 9550: ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES

Time: Three (3) hours

Instructions: Answer three (3) questions with question one (1) being compulsory

1. Discuss Global Risks and how they affect Zambia.
2. The Zambian Economy is estimated to have US dollar four (4) billion in Foreign exchange Reserves. However, Zambia has in the past three months been debating on why the kwacha/dollar exchange rate has reached up to seven kwacha per dollar levels and there are temptations to temper with exchange rate so as to make it artificially low and ignore the global forex factors. However in analyzing Global Foreign Exchange Reserves, economists are forecasting that in the next 10-20 years the Chinese Yuan will overtake the American dollar as a main Reserve currency country. What constitutes a Reserve currency country and can China become one?
3. The high influence of American Culture has led to what academicians call Global culture as M'cdonaldization. Analyze Culture and Globalization.
4. Discuss Washington Consensus in respect of Globalization.
5. Discuss the Global Dynamic sectors within the Global content.
6. Analyze Capital markets and Globalization.
7. How does Global competitiveness rank Zambia and its ability to access investing capital

END OF EXAM



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

DEV 9550: ECONOMIC GLOABLISATION AND DEVELOPING COUNTRIES

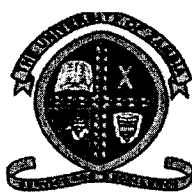
2014/2015 DEFERRED EXAM

Instructions: Choose and answer any three questions from the following (1-6)

Time: 3 hours

1. Explain fully the role of multilateral institutions like the IMF and the World Bank in the Globalization process.
2. Outline, then explain the drivers of globalization. Give examples as evidence.
3. Technology, especially communication and information technology has brought information explosion. In what ways, explain and give evidence using examples you know.
4. President Clinton once stated that: "Globalization is a reality and not a policy option". Using examples from trade, international investments, transfer of technologies and movement of people explain and illustrate how globalization has become a reality.
5. The world today is divided in regional blocks like the European Union. What is a regional block and what is its role in world trade.
6. What are the pros and cons of foreign direct investment to a country like Zambia?

END



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

DEV 9850: ENTREPRENEURSHIP AND DEVELOPMENT
2014/2015 FINAL EXAMINATIONS

Instructions: Answer questions (1) which is compulsory, and any other two questions from the following.

- ① **Discuss the three theoretical perspectives on the informal sector. In your opinion, which perspective is more relevant to explaining the existence of the informal sector in Zambia?**
- ② Choose two major inventions that have led to successful products. Who were the inventors and or innovators? Show how they moved through their businesses to success?
3. Entrepreneurs are best known for their ability to turn ideas into reality and seize every opportunity that comes their way. Discuss fully the characteristics of entrepreneurs with illustrative examples of those you know or have studied.
4. Every business has to market its products to realise value and profit. Also every business has risks. What constitutes a good marketing plan? Outline, explain and illustrate with examples. Outline and explain what the likely risks for the business are.
- ⑤ One of the greatest hindrances to entrepreneurship is the financing of the new business ventures. Explore, outline and explain the various sources of funding which can help an entrepreneur start their businesses.
6. Explain the following concepts, where need be, illustrate with a diagram, figures or examples.
 - Equity
 - Revenue
 - Tax
 - fixed costs
 - Variable costs
 - profit

END OF EXAMINATION

196
352-5
3/5/14

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 4222 : INTERNATIONAL FINANCE THEORY AND PRACTICE
TIME : TWO (2) HOURS
**INSTRUCTIONS: Answer Three (3) questions in all, question One is compulsory.
Equal marks are allocated to each question. Marks will depend
on the fullness, accuracy and content of your explanation.**

QUESTION ONE

(a) The Arbitrage-Free Valuation Principle is an important pricing principle in Finance. With particular reference to the Derivatives market, demonstrate how it works given the following information:

- The investment horizon is one year;
- The risk-free rate of interest is 10%;
- Spot price of gold is K200; and
- The quoted price of a one year gold futures contract is K250.

(Assume that there are no taxes, no transaction costs, short-selling is allowed and that a representative investor is risk averse).

(b) XYZ Ltd is a manufacturing company based in Zambia. In its manufacturing process, it imports some materials from the United States of America (US). It has orders to manufacture goods and to this effect it expects to import the materials and pay US\$100,000 in a year's time.

- (i) What type of risk does the company face?
- (ii) How can it hedge the risk identified in (i)?
- (iii) Assume that the Kwacha risk-free rate of interest is 8% and the US Dollar risk-free rate of interest is 5% and the ZMW/US\$ exchange rate is K6/\$. Calculate a one year forward ZMW/US\$ exchange rate.

QUESTION TWO

The exchange rate tends to overreact to shocks thereby temporarily overshooting its new long-run equilibrium level. Describe in detail the overshooting behaviour of exchange rates in response to a specific shock.

QUESTION THREE

Define the balance of payments. Why might governments insist on establishing a department to provide timely and accurate statistics on the balance of payments?

QUESTION FOUR

Policy maker seek to achieve full employment with price stability as well as equilibrium in the balance of payments. Describe how a nation experiencing high inflation and a current account deficit would employ various macroeconomic policies to achieve stability.

QUESTION FIVE

Define market efficiency. How do agents form optimal forecasts that eliminate profit opportunities in the market?

END OF FINAL EXAMINATIONS

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR
END OF YEAR EXAMINATIONS**

ECN 1115: INTRODUCTION TO MICRO ECONOMICS
 TIME: TWO HOURS
 INSTRUCTIONS: SECTION ONE IS COMPULSORY. ATTEMPT ANY TWO QUESTIONS FROM SECTION TWO

SECTION ONE COMPULSORY: SHORT ANSWER QUESTIONS

QUESTION ONE

- I. Suppose the quantity supplied of computers increases from 2 million to 4 million units as the price of a computer increases from K600 to K700. What does the price elasticity of supply equal?
- II. Explain why the cross elasticity of demand for substitute goods is positive and the cross elasticity of demand for complements is negative.
- III. The price elasticity of demand is always positive, as is the price elasticity of supply. Is the cross elasticity of demand always positive? Explain.
- IV. When the price of Nissan pickup trucks rises from K18, 000 to K19,000, the quantity of Toyota trucks demanded increases from 112,000 to 144,000. What does the cross elasticity of demand between Nissan and Toyota trucks equal?
- V. What two factors lie behind the Law of Demand?
- VI. Miyoba is shopping for pants and belts. He has a budget of K100. The price of a pair of pants is K20 and the price of a belt is K5. His marginal utility schedules are in the table below. What combination of pants and belts does Miyoba buy? Provide a detailed explanation, showing your computations clearly.

Miyoba's marginal schedules

Pants		Belts	
Quantity	Marginal Utility	Quantity	Marginal Utility
1	220	1	85
2	180	2	65
3	140	3	45
4	100	4	25
5	60	5	15

VII. The table below has the total product schedule for an imaginary good called a widget. Each unit of labor costs K25 and the total cost of capital is K100.

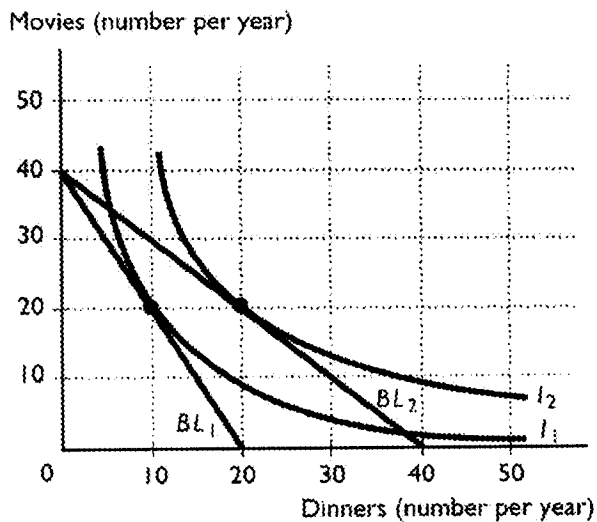
- a. Use this information to complete the table. In the table, *TFC* is the total fixed cost, *TVC* is the total variable cost, *TC* is the total cost, *AFC* is the average fixed cost, *AVC* is the average variable cost, *ATC* is the average total cost, and *MC* is the marginal cost.

Labour (Workers)	Total Product (Football per day)	TFC	TVC	TC	AFC	AVC	ATC	MC
0	0							
1	5							
2	15							
3	35							
4	50							
5	60							
6	62							

- b. Suppose that labor becomes twice as expensive (so that one unit of labor now costs K50) but nothing else changes. Complete the above table with the new cost schedules. If you plotted the cost curves, how would the increased wage rate affect the cost curves?

VIII. George has a K600 annual entertainment budget that he uses to buy trips to the movies and dinners at local restaurants. The figure below shows indifference curves and budget lines for these two goods. The price of a movie is K15.

- a. Along budget line *BL*₁, what is the price of a dinner?
- b. What combination of dinners and movies will George select along budget line *BL*₁?
- c. Budget line *BL*₂ represents a change in the price of dinners from that along *BL*₁. What is the new price of dinners along this budget line?
- d. What combination of dinners and movies will George select along budget line *BL*₂?
- e. Use the information in this problem to give two points on George's demand curve for dinners.



SECTION TWO: ANSWER ANY TWO QUESTIONS

QUESTION TWO

In the long run, a perfectly competitive firm makes zero economic profit. What incentive does the firm have to stay in business if it is making zero economic profit? Carefully outline the graphical analysis as the basis for your answer.

QUESTION THREE

During the middle of the 2000s, the price of fuel soared and there was a movement to switch to fuels made from a mixture of gas oil and ethanol. Ethanol can be made from corn. The price of corn skyrocketed and then, after a couple of years, the price decreased. What might have led to these price changes in the corn market? Show the changes due to changes in demand both for the industry as a whole and the effect on the individual firm.

QUESTION FOUR.

The supply curve is defined as: "A curve that shows the relationship between the price of a product and the quantity of the product supplied." Do both the perfectly competitive firm and monopolist have supply curves? If not show how the two may differ with respect to the existence of a supply curve for each firm.

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2014/ 2015 ACADEMIC YEAR FINAL EXAMINATIONS**

ECN 1215: INTRODUCTION TO MACROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER SECTION A AND CHOOSE ANY TWO (2)
QUESTIONS FROM SECTION B

SECTION A: COMPULSORY

- a) Assume a model with expenditure- income identity. If the marginal propensity to save is 0.3, the income tax rate is 0.25 and the marginal propensity to import is 0.25. Calculate the size of the investment multiplier.
- b) Calculate the marginal propensity to save for an economy which has a decline in national income of K3000 if it had a decline in investment of K450, income tax rate of 0.35 and it has the marginal propensity to import of 0.20.
- c) A hypothetical economy called Zonda Uzalema has the following information; autonomous consumption spending =K500million, Investment spending= K300 million, government spending=K300million, exports=K350million, imports=K120 million, proportional tax rate= $\frac{1}{7}$, marginal propensity to consume= $\frac{6}{7}$ and full employment level of income= K 6,800 million. Calculate (Show all your calculations)
- i. The equilibrium level of income
 - ii. The budget or surplus deficit at the equilibrium level of income (*Hint: after your calculation, indicate whether its a budget deficit or surplus*)
 - iii. The change in government spending required to attain full employment income

SECTION B: ANSWER ANY TWO (2) QUESTIONS FROM THIS SECTION

QUESTION ONE

Define and explain the following terms;

- i. Monetary Policy
- ii. Expansionary Monetary Policy (*Hint: explain using all the three(3) instruments of monetary policy*)

- iii. Contractionary Monetary Policy (*Hint: explain using all the three(3) instruments of monetary policy*)

QUESTION TWO

- a) Assume that the initial required reserve ratio is 10% and the initial deposit is K2000.
- Calculate the credit multiplier
 - How much money will initially be available to be given out as loans
 - How much will be kept as reserves
 - How much will the deposits be in the Zambian economy by the end of the credit creation process?
- b) Explain the different causes of unemployment in Zambia

QUESTION THREE

Use a well-labelled diagram to illustrate the linkages between the households, firms, the government, and foreign sector using the circular flow model of income and spending. Clearly explain the flows in the model.

QUESTION FOUR

A hypothetical economy of Bandawe has the following information;

$$C = 700 + \frac{1}{4} Y$$

$$I = 500$$

Calculate the following (show your calculations);

- Autonomous spending
- The multiplier
- Marginal propensity to save and interpret the value obtained
- The equilibrium level of income
- Total spending if the economy is at equilibrium

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ECONOMICS
2014/ 2015 ACADEMIC YEAR
FINAL EXAMINATIONS**

ECN 1215 :INTRODUCTION TO MACROECONOMIC THEORY

TIME :TWO (2) HOURS

INSTRUCTIONS :SECTION A IS COMPULSORY

CHOOSE ANY TWO (2) QUESTIONS FROM SECTION B

SECTION A: MULTIPLE CHOICE (COMPULSORY)

- 1) An inflation rate is calculated as;
- (a) the current value of a market basket divided by its value in a base year
 - (b) the value of consumer goods and services as a percentage of the value of all goods and services
 - (c) the annual percentage change in the GDP after it has been deflated by a price index
 - (d) the percentage change in a price index from one period to another.
- 2) The real value of money is measured in terms of;
- (a) what it can purchase
 - (b) its store of value capabilities
 - (c) gold
 - (d) the precautionary motive.
- 3) A K350 price tag on a pair of running shoes is an example of money functioning as;
- (a) a medium of exchange
 - (b) a store of value
 - (c) a standard of deferred payments
 - (d) a unit of account.
- 4) In order for a nation to gain from trade, it must;
- (a) have a surplus of a particular product
 - (b) have a relative advantage in the production of a particular product
 - (c) have an absolute advantage in the production of a particular product
 - (d) have a shortage of one of the factors of production.

- 5) If Zambia can produce 10 cars or 2 computers and Japan 20 cars or 5 computers;
- (a) Zambia has an absolute advantage in the production of cars
 - (b) Japan has an absolute advantage in the production of both cars and computers
 - (c) Zambia has a relative advantage in the production of computers
 - (d) Given the above information it is impossible to determine absolute advantage.
- 6) Cost-push inflation can be reduced by;
- (a) contractionary fiscal policy measures
 - (b) contractionary monetary policy
 - (c) increasing the interest rate
 - (d) increasing productivity
- 7) Debtors tend to benefit during an inflationary period since;
- (a) the nominal interest rate on their debt tends to fall
 - (b) the real value of their debt tends to fall
 - (c) creditors do not wish to be repaid so quickly
 - (d) they will easily find employment.
- 8) If there are 100 million people in the population, 50 million people are in the labour force and 10 million people are unemployed, then the unemployment rate is;
- (a) 5 per cent
 - (b) 6.7 per cent
 - (c) 10 per cent
 - (d) 20 per cent.
- 9) Banks can create money;
- (i) by printing additional bank notes
 - (ii) by paying interest to their depositors
 - (iii) by making loans that result in additional deposits
 - (iv) by offering financial services such as money market accounts
- [a] i [b] ii and iii [c] ii [d] iii [e] iv
- 10) If the cash reserve ratio is increased, the credit multiplier;
- (a) will decrease
 - (b) will decrease, as long as banks hold no excess reserves
 - (c) could either increase or decrease
 - (d) will increase

- 11) Zambia can produce 20 units of maize or 10 units of bananas. Zimbabwe can produce 30 units of maize or 20 units of bananas. Assuming constant opportunity costs, which of the following statements are correct?
- Zimbabwe has an absolute advantage in the production of maize.
 - Zimbabwe has an absolute advantage in the production of bananas.
 - Zambia has a relative advantage in the production of bananas.
- (a) All the statements are correct (b) i and ii (c) i and iii (d) ii and iii (e) iii
- 12) One of the purposes for the introduction of an import tariff is to;
- expose local production to international competition
 - reduce local production and increase imports
 - restrict the importation of harmful products
 - serve as a source of income for the government.
- 13) The terms of trade measure;
- the income of one country compared to another
 - the quantity of exports of one country compared to another
 - export prices relative to import prices
 - the difference between the value of exports and that of imports.
- 14) In a country with a population of 50 million people, there are 20 million children under the age of 15 years, 16 million employed, 9 million pensioners, 4 million unemployed and 1 million full-time students. The unemployment rate in this county equals;
- 8 per cent
 - 10 per cent
 - 20 per cent
 - 30 per cent
- 15) The labour force is made up of;
- the number of people employed minus the number of people unemployed
 - the number of people employed plus the number of people unemployed
 - the number of people employed only
 - the whole population in a country
- 16) If the number of people classified as unemployed is 20,000 and the number of people classified as employed is 230, 000, what is the unemployment rate?

- (a) 8 per cent
- (b) 8.7 per cent
- (c) 9.2 per cent
- (d) 11.5 per cent

17) To economists, money;

- (i) means the same thing as income
- (ii) means the same thing as earnings
- (iii) means the same thing as wealth
- (iv) means anything that is generally accepted as a means of exchange.

- (a) All the statements are correct (b) ii (c) iv (d) ii and iv

18) The Bank of Zambia;

- (i) is another name for the national treasury
- (ii) exists primarily to be the bank of the government
- (iii) serves as a bankers bank
- (iv) functions only to control the supply of currency in the economy.

- (a) ii (b) iii (c) iv (d) ii and iii

19) The buying and selling of bonds by the Bank of Zambia to change the bank's reserves is referred to as;

- (a) reserve accounting
- (b) speculation
- (c) open market operations
- (d) financial intermediation

20) A deposit in a bank is considered as;

- (i) a liability to the bank
- (ii) an asset to the bank
- (iii) capital
- (iv) the bank's net worth

- (a) i (b) i and ii (c) i and iv (d) iv

SECTION A: ANSWER ANY TWO (2) QUESTIONS FROM THIS SECTION

QUESTION ONE

- a) Define the following terms;
 - a. Money
 - b. Credit Multiplier
- b) Give a detailed account on how the Bank of Zambia can increase money supply by using monetary policy.
- c) Assume that the Bank of Zambia sets the reserve requirement ratio at 15 % and the initial deposit made in the Zambian economy is K 1, 200.
 - a. Calculate the credit multiplier
 - b. How much money will initially be available to be given out as loans
 - c. How much will be kept as reserves
 - d. How much will the deposits be in the Zambian Banking System by the end of the credit creation process?

QUESTION TWO

- a) Define fiscal policy
- b) Explain two (2) instruments of fiscal policy. (*Hint: explain both expansionary and contractionary fiscal policy. Be clear in your explanation*)
- c) Explain the difference between progressive and regressive taxes

QUESTION THREE

- a) Explain the three (3) different approaches of measuring the gross domestic product (GDP)
- b) Explain why GNP and/ or GDP are not accurate measures of the economy's productions of goods and services

QUESTION FOUR

- a) Give a brief account of the different types of unemployment
- b) Given the following information about a hypothetical economy:

$$C = 500 + \frac{1}{5} Y$$

$$I = 600$$

Calculate the following (show your calculations);

- i) Autonomous spending
- ii) The multiplier
- iii) Marginal propensity to save and interpret the value obtained
- iv) The equilibrium level of income
- v) Total spending if the economy is at equilibrium

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
DEFERRED EXAMINATIONS

ECN 2215: INTERMEDIATE MACROECONOMIC THEORY
TIME: TWO HOURS

INSTRUCTIONS:

Answer all **FOUR** questions. Provide brief, clear answers along with your reasoning using graphs and equations to explain your answers as necessary.

Question one

Consider an economy described by the following equations:

$$C = C_a + 0.75(Y - T),$$

$$C_a = 1870 - 30r,$$

$$I_p = 2280 - 70r,$$

$$G = 3000,$$

$$NX = -1200 - 0.1Y,$$

$$T = 760 + 0.2Y$$

$$(M/P)d = 0.5*Y - 24*r$$

$$M_s/P = 4760$$

- (a) Using the above numbers: find
- (i) autonomous planned spending at a zero interest rate,
 - (ii) autonomous planned spending as a function of interest rate,
 - (iii) the multiplier
 - (iv) the equation for the IS curve.
- (b) Derive the LM curve.
- (c) Find the equilibrium values of income and interest rate

Question two

Suppose velocity of money (V) is constant, *Money supply* (M) is growing 5% per year, Output (Y) is growing 2% per year, and interest rate (r) = 4. Use your knowledge of the quantity theory of money and the fisher effect to answer the questions below.

- a. Solve for i (the nominal interest rate).
- b. If the CB increases the money growth rate by 2 percentage points per year, find Δi .
- c. Suppose the growth rate of Y falls to 1% per year. What will happen to inflation (π)? What must the CB do if it wishes to keep π constant?
- d. Inflation is generally regarded as bad for society; however some level of inflation is good for an economy. Outline at least two (2) benefits of inflation.

Question three

Zambia is a small, poor hypothetical economy in Southern Africa. In 2014, the president of this economy announced a major policy shift to a combination of tax cuts and higher government spending. The thinking was that increased spending on infrastructure development would increase employment.

- a. Use your knowledge of the circular flow diagram to explain the intuition behind this position. (diagram is not necessary)
- b. Now suppose that the government finances the increased spending by borrowing in financial markets. Does the effectiveness of the increased spending at increasing employment depend on whether the borrowed funds come from Zambia households or households in other countries? Explain

Question four

Consider the economy's financial system with a single market— the market for loanable funds. In this market, those who have some income they don't want to consume immediately bring their saving to this market (i.e. borrowers and lenders). The financial market is however not this simple, a critical part of the financial markets is the set of financial intermediaries (i.e. banks, mutual funds, pension funds, and insurance companies).

- a. What role do financial intermediaries play in financial markets
- b. Outline fully the extent to which banks were involved in the genesis of the 2008 financial crisis.

END OF EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 FINAL EXAMINATIONS**

ECN 2215: **INTERMEDIATE MACROECONOMIC THEORY**
TIME: **TWO HOURS**

INSTRUCTIONS:
ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS

QUESTION ONE

- a) The utility for a consumer associated with a bundle containing x units of X and y units of Y is equal to the product (that is, $U = xy$).
- i) Draw the indifference curves for the consumer for $U = 100$, $U = 400$.
 - ii) Verify that more is preferred to less for both X and Y , assuming positive amounts consumed of both goods.
 - iii) Suppose that the utility numbers assigned to bundles are determined by the formula $U = (xy)^{1/2}$. How does the change in the formula for U change the indifference map?
- b) Given a monopoly, sketch and show the effects on the firm's short-run equilibrium of a property tax levied on the plant, an excise tax per unit of output, a percentage tax on profits, a license fee to operate the business and a social security tax as a percentage tax on wages (with half paid by the employer and half by the employee.)
- c) Jonathan Livingstone, State Counsel, is a prosperous lawyer. He has, in his own words, "outgrown those confining two-commodity limits." Jonathan consumes three goods, unblended Jameson whiskey, designer tennis shoes, and meals in French gourmet restaurants located in such places as Arcades, Manda Hill and East Park Malls. The price of unblended Jameson whiskey is K20 per bottle, the price of designer tennis shoes is K80 per pair, and the price of gourmet restaurant meals is K50 per meal. However, he still has to pay taxes and alimony. This amounts to K200 per week. Jonathan has an income of K600 a week.
- i) Write down a budget equation for Jonathan, where W stands for the number of bottles of whiskey, T stands for the number of pairs of tennis shoes, and M for the number of gourmet restaurant meals that he consumes
 - ii) Draw a three-dimensional diagram to show his budget set. Label the intersections of the budget set with each axis.
- d) The electric utility produces kilowatt hours (kWh) of power according to the cost curve $TC(X) = K5 + K3X$, where X is thousands of kWh produced and K is the Kwacha value. The demand for power by consumers, X_c is given by $X_c = 100 - 10P_c$, where P_c is the price per thousand kWh to consumers. The demand for power by industry, $X_i = 200 - 5P_i$, where P_i is the price per thousand kWh to industry.
- i) Determine the competitive output and prices P_c, P_i .
 - ii) Determine the monopoly output and prices P_c, P_i .

QUESTION TWO

A firm that manufactures chairs hires its assembly line labour for K30 per hour and calculates that the rental cost of its machinery is K15 per hour. Suppose that a chair can be produced using 4 hours of labour or machinery in any combination. If the firm is currently using 3 hours of labour for each hour of machine time is it minimizing its costs of production? If so why? If not, how can it improve the situation? Graphically illustrate the isoquant and the two isocost lines for the current combination of labour and capital and for the optimal combination of labour and capital.

QUESTION THREE

After graduation from the University of Zambia with a "silent" degree, Mr. Siwo has searched and failed to find a job for the past three years. He suddenly receives an endowment from his Uncle's savings. He decides to set up a small shop to frame pictures. The production function for the small shop that frames pictures is

$$Q = 5L^{1/2} K^{1/2}$$

Where Q is the number of pictures framed per day, L is labour hours, and K is machine hours. Suppose 9 labour hours and 9 machine hours are used each day. What is the maximum number of pictures that can be framed per day? What is the marginal product of labour? Calculate the average product of labour when 9 hours labour is used each day together with 9 machine hours. Suppose the firm doubles both the amount of labour and machine hours used per day. Calculate the increase in output. Comment on returns to scale in the operation.

QUESTION FOUR

- a) A firm uses two inputs, labour (L) and capital (K). The firm produces and sells a product called goosechoke. You have the following information: the price of labour is K4 per hour and the hire rate of the capital machine to make goosechokes is K100 per hour. You find out that at the current level of operation of the firm, the marginal product of labour is 4 units and the marginal product of capital is 40 units. (i) Is the firm operating efficiently? (ii) Should it increase or decrease the quantity of labour relative to capital or the quantity of capital relative to labour to produce the given output of goosechokes? Explain your answer.
- b) An expansion path can be derived under the assumption either that firms attempt to produce each output at minimum cost or that they attempt to gain maximum output at each level of cost. The paths are identical in both cases. Explain.

QUESTION FIVE

- a) Assume an economy with two firms, each using capital and labour to produce two goods. The marginal rate of technical substitution between capital and labour are the same for each firm. Total capital and labour are fixed in amount. Demonstrate this situation for the economy
- b) Suppose that all consumers pay K10 for a telephone call and K15 for a newspaper. All consumers purchase some of both goods. (i) If all consumers are rational, is it possible to determine each consumer's marginal rate of substitution of telephone calls for newspapers (ii) Suppose that a local economist applies for a grant to estimate this marginal rate of substitution, his or her proposed procedure being to ask a sample of consumers. Can you suggest a simpler procedure?

QUESTION SIX

- a) Jane has 3 liters of soft drinks and 9 sandwiches. Bob, on the other hand, has 8 liters of soft drinks and 4 sandwiches. With these endowments, Jane's marginal rate of substitution (MRS) of soft drinks for sandwiches is 4 and Bob's MRS is equal to 2. Draw an Edgeworth box diagram to show whether this allocation of resources is efficient. If it is, explain why. If it is not, what exchanges will make both parties better off?
- b) The goal of an economic system is to satisfy human wants. Being efficient in production may not be at all desirable if the "wrong" combination of goods is being produced. An economy is efficient in production and exchange if it achieves a state of Pareto optimum.
 - i) Define Pareto optimum
 - ii) Explain three conditions of exchange and productive efficiency.
 - iii) Distinguish between Pareto optimum and social optimum.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
FINAL EXAMINATIONS

ECN 2342: APPLIED STATISTICS
TIME ALLOWED: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

Define and briefly explain/illustrate the following:

1. Slutsky-Yule effect;
2. Circular test for index numbers;
3. Operating characteristic curve;
4. Bootstrapping;
5. Delphi method.

QUESTION TWO

Calculate the following:

1. Fisher's Price Index Number from the data given below:

$$\Sigma P_0 Q_0 = 1340; \Sigma P_0 Q_1 = 1700; \Sigma P_1 Q_0 = 1990; \Sigma P_1 Q_1 = 2555$$

2. The forecast revenue from the export of durable goods for 2015 by fitting a straight line trend by the method of semi-averages to the following data:

Year	Revenue (in \$ million)
2006	394.9
2007	466.2
2008	481.2
2009	503.6
2010	569.2
2011	522.2
2012	491.2
2013	499.8
2014	556.1
2015	609.7

QUESTION THREE

a. An electronics company is selling portable CD players and its actual demand for three periods is: 54, 57 and 44 respectively. Using the exponential smoothing method, obtain the unadjusted and trend-adjusted forecasts for periods 2 and 3.

You are given:

Smoothing constant $\alpha = 0.2$; trend adjustment factor $\beta = 0.7$;

Unadjusted forecast for period 1 = 50; initial trend = 0

b. A quality control inspector of a soft drink company has taken 25 samples of four observations each of the volume of bottles filled. The sum of the means of the 25 samples is found to be 398.75 and the standard deviation of the bottling operation is 0.14 ounces. Use this information to develop control limits for the X-bar chart of the bottling operation.

QUESTION FOUR

a. At the end of a school year, a state wants to administer a reading test to 36 third graders. The school system has 20,000 third graders, half boys and half girls. The results of last year's test are as shown below.

Stratum	Mean score	Standard deviation
Boys	70	10.27
Girls	80	6.66

This year, the researchers plan to use a stratified sample, with one stratum consisting of boys and the other, girls. Use the results of last year to decide how many sampled students should be boys and how many should be girls in order to maximize precision.

b. What is the role of Zambia's Central Statistical Office? List some of its major publications and their utility for policy analysis and development planning.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
END OF YEAR EXAMINATIONS

ECN 2342: APPLIED STATISTICS (PARALLEL)
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ANY **FOUR** QUESTIONS

QUESTION ONE

How does the size of a population and the kind of random sampling determine the shape of a sampling distribution? Determine the size of the sample for estimating the true weight of the cereal containers for the universe with $N=5000$ on the basis of the following information: (1) The variance of weight = 4kg on the basis of past records, (2) Estimate should be within 0.8 kg of the true weight with 99% probability (i.e. $Z=2.57$). Will there be change in the size of the sample if we assume infinite population in the given case? If so, explain by how much?

QUESTION TWO

The values of NHA building contracts (in millions of Kwacha) for a 12-month period are as provided below.

240	350	230	260	280	320	220	310	240	310	240	230
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

- (a) Compare a three-month moving averages forecast with an exponential smoothing forecast. Use $\alpha = 0.2$. Which provides the better forecasts?
- (b) What is the forecast for the next month?

QUESTION THREE

The total annual fertilizer consumption in thousands of tonnes during 1995-2001 in Southern Province was recorded as given in the table below.

Year	1995	1996	1997	1998	1999	2000	2001
Consumption	50	56	60	68	70	75	78

- (a) Develop a linear trend equation for this time series and compute the trend quantities.
- (b) What has been the annual increase in fertiliser consumption?
- (c) Eliminate the trend variation from the fertilizer consumption data.

QUESTION FOUR

You have been requested by a Lusaka based client to research into the area of salaries paid to their systems analysis team, and to prepare a report in order that a pay review may be carried out. The table given below shows the salaries together with the Central Statistical Office's Consumer Price Index (CPI) for the years 1977-85.

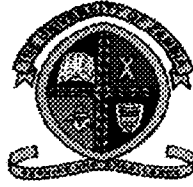
Year	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Salary (ZMW)	9,500	10,850	13,140	14,300	14,930	15,580	16,200	16,800	17,500
CPI (1975=100)	135.1	146.2	165.8	165.8	218.8	237.7	248.6	261.0	276.8

- What is the purpose of an index number?
- Tabulate the percentage increases on a year earlier for the average salary and the CPI.
- Revalue the average salary for each year to its equivalent 1985 value using the CPI.
- Comment on the average salary of the systems analysts of your client.

QUESTION FIVE

- The quality control manager of a production unit is in the process of setting up quality control chart for one of its newly introduced products with respect to its diameter. He has randomly picked up as many as 25 samples of 4 units each. The sum of the sample means was found as 625 and that of their variances as 112.25. Compute the trial control limits for the X-Bar and σ control chart. Do the sample data provide a cause of worry to the quality control manager? Explain.
- An inspector takes a sample of 20 items from a lot. Her policy is to accept a lot if no more than 2 defective items are found in the sample. Assuming that 5 percent of a lot is defective, what is the probability that she will accept a lot? Reject a lot?

END OF FINAL EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2014/2015 FINAL EXAMINATION

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

Question one

- a) Using the theory of Aggregate demand and Aggregate supply, explain the effect of the following two changes:
 - i. Decline in government purchases
 - ii. Autonomous increase in money supply
- b) Develop a model of the Permanent Income Hypothesis? What is the difference between transitory income and permanent income?
- c) Develop a baseline model for investment? Discuss the short-comings of this model?

Question two

- a) Distinguish between anticipated inflation and unanticipated inflation.
- b) What is the Phillips curve?
- c) Suppose that the Phillips curve of Vet Land is given by the following equation:

$$\pi = \pi^e = 2(u - 0.06)$$

where π is inflation, π^e is expected inflation and u is the unemployment rate.

The governor of the Central Bank of Vet Land can choose between inflation of 2% or 4% a year. He prefers an inflation rate of 2% a year. However, faced with a choice between inflation of 4% a year and unemployment of 5%, or inflation of 2% a year and unemployment of 6%, he prefers the former (higher inflation but lower unemployment).

- i. Consider that expected inflation is $\pi^e = 2\%$. Will the Central Bank choose inflation of 2% or 4%? Explain.

- ii. Agents have rational expectations. What will be inflation, expected inflation and unemployment in Vet Land?
- iii. Vet Land is considering forming a monetary union with the New-Res Republic. In that monetary union, the Central Bank would be under the control of the authorities of the New-Res Republic. They prefer an inflation of 2%, regardless of unemployment. So, in that monetary union, inflation would always be 2%. What would be the rate of unemployment in Vet Land?
- iv. The preferences of the governor of the Central Bank of the New-Res Republic are different from the preferences of the Central Bank of Vet Land. Is that a cost of joining a monetary union for Syldavia? Explain.

Question three

- b) What are the two main external accounts of a country? Discuss the main components of the BoP?
- c) In the late 1980s, Zambia experienced continuous current account deficits. What do you think are the main causes of a current account deficit? What would be the effect of a continued deficit on the macro economy?
- d) Explain how the Zambian government can deal with an overall balance of payments deficit or surplus.

Question four

- a) Discuss the assumptions of the Solow growth model?
- b) Assume an economy described by the Solow growth model has the following production function: $Y=F(K,L)=K^{0.4}L^{0.6}$
 - i. State the per-worker production function
 - ii. If the savings rate is 0.2 and the depreciation rate is 0.05, calculate the steady-state capital stock per worker and output per worker.
 - iii. Now suppose the government increases spending, reducing the country's savings rate to 0.1. Redo the calculations in (ii) based upon this change. What is the effect of the government spending on the economy?
- c) Consider how unemployment would affect the Solow growth model. Suppose that output is produced according to the production function $Y = K^\alpha [(1 - u)L]^{1-\alpha}$, where K is

capital, L is the labor force, and u is the natural rate of unemployment. The national saving rate is s , the labor force grows at rate n , and capital depreciates at rate δ .

- i. Express output per worker ($y = Y/L$) as a function of capital per worker ($k = K/L$) and the natural rate of unemployment. Describe the steady state of this economy.
- ii. Suppose that some change in government policy reduces the natural rate of unemployment. Describe how this change affects output both immediately and over time. Is the steady-state effect on output larger or smaller than the immediate effect? Explain.

END OF EXAM!

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
FINAL EXAMINATIONS**

ECN3225: Money and banking
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

Give a comprehensive brief on the capital adequacy management strategies of commercial banks (20pts)

QUESTION TWO

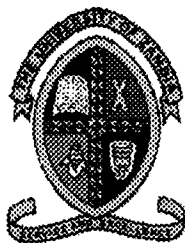
The Bank of Zambia sells K200m bonds on the open market. Kabulonga Bank issues K50m new shares to raise money to buy some of these bonds. Tembo Enterprises Ltd buys K 30m worth of bonds using a cheque drawn on Kabulonga Bank. The households buy KK5m bonds using cash. The rest is bought by large corporations. The Bank of Zambia reserve ratio is 10%, and the money multiplier is 3.

- a) Using T accounts, show ALL the movements on the balance sheets of:
 - Bank of Zambia
 - Kabulonga Bank
 - Tembo Enterprises Ltd
- b) What is the impact on money supply? (20 pts)

QUESTION THREE

- A) Outline insurance management strategies used to mitigate the risks of moral hazard and adverse selection (10 pts)
- B) Outline the case against central bank independence (10 pts)
- C) Outline Friedman's contribution to the theory of demand for money (10 pts)
- D) Discuss the strategies of Asset- Liability Management Committees of commercial banks (10 pts)
- E) Given a balance sheet of Chelston Bank comprising K30m rate sensitive assets and K50m rate sensitive liabilities, with K60m fixed rate assets and K40m fixed rate liabilities. Use GAP analysis to determine impact on profitability of the bank when interest rates rise by 6%.(10pts)
- F) Outline by functional category only (i.e without market data) the key players in Zambia's capital market (10 pts)

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2014/2015 ACADEMIC YEAR EXAMS
ECN 3322: ECONOMETRICS II FINAL EXAMINATIONS**

TIME ALLOWED: 2 HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

- I. Explain in detail how you would go about remedying for heteroscedasticity using the method of generalized least squares (GLS) Method
- II. Explain in detail two methods of remedying for heteroscedasticity when σ^2 is not known
- III. Explain in detail two methods of remedying for autocorrelation when ρ is Not Known

QUESTION TWO

For each of the following tests explain what you are testing for and how you would reach your conclusion.

- I. Park Test
- II. The Breusch–Godfrey (BG) Test
- III. Spearman's Rank Correlation Test
- IV. Glejser Test
- V. Goldfeld-Quandt Test
- VI. Durbin–Watson d Test
- VII. Breusch–Pagan–Godfrey Test
- VIII. White's General Heteroscedasticity Test
- IX. The Runs Test

QUESTION THREE

- I. What is a dummy variable trap and how can you avoid it.
- II. In two of the Zambian Public Universities (UNZA and CBU), individual lecturers' salary depends on the years of experience and whether one is lecturer I, lecturer II or Lecturer III. Further it also depends on the university that one is working in, i.e. CBU or UNZA. Design an appropriate model using dummy variable method that will enable you test the null hypothesis that a lecturer II at CBU gets significantly more than a Lecturer II at UNZA.

END OF FINAL EXAM

The University of Zambia
School of Humanities and Social Sciences
2014 Academic Year
Final Examinations

ECN 9155 : Health Economics
 Time : Two (2) Hours
 Instructions : Answer **ALL** Questions

Question one

- a) What is moral hazard? Explain ex ante and ex post moral hazard. Give examples as you explain.
- b) Use a diagram to illustrate the effect of moral hazard on demand for health care.
- c) How would you correct for moral hazard.
- d) Distinguish between an insurance premium and a deductible.
- e) A consumer seeking to buy health insurance has the following information.
 - Utility function : $U = 20Y^{0.5}$
 - Income (Y) : K80, 000
 - Probability of falling sick : 10%
 - Medical bill if ill : K20, 000
 - i. What is her expected utility from her uninsured situation?
 - ii. What certainty level of income would leave her as well off as facing the risk?
 - iii. What is the actuarially fair premium?

Question two

- a) Suppose that you are building a health facility with a life span of 5 years. The associated costs and benefits are as indicated below.

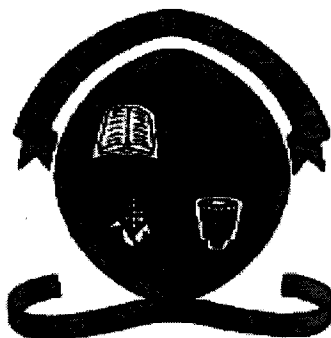
	Year 1	Year 2	Year 3	Year 4	Year 5
Costs (ZMW)	100, 000				
Benefits (ZMW)	0	10, 000	30, 000	30, 000	30, 000

- i. Considering a discount rate of 5%, what would be the NPV for this project?
 - ii. Should you go ahead with the project?
 - iii. Would your decision change if the discount rate was changed to 10%?
- b) What is the rationale for government intervention in health care markets?
- c) How does elasticity affect the effectiveness of a subsidy in health care markets?
- d) Apart from using subsidies and taxes, how else would government intervene in health care markets?

Question three

- a) As a planner in the Ministry of Health, you have been tasked to redesign the health care financing system so that the financing problems the ministry is facing can reduce. What criteria would you use to guide you in choosing a new financing system?
- b) What qualifies an evaluation an economic evaluation?
- c) Use the framework of the marginal efficiency of investment to explain the hypothesized relationships between demand for health capital and (1) age, (2) education, and (3) uncertainty. Explain for both the consumption and investment variants of the Grossman model.
- d) You have just won a lottery worth K20, 000 and are faced with the following two options (your planning period spans five years).
 - Buying an MRI machine for your clinic. The machine depreciated at 5 percent per year.
 - Putting your money in a savings account which earns 10% interest per year.
 - i. What would you be worth in five years if you chose the second option?
 - ii. What rate of return for the MRI machine would make you indifferent between the two options?

END OF FINAL EXAMINATION



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

**2014/15 DEFERRED EXAMINATIONS FOR THE INSTITUTE OF
DISTANCE EDUCATION STUDENTS**

ELL 2210 ENGLISH PHONETICS, PHONOLOGY AND MORPHOLOGY

Time: 3 hours

Instructions

- . Answer all questions in this paper.
 - . If a question is divided into parts or subsections, kindly answer all the parts or subsections.
 - 2 Clearly indicate the order in which you have answered the questions on the cover(s) of the answer booklet(s).
-

SECTION A: PHONETICS

1. Choose the best three-label-description for each of the phonemes given below:

i. /k/

- a. Velar voiceless plosive
- b. Voiced velar plosive
- c. Voiceless alveolar plosive
- d. Voiceless velar plosive
- e. Voiceless velar fricative
- f. Voiced velar plosive

ii. /m/

- a. Voiced bilabial plosive
- b. Bilabial nasal
- c. Voiceless bilabial fricative
- d. Labio-dental nasal
- e. Velar nasal
- f. Bilabial affricate nasal

iii. /ɪ/

- a. Front closing short vowel
- b. Front close short vowel
- c. Close fronting short vowel
- d. Front close short vowel
- e. Close front short vowel
- f. Closed front short vowel

iv. /w/

- a. Bilabial semi-vowel
- b. Bilabial vowel
- c. Alveolar semi-vowel
- d. Palatal semi-vowel
- f. Voiced bilabial fricative

v. /ɜ:/

- a. Zero phoneme
- b. Allophonated long E
- c. Fortis long E
- d. Assimilated long E
- e. Half open central long vowel 2
- f. Half close central long vowel

[5 Marks]

2. Provide a phoneme for each description below:

- a. Two lips briefly hold air and then release it with a little explosion, the vocal folds vibrate as air passes through.
- b. The velum redirects air to the nasal cavity.
- c. Air is held briefly by the tongue pressed against the roof of the mouth, it is then released with an explosion followed by friction, the tongue stretches from the hard palate to the alveolar ridge, air does not cause vibration as it passes the vocal folds.
- d. The tongue touches the upper incisors forcing air to escape through the spaces between the teeth; the vocal folds do not vibrate.
- e. The upper incisors touch the lower lip forcing air to escape through the teeth and vocal folds vibrate.
- f. The tongue traps air at the alveolar ridge, the air is released with a little explosion, the vocal folds vibrate.
- g. The tongue is stretched from the hard palate to the alveolar ridge releasing air with friction; the vocal folds do not vibrate.
- h. Two lips redirect air to the nasal cavity.
- i. The tongue narrows the gap between it and the alveolar ridge and forces

- b. Recapitulate
- c. Cease
- d. Conscience
- e. Abrogate
- f. Sale
- g. Coat
- h. Zero
- i. Escape
- j. Money

[20 Marks]

6. Transcribe the **bold underlined** words/phrases in the text below as would be said in normal RP speech speed (Fast):

Wait a minute, (a) **what you** said is absurd! (b) **You and I** know that evolution is a theory; and not a fact. In my opinion, it is a glorified folk tale. Any one who believes that (c) **ten pigs** can come from ten tadpoles has a leaking head. One could as well believe that ten rats can give birth to (d) **ten calves!** I know people always look for explanation in weird places. I mean, even I want to know how a (e) **black and white** cow eats green grass and gives out white milk! Now, (f) **that** is interesting (g) **but** I wish you'd provide solutions and not ask more questions. That aside, (h) **university** education or is it mis-education, becomes dangerous if it makes you take Darwin's folk tale as fact ha ha ha hic hic. (i) **There seems** to be scientific myopia over this theory. Is this myopia a desirable malady because of (j) **bread and butter?** Could it be like one of the most recent buffoonery I witnessed in my country? You might remember our nurses going round teaching our women to breast-feed even though they knew they were preaching to the converted? Yet, for a little money for (k) **fish and chips** they did it! The gullibility of our people is phenomenal! So, I whispered to my pen and ink, "Let's take a new (l) **direction** this time and poke fun at those things that have made us want to puke in (m) **those shoes** they wear when aping the West." "Shall we establish (n) **law and order** with this effort sir," pen and ink replied. "That's a (o) **good point** you have raised," I reluctantly admitted.

[15 Marks]

SECTION C: MORPHOLOGY

7. Give a brief explanation of each of the morphological processes below:
- a. Coinage
 - b. Blending
 - c. Clipping

[15 Marks]

TOTAL MARKS: 100

END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
FINAL EXAMINATIONS

ELL 3210: ENGLISH SEMANTICS AND PRAGMATICS (DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: Answer three (3) questions in all as follows:

- (i) the compulsory question in Section A and;
- (ii) any two (2) questions from Section B.

SECTION A: Compulsory Question (20 marks)

1. It has been asserted that ‘the main aim of pragmatics is to specify the conditions under which an utterance functions as *an appropriate speech act in some context*’. Illustrate the validity of this statement with specific reference to **any four** speech acts of your choice.

SECTION B: Answer any two (2) questions from this section (each question carries 15 marks)

2. With clear examples, explain the difference between ‘speaker meaning’ and ‘word and sentence meaning’ in Semantics.
3. Explain, with clear examples, how you would teach each of the four aspects of Sense-Relations listed below to a specific grade at secondary school level.
 - a. Synonymy
 - b. Paraphrase
 - c. Hyponymy
 - d. Entailment
4. “Cohesion is one of the major characteristics of coherent texts”. With relevant examples show how cohesion contributes to textual coherence.
5. Illustrate how you would apply the concept of *thematic progression* to the teaching of **Composition** to a specific grade at either Senior or Junior Secondary School level in Zambia.

END OF EXAMINATION

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

**2014 ACADEMIC YEAR
FINAL EXAMINATIONS (DEFERRED)**

ELL 3210: ENGLISH SEMANTICS AND PRAGMATICS (DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: Answer three (3) questions in all as follows:

- (i) the compulsory question in Section A and;
 - (ii) any two (2) questions from Section B.
-

SECTION A: Compulsory Question (20 marks)

1. Explain, with clear examples, how you would teach any four aspects of Sense-Relations to a specified grade at secondary school level.

SECTION B: Answer any two (2) questions from this section (each question carries 15 marks)

1. It has been asserted that ‘the main aim of pragmatics is to specify the conditions under which an utterance functions as *an appropriate speech act in some context*’. Illustrate the validity of this statement with specific reference to the following utterance: “**I pronounce you husband and wife**”.
2. Illustrate how you would teach the concepts of *connotative meaning* and *denotative meaning* to a Grade 8 class in a Zambian secondary school.
3. Illustrate the relevance of the concepts of *frame* and *schemata* in discourse comprehension.
4. “Cohesion is one of the major characteristics of coherent texts”. With relevant examples show how cohesion contributes to textual coherence.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 END OF YEAR FINAL EXAMINATION

FRE 1110 : FRENCH LANGUAGE 1

DURATION : THREE HOURS

**INSTRUCTIONS : DICTIONARIES AND BOOKS ARE NOT
ALLOWED**

- ANSWER ALL QUESTIONS IN SECTIONS A, B, C
AND D IN THE ANSWER SHEET PROVIDED.
- THIS PAPER COMPRISES FOUR PAGES

SECTION A : LA GRAMMAIRE

1. Donnez l'infinitif du verbe souligné

- a) Ils savaient tout.
- b) Je ne serai pas venu
- c) Ils tiennent l'échelle pour moi.
- d) Vous avez fait un bon travail.
- e) Tu te souviens de Paul ?
- f) Ils ont lu toute la nuit.
- g) Ils ont vendu leur maison.
- h) Tu t'es assis sur ma chaise
- i) Elles prennent un taxi pour aller plus vite.
- j) Tu paies beaucoup pour les études.

2. Donnez les participes présents des verbes suivants :

- a) Aller
- b) Faire
- c) Grandir
- d) Partir
- e) Servir
- f) Avoir
- g) être
- h) jouer
- i) parler

3. Complétez avec (qui / que / qu')

- 1. C'est un objet vous avez toujours à la main.
- 2. Le portable est un appareilgarde les messages.
- 3. C'est un outilvous rend la vie plus facile.
- 4. C'est un cadeauvous pouvez offrir à tous vos amis.
- 5. Les personnes.....l'utilisent sont plus dynamiques au travail.
- 6. C'est la chose.....vous sauvera à la montagne.
- 7. Les conversations.....vous aurez seront secrètes.
- 8. Les possibilités vous offre sont infinies.
- 9. Le prix.....vous payez pour vos communications est réduit.
- 10. C'est l'objetil vous faut !

4. **Mettez ces phrases au négatif**

- a) Je cherche quelqu' un.
- b) Il achète quelque chose.
- c) Quelqu'un me parle.
- d) Il est toujours malade
- e) Je suis déjà allé à Paris.

5. **Ecrivez une phrase dans laquelle vous utilisez**

- a) Sujet+verbe+ infinitif
- b) Sujet +Verbe+ ā + infinitif
- c) Sujet +Verbe+ de + infinitif
- d) Sujet +Verbe+ d' + infinitif
- e) Sujet + verbe ā+nom+ infinitif

SECTION B : LANGUAGE DRILLS

1. **Complétez le texte avec : neuf, nouveau, vieux, ancien ou grand.**

- a. Je connais Patricia depuis hier, c'est ma.....copine.
- b. Mireille a vingt ans, on se connaît depuis 10 ans, c'est une.....amie.
- c. J'ai mal aux pieds car mes chaussures sont encore.....
- d. André a publié beaucoup de travaux en biologie et en chimie ; c'est unchercheur.
- e. Ma mère est unedame de soixante-quinze ans.

2. **Mettez les phrases suivantes au passif**

- a. Que se passe-t-il ?
- b. Les deux autorités du pays ont abordé le problème de la pêche.
- c. Les syndicats des pêcheurs refusent les propositions du gouvernement.
- d. Où vont ces étudiants ?
- e. Les pêcheurs donnent au premier Ministre d'autres propositions.

3. **Complétez les phrases par : lentement, vite, lent, rapide**

- a. Allons manger dans ce restaurant, on a un service.....
- b. Ce n'est pas conseillé de conduiredans les villes.
- c. Les trains de campagne sont plusque ceux des villes.
- d. Notre directeur parle tropparfois je ne le comprends pas.
- e. Les joueurs sont très.....dans le jeu de ping pong.

SECTION C : LA COMPRÉHENSION

Lisez le texte suivant et puis répondez aux questions.

(Clément, Martin et Vincent)

Vincent : Tiens, Clément ! Qu'est-ce que tu deviens ?

Clément : Moi je travaille, et toi ?

Vincent : Moi, non, je suis encore à la fac. Et qu'est-ce que tu fais ?

Clément : Je fais un stage chez Renault, au service commercial.

Vincent : Ah oui ? Pendant combien de temps ?

Clément : Six mois.

Vincent : Et après, qu'est-ce que tu vas faire ?

Clément : Après le stage, dans trois mois, j'aurai un contrat de travail ; et si tout va bien, dans deux ans, je deviendrai chef de service.

Vincent : Pas mal ! Et ça te plaît ce travail ?

Clément : Oui, je crois que j'ai fait le bon choix. J'aime bien le contact avec la clientèle. Et dans une grande entreprise, on peut progresser.

Vincent : Et tu seras directeur dans combien de temps ?

Clément : Ça, c'est une autre histoire. Et toi, tes études, comment ça va ?

Vincent : Maintenant, ça va. Pendant trois ans, je n'ai pas beaucoup travaillé. Alors bien sûr, je suis en retard. Je pense finir dans deux ou trois ans, mais dans un an, je voudrais commencer à faire des petits boulots.

Clément : Tu connais Martin ? Lui il a fait son mastère en cinq ans.

Vincent : Oui mais lui, il est sérieux. Et, qu'est-ce qu'il fait maintenant ?

Clément : Il fait le tour du monde.

Vincent : En quatre-vingts jours ?

Clément : Ça, je n'en sais rien.

Questions

Répondez aux questions

A.

1. Qu'est-ce que Clément fait chez Renault ?
2. Qu'est-ce qui va changer pour lui après son stage ?
3. Est-ce qu'il aime son travail ? Pourquoi ?
4. Son ami, que fait-il dans la vie ?
5. Pourquoi est-il en retard dans ses études ?

6. Pourquoi Martin a-t-il déjà fini ses études avant Vincent ?
7. Qu'est-ce que Martin fait maintenant ?
8. Donnez un titre à ce dialogue.

B. Comment le disent-ils ? Notez les phrases du dialogue

1. Qu'est-ce que tu fais maintenant ?
2. Si tout se passe comme il faut.
3. Est-ce que tu aimes ce travail ?
4. Je ne me suis pas trompé.
5. Ce n'est pas le moment de parler de ça.
6. Je ne sais pas du tout.

SECTION D : COMPOSITION :

Faites votre composition sur le sujet suivant :

- ❖ Un événement heureux dans ma famille (exemple : le mariage, le jour du baptême, l'anniversaire etc.....)

.....
.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 END OF YEAR FINAL EXAMINATION

FRE 1130 : INTRODUCTION TO FRENCH

DURATION : THREE HOURS

**INSTRUCTIONS : DICTIONARIES AND BOOKS ARE NOT
ALLOWED**

- ANSWER ALL QUESTIONS IN SECTIONS A, B
AND C IN THE ANSWER BOOKLET PROVIDED.
- THIS PAPER COMPRISES THREE PAGES

SECTION A : LA GRAMMAIRE

- 1. Complétez les phrases avec un article convenable**
 - a. Marie aime manger.....salade avecvinaigre.
 - b. Tousjours, Brigitte mange.....poisson ou.....viande.
- 2. Donnez :**
 - a. Le féminin des noms suivants :**
 - Un beau frère
 - Un roi
 - Un monsieur
 - Un bœuf
 - Un chat
 - b. Le pluriel des noms suivants :**
 - L'œil
 - Le tableau
 - Le journal
 - Le genou
 - Le riz
- 3. Complétez le texte avec le verbe AVOIR ou ETRE.**
 - a. Marie.....malade ; ellefroid et ellemal à la tête.
 - b. Mon nomRoberto Carlos ; tu sais que toi et Jean vous.....brésiliens.
- 4. Mettez toutes le texte ou Féminin**
 - a. Un homme intelligent et veuf !
 - b. Le nouveau vendeur très sérieux ?
 - c. Le garçon fou ici !
 - d. Il n'aime pas un chien blanc.
 - e. Son cousin sportif arrive.
- 5. Conjuguez les verbes () dans les temps indiqués.**
 - a. Nous (avoir : imparfait) conge.
 - b. Les étudiants (préparer : présent) les examens.
 - c. Le mois passé mes parents (être : imparfait) à NDOLA.
 - d. Nous (aller : présent) terminer bientôt les examens.
 - e. Vous devez (travailler : infinitif) sérieusement.

SECTION B : LANGUAGE DRILLS

- 1. Complétez le texte avec : oui, pas, si ou non.**
 - a. Tu vas au cinéma avec ton frère !.....avec mon frère mais, avec ma cousine.
 - b. Vous êtes à CHIPATA la semaine prochaine ?.....ce n'est pas possible, je dois être à NAKONDE.
 - c. Vous n'avez pas acheté des fruits ?....., j'ai les oranges, les citrons et les bananes mûres dans mon sac.
 - d. Etes-vous contente Marie ?....., je suis contente parce que ma mère est revenue de l'hôpital.
 - e.

2. Ecrivez en toutes lettres les nombres suivant :

- a. 2.789 c. 2.845.000
b. 93.400 d. 73.712

3. Complétez par : aussi..... Que, autant de.....que

- a. Emmanuel amaisons.....son frère.
b. Aujourd'hui, il n'y a pasmalades.....hier à la clinique.
c. Ma petite sœur est.....grande.....moi.
d. Souvent au bar, l'eau coute.....cher.....le vin.

4. Complétez les phrases avec : ni.....ni, sans...ni, ne.....que, ne.....pas.

- a. Je ne peux pas aller faire le sport aujourd'hui : jeai.....de souliers
b. Ma sœur est complètement végétarienne, elle ne mange.....œufs.....poissons :
ellemange.....des légumes.
c. Mon enfant est allé à l'écolecahiers.....stylo.

5. Complétez avec : Dans, en, pendant, depuis.

- a. Ce matin, il a pludeux heures.
b. J'ai terminé ce livre.....trois jours.
c. Alice arrivera ici.....deux semaines.
d. Elle travaille à NDOLA.....2012.

SECTION C : LA COMPREHENSION

Lisez le texte suivant et puis répondez aux questions

L'animateur : - Aujourd'hui, 21 septembre, c'est la journée nationale de la ville à vélo.

Il est midi, et il est midi, et il y a beaucoup de gens ici avec leurs vélos, ils viennent pour ce grand rendez-vous, sur la place de la Comédie.

Bonjour monsieur, d'où venez-vous ?

Un homme : - Je viens de Pérols, un village à 10 km d'ici.

L'animateur : - Pourquoi faites-vous du vélo ?

Un homme : - J'adore ça. J'aime la nature, le silence. J'ai une voiture mais je préfère le vélo.

L'animateur : - Vous allez au travail en vélo ?

Un homme : -Bien sûr !

L'animateur : - Bravo ! Ce sont vos enfants ?

Un homme : - Oui, mes enfants et leur cousine, et ils sont tous ici avec leurs vélos.

L'animateur : - Et vous madame, vous venez d'où ?

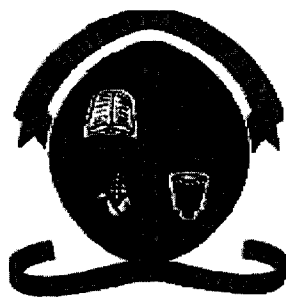
Une dame : - Nous venons de Palavas, je suis avec mon mari et nos deux enfants.

Répondez aux questions

1. C'est quel jour ?
2. Quelle heure est-il ?
3. Qu'est-ce qui se passe ce jour-là ?
4. Où se passe la scène ?
5. Comment les gens viennent-ils sur la place ?
6. Pérols se trouve à combien de kilomètres de la place ?
7. Pourquoi l'homme fait-il du vélo ?
8. L'homme a-t-il une voiture ?
9. Comment l'homme va-t-il au travail ?
10. Est-il seul ?
11. D'où vient la dame ?
12. Avec qui est-elle ?

.....
.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 END OF YEAR FINAL EXAMINATION

FRE 2110 : FRENCH LANGUAGE II

PAPER II

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES ARE ALLOWED

- ANSWER ALL QUESTIONS IN SECTIONS A, B AND C IN THE ANSWER BOOKLET PROVIDED.
- THIS PAPER COMPRISES TWO PAGES

SECTION A: LA TRADUCTION

Question 1 : Trouvez l'équivalent des expressions idiomatiques ci-dessous :

1. It's raining cats and dogs.
2. The apple does not fall far from the tree.
3. Tit for tat.
4. Who looks for trouble, finds worse.
5. Beauty is only skin deep.

Question 2: Traduisez le texte ci-dessous du français en anglais

APPRENDRE UNE LANGUE ETRANGERE

Il y a beaucoup de raisons pour lesquelles on peut souhaiter apprendre une autre langue. La langue est très importante dans la vie des hommes. C'est un outil efficace de communication. Il existe beaucoup de langues dans le monde. Si vous parlez plusieurs langues, vous pouvez communiquer avec beaucoup de gens venant de différents pays. Pour ceux qui aiment voyager, rencontrer les gens venant d'autres pays et ceux qui ont l'ambition d'avoir une carrière dans une organisation internationale, il est absolument nécessaire d'apprendre au moins deux langues internationales.

Le français est enseigné comme langue étrangère à l'université de Zambie. La langue française est la langue la plus répandue dans le monde après l'anglais. Il y a quelques outils qui peuvent vous aider à bien maîtriser la langue française. La chaîne RFI (Radio France Internationale) est très importante parce que cela vous permet de tester votre degré de compréhension. TV5 (chaîne de télévision) est aussi important. Vous pouvez regarder des films et des documentaires en français, ce faisant tester votre degré de compréhension.

Si vous êtes bilingue, vous aurez l'avantage parce que le monde est devenu un village global. Apprendre une autre langue est très bénéfique. Appliquez-vous donc, et vous allez sans doute récolter les bienfaits.

SECTION B : LA COMPREHENSION

Un africain à Paris

Je suis à paris, je mets le pied sur le sol de paris. je regarde, partout des blancs : des employés blancs. C'est bien un pays de blancs. Il fait frais : le soleil se cache, et il a raison de se cacher : ce n'est pas juste !! Il m'a brulé de la tête aux pieds et il peut à peine bruler le visage des hommes d'ici.....

Des autos passent sans faire de bruit. Elles semblent rouler sur l'eau, elles vont tellement vite, et pas un seul coup de klaxon. C'est défendu. Chacun respecte la règle. C'est bien défendu

chez nous aussi, mais c'est un plaisir pour chacun de ne pas respecter cette règle, de se servir de klaxon. Ça fait de vous « quelqu'un ». Les chauffeurs parisiens font un signe à chaque arrêt, à chaque départ. Ils le font depuis tellement longtemps ! Tout le contraire de ce qui se passe chez nous, où les chauffeurs conduisent un doigt toujours en l'air : n'importe qui peut devenir un client. Un signe de tête sur le trottoir ? Un arrêt brusque faisant crier les roues quelqu'un suit ? Ça ne fait rien .c'est la loi de la « route jungle ».ici, des fleurs partout, plusieurs voitures arrêtées.....

Je paie ma place dans le car me conduisant en ville. L'argent reprend son prix. Les mots « cadeaux », « gratuit » ne doivent certainement pas se trouver dans la langue ici. Il faut à tout moment mettre la main dans la poche, faire son compte dans sa tête, quelle tête !

La première personne que je vois est un vieux en manches de chemise discutant avec un ami, puis un ouvrier à bicyclette, en suite deux enfants.

Maintenant, un plus grand nombre des gens : on arrive plus près de la ville .du monde dans les rues, les cafés, les restaurants. On croirait un jour de fête chez nous .une circulation énorme, en ordre, les autos s'arrêtent au feu rouge, attendent avec patience le vert pour partir. Un mouvement qui tourne sans fin. Les gens à pied sont les plus pressés. Après tout, ne sont-ils pas en nombre ?il faut les voir passer entre les voitures et s'arrêter tout d'un coup. N'auraient-ils pas des ressorts dans les jambes, ressorts remontés chaque matin.

D'après « Un Nègre à paris »

De BERNARD DADIÉ, écrivain

ivoirien

QUESTIONS

I. D'après ce texte, expliquez les expressions suivantes :

- a. être défendu (de faire quelque chose)
- b. payer sa place dans le car.
- c. Faire le compte dans sa tête.
- d. Du monde dans les rues.

II. Choisissez la bonne réponse d'après les informations du texte.

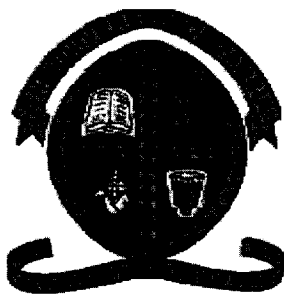
1. Je mets le pied sur le sol de paris, signifie
 - a. je quitte paris.
 - b. Je vais à paris.
 - c. J'arrive à paris.
2. Elles semblent rouler sur l'eau veut dire :
 - a. Les autos roulent très vite.
 - b. Les autos roulent calmement.
 - c. Les autos roulent très lentement.
3. Les chauffeurs parisiens font un signe à chaque arrêt, signifie :

- a. Ces chauffeurs ne font jamais attention.
 - b. Ces chauffeurs s'arrêtent beaucoup de fois.
 - c. Ces chauffeurs montrent toujours qu'ils vont s'arrêter.
4. Les gens à pieds sont les plus pressés ; signifie :
- a. Les gens à pieds vont très vite.
 - b. Les gens à pieds marchent lentement.
 - c. Les gens à pieds sont toujours attentifs.
5. Ici, des fleurs partout ; veut dire ;
- a. Il y a des jardins de fleurs dans les marchés de paris.
 - b. Vous trouvez des fleurs dans les magasins de paris.
 - c. Il y a des jardins de fleurs partout dans la ville de paris.

SECTION C : LA COMPOSITION

Faites votre composition sur le sujet suivant :

L'importance de l'école dans le développement du pays.



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 END OF YEAR FINAL EXAMINATION

FRE 2222 : INTRODUCTION TO FRENCH LITERATURE

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES AND BOOKS ARE ALLOWED

- ANSWER ALL QUESTIONS IN SECTION A, TWO (2) QUESTIONS IN SECTION B AND ALL QUESTIONS IN SECTION C IN THE ANSWER BOOKLET PROVIDED.
- THIS PAPER COMPRISES THREE PAGES

SECTION A : LES FABLES DE LA FONTAINE

1. Donnez la définition d'une fable. (2 points)
2. a) Donnez et expliquez les caractéristiques d'une fable. (5 points)
b) Utilisez votre réponse pour justifier la composition de la fable « *le loup et l'agneau* » (5 points)
3. Dans la fable « *La Laitière et le Pot au lait* »,
 - i. Etudiez le contenu du rêve de Perette. Elle rêve de quoi ? (5 points)
 - ii. Quelle est la leçon morale de la fable ? (2 points)
4. Etudiez les quatrains ci-dessous et répondez aux questions qui suivent :
 - a) Autrefois, le rat de la ville
Invita le Rat des champs,
D'une façon fort civile,
A des reliefs d'ortolans
 - b) Un agneau se désaltérait
Dans le courant d'une onde pure
Un Loup survient à jeun, qui cherchait aventure
Et que la faim en ces lieux attirait

Questions

- I. Identifiez le type de rime dans les deux quatrains. (4 points)
- II. Pour chaque quatrain, isolez les derniers mots qui riment et identifiez la richesse des rimes. (8 points)
- III. Quelle est la nature des rimes dans les quatrains. (4 points)

SECTION B : L'AVARE DE MOLIERE

1. Faites un résumé de l'Avare de Molière. (10 points)
2. Donnez le portrait d'Harpagon. (10 points)
3. Comment l'avarice d'Harpagon se révèle-t-elle dans l'acte premier ? (10 points)

SECTION C : Andromaque et Le Cid

Andromaque

A. Répondez aux questions suivantes, en faisant des phrases verbales complètes. Toute réponse non rédigée ne sera pas prise en compte ! (6 points)

1. Quels sont les nom et prénom de l'auteur d'*Andromaque* ? A quel siècle a vécu cet écrivain ?
2. De quelle ville Andromaque est-elle originaire ?
3. Que vient demander Oreste, au nom des Grecs, à Pyrrhus, au début de la pièce (acte I scène 2) ?
4. A quel dilemme Andromaque est-elle confrontée ?

B. Encercler la réponse qui convient (10 points)

1. A quel moment le fils d'Andromaque fait-il son apparition dans la pièce?

- a) Lors de la visite du tombeau d'Hector
- b) dans la scène finale
- c) jamais

2. Qui veut la mort d'Asryanax et pourquoi?

- a) Les Troyens car il a trahi leur camp
- b) Les Grecs car il est le dernier descendant des héros troyens
- c) Les Dieux car il appartient à une famille maudite

3. Quelles sont les raisons pour lesquelles Hermione devait épouser Pyrrhus?

- a) Elle devait l'épouser pour préserver la paix fragile entre Troie et le royaume d'Epire
- b) Pyrrhus est amoureux d'elle et elle l'aime également
- c) Elle aime Pyrrhus et son père l'a promise à celui-ci

4. Lorsque Pyrrhus se résout à épouser Hermione, que décide Oreste?

- a) Il veut se suicider
- b) Il veut tuer Pyrrhus
- c) Il veut enlever Hermione

5. Dans quelles circonstances Pyrrhus est-il mort?

- a) Oreste, sur les ordres d'Hermione, l'a poignardé
- b) Hermione l'a poignardé elle-même car Oreste ne voulait pas
- c) Les Grecs, conduit par Oreste dans le temple, l'ont tué

Le Cid

A. Répondez aux questions suivantes, en faisant des phrases verbales complètes. Toute réponse non rédigée ne sera pas prise en compte ! (4 points)

1. A quelle situation douloureuse se trouve confronté Rodrigue à la fin de l'acte I. Quelle décision prend-il ?
2. Que demande le roi à Chimène ? Quel délai lui accorde-t-il avant que sa décision ne soit mise à exécution ?

B. Encercler la réponse qui convient (5 points)

1. Quels sont les principaux genres des pièces de Corneille ?

- a) Tragédie, comédie/ballet
- b) Tragédie, comédie
- c) Comédie, drame
- d) Tragédie, drame

2. Qui est fait gouverneur du prince de Castille (acte I) ?

- a) Don Gomès.
- b) Don Diègue.
- c) Don Fernand.
- d) Don Alphonse.

3. Que veut demander Rodrigue à Chimène (acte III) ?

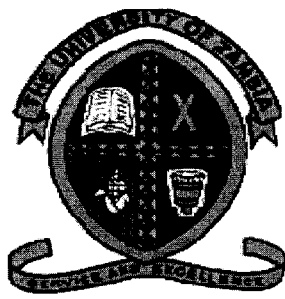
- a) Il veut obtenir son pardon.
- b) Il veut parler à Elvire.
- c) Il veut mourir.
- d) Il veut que l'on oublie tout.

4. Que propose don Sanche à Chimène (acte III) ?

- a) Il lui avoue son amour et l'enjoint à oublier Rodrigue.
- b) Il lui propose de livrer Rodrigue à la justice du roi.
- c) Il lui propose de venger la mort de son père en tuant le coupable.
- d) Il lui propose de fuir ensemble la Castille.

5. Quel personnage dit : « La moitié de ma vie a mis l'autre au tombeau » (acte III) ?

- a) Chimène.
- b) Rodrigue.
- c) L'Infante.
- d) Elvire.



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 MID- YEAR EXAMINATION

FRE 3111 : INTERMEDIATE FRENCH LANGUAGE

PAPER II

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES ARE NOT ALLOWED

- ANSWER ALL QUESTIONS IN SECTIONS A, B AND C IN THE ANSWER BOOKLET PROVIDED.
- THIS PAPER COMPRISES TWO PAGES

SECTION A: LA GRAMMAIRE

1. Réécrivez les phrases ci-dessous en conjuguant les verbes soulignés au passé composé et en faisant les accords nécessaires.

- On dit que ses deux filles naître de sa femme illégitime.
- Les robes que vous prendre dans l'armoire sont neuves.
- Les étudiantes qui ont reçu le diplôme se féliciter mutuellement.
- Ses deux grandes sœurs se casser les jambes
- Cette femme se faire arrêter parce qu'elle criait beaucoup pendant la nuit.

2. Mettez le texte suivant au passé

Le soir Marie vient me chercher et me demande si je veux me marier avec elle. Je dis que cela m'est égal et que nous pourrons le faire si elle veut. Elle veut savoir alors si je l'aime. Je réponds comme je l'ai déjà fait une fois, que cela ne signifie rien, mais que sans doute je ne l'aime pas. <<Pourquoi m'épouser alors ?>>dit-elle. Je lui explique que cela n'a aucune importance et que si elle le désire, nous pouvons nous marier. Elle observe alors que le mariage est une chose grave.

3. Transformez les phrases suivantes :

A. en utilisant "au cas où"

- Avertissez-moi si vous quittez votre appartement.
- Venez me voir si vous passez dans notre quartier.

B. En hypothèse sur le présent :

- Simon n'a pas les moyens, il ne peut pas se construire une maison.
- Je ne dispose de frais de transport, je ne vais pas en congé.

C. Donnez une phrase où il y a une hypothèse sur le futur.

4. Réécrivez les phrases ci-dessous en remplaçant les mots soulignés par un pronom convenable, avec une petite transformation de la phrase.

- Antoine a fait un accident grave hier soir. Pouvez – vous déterminer les causes de cet accident ?
- A quoi bon vous donner un bon exemple si vous ne suivez pas cet exemple ?

- c. On trouve les briques à Lusaka, on se sert de ces briques pour construire des maisons.
- d. Mes enfants se rendent à l'école chaque matin.
- e. Les ouvriers ont des voitures. Ces voitures sont utiles pour arriver à temps au travail.

5. Réécrivez les phrases ci-dessous en les complétant par un pronom relatif ex : qui, que, dont etc.

- a. Seuls réussiront les étudiantsTravaillent bien.
- b. Les personnesvous avez donné l'argent vous remercient beaucoup.
- c. L'université.....j'étudie est réellement très grande.
- d. Tout le matériel..... Tu as oublié en classe a été volé.
- e. Le joueurje parle n'a pas joué dimanche passé.

SECTION B : LE PRECIS

Ecrivez un faire-part d'un mariage à vos amis. Vous indiquez les détails importants possibles : qui ? des activités ? Quand ? Où ? Des personnes responsables ? (80 mots)

SECTION C : LA PHONETIQUE

1. Donnez la définition de chacun des termes suivants :
 - a) Phonétique
 - b) Phonologie
 - c) Phonème
 - d) Variante
2. La phonétique a trois aspects à savoir : articulatoire, acoustique et perceptuel. Définissez chacun de ces trois aspects.
3. Citez cinq organes de la parole dont trois mobiles et deux immobiles.
4. Faites la transcription phonétique des mots suivants :
 - a) Droit
 - b) Mère
 - c) Ballon
 - d) Neuf
 - e) Sœur
 - f) Pain
 - g) Parfum
 - h) Facteur
 - i) Loin
 - j) Chat



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

FINAL EXAMINATIONS - 2015 ACADEMIC YEAR - GDS 1110 (Introduction to Gender Studies)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER. ANSWER A TOTAL OF THREE (3) QUESTIONS; 1 QUESTION FROM EACH SECTION. QUESTION 1 IS COMPULSORY AND THEN CHOOSE ONE (1) QUESTION FROM SECTION B, AND 1 QUESTION FROM SECTION C.

SECTION A: (40 marks) YOU MUST ANSWER THIS SECTION

1. Martin Luther King, Jr. defined power as the ability to achieve a purpose. Whether that power is used in a good or bad way depends on the purpose." Based on your knowledge about **gender based violence** in Zambia, discuss how "**power over**", "**power to**" and "**power within**" have differently affected women and men.

SECTION B: (30 marks) CHOOSE ONLY ONE QUESTION FROM THIS SECTION

2. Decision-making is a consequence of the development and transmission of gender role stereotypes. Discuss. How has this affected women's participation in Zambian politics?
3. Explain the social learning theory and show how it has contributed to current gendered reproductive, productive and community roles in Zambia.

SECTION C: (30 marks) CHOOSE ONLY ONE QUESTION FROM THIS SECTION

4. How did society during the Renaissance perceive women criminals and what experiences did such women go through as a result of these perceptions. Discuss how Zambian society views women's prostitution.
5. Discuss how patriarchy ensures women subordination and oppression through the traditional ideologies of **Sati and Purdah**. How can you compare these ideologies to modern marriages in Southern Africa?

END OF EXAM

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

END OF ACADEMIC YEAR EXAMINATIONS

GENDER STUDIES DEPARTMENT

GDS 3130 Gender and Food Security

July 2015

Instructions: Answer FOUR questions only.

Time three (3) hours

1. Identify and discuss the human related causes of food insecurity among male and female headed households in Zambian rural areas?
2. Discuss the major causes of rural bias to food insecurity among Southern African Countries?
3. Compare and contrast the underdevelopment thesis and State Policy Thesis on food security in Low Developed Countries? Which theory offers adequate explanation to food security situation in Low Developed Countries?
4. Account for gender differences in the experiences of poverty and food insecurity among the male and female headed households in rural areas in Zambia?
5. Discuss factors behind women's increased control over household resources in urban areas?
6. In what ways are female small scale farmers affected by agricultural programmes and policies in Zambia? Suggest ways of increasing food production among small scale female farmers in Zambia?
7. Discuss consequences of food insecurity among the following categories of people in Southern Africa: (a) the aged people; (b) the Children; (c) the women?

END of Exam

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GENDER STUDIES
GDS 9330 - GENDER AND LAW
2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS**

INSTRUCTIONS TO STUDENTS

1. QUESTION ONE (1) IS **COMPULSORY** AND MUST BE ANSWERED BY ALL STUDENTS.
2. ANSWER ONE (1) QUESTION FROM SECTION B AND ONE (1) QUESTION FROM SECTION C.
3. THE DURATION OF THE EXAMINATION IS THREE (3) HOURS WITHIN WHICH STUDENTS ARE EXPECTED TO ANSWER THREE (3) QUESTIONS.
4. DO NOT BRING ANY REFERENCE BOOK OR NOTES IN THE EXAMINATION ROOM.

SECTION A: COMPULSORY QUESTION

QUESTION ONE – (40 MARKS)

With the help of statutory provisions and case law from Zambia and other jurisdictions, discuss the traditional theories of crime and to what extent these theories together with societal expectations exacerbates gender inequalities in criminal law and the criminal justice system, more especially on:

- (a) Sexual offences, in particular the offence of rape and its evidential rule on corroboration;
- (b) The criminal defence of self-defence and provocation and how gender inequality and gendered assumptions affect courts' interpretation of these defences?

SECTION B: ANSWER ONLY ONE (1) QUESTION FROM THIS SECTION

QUESTION TWO – (30 MARKS)

Write brief notes on the following:

- (a) The United Nations Charter (1945)
- (b) The Universal Declaration of Human Rights – UDHR (1948)

- (c) The International Covenant on Economic Social and Cultural Rights – ICESCR (1966)
- (d) The International Covenant on Civil and Political Rights – ICCPR (1966)
- (e) The Convention on the Elimination of All forms of Discrimination Against Women – CEDAW (1979)

QUESTION THREE – (30 MARKS)

With practical examples, discuss the Natural Rights Theory in relation to the concept of equality between a Woman and Man.

SECTION C: ANSWER ONLY ONE (1) QUESTION FROM THIS SECTION

QUESTION FOUR – (30 MARKS)

You work for Women in Law Development Africa (WiLDAF) who together with the other network of gender equality related Non-governmental Organizations in Zambia are preparing a Shadow Report to the United Nations Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). Your organization has been asked to write on:

- (a) The Zambian employment and labour law provisions that seem to safe-guard the interests of women against discrimination in employment and labour relations; and
- (b) To what extent does the following provisions of Article 11(2) of CEDAW has been incorporated in the Zambian employment and/labour laws:

Article 11(2) of the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) states:-*In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:*

- (a) *To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;*
- (b) *To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;*
- (c) *To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;*
- (d) *To provide special protection to women during pregnancy in types of work proved to be harmful to them.*

The Executive Director of WiLDAF has asked you to do the write-up for inclusion in the Shadow Report to be submitted to the UN-CEDAW Secretariat.

QUESTION FIVE – (30 MARKS)

You have been appointed as Special Assistant to the President for Gender and Women Affairs. On your first day in office, you are handed a file with a subject heading: Women and Land Administration System. On the file you discover the following internal memo from the President:

TO : Special Assistant to the President Gender and Women Affairs
FROM : His Excellency, the President
SUBJECT : LAND DISPUTE

Find attached hereto a letter from a concerned female citizen who has petitioned me to intervene in her situation regarding the land dispute. Before I refer the matter to the Ministers responsible for Land Administration and Gender respectively, kindly give me a written report highlighting the important gender concept(s) arising from the letter and their relationship, if any, with international human rights instruments the country has ratified. Your recommendations on how the injustices alluded to in the letter could be addressed are also important.

*C/o Chief Kalindawalo,
Village Munyau,
PETAUKE*

5th June, 2015

*His Excellency,
The President of the Republic of Zambia,
State House,
LUSAKA*

Dear Sir,

REQUEST TO INTERVENE ON OUR FAMILY LAND WRANGLE

I am the first born in the family of two girls. My mother never bore a son. So I do not have a brother. In 2002, my mother acquired a parcel of customary land from the headman. During land registration, it was a requirement that you needed to have a man registered on behalf of the family but we did not have a male member in our immediate family. Automatically on our side

there was a hitch. I offered myself to be registered but my uncles objected to it. They neither wanted my mother to do it. She then allowed my uncles to do it on her behalf. When the title deeds were released my mother learnt that her name was missing and that the parcel in question had been registered in one of my cousins' names, my uncles' son. My mother immediately raised the issue with the local chief and all her efforts have not bore any fruits. My sister and I have sought justice since my mother died in 2007. Nothing is forthcoming.

Please sir, help us intervene in this matter.

Yours Faithfully,

MIRRIAM BANDA

END OF EXAMINATION



The University of Zambia
School of Humanities and Social Sciences
Department of Gender Studies
FINAL EXAMINATIONS FOR 2014 ACADEMIC YEAR

**COURSE: GENDER ISSUES IN EDUCATION POLICY AND CURRICULUM DEVELOPMENT
(GDS- 9430) (June, 2015)**

INSTRUCTIONS: There are Seven (7) questions in this paper

Answer three questions of your choice

1. Africans have had their own forms of Education! In detail outline and discuss their dimensions of imparting knowledge to the younger generations.
2. Derrick H. (2007) argues that the coming of Western Education to African Societies brought about inequality between boys and girls in the way they attain their education. Discuss.
3. The issue of attendance, retention and progression of students through different educational levels indicate more success and participation at compulsory levels of education, what gender based challenges are faced at non compulsory levels of education?
4. Education can either reinforce gender inequalities in society or it can challenge and mitigate them, with the above statement how can Curriculum Development act as a catalyst to achieve the above?
5. Guidance and Counseling is a key factor to empowering students at different levels of educational attainments at any learning Institution, what are the challenges faced by Guidance and Counseling departments in Zambian Schools?

6. Discuss the assertion that Women's sports has been defined and shaped by men's values and perceptions of the world.

7. Women's empowerment is on the international development agenda. Education is often touted as a way to promote women's empowerment. Previous research suggests that women's education is strongly associated with desirable social outcomes, or to borrow a phrase from Robinson-Pant, 'women's education is a 'good thing'' (2004, 474). How can women's education be linked to women's empowerment? Discuss in three outlined areas of development as follows: Political, Social and Economical.

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

HIS1110: INTRODUCTION TO THE STUDY OF HISTORY

END OF YEAR DEFERRED EXAMINATIONS 2014 – 2015

FULL TIME/PARALLEL/DISTANCE EDUCATION STUDENTS

TIME: THREE HOURS

INSTRUCTIONS:

1. **SECTION A:** ANSWER ALL QUESTIONS IN THE SPACES PROVIDED ON THIS QUESTION PAPER;
2. **SECTION B:** ANSWER ANY **THREE** OF THE GIVEN QUESTIONS IN THE **BOOKLET GIVEN TO YOU**
3. AT THE END OF THE EXAMINATION **TIE SECTION A AND SECTION B TOGETHER** AND HAND IN TO THE INVIGILATOR

CANDIDATE'S COMPUTER NUMBER:

SECTION A: 20 Marks (2 marks per question)

1. Obama Mumba, 'My African Tour', in Uhuru Kenyatta (ed.) *Africa and the United States of America*, (Nairobi: Kenyatta University Press, 2015), pp. 14-30.

i. What type of reference is this?.....

ii. Identify two mistakes in this reference

a.

b.

2. What is the surname in the above citation?

.....

3. Madengo argues that Zambia's poverty is self-inflicted because this country has abundant natural and human resources.¹

What name is given to the ¹ superimposed at the end of the above statement?

.....

4. What is the main difference between a direct and an indirect quotation?

.....
.....
.....

5. Prepare a bibliographical reference of a journal article written by more than two authors.

.....
.....
.....

6. What do you understand by the term *History from below*?

.....

7. In a discussion between a NAREP cadre and a PF cadre the NAREP cadre did not want to see change in the way Zambia Police covered political rallies organised by opposition political parties and her PF counterpart argued that the *status quo* should not be maintained. The PF cadre can be described as being:

.....

8. Rearrange the following reference into the correct order:

'Reducing Poverty through Employment Creation', 30-51. Journal of African Studies, Prince Kabana, 2, 3, 2010. p.7.

.....
.....
.....

SECTION B: 30 Marks (10 per question)

Instruction: Answer any THREE of the following questions

1. Discuss the differences between *Endnotes* and *Bibliography*. How important is each of these referencing systems in History writing?
2. Define the terms **Conservative**, **Liberal** and **Marxist** History, and then illustrate the differences between any two of them in the study of history.
3. Define the term *historiography* and explain its importance in History research and writing.
4. What do you understand by the term *Ethnocentrism*? With clear examples illustrate the disadvantages of *Ethnocentrism* in national politics?
5. Describe the ancient kingdoms of Ghana and Songhai and discuss the differences between them.
6. What factors were responsible for the commencement of the European voyages of discovery? What roles did Portugal and Spain play in these voyages?

END OF EXAMINATION

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

**HIS1110: INTRODUCTION TO THE STUDY OF HISTORY
END OF YEAR EXAMINATION 2014 - 2015
FULL TIME/PARALLEL/DISTANCE EDUCATION STUDENTS**

TUESDAY 14 JULY 2015 09:00-12:00HRS

TIME: THREE HOURS

INSTRUCTIONS:

1. **SECTION A: ANSWER ALL QUESTIONS IN THE SPACES PROVIDED ON THIS QUESTION PAPER**
2. **SECTION B: ANSWER ANY THREE OF THE GIVEN QUESTIONS IN THE BOOKLET GIVEN TO YOU**
3. **AT THE END OF THE EXAMINATION TIE SECTION A AND SECTION B TOGETHER AND HAND IN TO THE INVIGILATOR**

CANDIDATE'S COMPUTER NUMBER:

SECTION A: 20 Marks (Two Marks for each answer)

1. Obama Tembo, 'Intra-party Conflicts in Zambia', in Dina Zombi (ed.) *Defining Democracy in Zambia*, (Gaberone: University of Botswana Press, 2015), pp. 14-30.
 - i. What type of reference is this?.....
 - ii. Identify one mistake in this reference

.....
2. When do we use "pp" in a citation?

.....

3. Madengo argues that "Zambia's poverty is self-inflicted because this country has abundant natural and human resources".

What type of a quotation is this one?.....
4. What is the main difference between a Library and an Archive?

.....

.....

.....

5. Prepare a bibliographical reference of a book written by more than two authors.

.....
.....
.....

6. What term do we use to refer to a number used to locate a reading resource in a library?

.....

7. In a heated argument between a NAREP cadre and a PF cadre the NAREP cadre wanted to see change in the way Zambia Police covered political rallies organised by opposition political parties while her PF counterpart argued that the *status quo* should be maintained. The PF cadre can be described as being ...

.....

8. What name is given to the University of Zambia Library section where rare reading resources are kept?

.....

9. Correct the following Endnote reference:

Prince Kabana, 'Reducing Poverty through Employment Creation',
<http://www.Lusakatimes.org.zm>

.....

.....

SECTION B: 30 Marks (10 per question)

Instruction: Answer any THREE of the following questions

1. Discuss the differences between *Endnotes* and *In-text* references. How important are *Endnotes* in History writing?
2. Define the terms **Conservative**, **Liberal** and **Marxist** History, and then illustrate the importance of understanding each in studying history.
3. Define the term *historiography* and explain its importance in History research and writing.
4. What do you understand by the terms *Afrocentrism* and *Eurocentrism* as components of *Ethnocentrism*? Why should *Ethnocentrism* be discouraged in History writing and in national politics?
5. Describe the ancient kingdoms of Egypt and Axum and discuss the differences between them.
6. What relationship can you establish between the European voyages of discovery and *globalisation*?

END OF EXAMINATION



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

END OF ACADEMIC YEAR EXAMINATIONS, JUNE-JULY 2015

HIS 2310: SURVEY OF AFRICAN HISTORY FROM THE 18TH CENTURY TO THE PRESENT

DURATION: THREE (3) HOURS

**INSTRUCTIONS: 1. ANSWER THREE (3) QUESTIONS ONLY
2. ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION**

SECTION A

1. To what extent do you agree with the view that the tribute system had an important function in pre-colonial Zambian centralized states?
2. Do you agree that women's labour was necessary in the economic organization of pre-colonial societies in Nigeria?
3. "The Mfecane was Shaka's brainchild: it was a result of his military genius and, of course, his ruthlessness." Discuss.

SECTION B

1. "Christianity played an important role as a counter-movement to colonial rule." Evaluate this statement with particular reference to African resistance in colonial Malawi.
2. Account for either the success or failure of white capitalist agriculture in one central African country of your choice.

3. Do you think that the massive game slaughter during British South Africa Company (BSAC) administration in Southern Rhodesia led to the establishment of protected areas [game parks] from the late 1920s onwards?

SECTION C

1. Evaluate the importance of **either** the role of Calvinist ideas the rise of Afrikaner nationalism **or** the role of the Second World War in the rise of African nationalism.
2. With particular reference to **either** the Kenyan elections of December 2007 **or** Zimbabwean presidential run-off elections of June 2008, examine the impact of electoral violence on women.
3. Do you agree with the view that “the Kaunda government attempted to use football as a tool for political propaganda?”



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**

END OF ACADEMIC YEAR EXAMINATIONS [DEFERRED], JULY 2015

HIS 2310: SURVEY OF AFRICAN HISTORY FROM THE 18TH CENTURY TO THE PRESENT

DURATION: THREE (3) HOURS

**INSTRUCTIONS: 1. ANSWER THREE (3) QUESTIONS ONLY
2. ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION**

SECTION A

1. What sources are available to African historians? Examine the strengths and weaknesses of three of the sources you have mentioned.
2. What steps were put in place by pre-colonial societies to regulate resource use? To what extent did the notion of "sacredness" aid resource conservation in pre-colonial Africa?
3. "The Mfecane was a self-generating internal revolution" Discuss.

SECTION B

1. Examine treaty-making in Africa between 1885 and the 1890s. To what extent did the concession seekers utilize deception to achieve their goals?
2. What was the impact of the mineral revolution in South Africa and the region?
3. What factors led to the collapse of the Federation of Rhodesia and Nyasaland?

SECTION C

1. Account for the rise of African nationalism. To what extent do you agree with the view that missionary education contributed to the rise and development of African nationalism?
2. Examine the impact of domestic violence on women in post-colonial Zambia.
3. Account for increased urbanization in Africa in the post-Second World War period? How did colonial governments deal with contradictions that emerged out of this phenomenon?

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF HISTORY

HIS 2410: STUDIES IN THE GROWTH OF CAPITALISM

DEFERRED EXAMINATIONS, JULY 2015

INSTRUCTIONS: Answer **three questions** in this paper choosing **one from each section**

DURATION: 3 HOURS

SECTION A

1. Account for the origins of the Feudal Mode of Production in Europe. How did the revival of urban life contribute to the collapse of Feudalism?
2. Do you agree with the view that the Triangular trade did not yield any benefits to the European societies?
3. To what extent did 'The Wealth of Nations' represent Adam Smith as a champion of laissez faire economics? Did Smith's ideas successfully permeate European economic thinking?
4. Why did British agriculturalists change from the open field system to enclosures? What were the beneficial effects of the enclosures on the British economy?

SECTION B

5. What economic factors precipitated European imperialist expansion? Do you agree with the assertion that "imperialism was of no benefit to the metropole"?
6. Discuss the economic causes of the First World War. Assess the measures that European nations put in place to recover from the impact of the war.
7. What role did the United States of America play in the outbreak of the Great Depression of 1929-1939? Was recovery from the Depression an easy process?
8. How valid is the assertion that the World War II was wholly destructive? Was the formation of economic blocs in post-World War II Europe necessary?

SECTION C

9. "Multinational Corporations are engines of economic exploitation of the Third World by the Developed Nations." Discuss.
10. Examine the arguments raised against and in support of the operations of Bretton Woods institutions in the Third World.
11. Do you agree with the argument that the spread of large scale industrialisation is a blessing to developing countries?
12. Is Globalisation to the benefit or detriment of the Third World?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JUNE/JULY 2015

HIS 3210

HISTORY OF EUROPE FROM 1789

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. ONE FROM EACH SECTION.

SECTION A

1. From the following list of the men of the Enlightenment pick **four** and write all you know about them:
 - (a) Immanuel Kant
 - (b) Charles de Montesquieu
 - (c) Denis Diderot
 - (d) Voltaire
 - (e) Jean Jacques Rousseau
 - (f) Thomas Paine
 - (g) Cesare Beccaria
2. Discuss the factors that explain why the French Revolution of 1789 occurred in one of the most prosperous nations in Europe.
3. In what ways did Napoleon preserve and support the principles of the French Revolution and in what ways did he undermine these principles?
4. What role does agriculture play in the process of industrialisation taking into account Britain's experience?

SECTION B

5. Analyse the principles and aims of the Congress of Vienna of 1815.
6. Explain why the revolutions of 1848 in Europe did not succeed.
7. Critically examine the role that Cavour, Mazzini, and Garibaldi played in the unification of Italy.
8. Would you agree with the view that without Bismarck the unification of Germany would not have succeeded?

SECTION C

9. What clauses in the Treaty of Versailles of 1919 did the Germans object to? Explain how these factors were combined with other grievances to enable the Nazis gain power in Germany.
10. Explain the factors that led to the rise of Italian Fascism.
11. Critically analyse the circumstances under which the Weimar Republic was established and then explain its weaknesses.
12. What was the connection between the First World War and the Revolutions of 1917 in Russia?

END OF EXAMINATION

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

Final Exam

HIS 3350 History of Modern India: From 1820 to 1984

22 June, 2015

Instructions: Answer any three questions

1. Examine the Indian political, social and economic situation between 1820 and 1857. How and why a handful of English administrators controlled and ruled India, a country of 400 million people, for about 190 years?
2. Critically assess the causes of the sepoy mutiny. Is it tenable to argue that the steps taken by the Indian army was towards the first nationalist movement?
3. Why and when Rowlett Act was enforced in India? Highlight the nationalists' activities between the World War One and Two.
4. What was the reaction of Indians during the World War Two? Why both Mahatma Gandhi and the Nationalists called for 'Quit Indian Movement'?
5. Who were behind the formation of Indian National Congress and Muslim League? What were the main causes behind the partition of India at the time of her independence? Was it possible to prevent the partition?
6. Discuss the challenges that India faced during the consolidation of princely states within the main land of India. Give example of Hyderabad and Junagarh.
7. Highlight the economic challenges which India faced after her Independence. How far was India successful to handle it under the Five Years Plan?
8. How did Bangladesh come into existence? Highlight the reasons behind its separation from West Pakistan.

9. Compare and contrast the contributions made by Pandit Jawaharlal Nehru and Lal Bahadur Shastri as the First and Second Prime Minister of independent India.
10. What are the main characteristics of Non-aligned movement? To what extent did India contribute to liberate countries that were still under the colonial yoke?
11. India and Pakistan have long standing differences over Kashmir and had three wars since 1947. What were the main reasons for these wars? Suggest some measures to solve it forever.
12. India's relations with African countries are very cordial. Suggest some areas where India can contribute more to the African countries.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**

END OF ACADEMIC YEAR EXAMINATIONS [DEFERRED], JULY 2015

HIS 4110: LAND AND LABOUR IN CENTRAL AFRICA: 1750 TO THE PRESENT

DURATION: THREE (3) HOURS

**INSTRUCTIONS: 1. ANSWER THREE (3) QUESTIONS ONLY
2. ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION**

SECTION A

1. Do you agree with the view that the introduction of **either** maize or cassava was a major turning point in the region's pre-colonial agricultural history?
2. Describe the role of traditional African religion in influencing conservation of natural resources and land-use patterns in central Africa.
3. To what extent can women be described as having been indispensable in pre-colonial labour organization?
4. "The iron age ushered in a golden age for all the major pillars of the pre-colonial Central African economies." Discuss

SECTION B

1. "European agriculture, except for tea, is virtually an economic failure." – The British Colonial Office, 1936.
How accurate was this characterization of the white capitalist agricultural sector in colonial Malawi?

2. What measures were taken by successive settler governments in colonial Zimbabwe to facilitate the development and growth of settler capitalist agriculture?
3. "Have you ever seen a chameleon catch a fly? The chameleon gets behind the fly and remains motionless for some time, then he advances, very slowly and gently, first putting forward one leg and then the other. At last, when well within reach, he darts out his tongue and the fly disappears. England is the chameleon and I am that fly." – Lobengula.

Do you agree with the import of Lobengula's analog; that African leaders in Central Africa were mere victims of a process [treaty-making and colonial occupation] under which they had little control?

4. What factors led to the introduction of labour stabilization policies in colonial Zambia in the post-Great Depression period?

SECTION C

1. "The transformation of trade unions into political movements in Central Africa was a product of poor governance, economic mismanagement and increasing levels of rural and urban poverty." Discuss with particular reference to the Movement for Multi-Party Democracy (MMD) in Zambia.
2. "Excessive focus by the Zambian government on maize production has discouraged farmers from diversifying their cropping patterns." Discuss.
3. Is it still justified, after so many year of independence, to blame colonial land and labour policies for rural poverty in Central Africa?
4. Examine the impact of HIV/AIDS on the labour sector in one Central African country of your choice.

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

UNIVERSITY EXAMINATIONS – 14th JULY, 2015

HIS 4350: A HISTORY OF THE UNITED STATES OF AMERICA

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: CHOOSE ONE QUESTION FROM EACH SECTION

SECTION A

1. Would it be justified to argue that the United States of America was a product of the Modern Era in Europe?
2. What factors in order of importance can help in an attempt to account for the outbreak of the American Civil War?
3. Critically examine and discuss the successes and limitations of the Progressive Movement in the period 1890-1920.

SECTION B

4. Why did the United States of America find it difficult to immediately join the First World War? Why did it do so in 1917?
5. What caused the Great Depression and how did the American government react in order to mitigate its social and economic effects?
6. How did the United States of America react to the outbreak of yet another war in Europe in 1939? What role did it play in this second world conflict?

SECTION C

7. Discuss the nature, achievements and limitations of the Civil Rights Movement in post Second World War United States of America.
8. In what ways did the Cold War shape America's foreign policy between 1945 and 1989?
9. From a general perspective but with some specific examples, examine the consequences of the attempt by the United States of America to unilaterally bring about peace and security in the world since 1989. To what extent can this be said to have been successful?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES

2014/2015 END OF ACADEMIC YEAR EXAMINATION

JUNE- JULY, 2015.

HIS9110: HISTORY OF ZAMBIA

FULLTIME/PARALLEL

DURATION: THREE (3) HOURS

INSTRUCTION: (1) ANSWER *THREE* (3) QUESTIONS ONLY

(2) ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION.

SECTION A

1. "Archaeology cannot give us a complete historical picture, but as it is the only record for such a long period of man's existence, it is essential", (Harry Wells Langworthy) Discuss.
2. Trace the development of the politico-economy of the Early Stone Age people through to the Late Stone age.
3. Compare and contrast the origins, development and decline of the Bemba Kingdom and the Lunda Kingdom of Mwatakazembe.
4. Critically analyse the impact of European penetration in pre-colonial Zambian societies.

SECTION B

1. Discuss aspects of collaboration and resistance in relation to the colonization of Zambia? What impact did this have on the early days of colonial rule?
2. "Taxation was responsible for the rural-urban migration". Discuss
3. How did Zambia become part of the world economic system and with what consequences for the country?
4. To what extent did the creation of the Federation of Rhodesia and Nyasaland contribute to the development of militant nationalism in Northern Rhodesia?

SECTION C

1. Alice Lenshina (Regina) Mulenga and the Lumpa Church was one of the major challenges that Zambia faced at independence. Discuss
2. Critically examine the political and economic impact of the Unilateral Declaration of Independence of 11th November, 1965 on Zambia. Would you agree that the assertion that the Declaration was a blessing in disguise to Zambia?
3. Critically analyse the origins and operations of the "*One Party Participatory Democracy*" in Zambia between 1972 and 1991.
4. "According to Megan Vaughan, a historian, "Political struggles during the First Republic often took a regional or ethnic dimension and this has continued to be a lasting feature of Zambian politics"." (B.J Phiri) Discuss.

THE END



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

2014/2015 END OF ACADEMIC YEAR DEFERRED EXAMINATION 31TH JULY, 2015.

HIS9110: HISTORY OF ZAMBIA

FULLTIME/DISTANCE

DURATION: THREE (3) HOURS

INSTRUCTION: (1) ANSWER *THREE* (3) QUESTIONS ONLY

(2) ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION.

SECTION A

1. Critically evaluate the sources available for reconstructing the history of Zambia and the problems involved in using these sources.
2. In what ways has the study of the Ingo'mbe Ilede archaeological site contributed to our understanding of some aspects of the pre-colonial history of Zambia?
3. Account for the Luba-Lunda migrations into pre-colonial Zambia. What was the impact on pre-colonial societies?
4. Critically analyse the relationship between the Mfecane and pre-colonial history of Zambia.

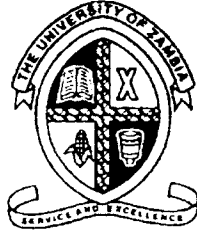
SECTION B

5. What circumstances brought Zambia under British colonial rule?
6. Essentially, European settler farmers in colonial Zambia had very little knowledge of agriculture, but ultimately they managed to develop a viable farming industry. Why and how?
7. Examine the reactions of Africans to colonial state policies on taxation, labour migration and land alienation in Northern Rhodesia between 1890 and 1939.
8. Discuss the impact of the Second World War on Northern Rhodesia ✓

SECTION C

9. What problems did Zambia face at independence and how did the government try to solve some of the problems? ✓
10. What reasons were advanced for the Nationalisation of Industries in Zambia after independence? What was the impact on Zambia's economy?
11. Corruption is pervasive and destructive in most African countries. Discuss this assertion in relation to the history of Zambia since 1964.
12. Critically examine the role played by ethnicity and regionalism in Zambia's post colonial politics to date.

THE END



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE STUDIES**

END OF ACADEMIC YEAR DEFERRED EXAMINATION JUNE-JULY 2015

HIS 9310: HISTORY OF SOUTHERN AFRICA SINCE 1800

DURATION: Three Hours

**INSTRUCTIONS: (1) There are two sections in this paper
 (2) Answer THREE questions at least one from each section**

SECTION A

1. Would you agree that the Khoikhoi were herders?
2. Discuss the social and economic relations between the San and the Khoikhoi.
3. What caused the Anglo-Boer war of 1899-1902?
4. Explore the rise of Afrikaner nationalism in the 19th century.

SECTION B

5. Discuss the economic impact of the mineral revolution in South Africa in the 19th century.
6. Why did African nationalism emerge late?
7. Assess Zambia's contribution to the liberation of southern Africa
8. What are the main challenges of the Southern African Development Community (SADC)?

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

DISTANCE END OF YEAR FINAL EXAMINATION 2014/2015

LAL 2110: LITERARY STUDIES AND WRITINGS IN ZAMBIAN LANGUAGES

DEFERRED EXAMINATIONS

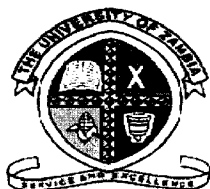
TIME: THREE (3) HOURS

INSTRUCTIONS

1. Answer 3 questions in all. All questions carry equal marks.
 2. Marks will be added for the correct use of language and the relevance of examples.
 3. This is an open book examination; more marks will be gained by quoting from the text.
 4. Illustrations not in English should be glossed.
-

1. With reference to any Zambian language text of your choice, explain how setting and characterisation contribute to the development of a theme.
2. Relate the events that transpire in any literary text in a Zambian language of your choice to historical development of Zambia.
3. With use of relevant examples, illustrate how symbolism is achieved and how it affects the meaning of the poem.
4. Compare and contrast the portrayal of women in any two Zambian language books of your choice.

END OF EXAMINATION



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DEPARTMENT OF LITERATURE AND LANGUAGES**

**2014/2015 END OF YEAR EXAMINATIONS
DISTANCE STUDENTS**

COURSE: LAL 3211 – The Phonology and Morphology of African Languages

INSTRUCTIONS:

- (a) There are two sections in this examination. Each section carries the same weight.
 - (b) There are 12 questions in total, answer 5 from each section. Each question carries 10 marks.
 - (c) Provide translations for all answers written in a language other than English.
 - (d) Write in a manner that is legible
-

SECTION A: Phonology

Question 1

There are more sounds in a language than there are phonemes. To what extent do you agree with this statement? Provide concrete examples to illustrate your argument.

Question 2

In phonology of African languages, we distinguish between two streams of phonology namely, segmental and suprasegmental phonology. Explain the scope of each one of these branches.

Question 3

Allophonic rules are there to determine the presence of phonetic variants in certain linguistic environments. Identify and explain **four** of such rules and provide examples to illustrate your explanation.

Question 4

When dealing with phonotactic constraints, we are partly concerned with ways through which vowel hiatus is dealt with in a given language. Identify and explain three ways through which vowel hiatus is dealt with in African languages, particularly Bantu languages.

Question 5

With at least 4 examples, distinguish between syllable structure of Bantu languages and that of English. Then provide a diagrammatic representation of the internal structure of the syllable structures you have identified.

Question 6

How do you identify syllables in any given language?

SECTION B: Morphology

Question 7

Identify and discuss the most salient or distinct feature of the morphology of Bantu languages.

Question 8

Briefly discuss the notion of nominal stabilization using any African language of your choice.

Question 9

With at least 4 examples, explain the notion of concord (agreement) in any African language of your choice.

Question 10

Identify the functions of augments in Tonga

Question 11

With at least 4 examples, discuss the notion of nominal derivation in any African language of your choice.

Question 12

The notion of adjectives in Bantu languages is different from that of English. With at least 4 examples, identify how adjectives are realized in Zambian languages.



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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 END OF YEAR DEFERRED EXAMINATIONS

DISTANCE STUDENTS

COURSE LAL 3212 : The Syntax and Semantics of a Zambian language

INSTRUCTIONS : (a) There are seven (7) questions in this paper, please answer **ONLY FIVE (5)**. Each question carries equal marks.

(b) All examples must be in a Zambian language of your choice and accompanied by English glosses (translations) where possible.

DURATION : THREE (3) HOURS

WEIGHTING : This examination accounts for 50 % of the course mark

1. Bantu languages are characteristically class languages. With clear examples, explain what makes them class languages and further state the importance of this feature to the languages found in this group. (20 marks)
2. With clear examples, at least one per concept, explain the following concepts:
 - (a) Glide formation (5)
 - (b) Nasal harmony (5)
 - (c) Vowel harmony (5)
 - (d) Coalescence (5)
3. In Bantu languages, 'pure' adjectives are a rare phenomenon. How do Bantu languages go around this issue in providing adjectives in a Zambian language of your choice? Thereafter, provide the morphological structure of adjectives in the language you have chosen. (20 marks)
4. Translate the following sentences and then provide a morphological analysis for each one of them. The first one has been done for you:

(a) We will cultivate for him: Bemba: *Tukamulimina*

<i>Tu-</i>	<i>-ka-</i>	<i>-mu</i>	<i>-limi-</i>	<i>-na</i>
Subject marker (SM)	tense marker (TM)	object marker (OB)	root	ending

- (b) We will not vote for him. (5 marks)
 - (c) She is a very strong woman and so she can manage her family well. (5 marks)
 - (d) I can give him the things he needs. (5 marks)
 - (e) It is good to love people. (5 marks)
5. Write down six possessives in three Zambian languages of your choice, thereafter segment each one of them into their respective morphological structures and then write down any similarities and differences noticed. (20 marks)
 6. In a Zambian language of your choice, identify at least four types of demonstratives and thereafter, provide their morphological structure. (20 marks)
 7. With examples, write brief notes on; (a) denominal nouns; (b) de-adjectival nouns; (c) deverbal nouns and; (e) compound nouns. (20 marks)

End of examination



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
LAN 1210: INTRODUCTION TO LANGUAGE AND LINGUISTICS
END OF YEAR EXAMINATION
DISTANCE DEFERRED EXAMINATIONS
31ST JULY 2015

DURATION: THREE HOURS, WEIGHTING: 100 MARKS

INSTRUCTIONS

Attempt all questions in the four parts. Every part has its own instructions, which you must read before you answer. The question paper consists of eight (8) pages. All answers should be indicated in the separately provided answer booklets.

PART 1: MULTIPLE CHOICES

Instructions

Attempt all questions in this section. All questions are multiple choices. Indicate your answers in the separately provided answer booklets.

QUESTIONS (25 marks)

- 1) _____ **What is the major function of language?**
 - a. Writing
 - b. Speaking
 - c. Listening
 - d. Reading
 - e. Communication

- 2) _____ **What makes up the Chomsky/Skinner debate?**
 - a. Nature/Nurture controversy
 - b. Language is species specific
 - c. Human language is both innate and learned
 - d. a and b

- e. b and c
- 3) _____ **The kind of language a species can have is determined or limited by its anatomy and physiology. Vocal sounds depend on?**
- a. The morphology of organs
 - b. The number of organs
 - c. The number, volume and morphology of cavities
 - d. All above
 - e. None above
- 4) _____ **Identify one major difference between animal and human language**
- a. Means of communication
 - b. Type of message
 - c. Size of brain
 - d. All above
 - e. None above
- 5) _____ **What is Divine gift theory?**
- a. God Thoth was the creator of language according to ancient Egypt people
 - b. The god Nabu created the language according to the Babylonians
 - c. The Hindus believe that the god Brahma created language
 - d. Human language was created by God or some divinity
 - e. All above
- 6) _____ **What is the best way of commenting about the theories of language?**
- a. they show where language has come from
 - b. They are mere speculations
 - c. They do not make sense
 - d. None above
 - e. All above
 - f. None above
- 7) _____ **What constitutes indirect archeological evidence?**
- a. Writings
 - b. Tools
 - c. Culture

- d. History
 - e. The Bible
- 8) _____ **Which of the following is a design feature of language?**
- a. Complimentary distribution
 - d. Discreet
 - c. Dynamite
 - d. Ambiguity
 - e. Semanticist
- 9) _____ **When we say human language is dynamic, it means?**
- a. All below
 - b. None below
 - c. Language changes in time
 - d. Language changes in space
 - e. Language changes according to context of use
- 10) _____ **Which of the following stages in child development is correctly classified?**
- a. 3-6 months lallation
 - b. 6-9 months babbling
 - c. 12 months loquacity
 - d. 15 months jargon
 - e. 18 months talking
- 11) _____ **What are the correct 6 child's development stages according to Hartmann and Stock (1972)?**
- a. 0-3 months, 3-6 months, 6-9 months, 12 months, 15 months, 4 years
 - b. 3-6 months, 6-9 months, 12 months, 15 months, 2 years, 4 years
 - c. 3-6 months, 6-9 months, 12 months, 15 months, 2 year, 3 years
 - d. 0-3 months, 3-6 months, 6-9 months, 12 -15 months, 4 years, 6 years
 - e. None above
- 12) _____ **Which of the following can cause deafness?**
- a. Illness
 - b. Accidents
 - c. Violence

- d. All above
 - e. None above
- 13) _____ **Which of the following is a language handicap?**
- a. Alalia
 - b. Dyslalia
 - c. Alexia
 - d. Aphasia
 - e. All above
 - f. None above
- 14) _____ **Who has proposed the following three functions of language? Cognitive, evaluative and affective function.**
- a. Noam Chomsky
 - b. Halliday
 - c. Dell
 - d. Hartman and Stock
 - e. Jacobson
- 15) _____ **Name two concepts involving the Whorf hypothesis**
- a. Locution and perlocution
 - b. Declaratives and representatives
 - c. Perlocutionary act and linguistic determinism
 - d. Locutionary act and linguistic relativism
 - e. Linguistic relativism and determinism
- 16) _____ **The linguistic activity between two speakers is called?**
- a. Soliloquy
 - b. Monologue
 - c. Multilogue
 - d. Dialogue
 - e. Polylogue
- 17) _____ **Identify one pair of Saussurian concepts.**
- a. Phonetics/phonology
 - b. Phoneme/morpheme

- c. Diachrony/synchrony
 - d. Semantics/pragmatics
 - e. None above
- 18) _____ **Which one is a voiceless dental fricative?**
- a. ϵ
 - b. B
 - c. θ
 - d. β
 - e. \emptyset
- 19) _____ **Identify a sound in whose production there is no vibration of the vocal cords.**
- a. s
 - b. o
 - c. p
 - d. b
 - e. g
- 20) _____ **Which of the following linguistic aspects is meaningless?**
- a. Morpheme
 - b. Plural morpheme
 - c. Bound morpheme
 - d. Free morpheme
 - e. Phoneme
- 21) _____ **Which of the following phonetic features is described by tongue movement?**
- a. Sonorant
 - b. Coronal
 - c. Delayed release
 - d. Vocalic
 - e. Strident
- 22) _____ **Which of the following is a branch of linguistics?**
- a. Neurology
 - b. Logic
 - c. Philosophy

- d. Literature
 - e. Comparative linguistics
- 23) _____ **Which of the following is a level of linguistic analysis?**
- a. Pragmatics
 - b. Psycholinguistics
 - c. Sociolinguistics
 - d. Semantics
 - e. Dialectology
- 24) _____ **What is inflection in morphology?**
- a. Construction of new words
 - b. The way in which words vary in order to express grammatical contrasts
 - c. Division of words into sub-categories
 - d. All above
 - e. None above
- 25) _____ **Which of the following is not one of the uses of phonetics?**
- a. Teaching of speech production
 - b. Diagnosis of minor articulatory defects
 - c. Speech synthesis
 - d. All above
 - e. None above

PART 2: SHORT ANSWER-QUESTIONS

Attempt all questions in this section. Answers to these questions require simply a word or short phrase.

QUESTIONS (25 marks)

1. According to Chomsky, "A language is a set _____ (1) of _____ (2) in length and constructed out of a finite set of elements."
2. The term 'oral-auditory' is equivalent to _____ (3).

3. Language is not only species-specific for anatomical reasons, but also due to _____ (4) and _____ (5) differences in nervous activity and therefore the composition of the brain.
4. Animals, except, perhaps, protozoa do _____ (6); therefore, if "language is viewed only as a system of _____" (7) then animals have _____ (8).
5. There are two types of animal languages namely, _____ (9) and _____ (10) languages.
6. According to the Book of Genesis (Chapter 2 verses 18-20) God gave _____ (11) to _____ (12) so that he can use it to _____ (13) the other creatures.
7. Whereas Bow Wow Theory is about imitation, Pooh-Pooh Theory is about _____ (14).
8. General linguistics is the study of _____ (15), _____ (16) and _____ (17) in linguistics.
9. _____ (18) is the study of the historical development of particular languages from one stage to another.
10. _____ (19) deals with speech sounds without considering any prosodic features while _____ (20) deals only with prosodic features.
11. In traditional grammar, a sentence was defined as the _____ (21).
12. A _____ (22) is a part of the verbal phrase, which is required to make it a _____ (23) in a sentence.
13. _____ (24) is the sense that a word or group of words convey while _____ (25) is the semantic meaning that a word or phrase has for a speaker.

PART 3: SHORT ANSWER-QUESTIONS

Attempt all the questions in this section. Answers to these questions only require a sentence or short paragraph.

QUESTIONS (20 marks)

1. Name any two design features.
2. Explain what is meant by 'jargon' in language acquisition.
3. Identify two types of language handicap.
4. Mention any two functions of language.
5. Mention any two types of non-verbal communication.
6. Define syntax.
7. Identify two of the sentence constituents.
8. Name two parts of speech that are not found in Bantu languages.
9. Identify two discourse functions of sentences.
10. Identify two functions of phrases.

PART 4: SHORT PARAGRAPHS

Attempt all questions in this section. Answers to these questions only require a short paragraph.

QUESTIONS (30 MARKS)

1. List some major differences between animal and human language. (5 marks)
2. What is language identity? (5 marks)
3. Name organs 1 to 10 in figure 1 (5 marks)
4. Give one example of a phonological rule in any Bantu language. (5 marks)
5. Illustrate the difference between word-forms and lexemes. (5 marks)
6. Identify 5 adverbial functions. (5 marks)

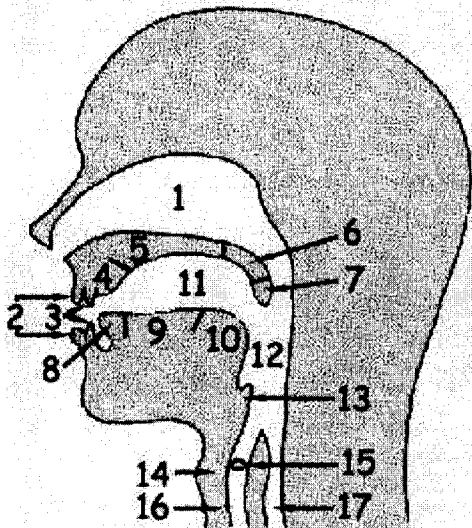


Figure 1: Organs of speech

**THE UNIVERSITY OF ZAMBIA
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LAN 2311: THE STRUCTURE OF AFRICAN LANGUAGES 2014/2015 EXAMINATIONS

DURATION: THREE HOURS

INSTRUCTIONS

Answer any **FIVE** questions. Examples not in English must be glossed.

1. Briefly comment on the following:
 - a. African languages
 - b. African linguistics
 - c. Afrikaans and dialects of Arabic in relation to African linguistics
 - d. Origins and scope of the term 'Bantu'
 - e. Independent and dependent prefixes [20]
2. What are the similarities and differences between Guthrie's and Greenberg's theories on the origin and spread of Bantu languages? [20]
3. Proto-Bantu language is believed to be the ancestor of Bantu languages. Briefly discuss this assertion by giving clear examples to support your argument. [20]
4. With examples, explain the differences between the Bantu syllable structure and the English syllable structure. [20]
5. Bantu languages are very different from English language in their use of prefixes. Explain. [20]
6. Comment on any **FIVE** verbal morphemes in a Zambian language of your choice. [20]
7. Bantu and non-Bantu languages have significant similarities and differences. Discuss. [20]

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION**

DEFERRED EXAMINATIONS JULY 2015

LAN 2312: DIALECTOLOGY AND CLASSIFICATION OF AFRICAN LANGUAGES

DURATION: THREE HOURS

INSTRUCTIONS: Answer any **four (4)** questions. All questions have equal weighting. Examples not given in English must be glossed.

1. Show the differences and similarities between a language and a dialect giving examples from a Bantu language of your choice. [25]

2. 'Languages serve social functions.' Comment on the validity of this statement. [25]

3. What makes one regional variety different from another? Exemplify. [25]

4. 'People from different social classes speak differently.' With examples from a Bantu language of your choice, discuss what is meant by this statement. [25]

5. Explain the procedure you would follow to identify the differences among variants of the same language. [25]

6. What is language classification? Discuss Guthrie's classification of African Languages.[25]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JUNE/JULY 2015

LAN4375 - TERMINOLOGY, TRANSLATION AND INTERPRETING

TIME ALLOWED: Three (3) hours

INSTRUCTIONS: Answer ANY EIGHT (8) questions.

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

1. Compare and contrast the terms 'terminology' and 'terminography'.
2. In at most one (1) page, write an essay supporting the following statement by Mateene Kahombo¹:

"It is said that African languages are underdeveloped, and it is true; it is also true that they are developable."

3. Comment on the following data:

Language	Term For 'Hydrogen'
Dutch	Waterstof (literally: 'material for water')
English	Hydrogen
French	Hydrogène
German	Wasserstoff (literally:

¹ Kahombo Mateene (1980) 'Failure in the obligatory use of European languages in Africa and the advantages of a policy of linguistic independence'. In *Reconsideration of African Linguistic Policies*, pp.9-41. Kampala: OAU Bureau of Languages, 1980.

	'material for water')
Portuguese	Hidrogénio
Spanish	Hidrógeno

4. After explaining, or defining, the term neologism, name, explain and exemplify any five (5) types of neologism.
5. In at most one (1) page, discuss terminological research as part of a state's language policy.
6. Explain the following:
 - (i) Translation and interpreting
 - (ii) Consecutive interpreting
 - (iii) Simultaneous interpreting
 - (iv) Source and target languages
7. In not more than one (1) page, write an essay on translation and interpreting tools.
8. What would you do (a) as a translator and (b) in each of the following situations:
 - (a) the target language has no technical term equivalent to the technical term in the source language; and
 - (a) to handle a proverb or an idiomatic expression used in the source language.
9. Translation and interpreting require not only linguistic competence (knowledge of vocabulary and grammar) but also 'cultural competence' and the 'context of communication'. Discuss and exemplify..

E N D O F P A P E R

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2014/15 END OF YEAR EXAMINATIONS

DISTANCE

(DEFERRED EXAMINATION)

LIT 1100 – STUDIES IN WRITING SKILLS AND LITERATURE

TIME: THREE HOURS

INSTRUCTIONS:

- 1. Primary texts used in the course and a dictionary are allowed into the examination room. Modules are not allowed into the examination room.**
- 2. Answer only three questions, one from Section A and two from Section B.**
- 3. This is an open book examination so you gain more marks by quoting from the text.**
- 4. All the questions carry equal marks.**

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

1. Write an argumentative essay on whether load-shedding of electricity is justified or not.

SECTION B (66 marks)

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

2. Would you say Odysseus deals wisely with the challenges he faces on his way back to Ithaca?
3. Explain how the conflict between Oedipus and Teiresias influences events in *Oedipus the King*.
4. From your reading of *Secret Lives* which three characters would you describe as “foolish”? Justify your answer with events from the text.
5. *Antigone* centres on the conflict between Antigone and her uncle Creon. She disobeys his order because she believes she is acting out of love for her brother, while he believes he is only following the law. Which of the two characters would you agree with and why.

END OF EXAM – GOOD LUCK!



THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF LITERATURE AND LANGUAGES

END OF YEAR **DEFERRED** FINAL EXAMINATIONS
2014/2015 ACADEMIC YEAR

LIT2710: *CLASSICAL, ROMANTIC AND MODERN CRITICISM*

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. There are three sections in this exam. Answer one question from each section.
 3. All questions carry equal marks.
 4. Candidates earn more marks if they support their answers with quotes from primary texts.
 5. A copy of the English dictionary and primary texts are allowed in the examination room.
-

SECTION A - COMPLUSORY

1. With reference to Classical, Romantic and Modern critical approaches to literature, analyse any three texts encountered on the course.

SECTION B – ANSWER ONE

2. What are the relations between Neo-classical and Romantic criticism?
3. Identify four figures in Romanticism. Explain how much they contributed to the growth of the movement.

SECTION C - ANSWER ONE

4. Using the psychological and gender approaches, analyse any three stories from Luangala's *The Innocence of a Dog: A Collection of Short Stories*.
5. With practical examples, show the relevance of historical study to literary interpretation.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF LITERATURE AND LANGUAGES

END OF YEAR FINAL EXAMINATIONS
2014/2015 ACADEMIC YEAR

LIT 3510 – AFRICAN PROSE FICTION

TIME: THREE (3) HOURS

INSTRUCTIONS

-
-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. There are two sections in this exam. Answer **one** question from Section A, and any **two** from section B.
 3. You will earn more marks if you support your answers with quotes from primary texts.
 4. Primary texts and a copy of the English dictionary are allowed in the examination room.
-
-

edit

SECTION A (Compulsory) 40%

1. Betrayal and disillusionment are dominant themes in the Post-colonial African novel. Discuss the themes of betrayal and disillusionment with reference to any **three** novels studied in the course.

SECTION B (Attempt any two questions from this section) 30% each.

2. Achebe's *Things Fall Apart* and Chinodya's *Harvest of Thorns* both deal with the theme of resistance to oppression by foreigners. Compare and contrast the methods used by local people to resist foreign oppression in the two texts.
3. Chief Mpona's misery is self-inflicted. Drawing evidence from the text – *The Tongue of the Dumb* by Dominic Mulaisho, discuss the above assertion.
4. Demonstrate how Ngugi wa Thiong'o uses the motif of the dream in *A Grain of Wheat*.
5. Discuss the different levels of alienation presented in Ayi Kwei Armah's *Fragments*.
6. Binwell Sinyangwe's *Cowrie of Hope* presents the years of the 90s as very challenging times. How do these years add to the burden of Belita Bowa and how does she survive? ✓
7. Compare and contrast the influence of western education on the African society in *Mission to Kala* by Mongo Beti and *Kill Me Quick* by Meja Mwangi.
8. Drawing evidence from the text, critically discuss the portrayal of women in Nadine Gordimer's *Amnesty*. ✓

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2014/15 END OF YEAR EXAMINATIONS

DISTANCE

(DEFERRED EXAMINATION)

LIT 3510 – AFRICAN PROSE FICTION

TIME: THREE HOURS

INSTRUCTIONS:

- 1. Primary texts used in the course and a dictionary are allowed into the examination room. Modules are not allowed into the exam room.**
- 2. Answer only three questions, one from Section A and two from Section B.**
- 3. This is an open book examination so you gain more marks by quoting from the text.**
- 4. All the questions carry equal marks.**

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

1. From your reading of the texts in the course, which three characters would you say are “immature”? Give reasons from the texts.

SECTION B (66 marks)

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

2. Evaluate the relationship between men and women in *Things Fall Apart*.
3. Who do you think is the worst traitor in *A Grain of Wheat* and why?
4. From your reading of *Quills of Desire* would you say lack of patience destroys Wiza and his dream? Explain.
5. *Kill Me Quick* is filled with cases of criminal behavior. Would you say the Meja and Maina are forced by circumstances to commit crime or they are just criminals by nature?
6. From your reading of *Harvest of Thorns*, do you think the author is fair in his portrayal of Benjamin’s parents?

END OF EXAM – GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2014/15 END OF YEAR EXAMINATIONS

FULL TIME

LIT 5121 – MODERNISM AND POSTMODERNISM

TIME: THREE HOURS

INSTRUCTIONS:

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

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

1. Read the excerpt below, from Ayn Rand's *The Fountainhead*, and answer the questions that follow:

"For heaven's sake," said the Dean. "Sit down....That's better...Would you mind very much putting that ruler down?...Thank you...Now listen to me. No one has ever denied the importance of modern technique to an architect. We must learn to adapt the beauty of the past to the needs of the present. The voice of the past is the voice of the people. Nothing has ever been invented by one man in architecture. The proper creative process is a slow, gradual, anonymous, collective one, in which each man collaborates with all the others and subordinates himself to the standards of the majority."

"But you see," said Roark quietly, "I have, let's say, sixty years to live. Most of that time e will be spent working. I've chosen the work I want to do. If I find no joy in it, then I'm only condemning myself to sixty years of torture. And I can find the joy only if I do my work in the best way possible to me. But the best is a matter of standards – and I set my own standards. I inherit nothing. I stand at the end of no tradition. I may, perhaps, stand at the beginning of one."

The main point of this excerpt is Roark's philosophy about life. Demonstrate how he lives according to this philosophy throughout the novel.

SECTION B (66 marks)

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

2. In Samuel Beckett's *Waiting for Godot*, the ingredients of the Absurd and Existentialism, among them l'ennui, solitude and despair culminating into suicide, are all present. Beckett, according to some critics, is recommending "company" as a source of solace, a therapy for afflicted humanity. The naming of the principle characters, they argue, attempts to cover several expanses of the universe. Discuss this observation based on your reading of the text.
3. Death has become a major motif in postmodernist writing, as illustrated by the expression, "Timor mortis conturbat mei." With reference to any texts you have read in this course and elsewhere, demonstrate the truth of this assertion.
4. Consumerism is a key characteristic of modernist and postmodernist life. Explain the nature of consumerism in DeLillo's *White Noise*.
5. The central theme of the last part of Allen Ginsberg's famous poem *Howl*, entitled "Footnote to Howl," is that all life is essentially holy. Relate this theme to the contents of the other parts of the poem.

END OF EXAM – GOOD LUCK!

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

DEFERRED FINAL EXAMINATIONS

2014-2015 ACADEMIC YEAR

LIT 9550 AFRICAN ORAL LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS

- a) Answer three (3) questions in all.
 - b) All questions carry equal marks.
 - c) Illustrations not in English should be glossed .
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1. Give three linguistic structures of proverbs and give examples in your language and gloss them.
2. Give various ways in which culture manifests itself in human endeavour.
3. Show how indispensable orality is to humanity. Exemplify.
4. Write brief notes on the following and exemplify:
 - (a) Lyric
 - (b) Elegy
 - (c) Saga
 - (d) Epic
5. Poetry expresses or evokes feelings and is addressed to the imagination. Elaborate this statement.
6. Write brief notes, with examples in *Zambian* languages, on:
 - (a) Simple riddle
 - (b) Enigma and
 - (c) Conundrum.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS JUNE/JULY 2015

LSE 3050: FRENCH METHODS.

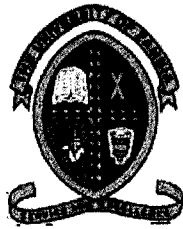
TIME: THREE HOURS.

INSTRUCTIONS: There are six questions in this examination, Attempt only three.

All questions carry equal marks. Your answers must be in French.

- {1} Vos apprenants prononcent mal le son [y]. Expliquez comment vous allez Corriger leur prononciation.
- {2} Preparez un plan de lecon pour enseigner les conjugaisons du verbe ALLER au Present.
- {3} Expliquez clairement la distinction entre METHODE, METHODOLOGIE et APPROCHE.
- {4} Comparez et faites contraste l'APPROCHE AUDIO-ORALE et l'APPROCHE AUDIO-VISUELLE.
- {5} Justifiez la preparation d'un plan d'une lecon.
- {6} Pourquoi est-il necessaire d'enseigner la grammaire? Expliquez les deux methodes employees dans l'enseignement de la grammaire: INDUCTIVE et DEDUCTIVE

FIN DE L'EXAMEN



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

**MCS 1340 WRITING AND PRESENTATION SKILLS FINAL EXAMINATION
DATE: 30th JUNE, 2014
TIME: 14 HOURS – 17 HOURS
DURATION: THREE (3) HOURS**

SECTION A: ANSWER ALL QUESTIONS. ONLY WRITE THE LETTER (a or b or c or d or e) OF THE CORRECT ANSWER IN YOUR ANSWER BOOKLET (25 MARKS)

1. A person with good critical thinking makes:
a) A good observer b) a good decision maker c) a biased thinker d) best philosopher

2. A group of sentences that fleshes out a single idea is called a:
a) Paragraph b) compound sentence c) thesis d) essay

3. Which of the following is not one of the parts of speech:
a) Punctuation b) conjunction c) preposition d) adverb

4. Which of the following is not true as regards uses of a comma:
a) Precedes a coordinating word that links two main clauses
b) Connects articles to conjunctions
c) Follows a phrase that precedes the subject of a sentence
d) Sets off words or phrases that interrupt the flow of the sentence

5. Which among the following is the core discourse in the development of Research Papers?
a) Statement of facts b) Identification of topic c) Confirmation d) Refutation

6. Which of the following is the characteristic of a reliable research source?
a) A source that is objective b) A source that is not credible
c) A source that is detailed, authentic and relates directly to your subject.
d) A source without a recognized publisher

7. Which information among the following should be recorded from an electronic source in note- making?
a) Details of all URL accessed during the search
b) Details of every page referred
c) Date assigned in the source
d) Printouts of every search material

8. Which among the following is right while making a summary?
a) Evaluate and write up a critical summary of the whole source.
b) Remain objective and make it in your own words.
c) If needed summary can be made longer than the source used.

d) You can include your own opinions and evaluation if necessary.

9. You should neither condense nor distort the original information and ideas of a given source when you are

- a) Paraphrasing
- b) Summarizing
- c) Writing a Thesis / Research Paper
- d) All of the above.

10. When you use a direct quotation:

- a) The text must be in quotes and has to be indented.
- b) The words you add to the quote should be in another quote.
- c) The words you exclude from the quote should be in brackets.
- d) The words you add to the quote should be in brackets.

11. Which of the following is/are not a useful tip in note-making?

- a) Intelligent and effective listening/reading is important in note-making.
- b) Take down everything that your lecturer/source gives because everything he says is important.
- c) Have a clear idea of what to look for; sort and record notes precisely.
- d) Random jotting of points and obscure abbreviations in notes are needed to save your time.
- e) A only
- b) B only
- c) B and D
- d) B and C

12. Which of the following rules are to be used with end-text citation?

- a) If citation has more than one author their names appear in reverse order.
- b) Name of publisher comes before place of publication.
- c) Titles of articles from newspapers are not italicized and are included within quotes.
- d) In citation of an article date of publication comes after page no.

13. A plagiarist is one who:

- a) Is good at active experimentation; therefore takes risks and easily gets things done.
- b) Has a knack for abstract conceptualization, logical analysis of ideas and systematic planning.
- c) uses someone else's ideas without crediting the source.
- d) Detect plagiarism.

14. 'Structure of writing' is an important point in the process of writing. Structuring is:

- a) The way a writer puts words together.
- b) The order in which you arrange the material to support the main point.
- c) The arrangement of sentences and paragraphs in pages.
- d) Checking and revising the correctness of matter.

15. Which of the following is not the characteristic of a catchy introduction?

- a) Which contains the materials to establish and develop the subject of the work.
- b) Which sets the tone of the entire essay.
- c) Which either states or move towards the thesis.
- d) Which guides the audience into the subject.

16. In writing an essay 'the topic sentence' in a paragraph must contain:

- a) a logical connection that connects to the conclusion
- b) the controlling idea you are going to elaborate in that paragraph
- c) a sentence structure or sentence pattern for dramatic effect
- d) a hint to the point you are to explain in the following paragraphs

17. Which one of the following is/are not an effective concluding technique?

- a) Make audience cautious or issue a warning to end essay
- b) Apologize for if you have made any mistakes

- c) Write a moral for the audience to think upon
- d) Suggestions and recommendations can be given in conclusion
- e) B only b) B and C c) A only d) A and B

18. Editing, Proof-reading and trimming your essay is a strategy of
a) Avoiding pitfalls b) Revising c) Polishing d) none of the above

19. Insert correct punctuation needed:

Paul the apostle was beheaded in the reign of Nero

- a) Paul, the apostle was beheaded in the reign of Nero.
- b) Paul the apostle, was beheaded in the reign of Nero
- c) Paul, the apostle, was beheaded in the reign of Nero.
- d) Paul the apostle was beheaded, in the reign of Nero

20. Insert correct punctuation needed:

He was a brave large hearted man and we all honoured him

- a) He was a brave large-hearted man; and we all honoured him.
- b) He was a brave large-hearted man, and we all honoured him.
- c) He was a brave, large-hearted man and we all honoured him.
- d) He was a brave, large-hearted man; and we all honoured him.

21. An argumentative essay is:

- a) An emotionally heated exchange or a debate on a subject
- b) Writing of reasonable claim and persuading audience to agree with it
- c) Coming up with a statement and you argue both for and against
- d) You compel the audience to agree with your opinion on a controversial topic

22. Which among the following is not a 'soft skill' of presentation?

- a) Overcoming nervousness b) Voice projection c) tone maintenance d) Body language

23. The fundamental principle of effective communication is;

- a) Transmission of message clearly and audibly
- b) Messages go back and forth between sender and receiver
- c) Choose appropriate medium for communication
- d) Grab the attention of the receiver at the beginning

24. Which among the following is not an effective practice while speaking in a formal setting?

- a) Try introducing every new point with 'efficient' as an adjective
- b) Give brief sum up at the end of every section
- c) Do not drag your presentation
- d) Never repeat things already said

25. Which of the following does not help you to give a clear presentation?

- a) Your rapport with the audience
- b) Maintain a distance from audience
- c) Use language appropriate for the audience
- d) Have in- depth knowledge on the topic

SECTION B: SHORT ANSWER QUESTIONS (35 MARKS)

1. Name 4 determinants of news. (4 marks)
2. Explain the significance of having multiple sources in a news story (2 marks)
3. What are the characteristics of a good presentation? (4 marks)
4. Write four important differences between spoken and written communication (4 marks)
5. What is the difference between written and oral presentation (2 marks)

6. What is verification? (2 marks)
7. What are the mechanics of writing? (4 marks)
8. Name and explain 3 effects of persuasion (6 marks) 26
9. Distinguish the concept of fairness from that of balance in news reporting (4 marks)
10. Define the following:
 - i) Identification (1 mark)
 - ii) Soft news (1 mark)
 - iii) Objectivity (1 mark)
 - iv) Analytical writing (1 mark)
 - v) Attribution (1 mark)

SECTION C: ANSWER ANY TWO QUESTIONS. EACH QUESTION CARRIES 20 MARKS

1. The lead is said to be the hardest part of a story to write.
 - a) Explain why. (2 marks)
 - b) Give four functions of a lead. (4 marks)
 - c) State four qualities of a good lead. (4 marks)
 - d) Name and explain 5 types of leads giving an example of each (10 marks).

2. **Write a lead (in one sentence) for each of the following stories. Correct errors in spelling, grammar and punctuation**
 - a) At first, it seemed like a wonderful idea! Your University Vice Chancellor learned the wife of the former President, Rupiah Banda, was going to be in the area. He proceeded to invite her to deliver your University's address for this years graduating students — and she accepted. Now, opposition is arising. About a week ago, a half-dozen fourth year female students began circulating a petition opposing her delivering the speech and, thus far, more than 300 of their fellow female students have signed it. "To honor the former First Lady as a speaker," says the petition, "is to honor a woman who has gained recognition through the achievements of her husband, which contradicts what we have been taught over our years of study—that women should be honored for their achievements, not their husbands." Your Vice chancellor has scheduled a meeting for late Friday to discuss the issue with members of the graduating class. (5 marks)

 - b) Daniel J. Sinyangwe is a policeman in your community. Last year, because of his heroic rescue of seven persons held at gunpoint during a robbery. Inspector of Police, Stella Libongani named him the Police Officer of the Year. Libongani fired Sinyangwe when he reported for duty at 7 a.m. today. The Police force adopted certain grooming standards, and Libongani said Sinyangwe's mustache was a quarter inch too long and his sideburns a half inch too long, and he refused to trim them. Libongani added that she warned Sinyangwe a month ago to trim his hair, then ordered him to do so at the start of last week. She fired him for failing to obey the order of a superior officer. (5 marks)

 - c) Parliament passed a law which prohibits doctors from performing abortions on girls under the age of 16 without the consent of their parents or guardians. The law specifies that doctors found guilty of violating the law can be fined up to K50,000 and can lose their licenses to practice medicine in the country. The law will go into effect at midnight tonight. Parliament adopted the law after news media in the country revealed that girls as young as the age of 11 were given abortions without their parents knowledge or consent. The law is intended to prevent that. The parents consent must be in writing. The law stipulates that the girl who is pregnant must also agree to the abortion so her parents cannot force her to have one unwillingly.(5 marks)

- d) An article appeared today in the Journal of the American Medical Association. The article concerns the dangers of hot dogs. "If you were trying to design something that would be perfect to block a child's airway, it would be a bite-size piece of hot dog," says a researcher. He concluded that children under 4 should "never be given a whole hot dog to eat," and that hot dogs should never be cut crosswise. The hot dogs are so dangerous that every five days, it is estimated, someone, somewhere in the United States, chokes to death on them. Other risky foods for young kids up to 9 years of age include: candy, nuts, grapes, apples, carrots and popcorn (5 marks)

3. (A) Put appropriate punctuation marks in the following sentences. (10 marks)

- i) A grandparent's job is easier than a parent's
- ii) It looks as if the sun goes around the earth but of course the earth really goes round the sun
- iii) He neither smiled, spoke nor looked at me
- iv) Long ago in a distant country there lived a beautiful princess
- v) It was my aunt who took Peter to London yesterday not my father.
- vi) Ruth was invited to the party but she was ill so Jane went instead of her
- vii) Sorry to disturb you could I speak to you for a moment
- viii) Is it any use expecting them to be on time
- ix) John's going to sleep during the wedding was rather embarrassing
- x) Having lost all my money I went home

(B) Identify the indicated word (inside of parentheses) within the sentence. (5 marks)

- i) (**pronoun**) Paul hopes that she will sing with the choir.
- ii) (**noun**) She purchased the margarine with him.
- iii) (**adjective**) Older people tire more easily.
- iv) (**adverb**) My sister answered the question intelligently.
- v) (**interjection**) No! I will never try that.

(C) What part of speech is underlined in each sentence? (5 marks)

- i) She picked a delicious peach from the tree.
- ii) 2. My sister swims like an active fish.
- iii) Sam had to get a tetanus shot after he stepped on a rusty nail.
- iv) A hairy caterpillar is quietly climbing on the tree.
- v) A hairy caterpillar is quietly climbing on the tree.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
MCS 3225 – DIGITAL JOURNALISM EXAMINATION (2015)

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Instructions

- Read the instructions Carefully
 - You have **Three (3) Hours** to complete this Examination
 - Answer **ALL** Questions in **SECTION A**
 - Answer the Required number of Questions in **SECTIONS B** and **SECTION C**
 - Ensure that you clearly label the question being attempted
 - Do not forget to write your **Computer Number** clearly on each answer booklet
- =====

SECTION A: Answer All Questions [40 Marks]

1. Write Brief explanatory notes on the following terms. [8 Marks]
 - a. Meta tag
 - b. Batch processing
 - c. Data Journalism
 - d. Mash-up
 - e. Deep link
 - f. Operating Software
 - g. Crawler based search engine
 - h. Boolean operators
2. Describe the anatomy of an email address. [2 Marks]
3. Write the acronyms in full: [6 Marks]
 - a. PVR
 - b. RSS
 - c. SERP
 - d. GUI
 - e. WYSIWYG
 - f. HTML
4. State the uses of hyperlinks for web users. [3 Marks]
5. Give three reasons why CAR is important for journalists. [3 Marks]
6. Distinguish the following (use examples for all): [8 Marks]
 - a. Wiki and Forum
 - b. Word processor and Spreadsheet
 - c. Social Media and New Media
 - d. RSS and Podcasting
7. Name any four prominent features that blogs have and state what they are for. [4 Marks]

8. Using the Spreadsheet below, answer the questions that follow: [6 Marks]

	A	B	C	D	E
1	Name	MCS 4330	MCS 4110	MCS 4120	Total
2	Maimba Chinyundu	40	90	60	
3	Tye Gabriels	20	70	80	
4	Becky Banda	60	90	30	
5	Bright Musonda	40	68	70	
6	Chipo Lubona	45	60	48	

- Replicate the table above in the answer booklet and fill in column E with the formulas you would use to find the totals for each student in the class.
- If getting over 210 marks in total is a pass, how many students passed?
- By way of an excel formula, state how you would arrive at the difference between the average mark for MCS 4110 and that of MCS 4330?

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SECTION B: Answer Questions 9 and ANY other ONE of your choice [30 Marks]

- Discuss, with examples, the different types of online syndication. What are the specific challenges and opportunities provided by syndication? [15 Marks]
- What is Citizen Journalism? How beneficial is it to the field of journalism [15 Marks]
- Discuss the concept of hypertextually and how it benefits Journalism. [15 Marks]

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SECTION C: Answer Three Questions [30 Marks]

- Discuss the pros and cons of convergence in media. Give examples of Media convergence in Zambia. [10 Marks]
- What is new media? Discuss the risks and opportunities that journalists are presented with by new media. How can journalists protect themselves from the risks? [10 Marks]
- What factors led to the growth of computer assisted reporting? Giving valid arguments, do you think CAR is relevant today or not? [10 Marks]
- (a) Discuss the features of a wordprocessor. [10 Marks]
 (b) Describe the process that takes place when an email is being sent?

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BEST WISHES

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FINAL EXAM, 2014/2015
MCS 3310

COMMUNICATION FOR CHANGE

INSTRUCTIONS: Answer all questions in section A and any Three in section B

DURATION: 3 Hours

TIME: 09:00HRS -12:00HRS

10-07-2015

SECTION A: Answer all questions. (40 Marks)

1. Explain the four measures of outcomes in communication campaigns.
2. State article 19 under the Universal Declaration of Human Rights and its importance to media and citizens in general.
3. How do media combat corruption?
4. Highlight any five premises of gender analysis.
5. State any five principles in HIV/AIDS reporting.

SECTION B: Answer any three questions (60 Marks)

6. How do you relate the modernisation theory vis-à-vis Zambia's development?
7. Discuss the various types of human trafficking and how media helps in curbing the same.
8. The HDI and HPI have usually been described as non-economic measures of development. Substantiate this statement.
9. Discuss the deprivation trap vis-à-vis poverty.

#Ends//



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
MCS 4110 – MEDIA MANAGEMENT EXAMINATION 2015
VENUE: G7 TIME: 09:00 – 12:00 HRS
MONDAY 22 JUNE 2015

SECTION A: (20 MARKS) Please answer all questions

1. Explain the following terms;
 - (a) Classical conditioning
 - (b) Operant conditioning
 - (c) Equity Theory
 - (d) Expectancy Theory
 - (e) Goal-setting Theory (5 marks)
2. Define Management (1 mark)
3. Define strategic management (1 mark)
4. What are the main reasons why you should take media management? (2 marks)
5. Define the following;
 - (a) Span of control (or span of management)
 - (b) Unity of command
 - (c) Decentralization in design
 - (d) Profit centre concept (4 marks)
6. Name and briefly explain the three parts of planning. (3 marks)

7. Name the four (4) key variables of leadership. (4 marks)

SECTION B: (35 MARKS) Please answer all questions

8. Briefly name and explain the main responsibilities of a Program Manager. (5 marks)

9. What are the major functions of the program department? (5 marks)

10. Leadership may be defined as “a dynamic process in a group whereby one individual influences the others to contribute voluntarily to the achievement of the group tasks in a given situation.” From the definition, deduce the meaning of the following terms

(a) Dynamic process

(b) One individual influences to contribute voluntarily

(c) Achievement of group tasks

(d) A given situation (5 marks)

11. Illustrate the Managerial Grid adapted from Blake & Mouton. (5 Marks)

12. Discuss the five main reasons why you should write a business proposal for an already existing media house? (5 marks)

13. Briefly explain the following audience trends;

(a) Households with less income watch more television than households with more income

(b) Television audience grows throughout the day and reaches the peak 9.00 and 9:30 P.M

(c) Weekday radio audiences is highest between 6:00 and 10:00 A.M

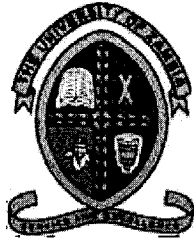
(d) Radio audience becomes younger as the day progresses

(e) Sunday evening attracts the largest number of television viewers (5 marks)

14. What is “format?” Mention the different categories a radio station format can be placed in. (5 marks)

SECTION C: (45 marks) Please answer any three (3) of the following:

15. In a television or radio station, the responsibility of programming is entrusted to the program department. The program department is headed by a program manager or program director who reports directly to the CEO. The titles and responsibilities of the program personnel in a radio station differ from those in a television station. Clearly state the respective positions and responsibilities of program personnel starting with television personnel followed by radio personnel. (15 marks)
16. You are a supervisor of a media house department and the time management conduct of yourself and the staff you supervise is way below 20% of the expected 90%. Discuss the theories and strategies you will use to solve the problem. (15 marks)
17. Discuss the stages of planning for a media house or media product. (15 marks)
18. Discuss in detail Douglas McGregor's (1906 – 1964) Theory X and Theory Y. Conclude by stating which theory you agree with, and why. (15 marks)



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

MCS 9110 FINAL EXAMINATION

DATE: 2nd July, 2015.

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND B. ANSWER THREE QUESTIONS IN SECTION C BUT QUESTION 39 IS COMPULSORY

DURATION: THREE (3) HOURS

SECTION A (30 marks)

1. The goal of marketing is to match a product's availability to _____.
 - A) the competition's availability
 - B) the previous year's level of sales
 - C) the company's production capabilities
 - D) the consumers' need, desire, or demand for the product
 - E) the legal limits of availability

2. The marketing mix is also known as the _____.
 - A) four Cs
 - B) four Ms
 - C) competitive advantage
 - D) marketing channel
 - E) four Ps

3. If a company wants to advertise in a print medium that is unintrusive, straightforward, and informative, what medium should it choose?
 - A) newspaper
 - B) television
 - C) radio
 - D) poster
 - E) billboard

4. Reaching wide audiences through mass media, acquiring new customers, establishing brand image and personality, and defining brand position are all objectives for the IMC tool of _____.
 - A) advertising
 - B) PR
 - C) trade sales promotion

D) point of purchase

E) packaging

5. Increasing immediate sales, attracting attention at decision points, creating interest, stimulating urgency, and encouraging trial and impulse purchasing are all objectives for the IMC tool of _____.

A) direct marketing

B) guerilla marketing

C) advertising

D) point of purchase

E) PR

6. Advertising targeted at consumers who live close to a retail store is known as _____.

A) end-user advertising

B) limited advertising

C) short-range advertising

D) local advertising

E) direct advertising

7. What is the primary objective of retail advertising?

A) build store traffic

B) build store brand awareness

C) deliver sales promotion messages

D) establish a store brand that resonates with the local audience

E) sell a variety of products and brands by creating consumer understanding of items or services offered

8. Advertising directed at people who buy or specify products for business use is called _____.

A) retail advertising

B) local advertising

C) brand advertising

D) business-to-business advertising

E) industrial advertising

9. Advertising directed at a group of mostly white-collar workers, such as lawyers, accountants, technology consultants, doctors, teachers, and advertising and marketing specialists, is known as _____.

A) industrial advertising

B) government advertising

C) trade/channel advertising

D) agricultural advertising

E) profession advertising

10. Which of the following is false regarding advertising writing style?

A) Words such as *interesting*, *very*, *in order to*, *buy now and save*, *introducing*, and *nothing less than* are effective in advertising copy.

B) Effective copy is succinct and single-minded.

C) Every word counts because space and time are expensive.

D) Copy should be as simple as possible to reach a generally inattentive and uninterested audience.

E) Copywriters try to write the way the target audience thinks and talks.

11. Which of the following are the two categories of copy that print advertising uses?
- A) display and body
 - B) headline and text
 - C) tagline and slogan
 - D) overlines and underlines
 - E) headlines and subheads

12. _____ includes all elements that readers see in their initial scanning; these elements are set in larger type size than other elements of a print ad.

- A) Body copy
- B) Display copy
- C) Adese
- D) Brag-and-boast copy
- E) Visuals

13. _____ includes the elements in a print ad that are designed to be read and absorbed.

- A) Body copy
- B) Display copy
- C) Adese
- D) Brag-and-boast copy
- E) News copy

14. All of the following are considered display copy EXCEPT which one?

- A) caption
- B) headline
- C) subhead
- D) tagline
- E) slogan

15. Which element in print advertising conveys the main message so that people get the point of the ad?

- A) headline
- B) overline
- C) body copy
- D) subheads
- E) tagline

16. The text of the ad is known as the _____.

- A) headline
- B) overline
- C) body copy
- D) subhead
- E) tagline

17. A short phrase that wraps up the key idea or creative concept and that usually appears at the end of the body copy is known as a(n) _____.

- A) caption
- B) overline
- C) underline
- D) call-out
- E) tagline

18. A line at the end of an ad that encourages people to respond and gives information on how to respond is called a(n) _____.

- A) underline
- B) caption
- C) call to action
- D) overline
- E) call-out

19. Next to the headline, which copy element has the second-highest readership?

- A) overlines
- B) underlines
- C) call-outs
- D) captions
- E) taglines

20. Which copy element develops the sales messages, states the argument, summarizes the proof, and provides explanation?

- A) headline
- B) subhead
- C) caption
- D) body copy
- E) display copy

21. Which paragraph(s) gets special attention in body copy?

- A) lead
- B) middle and closing
- C) lead, middle, and closing
- D) lead and closing
- E) lead and middle

22. Radio's special advantage is that the story is visualized in the listener's imagination; this is referred to as _____.

- A) theater of the mind
- B) the mind's imagination
- C) image enhancement
- D) theater of the imagination
- E) synthesis

23. Which of the following is a tool of radio advertising?

- A) headline
- B) body copy
- C) theater
- D) motion
- E) voice

24. Which of the following is considered the most important element in radio advertising?

- A) voice
- B) music
- C) sound effects
- D) motion
- E) copy

25. Commercials in song are known as _____.

- A) jingles
- B) musicals
- C) lyricals
- D) sound effects

E) voice-overs

26. Which of the following is NOT a guideline for writing effective radio commercials?

- A) Keep it impersonal.
- B) Wake up the inattentive.
- C) Speak to listeners' interests.
- D) Make it memorable.
- E) Include call to action

27. What are the two primary toolkits available to television copywriters?

- A) voice-over and on-camera
- B) voice and sound effects
- C) video and audio
- D) on- and off-location
- E) script and storyboard

28. Gwen was an English major in college and took a job at an advertising agency after she graduated. She knows the meanings and derivations, as well as the moods and feelings, of words and the reverberations and vibrations they create in a reader's mind. Her job is to shape and sculpt the words in an advertisement. Gwen works as a(n) _____.

- A) art director
- B) creative director
- C) copywriter
- D) wordsmith
- E) proofreader

29. For several years, Nike included the phrase "Just Do It" in all of its advertisements, print and television. This phrase is an example of a(n) _____.

- A) caption
- B) underline
- C) slogan
- D) call-out
- E) body copy

30. A print advertisement is created in which of the two following pieces?

- A) Layout and storyboard
- B) Copy sheet and layout
- C) Script and storyboard
- D) Copy sheet and script
- E) Copy sheet and storyboard

Section B (Short answer questions 30 MARKS)

31. List five characteristics for writing effective copy. (5 marks)

32. Toni is a copywriter for several clients' accounts. Regardless of the campaign, she falls back on general principles that guide her development of headlines for ads. Discuss two general principles that she likely uses when developing a headline for an ad. (2 marks)

33. You are going to lead the creative team in coming up with a new slogan for a client. List three techniques copywriters use to create catchy slogans. (3 marks)

34. What is an advantage of magazine advertising over newspaper advertising? (3 marks)

35. Bob is a sales representative for a local radio station, but he also helps advertisers with the copy for their ads. What are the main tools Bob has to work with when developing copy for radio commercials and how are they used? (3 marks)
36. What are some of the guidelines for writing effective radio commercials that address the distinctive characteristics of radio advertising? (5 marks)
37. Compare and contrast *display copy* and *body copy*.(4 marks)
38. Compare and contrast copywriting for radio and copywriting for television. (5 marks)

SECTION C (40 MARKS)

Answer FOUR questions in this section. Question 39 is compulsory. Choose any other three questions to make the FOUR.

39. You have been engaged by Christian Dior to advertise their perfume, “Rock”, on MUVI TV. The new perfume is suitable for Zambian sports men who are in their early thirties. Create a story board for this advert. (10 marks)
40. Create a 60 seconds radio advert for a company that is in the business of producing facial cream that helps clear spots for woman. This company has been producing facial creams for over ten years and would like to give their customers or potential customers a reminder of their existence as a firm and that their facial creams are still made from natural ingredients. The advert should be a dialogue form and ensure that you follow all the rules of radio advert production or creation. (10marks)
41. A farmers market is being introduced at your university. The market will be open on weekends only and there will be a number of farm products to be sold. Create a 60seconds ad style for your school radio station using narrative format/type/approach (10 marks)
42. a)What is an advertising campaign?
b) State and explain the different parts of an advertising campaign. (10 marks)
43. Skinny jeans are the in-thing at your university. You have been hired by an Egyptian company to advert advertise their jeans called Skinny to the Bone Jeans. The company requires that you create a copy platform for them. Following all the rules of copy platform development create a copy platform and remember, you are acting as both client and agency in this case; as was done with one of the exercises you did in class. (10 marks)

The University of Zambia
Department of Mass Communication
MCS 9320 Exam
Time: Three (3) Hours

Answer Ten (10) Questions: Total Marks 100.

1. **Define Photography. Briefly discuss its origins. (10 marks)**
2. **Who produced the first photograph? Who produced the first working camera? (10 marks)**
3. **Describe the camera; discuss the differences/similarities between analogue and digital cameras. (10 marks)**
4. **Light is the principle actor in Photography. Describe how light enters into the camera and what mechanisms are used to control it. (10 marks)**
5. **What is Depth of Field? How does it affect the outcome of a photographic image? (10 marks)**
6. **Discuss the digital process of capturing an image. (10 marks)**
7. **Describe the factors affecting an image file size in digital photography. (10 marks)**
8. **(a) What is the “Rule of Thirds” in photography? What is its function in photo composition?
(b) Discuss the importance of “Golden Hour” in photography. (10 marks)**
9. **Explain the various camera modes in digital cameras and discuss how each one of them functions. (10 marks)**
10. **State the functions of the following:-**
 1. **The lens**
 2. **The shutter speed**
 3. **The iris diaphragm**
 4. **The camera body (10 marks)**
11. **When selecting shutter speed and aperture combinations for action and depth of field, you expect certain characteristic effects in the resultant images. Explain these effects. (10 marks)**
12. **What are the following people famous for?**
 - a. **William Fox Talbot**
 - b. **Joseph Nicephore Niepci**
 - c. **Louis Jacques Mande Daguerre (10 marks)**

THE UNIVERSITY OF ZAMBIA
2014/15 ACADEMIC YEAR DEFERRED EXAMINATION
PAM 1025: INTRODUCTION TO PUBLIC ADMINISTRATION

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

TIME ALLOWED: 3 HOURS

1. Write notes on the following:
 - a) Science of work principle
 - b) Coordination
 - c) Normative values in Public Administration
2. What is a national budget? Using practical examples, explain the rationale for budgeting in Zambia.
3. What are informal organizations? How are they different from formal organizations? What are their causes, functions and problems?
4. 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.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
PAM 1025: INTRODUCTION TO PUBLIC ADMINISTRATION
2014/15 ACADEMIC YEAR EXAMINATION**

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO QUESTIONS

TIME ALLOWED: 3 HOURS

1. With the help of relevant examples, write short but reasonable notes on each of the following:
 - a. Sphere of competence
 - b. Traditional authority
 - c. Normative values in Public Administration

2. Using practical examples, explain the significance of a national budget.

3. Is Public administration a science or not? Give justifications for your answer.

4. According to Max Weber, legal rational authority is the most rational type of authority. Do you agree with this statement? Give reasons for your answer.

5. Discuss the sustainability of Politics Administration Dichotomy in Zambia.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014 ACADEMIC YEAR FULL – TIME / PARALLEL EXAMINATION
PAM 2010: NATIONAL GOVERNMENT AND ADMINISTRATION

INSTRUCTIONS: Answer question one (**COMPULSORY**) and any other two questions.

Credit will be given for good grammar and appropriate illustrations.

TIME ALLOWED: THREE HOURS

- Q1. Define administrative reforms and appraise the recent developments in public administration in Zambia, *viz – a – viz*, the merging and of government ministries, the creation of new districts, establishment of the Local Government Services Commission and increasing the retirement age to 65.
- Q2. Explain the meaning of separation of power. Using practical examples, demonstrate why the separation of power in Zambia is relative.
- Q3. The Government of the Republic of Zambia recently justified contracting public debt by stating that it is necessary for government to borrow in order to fund ‘developmental’ projects. Outline other sources of finance for the government and indicate their shortcomings in the Zambian context.
- Q4. Distinguish between power and authority. Using practical examples, explain why a high degree of legitimacy makes governance easier.
- Q5. Using practical examples, give a detailed critique of the unitary system of government.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014 ACADEMIC YEAR DEFERRED FINAL EXAMINATION

PAM 2010: NATIONAL GOVERNMENT AND ADMINISTRATION

INSTRUCTIONS: Answer **question one** and any other two questions.

TIME ALLOWED: 3 Hours

Q1. Explain in detail the measures which were undertaken to reform the civil service in Zambia under the 1993 Public Service Reform Programme (PSRP).

Q2. Demonstrate how the 'Trinity' concept of government enables you to understand the organic nature of government.

Q3. Explain in detail the strengths and weaknesses of private administration in providing social and economic services to the Zambian public.

Q4. Critically discuss the forms of authority which government officials and traditional leaders in Zambia possess.

Q5. Using practical examples, explain why there are few countries in Africa which have adopted the federal system of administration.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2014/15 ACADEMIC YEAR-FINAL EXAMINATIONS

PAM 2020: LOCAL GOVERNMENT ADMINISTRATION-DISTANCE

TIME ALLOWED: THREE (3) HOURS

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

SECTION A

1. Explain the following concepts:
 - a. Diseducative effects of participation
 - b. Vertical versus Horizontal Local Government Committees
 - c. Decentralistic Democratic Theories of Local Government Administration
 - d. Dual supervisory system under the 1980 Local Government Act of Zambia

SECTION B

2. Compare and contrast local government systems of the French and the Ugandan models of Local Government Administration
3. Critically relate the sources of local government funding within the Zambian and US Local Government Systems
4. Discuss the decentralisation system in the United Kingdom Local Government model against the Zambian System

END OF EXAMINATION. GOOD LUCK!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
PAM 2020: LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS

1. With the use of practical examples, where possible, compare and contrast the sources of Local Government finance between the Zambian and Ugandan systems.
2. Relate field administration in the America Local Government model to that of the French.
3. Write readable notes on the following:
 - a. Dual supervision Formular
 - b. Revenue Decentralization Ratio
 - c. IPS
4. Distinguish central local relations between the British and Zambian models of Local Government.

END OF EXAMINATION

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

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 3010: ORGANISATION THEORY, DESIGN AND MANAGEMENT

INSTRUCTIONS: a) Answer QUESTION ONE and TWO OTHER QUESTIONS
b) The time allowed is three (3) hours

1. Identify one management theory and discuss how it has influenced the design and operations of organisations. Use practical examples where necessary.
2. Imagine yourself as the strategic planning manager in a newly established smart phone manufacturing organisation based in a large city and you have observed that the organisation faces both internal and external challenges in its operations. Explain the likely challenges and suggest to management an organisational structure to be adopted.
3. Differentiation is vital for an organisation's effective operations. Describe the various forms of differentiation and using reasonable examples explain why integration should complement differentiation in an organisation.
4. Critically analyse the job characteristics as was postulated in the Hackman and Oldham Model of Job Design. In your opinion, how do the different job characteristics affect and enhance performance of an employee?
5. Discuss how mechanistic and organic structures tend to be complementary. ^{additional} In addition, explain the role of standardisation and mutual adjustment in an organisation.
6. Identify and discuss at least one theory or model of organisation change.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
PAM 3010 ORGANISATIONAL THEORY, DESIGN AND MANAGEMENT
2014/15 ACADEMIC YEAR DEFERRED EXAMINATION

INSTRUCTIONS

1. Answer **ANY THREE (3)** questions within **THREE (3) HOURS**.
 2. All questions carry equal marks.
 3. Pay particular attention to grammar and punctuations.
 4. Make sure your computer number is clearly and correctly written.
 5. Ensure that your handwriting is readable
-

1. Identify atleast one closed system organisation and one open system organisation. In your view, which of the two types of organisation is preferred to the other? Explain your answer using practical examples.
2. Discuss the salient features of bureaucracy and highlight its pitfalls. In addition, state why the Zambian civil service has continued to embrace bureaucratic tenets despite the pitfalls you have identified.
3. What are change agents? Using Kurt Lewin's Three Step Model of organisational change, discuss how the University of Zambia (UNZA) can go about in implementing the process of change.
4. Compare and contrast a mechanistic organisation with an organic organisation. Further, recommend which of the two structures an organisation like Zamtel, in the telecommunications industry, should embrace and why.
5. Conduct a SWOT analysis for the University of Zambia (UNZA).
6. With the help of practical examples describe in detail the concepts of efficiency and effectiveness. Additionally, show how decentralisation can help in the achievement of efficiency and effectiveness.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
PAM 3020- ORGANISATIONAL BEHAVIOUR AND MANAGEMENT
2014/2015 ACADEMIC YEAR FINAL EXAMINATION

INSTRUCTIONS

1. Answer question **ONE (1)** and any other **TWO (2)** within **THREE (3) HOURS**.
 2. Question one (1) carries **20 marks** while the rest carry **15 marks** each.
 3. Pay particular attention to general organisation of work, grammar and punctuations.
 4. Make sure your computer number is **clearly** and **correctly** written.
-

1. Compare and Contrast the process theories of motivation. In your opinion, what are the motivational problems associated with the practical application of the expectancy theory of motivation?
2. Using the attribution theory, explain the behaviour exhibited by the University of Zambia (UNZA) lecturers during the go- slow they recently staged.
3. Critically discuss Machiavellianism as a personality trait. In your view, does an individual high in Machiavellianism qualify to be a Chief Executive Officer of an organisation? Give reasons for your answer.
4. Using practical examples from various organisations, explain the concept of 'culture iceberg.' Further, identify an organisation or institution that has embraced a bureaucratic culture and show how this type of culture has impeded the effectiveness of the organisation or institution you have identified.
5. Explain the concept of leadership and outline atleast five (5) types of power. Further, give a detailed comparison of any four contingency models of leadership.
6. Expound Albert Bandura's social learning theory and state the consequences of learning through reinforcement.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION**

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 3020: ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

INSTRUCTIONS: a) Answer ANY THREE QUESTIONS
b) The time allowed is three (3) hours

1. Discuss the origin, nature and scope of organisational behaviour as an academic discipline.
2. Compare and contrast the ideals in Frederick Winslow Taylor's Scientific Management with Elton Mayo's Human Relations School. Explain their notable contribution to the practice of human resource management today.
3. Illustrate with examples, the practical application of Abraham Maslow's Hierarchy of Needs theory in organisations. In your opinion, what are the limitations of the theory?
4. Explain the difference between job satisfaction and motivation. Relate job satisfaction and motivation as elaborated in Frederick Herzberg's Two Factor theory.
5. What do you understand by the term leadership and followership? Further, explain the different forms of leadership. In your view, is it possible to adopt only one approach to leadership in an organisation? Give reasons for your answer.
6. Communication is an important aspect in any organisation. With the help of relevant examples, discuss the need for effective communication in an organisation.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
PAM 3030- HUMAN RESOURCE MANAGEMENT AND INDUSTRIAL RELATIONS
2014/15 ACADEMIC YEAR DEFERRED EXAMINATION**

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO QUESTIONS

TIME ALLOWED: 3 HOURS

1. Write short but reasonable notes on each of the following:
 - a. Union density
 - b. Class in itself
 - c. Flexible work force
 - d. Training vs Development

2. Critically discuss why successive governments have continued using recruitment and selection based on patronage at the expense of merit recruitment and selection.

3. Discuss how human resource planning is a panacea to the human resource crisis in the Zambian health sector.

4. Discuss the view that non- state intervention in industrial relations is intervention in favor of capital.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR TERM III DEFERRED FINAL EXAMINATIONS
PAM 4010: DEVELOPMENT ADMINISTRATION
(FULL-TIME/PARALLEL)

Instructions

1. Attempt question 1, which is compulsory, and any other two questions
 2. Question 1 carries 40 marks while each of the other questions carries 30 marks.
 3. Time allowed is three (3 hours)
-

1. Explain the theoretical underpinnings of the Harrod-Domar model of economic growth. Further evaluate the efficacy of the model in solving the post-Keynesian growth challenges in the developing countries after World War II. In so doing, show the strengths and weaknesses of the model when compared to the other key models hitherto.
2. From the Riggsian perspective, account for the juxtaposition of the political, administrative, social and economic structural functions in the Zambian polity. To what extent would you agree with Woodrow Wilson or Dwight Waldo's views on the subject?
3. With the unfolding political and economic events in the Eurozone, the reliability of deficit financing has come into question while austerity has been eulogized. However, in recent years, Zambia has been recording a widening annual budget deficit. Given Zambia's problems of high unemployment, physical infrastructural deficit and a narrow non-commodity economic base, could deficit financing be the way to stimulate growth and development? Present a well exemplified scholarly argument.
4. Orthodox development text has tended to interlace rural development with agricultural development. However, some structural models of development such as Arthur Lewis' Two-Sector model have accused the agrarian sector of suffering from disguised unemployment arising from diminishing (or zero) marginal productivity of labour. In a scholarly argument, address this dilemma.
5. Give an authoritative definition of the term "Decentralization". Further identify and discuss the development importance of any four forms of decentralization.

- END OF EXAMINATION -

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

**2014/15 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PAM4024: PRINCIPLES OF PUBLIC POLICY ANALYSIS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS

1. Cabinet has approved the Income Tax (Amendment) Bill of 2015. The Bill is introducing changes to the mining tax regime with the aim of increasing corporate income tax for mining operations from zero percent to 30 percent. This is within the broader efforts of having the country benefit from its mining operations. Corporate income tax is a levy that is charged on the profit of a firm, meaning that different rates can be used depending on the costs and production outputs for the firms. However there could be possible challenges in enforcing this policy. Imagine you are a policy analysts within cabinet office and was one of the officers who participated in coming up with these conclusions.
 - (a) Provide information generated during deliberations on this policy in form of a policy argumentation
 - (b) Write a policy argumentation using the authoritative mode

(40 marks)
2. During policy monitoring, analysts produce information on two types of policy outcomes: policy outputs and policy impacts. Give a comprehensive discussion with examples on the distinction between the two.

(30 marks)
3. Analytically discuss the policy Delphi technique in an agricultural disease policy issue

(30 marks)
4. Write reasonable notes on the following:
 - (a) Ex-post versus Ex Ante
 - (b) Meaning of Public Policy Analysis
 - (c) Elite Theory of Public Policy
 - (d) Structure of analycentric argumentation mode
 - (e) Normative modes of Public Policy

(30 marks)

[Total = 100 marks]

END OF EXAMINATION

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

**2014/15 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PAM 4024: PUBLIC POLICY ANALYSIS – DISTANCE

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS

1. Zambia is one of the world's exporters of copper. Currently the Economic Council of Zambia (ECZ) has advised government to ban all exports of mineral ores as processing of the same domestically would boost the mineral wealth of the country. Processing of the minerals locally will enable the country to sell finished products of their minerals and getting maximum benefits. Further there is potential of attracting foreign investors with interest of opening up processing companies. However some of the negative effects of the ban would be massive losses of jobs among mine workers. Local people may also not be able to participate in the business as they would not have capacity to build smelters for processing the ore.
 - (a) Construct a policy argumentation using the authoritative mode
 - (b) Construct a policy argumentation using the value-critical mode

(40 marks)

2. Policy Analysts play an important role in the policy making process. One of the roles analysts perform is helping policy makers define policy problems. Using the three phases in problem structuring discuss how policy analysts define policy problems

(30 marks)

3. Development of policy analysis as a profession has been interpreted differently by scholars leading to two major contending views. Discuss the distinction between Technocratic Guidance and Technocratic Counsel

(30 marks)

4. Write reasonable notes on the following:
 - (a) Trend Extrapolation
 - (b) Policy Delphi
 - (c) Approaches to policy analysis
 - (d) Policy making process
 - (e) Prospective analysis

(30 marks)

[Total = 100 marks]

END OF EXAMINATION

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

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 4044: PROJECT MANAGEMENT, MONITORING AND EVALUATION

- INSTRUCTIONS:** a) Answer QUESTION ONE and TWO, and TWO OTHER QUESTIONS
b) The time allowed is three (3) hours

-
1. Participatory Monitoring and Evaluation is grounded in five general principles. What are these principles? Further, elaborate the steps followed in the development and implementation of Participatory Monitoring and Evaluation. (20 marks)
2. The table below shows a list of activities for the construction of student hostels.

Activity list for the construction of student hostels

Activity	Description	Preceding Activity
A	Apply for approval	
B	Clearing building space	
C	Digging foundation	
D	Gathering material	
E	Building foundation	
F	Building walls	
G	Building roof	
H	Plumbing	
I	Electrical	
J	Fine tuning	

From the information above, draw the Activity on Node Network Diagram for the construction of student hostels. Further, identify which ones are parallel, burst and merge activities and indicate a preceding activity of each listed activity above. (10 marks)

3. What are the benefits and pitfalls of undertaking project evaluation? (10 marks).
4. There are situations when a project manager would opt for a matrix organisation structure than a functional organisation structure. Discuss. (10 marks)
5. Write brief notes on the following:
(i) External Project Environment
(ii) Internal Project Management Structure. (10 marks)
6. What is Force - Field Analysis and how would you conduct it? (10 marks).

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION**

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 4044: PROJECT MANAGEMENT, MONITORING AND EVALUATION

INSTRUCTIONS: a) Answer QUESTION ONE and TWO OTHER QUESTIONS
b) The time allowed is three (3) hours

1. The history and evolution of modern Project Management is closely related to several major influences, each of which has helped to shape and form the discipline we now call Project Management. Write brief notes on the five major influences. (30 marks)
2. What is a Work Breakdown Structure (WBS)? Give an example of a graphical presentation of the WBS. (10 marks)
3. What are the benefits of undertaking project evaluation? Identify one major theoretical model of evaluation and write brief notes on the model. (10 marks)
4. There are situations when a Project Manager would opt to use a Matrix Organisation Structure than a Functional Organisation Structure. Discuss. (10 marks)
5. Write brief notes on the following:
 - (i) External Project Environment
 - (ii) Internal Project Management Structure(10 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014/2015 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

PAM 4044: PROJECT MANAGEMENT, MONITORING AND EVALUATION

INSTRUCTIONS: Answer question one (1) and any other three (3) questions

1. One of the three components of Project Management is that the process of managing projects is accomplished through the use of processes like; planning , initiating and defining projects, organising, controlling, leading and motivating and closing the project. Write short notes on each process.(20 marks)

2. Write brief notes on the following;
 - (a) External Project Environment
 - (b) Internal Project Management Structure(10 marks)

3. Why would a Project Manager opt for a Matrix Organisation Structure than a Functional Organisation Structure?(10 marks)

4. What is a Project Life Cycle?(10 marks)

5. Why is it important to control projects?(10 marks)

6. What are the benefits of undertaking project evaluation? Identify one major theoretical model of evaluation and write brief notes on the model. (10 marks).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR-FINAL EXAMINATIONS
PAM 9025: PUBLIC ENTERPRISE MANAGEMENT-DISTANCE

TIME ALLOWED: THREE (3) HOURS

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

SECTION A

1. Following the liberalization and eventual privatization of the economy in 1990, most of the Zambian public enterprises such as UBZ, FINDECO, NIEC, ZCBC e.t.c are defunct and non-existent. Notwithstanding the above action by the preceding government, the current regime has endeavoured to resuscitate a number of SOEs. Explain the propulsion under which this could be obtaining.

SECTION B

2. Using the Zambian case, illustratively discuss the new trends in public enterprises
3. Critically compare and contrast departmental undertakings against government companies. In your view, which one is more viable for socio-economic development?
4. Explain the following concepts in public enterprises:
 - a. Balanced economic growth
 - b. Public enterprises
 - c. Privatisation

END OF EXAMINATION. GOOD LUCK!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 9040: ADMINISTRATIVE ETHICS AND LAW

INSTRUCTIONS: a) Answer QUESTION ONE and TWO OTHER QUESTIONS
b) The time allowed is three (3) hours

1. Accountability and ethics are closely related. Effective accountability helps the achievement of ethical standards in the governance system. However Rosenbloom and Kravchuk (2005) raise a pertinent question: “Why is it difficult to guard the guardians?” In light of this statement:
 - a) Write a critical note on administrative accountability and moral responsibility of the Government of Zambia. **(10 Marks)**
 - b) Identify and explain at least 5 (five) obstacles of ethical accountability in Public Administration in Zambia. **(10 Marks)**
 - c) Identify and explain at least 5 (five) strategies/measures which the Government should use to promote and secure a high level of ethical behaviour in the public service. What in your opinion is the best measure? **(20 Marks)**

2. Administrative law is dominated by the term “discretion” and “delegated legislation”. Administrative agencies make many kinds of decisions involving a wide variety of issues and the resolution of a number of these issues emerges through the exercise of discretion. In light of this statement:
 - a) Discuss the three (3) grounds for judicial review of administrative discretion of the executives. **(10 Marks)**
 - b) Enumerate and explain at least five (5) arguments for creation of delegated legislation in Zambia. **(10 Marks)**
 - c) Explain various ways through which the three arms of government have succeeded in controlling or acting as a check on the administrative law makers over powers conferred on the latter. **(10 Marks)**

3. Enumerate and explain, with the aid of various examples, the powers and functions of any administrative agency of your choice in Zambia. **(30 Marks)**

4. “Doctrine of separation of powers is structural rather than functional in Zambia.” Examine its impact on development of administrative law in Zambia. **(30 Marks)**

5. Discuss the effects of corruption, nepotism, sexual harassment and conflict of interest in the work place. Further identify and explain the measures that can be used to prevent such vices in an organisation and society at large. **(30 Marks)**

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014 ACADEMIC YEAR FULL –TIME / PARALLEL EXAMINATION

PAS 2014: RESEARCH METHODS AND TECHNIQUES

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND SECTION B.

TIME ALLOWED: THREE HOURS

SECTION A: ANSWER ALL QUESTIONS (40 MARKS)

Q1. Briefly explain the following concepts.

- a. Linear relationship
- b. Non probability sampling
- c. Standard error of the mean
- d. Symmetrical distribution
- e. Confidence interval estimates

Q2. Define the following terms.

- a. Type II error
- b. Non directional hypothesis
- c. Level of significance
- d. One tailed test
- e. Coefficient of determinant

Q3. Indicate whether the following statements are **TRUE** or **FALSE**.

- a. In testing a non directional hypothesis at $\alpha = .05$, the null hypothesis is rejected if $-1.96 < Z_{obs} < +1.96$.
- b. Confidence limits are the values that mark the boundaries of the confidence intervals.
- c. A cumulative frequency distribution shows the number of observations failing above a given point.
- d. The proportion of the area under the normal curve which lies between a Z – score of 1.55 and 2.55 is .0561
- e. The correlation coefficient r , ranges between $-1 \leq r \leq +1$
- f. When $p \geq .05$ the research hypothesis is accepted.
- g. A parameter is a numeric characteristic of a sample.
- h. Hypothesis testing and estimation are part of descriptive statistics.

- i. Inferential statistics deals with the organizing, summarizing describing of data.
- j. Snowball sampling is an example of probability sampling.

SECTION B: ANSWER ALL QUESTIONS (60 MARKS)

Q1. The table below shows the relationship between copper prices and Government revenue in Zambia during a seven year period.

Government Revenue and Copper Price, 1967 - 1973

Year	Copper Price (K/ton) X	Government revenue (K million) Y
1967	810	276
1968	887	306
1969	1, 048	401
1970	1, 011	432
1971	767	309
1972	746	315
1973	1, 156	385

- a. Compute the regression equation to show the dependence of government revenue on copper price.
- b. Interpret the meaning of the observed regression coefficient within the context of the equation.
- c. If government revenue in 1979 was 210 (K million), what was the price of copper?
- d. Compute the correlation coefficient and interpret the answer.
- e. Compute the coefficient of determinant and interpret the answer

Q2a. A sample of 400 voters in Lubasenshi constituency and 100 voters in Katombora constituency showed that only 33% and 10% of voters were interested in casting their ballots in the next Presidential, Parliamentary and Local Government elections. At 10% level significance, test the hypothesis that there is *no* significant difference in interest in voting between the two constituencies.

Q2b. The age of the members of a village council is normally distributed with a mean of 68 years and a standard deviation of 4 years.

- a. Mr. Kanuke is 71 years old. What proportion of the members is older than him?
- b. Mr. Nyambe is 65 years old. What percentage of the members is younger than him?
- c. Suppose the village council has 210 members, how many people fall between Mr. Kanuke and Mr. Nyambe?
- d. Mr. Sitali claims that he is older than 67% of the members. How old is he?

Q3a. The management of Spar Supermarket in Choma is suspicious that the 500 grams of beans supplied to the store are *below* the required weight. To test this suspicion, 100 packages of beans are selected at random, and the average weight of the packages in the sample is 497 grams with a standard deviation of 5 grams. Is the suspicion of management justified? Test at 5% level of significance.

Q3b. The data below shows the numbers of 50 kg bags of maize harvested by 1, 000 small scale farmers which are grouped in intervals of 5.

Class-interval	Frequency
10 – 14	8
15 – 19	30
20 – 24	40
25 – 29	94
30 – 34	126
35 – 39	156
40 – 44	176
45 – 49	138
50 – 54	118
55 – 59	70
60 – 64	20
65 – 69	16
70 – 74	8

- (i) Compute the mean and interpret the answer.
- (ii) Compute the Standard deviation and interpret the answer.

END OF EXAMINATION

Areas Under the Normal Curve

Fractional parts of the total area (10,000) under the normal curve, corresponding to distances between the mean and ordinates that are Z standard deviation units from the mean.

Z	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
0.0	0000	0040	0080	0120	0159	0199	0239	0279	0319	0359
0.1	0398	0438	0478	0517	0557	0596	0636	0675	0714	0753
0.2	0793	0832	0871	0910	0948	0987	1026	1064	1103	1141
0.3	1179	1217	1255	1293	1331	1368	1406	1443	1480	1517
0.4	1554	1591	1628	1664	1700	1736	1772	1808	1844	1879
0.5	1915	1950	1985	2019	2054	2088	2123	2157	2190	2224
0.6	2257	2291	2324	2357	2389	2422	2454	2486	2518	2549
0.7	2580	2612	2642	2673	2704	2734	2764	2794	2823	2852
0.8	2881	2910	2939	2967	2995	3023	3051	3078	3106	3133
0.9	3159	3186	3212	3238	3264	3289	3315	3340	3365	3389
1.0	3413	3438	3461	3485	3508	3531	3554	3577	3599	3621
1.1	3643	3665	3686	3718	3729	3749	3770	3790	3810	3830
1.2	3849	3869	3888	3907	3925	3944	3962	3980	3997	4015
1.3	4032	4049	4066	4083	4099	4115	4131	4147	4162	4177
1.4	4182	4207	4222	4236	4251	4265	4279	4292	4306	4319
1.5	4332	4345	4357	4370	4382	4394	4406	4418	4430	4441
1.6	4452	4463	4474	4485	4495	4505	4515	4525	4535	4545
1.7	4554	4564	4573	4582	4591	4599	4608	4616	4625	4633
1.8	4641	4649	4656	4664	4671	4678	4686	4693	4699	4706
1.9	4713	4719	4726	4732	4738	4744	4750	4758	4762	4767
2.0	4773	4778	4783	4788	4793	4798	4803	4808	4812	4817
2.1	4821	4826	4830	4834	4838	4842	4846	4850	4854	4857
2.2	4861	4865	4868	4871	4875	4878	4881	4884	4887	4890
2.3	4893	4896	4898	4901	4904	4906	4909	4911	4913	4916
2.4	4918	4920	4922	4925	4927	4929	4931	4932	4934	4936
2.5	4938	4940	4941	4943	4945	4946	4948	4949	4951	4952
2.6	4953	4955	4956	4957	4959	4960	4961	4962	4963	4964
2.7	4965	4966	4967	4968	4969	4970	4971	4972	4973	4974
2.8	4974	4975	4976	4977	4977	4978	4979	4980	4980	4981
2.9	4981	4982	4983	4984	4984	4984	4985	4985	4986	4986
3.0	4986.5	4987	4987	4988	4988	4988	4989	4989	4989	4990
3.1	4990.0	4991	4991	4991	4992	4992	4992	4992	4993	4994
3.2	4993.129									
3.3	4995.166									
3.4	4996.631									
3.5	4997.674									
3.6	4998.409									
3.7	4998.922									
3.8	4999.277									
3.9	4999.519									
4.0	4999.683									
4.5	4999.866									
5.0	4999.997133									

From Harold O. Rugg, *Statistical Methods Applied to Education* (Boston: Houghton Mifflin, 1917), pp 389-390. Reprinted by permission of the publisher.

FORMULAS

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

$$b = \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - (\sum X)^2}$$

$$Z_{obs} = \frac{P_1 - P_2}{\sqrt{\frac{P_1 q_1}{n_1} + \frac{P_2 q_2}{n_2}}}$$

$$Z_{obs} = \frac{x_1 - x_2}{\sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}}$$

$$Z_{obs} = \frac{x - \mu}{s_{\bar{x}}}$$

$$Z_{obs} = \frac{P' - P}{s_{\bar{x}}}$$

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION**

2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS

PEM 3139- APPLIED RESEARCH

TIME: 3 HOURS

INSTRUCTIONS

- THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE GRADE.
 - THERE ARE FIVE QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.
-

1. Write short notes on each of the following (20 Marks)
 - (1) Applied research
 - (2) Basic research
 - (3) Evaluation research
 - (4) Action research
2. You have been called upon as a researcher by the Ministry of Education to establish the causes of riotous behaviour in Secondary schools. (15 Marks).
 - (a) Identify the kind of research can you conduct to get this kind of information?
 - (b) Design a research proposal outlining the topic, purpose, statement of the problem, objectives, research questions, and methodology.
3. Discuss the difference between qualitative and quantitative research (15 Marks).
4. Outline the sampling techniques that you would utilise in qualitative and quantitative research designs (15 Marks).
5. With relevant examples, critically analyse the purpose of applied research (15 Marks).

26
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**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS**

2014 ACADEMIC YEAR

FINAL EXAMINATIONS

PHI 1010: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

INSTRUCTIONS: Answer ALL questions
Section A should be answered in a separate answer book.

SECTION A: ETHICS, PHILOSOPHY OF RELIGION, AND EPISTEMOLOGY

Answer all questions – Be as brief as possible

1. Consider a case of a robber breaking in a house where there is a family of 6. He demands that the mother kills one of her family members, failure to which he would kill all the members of the family.
 - (a) Briefly discuss how utilitarianism can help the mother in making a decision that would be seen as morally right.
 - (b) Briefly discuss how Kantian ethics can be used in this case considering three main considerations that Kantian ethics employs.
 - (c) Discuss the weaknesses of applying virtue ethics to such a case.

2. Many people believe in God for many reasons despite not have conclusive evidence of his existence.
 - (a) Clearly explain the ontological, cosmological and teleological arguments for the existence of God.
 - (b) Explain the views of Pascal Wager and William James on having faith even when conclusive evidence is lacking.
 - (c) Given the so much evil in the world, discuss the logical problem of evil ending with at least one argument that can be advanced for God's existence with all his attributes despite the existence of evil.

3. Research is abounding about poverty levels, incidence of disease, world population, and many other research that normally is used to generate knowledge. For many social and natural scientists, they use these research results to justify certain positions as true. But clearly with newer research, one realises that what would have been taken as true is not true at all.
 - (a) Evaluate the traditional account of knowledge clearly highlighting two responses to it.
 - (b) Discuss Descartes arguments in support of scepticism and what would be a possible response to such arguments.
 - (c) Compare and contrast Rene Descartes' rationalism and John Locke's empiricism.

SECTION B: POLITICAL PHILOSOPHY

Answer all questions

4.
 - (a) Explain the 'benign neglect' philosophy of citizenship and then explain reasons why Will Kymlicka thinks this philosophy is faulty.
 - (b) Explain the political philosophy of John Locke and highlight its merits and demerits.

SECTION C: METAPHYSICS

Answer all questions

5. State the questions that have been raised with regard to the problem of permanence and change. Five explanations to these questions have been attempted by philosophers. Elaborate these explanations and state their weaknesses.

SECTION D: LOGIC

Answer all questions

(Determining Validity)

6. Determine whether the following arguments are valid or invalid, and if invalid mention the rule they have broken; and mention the major and minor terms of each argument.

- (a) Some modern maths is good.
Every good thing has value.
Nothing which has value is worthless.
Some modern maths is not worthless.
- (b) All A is B and C.
All Z is A.
All Z is not B and C.
- (c) All human beings are men.
It's clear this woman is a human being.
Therefore, this woman is a man.

(Fallacies)

7. Which fallacy has been committed, if any, in each of the following statements? (Indicate "No fallacy committed" if you think no fallacy has been committed):
- (a) This person cannot possibly be telling lies because he is a policeman. A law-enforcing policeman can never tell lies.
- (b) **John:** God created the world and never tell lies
Mary: How do you know?
John: Because Moses says so
Mary: But how do you know that Moses is saying the truth?
John: Because God, who created the world and never tells, lies, told Moses.

(Obvert, Convert, Contrapose)

8. Covert the following propositions:
(a) Cows have horns.
(b) Some women are pretty.
9. Contrapose the following propositions:
(a) Some prejudices are not bad.
(b) Only the boys will receive footballs.

END OF EXAMINATION



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

**INSTITUTE OF DISTANCE EDUCATION (IDE)
2014 ACADEMIC YEAR FINAL EXAMINATIONS**

PHI 1010: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY ALL QUESTIONS.

SECTION ONE: POLITICAL PHILOSOPHY

1. Explain and give two (2) criticisms against each of the following components of Karl Marx's political theory:
 - (a) Metaphysics
 - (b) Economic theory
 - (c) Ethical theory

SECTION TWO: ETHICS

2. With regard to utilitarian ethics explain and evaluate the following concepts and name the philosopher/s advocating the concepts:
 - (a) Reducing pain for the greatest number
 - (b) Preventing pain for the greatest number
 - (c) Producing pain for the greatest number
 - (d) Good equals pleasure
 - (e) Higher and lower pleasures
 - (f) Self-regarding and Other-regarding activities
 - (g) Hedonic calculus

SECTION THREE: PHILOSOPHY OF RELIGION

3. Explain any four (4) arguments offered by religious philosophers to prove that God exists. You must criticize each of these arguments.

SECTION FOUR: METAPHYSICS

4. Explain seven (7) attempted solutions to the mind-body problem by various philosophers and give a critique against each of them.

SECTION FIVE: EPISTEMOLOGY

5. Outline five (4) different key components of the theory of knowledge of John Locke.

SECTION SIX: LOGIC

(Determining Validity)

6. Determine whether the following arguments are valid or invalid, and if invalid mention the rule they have broken; and mention the major and minor terms of each argument.
- (a) Some modern maths is good.
Every good thing has value.
Nothing which has value is worthless.
Some modern maths is not worthless.
- (b) All A is B and C.
All Z is A.
All Z is not B and C.
- (c) All human beings are men.
It's clear this woman is a human being.
Therefore, this woman is a man.

(Fallacies)

7. Which fallacy has been committed, if any, in each of the following statements? (Indicate "No fallacy committed" if you think no fallacy has been committed):
- (a) This person cannot possibly be telling lies because he is a policeman. A law-enforcing policeman can never tell lies.
- (b) **John:** God created the world and never tell lies
Mary: How do you know?
John: Because Moses says so
Mary: But how do you know that Moses is saying the truth?
John: Because God, who created the world and never tells, lies, told Moses.

(Obvert, Convert, Contrapose)

8. Covert the following propositions:
(a) Cows have horns.
(b) Some women are pretty.
9. Contrapose the following propositions:
(a) Some prejudices are not bad.
(b) Only the boys will receive footballs.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2014/2015 ACADEMIC YEAR
PHI 2030: PHILOSOPHY OF SOCIAL SCIENCE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS (one from Section A, one from Section B and one from Section C.)

SECTION A (Natural Science)

1. (a) Discuss why Karl Popper considered falsification to be so important in the progress of science.
(b) Explain the distinction Popper made between "pseudo-science" and "proper science".
(c) Explain Popper's distinction between a "bold" hypothesis and a "cautious" one.
(d) Explain the difference between "the context of discovery" and "the context of justification".
(e) Discuss what is meant by "sophisticated falsificationism".

or

2. (a) Discuss what Thomas Kuhn meant by a "paradigm" and a "paradigm shift".
(b) Explain and discuss the different elements in what Imre Lakatos meant by a "research programme".
(c) Discuss how Kuhn and Lakatos differed in their understanding of scientific development.

SECTION B (Social Science 1)

3. The naturalistic approach to the social sciences has been rejected by the interpretivist approach with reference to the essential dimension of meaning and value.

Discuss critically what is meant by the following four interpretivist approaches:

- (i) The hermeneutical approach.
- (ii) The critical approach.
- (iii) The postmodern approach.
- (iv) The social constructionist approach.

or

4. (a) Methodological individualism gives central important to the role of the individual agent in social science analysis. In this context, discuss the meaning and relevance of both rational choice theory and game theory.
- (b) Methodological holism gives greater emphasis to the structural dimension of social behaviour. In this context, discuss what is meant by "structuration" and how social structures are both enabling and constraining.

SECTION C (Social Science 2)

5. (a) Discuss briefly the key features of Charles Darwin's biological theory.
- (b) Explain what sociobiologists refer to as "kin selection" and "reciprocal altruism".
- (c) Explain what sociobiologists mean by the "leash principle" and "gene-culture co-evolution".
- (d) Give a critique of sociobiology as an adequate explanation of social behaviour.

or

6. (a) Discuss critically whether it is justified to distinguish between fact and value in social science analysis.
- (b) Arguments can be put forward for both relativism and objectivism in social science analysis. Discuss some of the arguments on both sides.
- (c) With respect to objectivity in the social sciences, discuss the meaning of "constitutive elements" in human behaviour as distinct from "culturally specific elements".

END OF EXAMINATION

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

2015 FINAL EXAMINATIONS

PHI 4095: METAPHYSICS

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH QUESTIONS FROM SECTION A AND CHOOSE TWO QUESTIONS FROM SECTION B

SECTION A: (ANSWER BOTH QUESTIONS 1 AND 2)

1. According to Richard Taylor, “to think metaphysically is to think, without arbitrariness and dogmatism, on the most basic problems of existence.”
 - (a) Clarify, with the help of examples from morality and religion and logic, what Taylor means when he says the problems of metaphysics are basic.
 - (b) Explain why Taylor thinks the outcome of metaphysical thought is not knowledge.
 - (c) Discuss what Taylor considers to be the outcome of metaphysical thought and how this, in his view, comes about.
 - (d) Discuss the reason Taylor believes one can be a wise metaphysician who nevertheless suspends judgment on metaphysical views.

2. “A metaphysical problem is inseparable from its data, for it is these that give rise to the problem in the first place.”
 - (a) Explain what a metaphysical problem is, giving an example of this.
 - (b) Explain what metaphysical data are, giving an example of these based on the example of a metaphysical problem in (a).
 - (c) Discuss the role of metaphysical theories in this.
 - (d) Discuss why there is need for metaphysics, according to Taylor.

SECTION B: (ANSWER ONLY TWO QUESTIONS)

3. “If there is anything that made the ancient Greek man and woman wonder about the nature of things it was the phenomenon of change or motion.”
 - (a) Describe the four types of change or motion identified by the ancient Greeks.
 - (b) State the metaphysical problem of change and permanence.
 - (c) Demonstrate how Heraclitus’s view of reality differs from Parmenides’ view.
 - (d) Discuss Aristotle’s solution to the problem of permanence and change.

4. According to Velasquez, “The traditional Western view of human nature makes an assumption that initially appears to be so obvious that we are selves that endure through time. Yet, we do change substantially over time as we go through our lives.”
 - (a) Discuss the basis for the belief that we remain the same person throughout life.
 - (b) Critically discuss the view of bodily continuity as the source of the enduring self.
 - (c) Discuss the basis for the belief that we change substantially throughout our lives.
 - (d) Discuss the theory you would use to resolve the problem of personal identity.

5. “To most of us, it is obvious that we have a mind and a body. But although this seems obvious, this view has given rise to the profound problem of mind and body”.
 - (a) State Rene Descartes’ metaphysical problem of mind and body.
 - (b) Clarify the data of metaphysics from which this metaphysical problem arises.
 - (c) Discuss Descartes’ solution to the problem of mind and body.
 - (d) Critically discuss the materialist response to the Cartesian solution of the mind and body problem.

6. “It may seem to us that we are free. But in actuality, this freedom is just a result of our ignorance of the laws that govern us. Eventually we will discover these laws. Then we will see clearly that freedom is an illusion.”
 - (a) State the problem of free-will and determinism.
 - (b) Discuss the determinist argument.
 - (c) Discuss the libertarian argument.
 - (d) Discuss a possible solution to the problem of free-will and determinism.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2014 ACADEMIC YEAR FINAL EXAMINATIONS

PHI 9125/ECN 9422: BUSINESS ETHICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS (AS BRIEFLY AS POSSIBLE)

1. Explain the metaphysics of Karl Marx's philosophy.
2. Explain any two arguments which private entrepreneurs may give as an injustice of Marxist thinking.
3. Explain two reasons why Milton Friedman says Corporate Social Responsibility is morally wrong.
4. Explain three arguments against comparative worthy.
5. Explain the difference between a negative right and a positive right. Give examples.
6. Explain the two principles of justice that can be chosen under the veil of ignorance in John Rawls' theory. You must state which principle represents the negative rights and which one represents the positive rights.
7. Explain one weakness in Robert Nozick's *principle of justice in acquisition* and how whites who are against the land redistribution exercise in Zimbabwe can take advantage of this weakness to argue that the exercise is immoral.
8. Explain two negative effects which practices of multinational companies cause on human life (you must explain the mechanical processes involved in the process of causing harmful effects)
9. Explain two challenges faced by the international community in dealing with the companies stated in question 8 above.
10. Can any business succeed without bluffing, without being a 'crook' and without causing harm on anybody? Briefly explain your answer.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS**

POL 1015: INTRODUCTION TO POLITICAL SCIENCE

DISTANCE CANDIDATES ONLY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Give a theoretical understanding of the principles of the separation of powers and checks and balances. In so doing, discuss also the applicability of these principles to the Zambian political system. Give practical examples.
2. Distinguish a state from a nation. With the understanding of these concepts, compare and contrast Thomas Hobbes' and John Locke's theories of the creation of the state.
3. What are social and economic cleavages? In your answer, discuss the Functionalist, Marxist and Weberian theories of social and economic cleavages.
4. There is a debate that in most African states, Zambia inclusive, governance is based on power as opposed to authority. Using appropriate examples of your choice, distinguish power from authority. In so doing discuss also what constitutes a legitimate government.
5. Distinguish Political culture from Political socialization. In so doing, critically analyse Zambian political culture by focusing on the characteristics of the executive, legislature, judiciary, political parties and interest groups.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS**

POL 1015: INTRODUCTION TO POLITICAL SCIENCE

REGULAR AND PARALLEL CANDIDATES ONLY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. There is a debate that in most African states, Zambia inclusive, governance is based on power as opposed to authority. Using appropriate examples of your choice, distinguish power from authority. In so doing discuss also what constitutes a legitimate government.
2. What is an electoral system? Discuss any two types of electoral systems that you are familiar with. In so doing, outline the strengths and weaknesses of the two electoral systems you have presented.
3. Give a theoretical understanding of the principles of the separation of powers and checks and balances. In so doing, discuss the applicability of these principles to the Zambian political system. Give practical examples.
4. Write short notes on each of the following;
 - (a) Coup d'état
 - (b) Science of politics
 - (c) State of nature
 - (d) Social cleavages
 - (e) Political conflict
5. Define popular sovereignty and discuss the extent to which it prevails in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014/2015 ACADEMIC YEAR DEFERRED EXAMINATION

POL 1015: INTRODUCTION TO POLITICAL SCIENCE

TIME ALLOWED: Three Hours

INSTRUCTIONS: **Answer Any Three Questions**

1. Write brief notes on any four of the following concepts
 - a. Marxism Conception of Labor power
 - b. David Easton's understanding of Politics
 - c. De - facto Sovereignty
 - d. Understanding of a referendum
 - e. Distinction between government and governance
 - f. Economic Cleavages

2. What constitutes Science? In so doing, discuss the similarities and differences between Natural Science and Political Science.

3. Distinguish a state from a nation. With the understanding of these concepts compare and contrast Thomas Hobbes and John Locke theories of the creation of the state.

4. Distinguish social conflict from Political conflict. In the process discuss six sources of political conflict and four mechanisms used to revolve such conflict.

5. What is an electoral system? With the understanding of an electoral system, discuss two types of electoral systems by drawing their strengths and weaknesses.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014/2015 ACADEMIC YEAR DEFERRED EXAMINATION

POL 2010: INTRODUCTION TO COMPARATIVE POLITICS

TIME ALLOWED: Three Hours

INSTRUCTIONS: **Answer Any Three Questions**

1. Discuss six key agents of political socialization. In so doing, outline the features of the French political culture as differentiated from the features of the US political culture.
2. Discuss the American and the French executives in relation to their legislative bodies. In so doing, outline the similarities and differences in the functioning of the two systems.
3. Compare and contrast the American electoral process with that of France and in the process outline the factors that account for the differences in the two electoral processes.
4. Compare and contrast socialist construction in Soviet Union and in the People's Republic of China.
5. Outline the similarities and the differences in the political reforms in China and in Soviet Union and in the process account for the factors that explain the survival of Socialist China in comparison to the total collapse of Socialist Soviet Union.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014/15 ACADEMIC YEAR DEFERRED EXAM

POL 2010: COMPARATIVE POLITICS

TIME ALLOWED: Three Hours

INSTRUCTIONS: Answer any three questions

1. Discuss the American and the French executives in relation to their legislative bodies. In the process outline the similarities and differences in the functioning of the two systems.
2. Discuss six key agents of political socialization. In so doing, outline the features of the French political culture as differentiated from the features of the US political culture.
3. What is an interest group? With your understanding of an interest group, discuss the nature of interest groups in America and France. In the process outline the factors that explain the differences in the organization and functioning of these groups in the two countries.
4. Discuss the nature and impact of the strategies that were adopted by the Communist Party of the Soviet Union in socialist construction. In what important ways did the nature and impact of these strategies differ from those adopted by the Chinese Communist Party under Mao Zedong
5. Compare and contrast the nature of political reforms that have taken place in Russia since the introduction of glasnost and perestroika with those that have taken place in the Post-Mao period in China. In so doing assess the factors that may account for the differences in the extent of political changes that have taken place in the two countries.

END OF EXAM

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

**2014/5 ACADEMIC YEAR
FINAL EXAMINATIONS**

POL 2010: INTRODUCTION TO COMPARATIVE POLITICS

INSTRUCTIONS: ANSWER THREE QUESTIONS: ONE FROM EACH SECTION

TIME ALLOWED: THREE HOURS

Section A

1. Critically evaluate the criticisms advanced against the traditional approaches towards the study of comparative politics that emerged in the Post World War two period.
2. Drawing largely but not exclusively from the USA experiences critically evaluate Samuel Huntington's Institution building conception of political development as a basis for comparing political systems.
3. Critically analyse the extent to which the principle of unity of theory and practice is helpful in understanding the differences in the Russian and Chinese socialist revolutions that took place between 1897 and 1917 in the case of Russia and 1921 to 1949 in the case of China.

Section B

4. Discuss the functioning of political party systems in France and USA. In the process of doing so critically analyse the extent to which historical factors more than any other factors can be said to account for the differences in the function of the party systems in the two countries.
5. Compare and contrast the American electoral system in respect to the election of the president and members of the legislative body with that of France and in the process assess how the respective electoral systems have affected the political party systems in the two countries.
6. Compare and contrast the power relationships existing between the American Senate and the House of Representatives with that of the French Senate and the National Assembly. In the process of doing so account for the factors that may account for the differences in the nature of the relationships.

Section C.

7. Critically analyse the relative importance of the role played by the working class and the peasantry in the successes of the Bolsheviks and the Chinese Communist party in gaining state power in the Soviet Union and the in People's Republic of China respectively. In the

process of doing so account for differences in the roles that these social groups played in the two countries.

8. Discuss the strategy adopted by the Chinese Communist Party towards the agricultural sector and heavy industry in their socialist construction of China. In what important ways did their strategy differ from or was similar to that adopted by the Communist Party of the Soviet Union.
9. Critically evaluate the nature and impact of economic reforms in the post-Mao period in the People's Republic of China. In what important ways was the nature and impact of these reforms different and/or similar to those undertaken by Gorbachev under the context of perestroika?

End of examination

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

**2014/15 ACADEMIC YEAR
FINAL EXAMINATIONS**

POL 2020: POLITICS IN ZAMBIA

INSTRUCTIONS: ANSWER THREE QUESTIONS: ONE FROM EACH SECTION

TIME ALLOWED: THREE HOURS

Section A

1. Identify and critically analyse the legacy of the 'native' colonial policy on the nature and extent of ethnicity as a major political cleavage in Zambia.
2. Critically analyse the relationship between the development and the class interests of the petty bourgeoisie and the emergence of the ideology of humanism in Zambia's Kaunda presidency.
3. Assess the extent to which it can be argued that the collapse of socialism in the Soviet Union and the rest of Eastern Europe more than the internal dynamics against the one party system that had been developing in the country was principally responsible for the collapse of the one party system in Zambia and the defeat of the then ruling party.

Section B

4. Critically analyse the role of interest groups in the political process of Zambia's Third Republic.
5. Outline the main features of Zambia's electoral system and in the process of doing so assess the impact of this electoral system on the functioning of political party system in Zambia.
6. Assess the extent to which it can be argued that Zambia's hybrid system has contributed to the Zambian president having more powers which the prime minister in a parliamentary system and the president in a presidential system do not enjoy in relation to the legislature.

Section C

7. Critically discuss the extent to which Zambia's non alignment policy has been based on both idealist and realist calculations.
8. Compare and contrast Zambia's Southern Africa foreign policy under President Kenneth Kaunda and President Fredrick Chiluba. In the process of doing so discuss whether in your view there was a continuation or a break in the implementation of the policy.

9. Assess the likely impact of the emergency of the financial alliance of Brazil, Russia, India, China and South Africa (BRICS) on Zambia's relations with the World Bank (WB) and International Monetary Fund (IMF).

End of examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014/2015 ACADEMIC YEAR DEFERRED EXAMINATION

POL 3021: REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION

TIME ALLOWED: Three Hours

INSTRUCTIONS: Answer Any Three Questions

1. Distinguish global cooperation from regional integration? In so doing, discuss how regional integration can impede and at the same time foster global cooperation.
2. Distinguish functionalism from Neo-functionalism. In the process, discuss which of the two theories explains better the establishment and evolution of the African Union (AU).
3. Liberals advocate for international trade as one of the means through which development can be realised particularly in third world countries. By giving practical illustrations, justify this assertion by also establishing the critics of international trade and the measures that can be put in place to regulate it.
4. Political and economic integration offers both threats and opportunities to national development and has been the vision of African leaders since decolonization. Discuss the threats and opportunities that Zambia has from regional blocs such as the Southern African Development Community (SADC) and the Common Market for East Southern Africa (COMESA).
5. Discuss the role of the BRICS in international cooperation by taking into account the challenges faced by these countries, especially in areas relating to economics and politics.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014/2015 ACADEMIC YEAR END OF YEAR EXAMINATION

POL 3021: REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION

TIME ALLOWED: Three Hours

INSTRUCTIONS: Answer Any Three Questions

1. Define international cooperation? In so doing, discuss how agents of international cooperation have been a tool of dominance by developed states on developing states like Zambia.
2. Distinguish functionalism from Neo-functionalism. In the process, discuss which of the two theories explains better the establishment and evolution of the African Union (AU).
3. Compare and contrast the establishment and development of the Southern African Development Community (SADC) and the Common Market for East and Southern Africa (COMESA). In so doing, highlight how overlapping membership in the two organisations is affecting integration in southern Africa.
4. Compare and contrast the evolution of the European Union (EU) and the African Union (AU).
5. Discuss the role of the BRICS in international cooperation by taking into account the challenges faced by these countries, especially in areas relating to economics and politics.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014/2015 ACADEMIC YEAR END OF YEAR EXAMINATION

POL 3022: FOREIGN POLICIES OF AFRICAN STATES

TIME ALLOWED: Three Hours

INSTRUCTIONS: Answer Any Three Questions

1. The term foreign policy refers to a state's output into the globe system. The way foreign policy is determined depends on a number of factors. Discuss the internal and external determinates of foreign policy. In so doing, determine which factors are accountable for Zambia's current foreign policy with China.
2. Under the Muslim Brotherhood regime, it is alleged that Egypt's foreign policy became a threat to its own national security. Discuss the factors that contributed to this allegation. In the process, outline measures that have been instituted by the current government of President Sisi in an attempt to reposition Egypt's strategic position in international affairs.
3. A world power structure dominated by a single country, according to Robert Keohane and other neo-realists, is 'most conducive to the development of strong international regime whose rules are relatively precise and well obeyed'. Taking into consideration this argument, discuss the opportunities and challenges presented to African states from the emerging bipolar world dominated by China and the United States of America (USA).
4. By using the hegemonic stability theory, compare and contrast South Africa's and Nigeria's foreign policies. Based on your assessment, justify which of the two states presents a character of a hegemony more than the other.
5. European Union (EU)-Africa formal relations started with the Cotonou Agreement- a Treaty between the EU and African, Caribbean and Pacific Group of States (ACP) signed in 2000. Based on this agreement, discuss EU, Zambia's relations by also highlighting the challenges that have emanated from this cooperation.

End of examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014/2015 ACADEMIC YEAR DEFERRED EXAMINATION

POL 3022/3035: FOREIGN POLICIES OF AFRICAN STATES

TIME ALLOWED: Three Hours

INSTRUCTIONS: Answer Any Three Questions

1. Distinguish Realism from Idealism. In so doing, justify which of the two theories explains satisfactorily the relationship between Zambia and China.
2. Foreign affairs of Nigeria since attainment of independence in 1960 has been characterized by a focus on Africa as a regional power guided by several fundamental principles such as: African unit; exercise of hegemonic influence in the region: peaceful settlement of disputes; and regional economic cooperation and development. Taking these factors into consideration, analyze critically Nigeria's foreign policy. In the process, outline the challenges that Nigeria is facing in maintaining its regional hegemonic status in West Africa.
3. Foreign policy process in Zambia takes three basic stages in relation to other states and non-state actors. Discuss these stages by also expounding on the importance of the presidency in each stage.
4. Under the Muslim Brotherhood regime, it is alleged that Egypt's foreign policy became a threat to its own national security. Discuss the factors that contributed to this allegation. In the process, outline measures that have been instituted by the current government of President Sisi in an attempt to reposition Egypt's strategic position in international affairs.
5. Compare and contrast EU and China's relations with Zambia. In so doing, establish which actor is realistically addressing the contemporary challenges that Zambia as a state is facing.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014 ACADEMIC YEAR**

REGULAR AND DISTANCE CANDIDATES ONLY

POL 3030-INTERNATIONAL RELATIONS

DURATION

THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. What do you understand by the concept of National Interest? What role does it play in foreign policy formulation and implementation?
2. To what extent is cooperation possible in international politics?
3. Critically analyze the performance of the United Nations (UN) in the post Cold War era.
4. From the beginning, there was a natural inclination in American society to move away from global involvement towards isolationism. What reasons guided America to adopt isolationist orientations. Further, discuss the factors that contributed to America's decision to move away from the isolationist orientation towards an internationalist policy.
5. Discuss the contributions of feminism to international relations.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2014 ACADEMIC YEAR FINAL EXAMINATIONS (JUNE, 2015)
POL 4020: POLITICS OF INTERNATIONAL PEACE AND SECURITY
TIME ALLOWED: THREE (3) HOURS
INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

SECTION A

1. Critically examine the notion of the security dilemma. In the process of doing so explain why idealists maintain that international cooperation protects against the security dilemma.
2. Two individuals have become whistle blowers: Edward Snowden and Julian Assange. They believe that their choices prioritize individual rights over state security. Do you think that their arguments are valid, why or why not?

SECTION B

3. "Terrorism is a threat to international peace and security". Critically assess.
4. Discuss and analyse the various United Nations Peacekeeping generations from 1948 to date.

SECTION C

5. Account for the factors that make reintegration more onerous than disarmament and demobilization in the post conflict period.
6. Effective conflict early warning requires analysis of conflict through Strategic Conflict Analysis or Assessment (SCA). Discuss the major components of SCA and its significance to conflict prevention and management.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

2014/2015 ACADEMIC YEAR THIRD-TERM FINAL EXAMINATIONS

POL 4040 : DEMOCRATIC POLITICAL THEORY

TIME ALLOWED : THREE (3) HOURS

**INSTRUCTIONS : ANSWER QUESTION ONE IN SECTION A PLUS
ANY OTHER TWO QUESTIONS IN SECTION B**

SECTION A

1. What are the main features or characteristics of Athenian democracy? Write a concise essay in which you account for the factors or conditions that led to the emergence or creation of Athenian democracy. In so doing, identify also the key contributors and specify the roles they played in the creation of democracy. **(20 Marks)**.

SECTION B

2. In our contemporary era, democracy is regarded as the most “preferred political system”, “the only game left in town”, or “the last man standing” (see, e.g., Fukuyama, 1989; Conteh-Morgan, 1991; Ng’oma, 2013). Using the ideas of Schmitter and Karl (1991), or any other ideas you are familiar with, explain why democracy is described in such terms. Furthermore, explain why democracy, in Africa, appears to have failed to take root and become consolidated? Scholars say that “in Africa, democracy makes one step forward, followed by two steps backwards”. **(15 marks)**.
3. Write brief notes (about one page in each case) on each of the following **(15 marks)**:
- (a) Freedom and Equality
 - (b) Liberal democracy versus Republicanism
 - (c) Democratic Consolidation
4. In his article entitled “On the Third Wave of Democratization”, Doh Chull Shin (1994) has reviewed and synthesized the literature on the issues that, in his view, have been at the center of the recent academic and policy debate concerning democracy. Identify and critically examine these issues. What conclusion do you come to, about democracy? **(15 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

POL 9025: DIPLOMACY IN INTERNATIONAL AFFAIRS

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

SECTION A

1. Critically examine the evolving nature of diplomacy since the fall of communism in the late 1980s.
2. Critically discuss the innovative school of thought on diplomacy.

SECTION B

3. "The institution of Presidency more than anything else shapes the conduct of diplomacy."
Discuss
4. Examine the idea of "sticks and carrots" in the conduct of diplomacy and evaluate the extent to which it is successful in the promotion of good relations among states.

SECTION C

5. Discuss the significance of the Vienna Convention on Diplomatic Relations(VCDR-1961)
6. Write short notes on the following
 - i. Packaging agreements
 - ii. Diplomatic accreditation
 - iii. "Around the table negotiations"
 - iv. Economic diplomacy

End of exam!

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

POL 9065: PEACE AND CONFLICT MANAGEMENT IN AFRICA

TIME ALLOWED: THREE (3) HOURS

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

SECTION A (40 MARKS)

1. What are the effects of war in Africa? Explain the challenges of post conflict peacebuilding in Africa.
2. What is a fragile state? using one example of a state in Africa explain the main features of a fragile state and the measures needed to overcome fragility
3. Explain why sexual exploitation and violence against women has become a source of concern for Africa and the international community.
4. Briefly discuss the Continental Early Warning System (CEWS) for the African Union

SECTION B (60 MARKS)

5. Discuss the extent to which the greedy and grievance theory as expounded by Paul Collier explains war economies in Africa.
6. Although the state systems of most countries of the world claim that peace is desirable, the concept of peace, the obstacles to peace, what peace actually is and how it can be realized are issues on which there is no agreement. Critically discuss the peace problematic particularly from an African perspective.
7. "Domestic factors more than anything else are the drivers of conflict and war in Africa". Evaluate.
8. Compare and contrast traditional and western models of conflict resolution.

END OF EXAMS

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

INSTITUTE OF DISTANCE LEARNING

PSG 3315 – SOCIAL PSYCHOLOGY (HALF-COURSE)

2014/5 ACADEMIC YEAR EXAMINATIONS

DATE: 2ND JULY, 2015

TIME: 09:00HRS – 12:00HRS

INSTRUCTIONS

This examination paper consists of two main sections, section A and section B.

EACH SECTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.

**SECTION A – THERE ARE THREE (3) QUESTIONS IN THIS SECTION.
ANSWER ANY TWO.**

**SECTION B – THIS SECTION CONSISTS OF THREE (3) QUESTIONS.
ANSWER ANY TWO.**

Section A. Choose any two of the following. Each question carries 25 marks.

1. (a) What is Social Psychology?
(b) Discuss any three fields of Psychology that are related to social psychology. In your discussion note how they are similar and different to Social Psychology.
(c) Explain the major differences between common sense understandings and social psychological theories.

2. Describe the three ways in which people can enhance their self-image and cope with their faults and inadequacies. Explain how these self-enhancing biases can promote positive mental health.

3. (a) Discuss the importance of social research to society and to the field of social Psychology.

(b) What is the bogus pipeline technique and why is it useful in conducting research in social psychology.

(c) Using an example, explain how social psychologists use technologies to conduct research.

Section B. Choose any two of the following. Each question carries 25 marks.

1. (a) With the help of examples, discuss four ways in which attitudes are formed.
(b) Are attitudes ever reliable predictors of behaviour? Discuss.

2. (a) Distinguish between prejudice, stereotypes, and discrimination.
(b) Using either empirical evidence or examples from everyday life to support your answer, discuss in detail any two ways in which prejudice emerges.

3. (a) Define social influence, and differentiate between conformity and obedience.
(b) Clearly explain why people conform and why sometimes they resist pressures to conform.
(c) Discuss the factors that seem to play a role in destructive obedience according to social psychologists.
(d) What strategies may be helpful in resisting destructive disobedience?

Good luck 😊

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

PSG 4224 ADVANCED RESEARCH METHODS IN PSYCHOLOGY EXAMINATION

DATE: MONDAY 22 JUNE, 2015

VENUE: GLT

TIME: 14:00 – 17:00

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS EXAMINATION. ANSWER EACH ONE IN A SEPARATE ANSWER BOOKLET.

SECTION A: ANSWER ALL QUESTIONS

1. A **problem statement** is a clear concise description of the **issue(s)** that need(s) to be addressed by a **problem** solving team. It substantiates, the problem by providing facts (figures) and statements from significant others and experts in the field. Using the statement of the problem worksheet, write a statement of the problem on any psychological problem of your choice. Figures and quotations can be hypothetical:

Original problem or focusing question	
Stakeholders who are most affected by the problem	
Type of problem	
Suspected cause of the problem	

Goal for improvement and long-term impact	
Proposal for addressing the problem	
Final problem statement	

2. How could these statements be improved in the literature review section? Rewrite the paragraph

Studies show that matching teaching and learning style can enhance achievement at the college level (Brown 1978).Gu and Johnson (1996) found that the strategy of visual repetition was the strongest negative predictor of learning outcome. Stice (1987) indicates that students can retain 90% of what they say as they do something. Cohen and Apeh (1980) find that students of Hebrew who used paired associations have better performance than those who don't.Schmitt's (1997) survey of first and fourth year Japanese learners of English showed differences in use of learning strategies. New words used in productive exercises lead to better retention than those used in receptive ones (Ellis and He 1999).The keyword method has been shown to be effective: for example, the Russian word for battleship is linkor, and American learners can use the key word Lincoln to help remember it (Schmitt and McCarthy 1997).

3. Comment on the following research questions of a student
 - a. Are females smarter than males?
 - b. Do females age 18-35 score higher than adult males age 18-35 on the WAIS-III?
4. Write the research topic (research problem) and show graphically how you would conduct a literature search

SECTION B: ANSWER ALL QUESTIONS

1. Professor Mooya has been looking for the article below to cite. Upon obtaining it he realises that that the abstract is missing. Re-write the abstract FOR the article below

INFANT-PARENT ATTACHMENT: DEFINITION, TYPES, ANTECEDENTS, MEASUREMENT AND OUTCOME

ABSTRACT

***** Missing abstract *****

INTRODUCTION

Parents play many different roles in the lives of their children, including teacher, playmate, disciplinarian, care-giver and attachment figure. Of all these roles, their role as an attachment figure is one of the most important in predicting the child's later social and emotional outcome.

DEFINITION

Attachment is one specific and circumscribed aspect of the relationship between a child and caregiver that is involved with making the child safe, secure and protected. The purpose of attachment is not to play with or entertain the child (this would be the role of the parent as a playmate), feed the child (this would be the role of the parent as a caregiver), set limits for the child (this would be the role of the parent as a disciplinarian) or teach the child new skills (this would be the role of the parent as a teacher). Attachment is where the child uses the primary caregiver as a secure base from which to explore and, when necessary, as a haven of safety and a source of comfort.

Attachment is not 'bonding'. 'Bonding' was a concept developed by Klaus and Kennell who implied that parent-child 'bonding' depended on skin-to-skin contact during an early critical period. This concept of 'bonding' was proven to be erroneous and to have nothing to do with attachment. Unfortunately, many professionals and nonprofessionals continue to use the terms 'attachment' and

'bonding' interchangeably. When asked what 'secure attachment' looks like, many professionals and nonprofessionals describe a 'picture' of a contented six-month-old infant being breastfed by their mother who is in a contented mood; they also often erroneously imply that breastfeeding per se promotes secure attachment. Others picture 'secure attachment' between a nine-year-old boy and his father as the father and son throw a ball in the backyard, go on a fishing trip or engage in some other activity. Unfortunately, these 'pictures' have little, if anything, to do with attachment, they are involved with other parental roles (eg, their role as a caregiver in the case of the breastfeeding mother and as a playmate in the case of the father and son playing catch in the backyard). One might ask why the distinction between attachment and 'bonding' matters. The answer may lie in the fact that 'bonding' has not been shown to predict any aspect of child outcome, whereas attachment is a powerful predictor of a child's later social and emotional outcome.

TYPES OF ATTACHMENT AND THEIR ANTECEDENTS

There are four types of infant-parent attachment: three 'organized' types (secure, avoidant and resistant) and one 'disorganized' type. The quality of attachment that an infant develops with a specific caregiver is largely determined by the caregiver's response to the infant when the infant's attachment system is 'activated' (eg, when the infant's feelings of safety and security are threatened, such as when he/she is ill, physically hurt or emotionally upset; particularly, frightened). Beginning at approximately six months of age, infants come to anticipate specific caregivers' responses to their distress and shape their own behaviours accordingly (eg, developing strategies for dealing with distress when in the presence of that caregiver) based on daily interactions with their specific caregivers. Three major patterns of responses to distress have been identified in infants, which lead to three specific 'organized' attachment patterns.

Infants whose caregivers consistently respond to distress in sensitive or 'loving' ways, such as picking the infant up promptly and reassuring the infant, feel secure in their knowledge that they can freely express negative emotion which will elicit comforting from the caregiver. Their strategy for dealing with distress is 'organized' and 'secure'. They seek proximity to and maintain contact with the caregiver until they feel safe. The strategy is said to be 'organized' because the child 'knows' exactly what to do with a sensitively responsive caregiver, ie, approach the caregiver when distressed. Infants whose caregivers consistently respond to distress in insensitive or 'rejecting' ways, such as ignoring, ridiculing or becoming annoyed, develop a strategy for dealing with distress that is also 'organized', in that they avoid their caregiver when distressed and minimize displays of negative

emotion in the presence of the caregiver. The strategy is said to be 'organized' because the child 'knows' exactly what to do with a rejecting caregiver, ie, to avoid the caregiver in times of need. This avoidant strategy is also 'insecure' because it increases the risk for developing adjustment problems. Infants whose caregivers respond in inconsistent, unpredictable and/or 'involving' ways, such as expecting the infant to worry about the caregiver's own needs or by amplifying the infant's distress and being overwhelmed, also use an 'organized' strategy for dealing with distress; they display extreme negative emotion to draw the attention of their inconsistently responsive caregiver. The strategy is said to be 'organized' because the child 'knows' exactly what to do with an inconsistently responsive caregiver, ie, exaggerate displays of distress and angry, resistant responses, 'hoping' that the marked distress response cannot possibly be missed by the inconsistently responsive caregiver. However, this resistant strategy is also 'insecure' because it is associated with an increase in the risk for developing social and emotional maladjustment.

Approximately 15% of infants in low psychosocial risk and as many as 82% of those in high-risk situations do not use any of the three organized strategies for dealing with stress and negative emotion. These children have disorganized attachment. One recently identified pathway to children's disorganized attachment includes children's exposure to specific forms of distorted parenting and unusual caregiver behaviours that are 'atypical'. Atypical caregiver behaviours, also referred to as "frightening, frightened, dissociated, sexualized or otherwise atypical", are aberrant behaviours displayed by caregivers during interactions with their children that are not limited to when the child is distressed. There is evidence to suggest that caregivers who display atypical behaviours often have a history of unresolved mourning or unresolved emotional, physical or sexual trauma, or are otherwise traumatized (eg, post-traumatic stress disorder or the traumatized victim of domestic violence).

MEASUREMENT

The three 'organized' strategies (secure, avoidant and resistant) are assessed in the Strange Situation (SS), a 20 min laboratory procedure where patterns of infant behaviour toward the caregiver following two brief separations are categorized as secure or insecure (avoidant or resistant). The SS can be used when infants are 12 to 20 months old. Infants with secure attachment greet and/or approach the caregiver and may maintain contact but are able to return to play, which occurs in 55% of the general population. Infants with insecure/avoidant attachment fail to greet and/or approach, appear oblivious to their caregiver's return and remain focused on toys, essentially avoiding the caregiver, which occurs in 23% of the general population. Infants with

insecure/resistant attachment are extremely distressed by the separations and cannot be soothed at reunions, essentially displaying much distress and angry resistance to interactions with the caregiver, which occurs in 8% of the general population.

As with the 'organized' strategies, disorganization is measured using the SS, and the Main and Solomon's scoring scheme for disorganization. When distressed, infants who used a disorganized strategy for dealing with distress display unusual or disorganized behaviours in the SS, including misdirected or stereotypical behaviour, simultaneous display of contradictory behaviours, stilling and freezing for substantial periods, and direct apprehension or even fear of the parent. Such behaviours are particularly meaningful when they are intense and occur in the presence of the parent. They reflect an inability of the infant with disorganized attachment to find a solution to fear and distress, so the infants (momentarily) display bizarre or contradictory behaviour. Infants with disorganized attachment face an unsolvable dilemma: their haven of safety is also the source of their fear and distress. When infants face this dilemma, the three 'organized' strategies are not efficient in restoring feelings of safety and security in the presence of the attachment figure.

OUTCOME

Longitudinal research has shown that having a 'loving' primary caregiver and developing 'organized and secure' attachment to a primary caregiver acts as a protective factor against social and emotional maladjustment for infants and children. Attachment insecurity (avoidant and resistant) has been proven to be a risk factor for later development, but its high base rate in the normal population (approximately 40%) has reduced its predictive value for psychopathology.

Of the four patterns of attachment (secure, avoidant, resistant and disorganized), disorganized attachment in infancy and early childhood is recognized as a powerful predictor for serious psychopathology and maladjustment in children. Children with disorganized attachment are more vulnerable to stress, have problems with regulation and control of negative emotions, display oppositional, hostile, aggressive behaviours and coercive styles of interaction. Disorganized attachment is over-represented in groups of children with clinical problems and those who are victims of maltreatment (eg, nearly 80% of maltreated infants have disorganized attachment). The combination of disorganization and a parental rating of a difficult temperament is a potent predictor of aggressive behaviour in children at five years of age. In addition, disorganized attachment in infancy has been linked to internalizing and externalizing problems in the early school years, poor peer interactions and unusual or bizarre behaviour in the classroom, and higher teacher ratings of dissociative behaviour and internalizing symptoms in middle childhood. Concurrent

disorganized/controlling behaviour rated in the preschool and early school years related to oppositional defiant disorders in boys, parent-rated externalizing and internalizing problems, and high levels of teacher-rated social and behavioural difficulties in class. Children classified as disorganized with their primary caregiver at ages five to seven years have lower mathematics attainment at eight years of age. These academic problems appear to be mediated through effects on self-esteem and confidence in the academic setting. Children with disorganized attachment have low self-esteem, and at nine years of age are more often rejected by peer.

Adolescents who had disorganized attachment with their primary caregiver during infancy have higher levels of overall psychopathology at 17 years of age, and those classified as disorganized at five to seven years of age exhibit impaired formal operational skills and self-regulation at 17 years of age. Finally, children with disorganized attachment are vulnerable to altered states of mind, such as dissociation in young adulthood. A meta-analysis of 12 studies (n=734) addressing the association of disorganization and externalizing behaviour problems, found effect sizes ranging from 0.54 to 0.17, with a mean correlation coefficient of 0.29. The presence of negative findings suggests that the relation is not straightforward: Lyons-Ruth found that 25% of children with disorganized attachment in infancy were not disturbed at seven years of age. Nonetheless, it appears that the majority of children with disorganized attachment suffer adverse outcomes.

SECTION C: ANSWER ALL

1. The data below presents scores obtained on a test;

Participant	Score
1	8
2	5
3	7
4	10
5	10

Calculate by applying the notation

- a. Mean
 - b. Mode
 - c. Median
 - d. Variance
-
2. With examples, compare and contrast descriptive and inferential statistics
 3. What is a t-test? With relevant examples, state the different kinds of t-tests
 4. Describe the basic assumptions be met before conducting correlation analysis
 - a. What does a correlation measure in the relation of two variables?
 - b. How do you interpret results in correlations?
 5. With examples, discuss how variability is shared in an ANOVA.

*******END OF EXAMINATION. GOOD LUCK*******

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

2013/2014 ACADEMIC YEAR FINAL EXAMINATION

PSG 9214 : COUNSELLING PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS

THIS EXAMINATION HAS TWO PARTS. SECTIONS A AND B.

SECTION A: ANSWER QUESTION 1 AND ANY OTHER QUESTION IN SECTION A.

**SECTION B: ANSWER TWO (2) QUESTIONS
EACH QUESTION CARRIES 12. MARKS**

SECTION A

Answer two questions from this section. Question 1 is compulsory.

1. You have been providing relationship counselling to a married couple for 2 months. The couple (Waza and Tionenji) have identified a number of issues, including a lack of trust, intimacy and communication. Waza had been involved in a brief affair, which he had confessed to his wife. It is largely this issue on which Waza and Tionenji have been focussing for the last 2 months. You have been pleased with the development of the couple's communication and redevelopment of trust over this period.

Recently, in a private session, Waza disclosed to you that he has been in contact with his former lover and she has informed him that she tested positive for HIV. Waza intends to have himself tested for HIV, but is reluctant to tell Tionenji about the virus and the meeting with his former lover. He reasons that he may not have the virus, and does not wish to worry Tionenji unnecessarily. You are concerned about the possibility of Waza passing the HIV virus onto his wife. When you raise your concerns with him, he states that he will be avoiding sexual contact with his wife until he finds out the results.

You would prefer that he discloses this information to Tionenji and you inform him of your views. He is dismayed with your views as he thought that his information would be treated with privacy. You think that Jeremy's personal intentions are at

would be treated with privacy. You think that Jeremy's personal intentions are at conflict with his goals for his relationship. **How might you proceed with this dilemma?**

2. Malanga is a 25 year old housewife with two children. She was recently caught shoplifting in Shoprite. The Police let her off lightly but recommended that she undergo counselling. Malanga has a history of stealing from neighbours. Every time she steals and is caught she returns the stolen items and promises to never steal again. The last time Malanga stole from a neighbour a mob almost beat her up. Her husband says he does not understand why she steals as he gives her enough money for housekeeping.

Clearly discuss the steps you would take in assessing this client. Refer to the case in your discussion.

3. You are working at an HIV and AIDS counselling centre. You have realised that a number of your clients need more than two sessions to help them deal with behaviour change. You have decided to start group counselling for these clients as you think they would benefit more from group counselling.

- a) **Discuss how you might proceed to form the group?**
- b) **What issues might you look out for at various points of the existence of the group?**
- c) **Explain your role as the counsellor.**

SECTION B

Answer any two of the questions below.

- 1) During counseling, John narrated that "I'm in my final semester of college; I'm graduating in a month and I am scared to my bone. College has been like the fluffy, warm comforter that wraps around my body, hugging me tightly every night while I stay wide awake, sleeplessly contemplating what the hell makes someone a 'successful person'. I thought that graduating college would make me feel successful, but somehow I've been feeling quite the contrary. I always imagined graduating as being this huge leap. Like, I'd come out the other side as this different, highly successful, glorified person. I always

imagined graduating as having this career magically appear in front of me. As if this feeling is not enough, last week I met one of my seniors at college, still jobless. Reality is setting in and I'm learning that graduating means putting in the work, the real works in job hunt. With a lot of expectations around me I don't know what to do, I feel confused?"

- a) **List and describe the five categories of career counseling.**
 - b) **As a counseling student describe how you would counsel John and prepare him on the factors that influence the job search process.**
- 2) **Coping with losing a loved one is one of life's great difficulties. Briefly write your own story about loss/grief you have experienced the pain and the emotions you felt. Using one approach you have learnt in class, describe how you would help a client undergoing the same experience.**
- 3) Ankita cried, "in the midst of my happiness my greatest heartache has been one incident that took part of my childhood. I would rather not say much about this incident because it is too delicate to my soul. Sometimes I think I have dealt with this part of my life yet I quite haven't. They are just some memories that will never leave you unless you get amnesia or the like. I have constant flashbacks but I have learnt to deal with it. Everybody tells me that I am an angel, yet I struggle to believe I am beautiful and worth anything. When I look at myself I realize that I do not love myself at all. I feel dirty. Deep down I feel a certain emptiness, sorrow, regret, guilt and hatred for life. Yet no one knows that my laughter and smiles are just a mere reflection of what does not lie deep. I date all sorts of guys and everybody calls me a prostitute. It hurts yet no one understand why I keep living my life that way. Sometimes I ask myself the meaning of life.

Using a theory of your choice, how would you conceptualize Ankita's situation and describe how you would go about counselling Ankita?

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

2014-2015 ACADEMIC YEAR EXAMINATIONS

**PSY 2110: BASIC STRUCTURES AND PROCESSES IN PSYCHOLOGY
(FULL TIME/ PARALLEL)**

DURATION: THREE HOURS

**INSTRUCTIONS: THIS EXAMINATION HAS FIVE SECTIONS.
CANDIDATES MUST ANSWER ALL QUESTIONS IN SECTIONS ONE,
TWO AND THREE ON THE QUESTIONS PAPER.
ANSWER FOUR QUESTIONS FROM SECTION FOUR AND TWO
QUESTIONS FROM SECTION FIVE**

Section One – Multiple Choice Questions

1. In Pavlov's experiment, when the dog is presented with meat it salivated automatically. The salivation is referred to as
 - a. Unconditioned stimulus
 - b. Unconditioned response
 - c. Conditioned stimulus
 - d. Conditioned response
2. In operant conditioning, reinforcers are meant to
 - a. Increase behavior
 - b. Decrease behavior
 - c. Shape behavior
 - d. Change behavior
3. A schedule of reinforcement in which every correct behavior is given a reward is referred to as
 - a. Fixed ratio schedule
 - b. Variable ratio schedule
 - c. Continuous reinforcement schedule
 - d. Fixed interval schedule
4. All of the following are functions of working memory except:
 - a. Auditory rehearsal
 - b. Executive functioning
 - c. Visuo-spatial sketching
 - d. Effortful processing
5. A student who is able to remember psychological concepts during a test because she is in the same venue where the lecture was conducted is using

- a. Context dependent memory
 - b. State dependent memory
 - c. Priming
 - d. Serial positioning
6. A person's ability to remember a phone number because the digits are similar to their student ID is using
- a. Positive transfer
 - b. Proactive interference
 - c. Retroactive interference
 - d. Serial positioning
7. The chief characteristic of hypnosis is
- a. Heightened arousal
 - b. Increased suggestibility
 - c. Enhanced creativity
 - d. Increased memory
8. Which part of the brain is referred to as the oldest part of the brain?
- a. Medulla
 - b. Cerebellum
 - c. Cerebrum
 - d. Hypothalamus
9. Which of the following statements is true about hypnosis?
- a. It is helpful in increasing memory
 - b. It helps subjects remember childhood memories
 - c. For creating momentary superhuman bursts of strength.
 - d. It is helpful in management of pain
10. Which of the following is classified as a stimulant?
- a. Alcohol
 - b. Cocaine
 - c. Morphine
 - d. Marijuana
11. In his theory of motivation, Maslow assumed that
- a. People in different cultures have different basic needs.
 - b. Motivation is nearly always conscious.
 - c. People are motivated by one need at a time.
 - d. Both a and b are correct.
12. Maslow's concept of hierarchy of needs assumes that
- a. Higher needs precede lower needs.
 - b. Lower needs have precedence over higher needs.
 - c. Love needs are more basic than physiological needs.
 - d. Cognitive needs must be satisfied before aesthetic needs become motivators.
13. Who proposed that achievement, affiliation and power are three important needs that help explain motivation in workplace situations?
- a. McGregor
 - b. Alderfer
 - c. McClelland

- d. Herzberg
14. In psychology, an individual's belief that he or she is capable of performing a task is called _____
- Self-actualization
 - Self-efficacy
 - Self-importance
 - Self-worth
15. What does ERG stand for?
- Expectancy, real, exist
 - Employee, related, greatness
 - Existence, relatedness, growth
 - Effective, readiness, goals
16. According to Maslow, our need for _____ must be met before we are prompted to satisfy our need for _____.
- Food; love
 - Self-esteem; adequate clothing
 - Self-actualization; economic security
 - Political freedom; economic security
 - Political freedom; economic security
17. Achievement-motivated people share which of the following common characteristic(s)?
- Preference for working on tasks of moderate difficulty
 - Preference for situations in which performance is due to their efforts
 - Desire more feedback on their successes and failures
 - All of the above
18. A new cell phone plan is marketed by highlighting that it helps an individual stay connected with friends and family. This is an example of targeting consumers with a high _____.
- Need for achievement
 - Need for uniqueness
 - Need for power
 - Need for affiliation
19. The following are parts of the brain stem except
- Cranial nerves
 - Pons
 - Medulla
 - Basal ganglia
20. The part of the neuron that is responsible for the transmitting information from the cell body to the synapse is
- Axon
 - Cell body
 - Dendrites
 - Terminal buttons

Section Two - Fill in the blanks

1. Pavlov begun his study with dogs in order to investigate _____.
2. The stage in which an organism learns to associate the two stimuli during classical conditioning is referred to as _____.
3. An intense, unrealistic, irrational fear of a specific situation or object is referred to as a _____.
4. Operant conditioning is also sometimes called _____ conditioning.
5. _____ refer to emotionally intense events that become "burned in" as a vivid-seeming memory.
6. _____ is forgetting where the story came from, and attributing the source to your own experience.
7. According to Freud, dreams are very often a means of _____.
8. People who are obese are also often perceived as lacking _____.
9. _____ and _____ are the two neurotransmitters involved in Bulimia.
10. _____ are memories that are accessible to consciousness.
11. According to the expectancy theory of motivation, the perceived strength of the reward or punishment that will result from the performance is called _____.
12. Sigmund Freud identified which two motivating factors:
 - i. _____
 - ii. _____
13. Carl Rogers' motivation theory emphasizes that for an individual to thrive they need an environment which provides them with
 - i. _____
 - ii. _____
 - iii. _____
14. Mellenland termed the desire that some people have to spend time in social relationships and activities as the _____.
15. The part of the human brain called the _____, is most developed in humans than in other animals and is involved in higher cognitive, emotional, sensory and motor functions.
16. All nerve impulses from the brain to various parts of the body and from the body to the brain enter and leave through the _____.
17. The two theories which suggest the way the eye functions in colour vision are :

- i. _____ And
 ii. _____
18. The sensation of body balance and movement are monitored by the _____ system.
19. According to _____ Principle, the incoming impulse must be above a certain threshold for a neuron to fire.
20. The psychology of hearing comprises three dimensions of sound that we experience, two of which are :
 i. _____ and
 ii. _____
21. The so called fight or flight phenomenon is controlled by the _____ nervous system.
22. The human brain controls every thought, action, and feeling an individual might have at any given time. It is therefore responsible for a greater part of _____.
23. The growth hormone that is released by _____.
24. The part of the spinal cord that contains cell bodies, synapses and dendrites is called _____.
25. The brainstem has a total of _____ cranial nerves.

Section Three - True or False

No.	Question	T	F
1.	Motor activity including sleep walking are characteristic of NREM sleep		
2.	Benzodiazepines are also used in date rape		
3.	A tunnel is a key ingredient in near death experiences		
4.	Implicit memories are made with conscious effort		
5.	Hallucinogens are prone to dependence and addiction		
6.	Constriction of the pupils is a pharmacologic action to which little or no tolerance develops		
7.	Commissure means brain activity crossing from one side to other		
8.	Cerebral Spinal Fluid is useful in the diagnosis of brain disorders		
9.	The basal ganglia, next to the thalamus, controls movement, and forms and stores procedural memory and motor skills		
10.	The unconditioned stimulus, is the stimulus which can only elicit the response after training e.g. the sound of the bell		
11.	According to Maslow's theory, People who have never been loved are greatly motivated by love and belongingness needs.		
12.	Some people, by faking self-actualization, actually become self-actualizing.		
13.	Individuals with a high need for personal power tend to more effective in managerial positions.		

14.	Hunger is exclusively motivated by our biological needs		
15.	The frequent episodic consumption of large amounts of food followed by purging in order to avoid weight gain is characteristic of Anorexia Nervosa.		
16	According to psychical research, all human beings are born with equal extra sensory perceptual (ESP) capabilities.		
17.	If you are standing by your bedroom window, staring at a huge elephant grazing in your vegetable garden, according to Gestalt principle, the window frame of your bedroom is the ground while the elephant is the figure.		
18	Compared to the parasympathetic system, the sympathetic system is faster in acting		
19	It is because of signal detection that we are able to give full concentration to new incoming stimuli in the presence of on-going stimuli		
20	Size constancy holds true for all human senses		
21	Signal detection is also known as Just Noticeable difference or JND		
22	The greater the disparity between the images of each eye, the closer the objects are to the eyes.		
23	Binocular cues include size, texture gradient, overlap shading, height and clarity.		
24	In the first stage of any emergency situation threatening an individual's survival, the brain reacts before the spinal code does.		
25	Nerve cell bodies located outside the central nervous system are called glial cells.		

Section Four - Short Essays - Choose any Five

1. Distinguish Maslow's theory of motivation from Alderfer's theory of motivation.
2. Describe with appropriate illustrations the types of motivation identified by David McClelland.
3. Explain the main aspects of the Expectancy theory.
4. Write brief notes on the following questions:
 - a) Briefly outline the concept of extra-sensory perception (ESP) and bring out any two of its core components.

- b) While vision and hearing are arguably the main senses for humans, our survival depends on many other senses as well. Outline any four such senses that you know.
5. What do you understand by each of the following psychophysical terms?
- i. Transduction
 - ii. Absolute threshold
 - iii. Just noticeable difference
 - iv. Sensory adaptation
6. What are the four groups of psychoactive drugs? What effects do they have on their body?

Section Five - Long essays – Choose any two

1. Discuss the concepts of perceptual constancy maintenance as well as the concept of depth perception.
2. With particular reference to Muller-Lyer illusion and Ponzo illusion, clarify the concept of optical illusions.
3. What are the four groups of psychoactive drugs? What effects do they have on their body?

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

2014-2015 ACADEMIC YEAR EXAMINATIONS

**PSY 2110: BASIC STRUCTURES AND PROCESSES IN PSYCHOLOGY
(DISTANCE)**

DURATION: THREE HOURS

**INSTRUCTIONS: THIS EXAMINATION HAS SIX SECTIONS.
CANDIDATES MUST ANSWER ALL QUESTIONS**

Section One – Multiple Choice Questions

1. Which part of the brain is referred to as the oldest part of the brain?
 - a. Medulla
 - b. Cerebellum
 - c. Cerebrum
 - d. Hypothalamus
2. Rods are photoreceptors that are specialised for _____
 - a. Daylight vision
 - b. Transmitting light
 - c. Night vision
 - d. Processing colour
3. The part of the neuron that is responsible for the transmitting information from the cell body to the synapse is
 - a. Axon
 - b. Cell body
 - c. Dendrites
 - d. Terminal buttons
4. Which part of the nervous system is referred to as the control centre of the body
 - a. Autonomic nervous system
 - b. Central nervous system
 - c. Peripheral nervous system
 - d. Somatic nervous system
5. The incongruence's between perception and reality are also known as:
 - a. Weber's law
 - b. Illusions

- c. Threshold
 - d. Binocular cues
6. The chief characteristic of hypnosis is
 - a. Heightened arousal
 - b. Increased suggestibility
 - c. Enhanced creativity
 - d. Increased memory
 7. Perhaps the best known hallucinogen is
 - a. Cocaine
 - b. Alcohol
 - c. LSD
 - d. Nicotine
 8. In a classic experiment, "Little Albert," a very young boy, was conditioned to be afraid of a rat. He also became fearful of white furry rabbits and bearded men. This is an example of
 - a. Spontaneous recovery
 - b. Higher order functioning
 - c. Extinction
 - d. Stimulus generalisation
 9. This multiple-choice question is an example of which explicit memory measure?
 - a. Cued recall
 - b. Recognition
 - c. Savings
 - d. Free recall
 10. Substances capable of altering human consciousness are classified as
 - a. Pharmacological drugs
 - b. Narcotics
 - c. Psychoactive drugs
 - d. Addictive

Section two - Fill in the blanks

1. To be conscious means to be _____.
2. The critical part of the brain that is involved in learning to be fearful is the _____.
3. The most frequently used psychoactive drug in the world is _____.
4. Olfaction is another name for the sense of _____.
5. If you have a snake phobia because you once heard a loud noise while looking at a snake, for you a snake is a _____.
6. The process by which sensations are assembled into meaningful patterns that represent external events is called _____.
7. The illusion that railroad tracks come together in the distance involves the depth cue of _____.
8. _____ is the neurotransmitter is responsible for mood control

9. According to Freud, dreams are very often a means of _____

10. _____ are sources of depth information that can be depicted in a picture

Section Three - True or False

No.	Question	T	F
1.	Viewing aggression by cartoon characters produces more aggressive behavior than viewing live or filmed aggressive behavior by adults		
2.	The unconditioned stimulus, is the stimulus which can only elicit the response after training e.g. the sound of the bell		
3.	Classical conditioning is learning by association		
4.	Damage to the reticular activation system can result in death		
5.	Having the feeling that you're in a situation that you've seen or have been in before is referred to as source amnesia		
6.	Monocular cues work only with one eye		
7.	Opiates are also used as pain killers		
8.	Alcoholism can be attributed to genetic factors		
9.	The capacity of the working memory is between 5 and 9		
10.	Hypnosis only works with a willing candidate		

Section Four - Short Essays

1. What are the four groups of psychoactive drugs? What effects do they have on their body?
2. Discuss five ways in which memory can be improved
3. Explain the functions of the frontal lobe and some of the deficits that may be experienced

PSG 2110 EXAM QUESTIONS

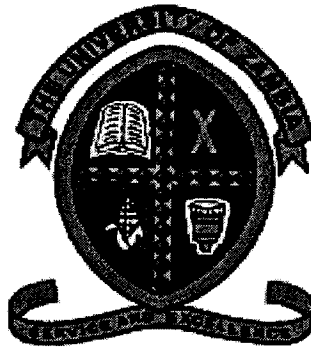
Long essays:

- a. Discuss the concepts of perceptual constancy maintenance as well as the concept of depth perception.
- b. With particular reference to Muller-Lyer illusion and Ponzo illusion, clarify the concept of optical illusions.

Short essays:

Write brief notes on the following questions:

- a. Briefly outline the concept of extra-sensory perception (ESP) and bring out any two of its core components.
- b. While vision and hearing are arguably the main senses for humans, our survival depends on many other senses as well. Outline any four such senses that you know.
- c. What do you understand by each of the following psychophysical terms
 - i. Transduction
 - ii. Absolute threshold
 - iii. Just noticeable difference
 - iv. Sensory adaptation



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

PSY 3110 – LIFE SPAN DEVELOPMENT – FULL TIME

2014/5 ACADEMIC YEAR EXAMINATIONS:

DATE: 14TH JULY, 2015

TIME: 14:00HRS – 17:00HRS

INSTRUCTIONS

This examination paper consists of two main sections, section A and section B.

EACH SECTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.

**SECTION A – THERE ARE THREE (3) QUESTIONS IN THIS SECTION.
ANSWER ANY TWO.**

**SECTION B – THIS SECTION CONSISTS OF THREE (3) QUESTIONS.
ANSWER ANY TWO.**

Section A. Choose any two of the following. Each question carries 25 marks.

1. Choose any two theoretical foundations of lifespan development. Explain these theories in detail and outline their advantages and disadvantages.
2. (a) The child mortality rate in Zambia has reduced over the past decade. What do you think are some of the factors that had contributed to a reduction in these rates?

(b) Using practical examples, explain any four hazards to prenatal development a Zambian woman is likely to experience.

(c) Using examples, explain any three activities that parents should do to ensure the physical, cognitive and emotional development of the new born?
3. (a) With reference to Erik Erikson's theory, explain how the social and emotional development of children in middle childhood takes place.

(b) Explain any three factors that influence the development of self-esteem during this period.

Section B. Choose any two of the following. Each question carries 25 marks.

1. Discuss the evidence that identify development must take place in adolescence.
2. Discuss the idea that midlife crisis is an inevitable stage of adulthood.
3. Outline and discuss changes in cognitive development between middle adulthood and late adulthood.
4. Discuss psychosocial development in late adulthood compared to middle adulthood.

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

2014-2015 ACADEMIC YEAR EXAMINATIONS

PSY 3214: PSYCHOMETRICS AND ASSESSMENTS

TIME: THREE HOURS

<p>INSTRUCTIONS: THIS EXAMINATION IS DIVIDED INTO THREE PARTS. PART ONE MUST BE ON THE QUESTION PAPER. PARTS TWO AND THREE SHOULD BE ANSWERED IN SEPARATE ANSWER BOOKLETS.</p>

PART ONE

SECTION A: MULTIPLE CHOICE (CIRCLE THE CORRECT ANSWER)

1. Early psychological testing can be traced to
 - a. The Han Dynasty in China
 - b. Civil servants oral examinations for employment in the USA
 - c. The Ming Dynasty in China
 - d. Both A and C
2. The word *test* was coined by
 - a. Sir Francis Galton
 - b. Charles Darwin
 - c. Alfred Binet
 - d. James Cattell
3. Test fairness prevents
 - a. Obstacles that prevent people from performing well
 - b. Tests that may provide unfair advantage to some people
 - c. In valid use of tests in wrong situations
 - d. All the above
4. The Stanford-Binet test was developed by
 - a. Alfred Binet
 - b. Lewis Terman
 - c. Simon Standford
 - d. Both A and C

5. David Wechsler developed new tests to improve on
 - a. Both verbal and nonverbal subtests
 - b. Success depended less on having formal schooling
 - c. Individual testing
 - d. Both A and B
6. Interpretation of the Thematic Apperception Test is based on _____
 - a) Needs, Press and THEMA
 - b) Motivation, depression and THEMA
 - c) Needs, Motivation and THEMA
 - d) Motivation, press and THEMA
7. The Rorschach was popularized in the United States of America by _____
 - a) Sigmund Freud
 - b) Margaret Mead
 - c) Margaret Hertz
 - d) Sigmund McCrae
8. The NEO PI-R has 240 items which measure:
 - a) 5 domains each with 6 facets
 - b) 6 domains each with 5 facets
 - c) 5 domains each with 5 facets
 - d) 6 domains each with 6 facets
9. The Wechsler intelligence scale for children (WISC) is designed for children between the ages of:
 - a) 3-7
 - b) 5-12
 - c) 7-16
 - d) All of the above
10. The three IQ scores obtained from the Wechsler Adult Intelligence scale are
 - a) Verbal IQ, Performance IQ, and the full scale
 - b) Digit span IQ, Arithmetic IQ and comprehension IQ
 - c) Comprehension IQ, Performance IQ and Digit Span IQ
 - d) Digit span IQ, Arithmetic IQ and the full scale

11. The MMPI was constructed using the _____ strategy.
- a) Criterion-group
 - b) Factor analytic
 - c) Logical-content
 - d) Theoretical
12. Which of the following personality inventories has been developed using a combination of strategies?
- a) Edwards personality preference schedule
 - b) NEO personality Inventory
 - c) MMPI
 - d) Sixteen personality factor

SECTION B: FILL IN THE BLANKS

1. State the five characteristics of a psychological test
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
2. The six factors that influence soundness of testing are
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
3. State two ways in which the test examiner may influence the testing process
- a. _____

 - b. _____

4. A test is deemed unfair when
- a. _____
 - b. _____

5. Two ways of reducing test unfairness are
- a. _____

 - b. _____

6. Ethical principles in psychology refer to _____
7. _____ refer to a summary of test results for a large and representative group of participants.
8. External validity refers to

9. _____ tests measure the capability for a relatively specific task or type of skill
10. _____ objectively describe and count the frequency of a behavior, identifying the antecedents and consequences of the behavior.
11. A student obtains a score of 115 on an IQ test using standard scores. What would you say about her performance on the test?

12. If T-scores are used to assess a stroke patient's performance on the Hopkins verbal learning test, you would ascertain his performance based on the mean of _____ and a standard deviation of _____
13. A score of 16 is _____ standard deviations _____ the mean on scaled scores.
14. Pezo got a score of 85 on an intelligence test standard score test and 70 on neuropsychological test which uses T-scores test. How does her performance on the two tests compare?

15. which of the following scores are farthest from the mean: Scaled score of 10 or Percentile rank of 50 _____

16. Sam obtained a grade-equivalent score of 7.3 on an arithmetic test. What does this statement mean?

17. Hysteria and Psychopathic deviance are examples of some scaled found on the

18. What are the two major differences between the Stanford- Binet intelligence test and the WAIS scales?

19. A criterion referenced test measures performance based on

20. In neuropsychological testing, assessing whether or not a specific function such as attention and short term memory are intact is said to be gauging

PART TWO

SECTION C: COMPULSORY

1. As part of the item analysis, the researcher assesses the item mean and its variability.

The mean for the 12 items were as follows: 1.8, 1.6, 1.7, 1.7, 1.6, 1.4, 1.9, 1.7, 1.6, 1.3, 1.4, 1.5.

- a) Is the measure assessing the some attribute? Give reasons for your answer.
- b) What was the mean?

2. To be sure, the researcher decided to conduct a quantitative item analysis of the 12.

The results of the analysis are displayed below:

	1	2	3	4	5	6	7	8	9	10	11	12
MD1	1											
MD2	.316**	1										
MD3	.329**	.438**	1									
MD4	.361**	.307**	.417**	1								
MD5	.255**	.260**	.306**	.351**	1							
MD6	.266**	.268**	.287**	.320**	.337**	1						
MD7	.319**	.291**	.291**	.344**	.238**	.265**	1					
MD8	.315**	.279**	.321**	.286**	.289**	.266**	.304**	1				
MD9	.288**	.312**	.343**	.330**	.319**	.265**	.289**	.398**	1			
MD10	.245**	.211**	.237**	.252**	.261**	.290**	.172**	.347**	.359**	1		
MD11	.244	.221**	.207**	.212**	.235**	.311**	.222**	.303**	.320**	.335**	1	
MD12	.167**	.170**	.195**	.152**	.174**	.181**	.141**	.183**	.157**	.272**	.107**	1

** < 0.01

a) What is the correct name of this table

- 1. Quantitative table
- 2. Correction table
- 3. Inter-item correction matrix
- 4. Relationship statistics

b) Were these 12 items measuring the same construct? Give reasons for your answer

c) Was there any item that needed to be dropped or revised? Give reasons for your answer

d) What does statistically significant in this case (item analysis) means for these results?

3. After developing a measure, the researcher assessed the reliability of the 12 items of the scale. The reliability as measured by Cronbach alpha was .78.

a) Was this measure reliable? Give reasons for your answer

b) Name three methods the researcher would use to estimate reliability of this scale

4. A test administrator decides to assess item difficulty for his aptitude test for trainee management at FNB. Out of the 306 participants that attempted question 1, 269 got it correct.

- a) What was the p value?
- b) What does the p value obtained mean?
- c) What does the p value 0 or 1.0 mean?
- d) What is the optimal p value
- e) In what circumstances do psychometricians look for a non optimal p value?
- f) What do the p value $<.20$, $.20-.80$, $>.80$ mean in terms of item difficulty?

5. In a class of 100 students, the following were the scores for the upper group and for the lower group

Item no.	Number of correct answers in groups		Item discrimination index
	Upper	Lower	
1	90	20	
2	80	70	
3	100	0	
4	100	100	
5	50	50	
6	20	60	

- a) Calculate the item discrimination index for item of the six item
- b) Are what value is the item discrimination index

PART THREE

SECTION D: LONG ESSAY (WRITE ON ONE OF THE FOLLOWING)

1. A foreign researcher is interested in carrying out a research whose aim is to assess achievement of grade ten learners in Chief Madzimawe's area. As a knowledgeable Psychometrician, you have been asked to outline the considerations to take into account when testing. With examples, outline the considerations that the foreign researcher needs before testing can commence.
2. As a seasoned researcher, you have been asked to write a paper on the informed consent. With examples, highlight the challenges that come with it.

SECTION E: SHORT ESSAY (WRITE ON ANY THREE)

1. With examples, discuss how the ethnic and cultural factors influence psychological and educational testing
2. Write an essay briefly discussing the MMPI
3. What are some of the similarities and differences between the Rorschach and the TAT?
4. Test translation and /or adaptation is important.
 - a) What is the difference between test adaptation and translation? In what circumstances
 - b) When do researchers apply translated and /or adapted measures?
 - c) What are the characteristics for good translated or adapted measures?

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

**2014-2015 ACADEMIC YEAR EXAMINATIONS
PSY 3315: SOCIAL PSYCHOLOGY (Distance Deferred)**

VENUE: LAW CLASSES

TIME: 09HRS – 12HRS

**INSTRUCTIONS: THIS EXAMINATION HAS TWO SECTIONS.
CANDIDATES ARE REQUESTED TO ANSWER PART A, B and C OF
SECTION A IN SEPARATE BOOKLETS. SECTION B IS COMPULSORY.
CHOOSE ONE QUESTION IN SECTION C**

SECTION A

Short Essays: ANSWER PARTS A, B and C IN SEPARATE BOOKLETS

Part A

1. What are the five steps that are used as criteria for a bystander to intervene and help in an emergency situation?
2. What are some of the reasons that cause eye witnesses to be wrong?

Part B

1. What is the self-awareness trap? Briefly explain two possible ways of coping with the effects of the self-awareness trap.
2. Briefly explain the link between culture and self-esteem.

Part C

1. Briefly discuss factors that play a role in destructive obedience, highlighting how these factors influenced obedience in Stanley Milgram's experiments.
2. Discuss what happens when people are exposed to a persuasive message, according to the cognitive approach to persuasion.

Section B: Compulsory Question

Question one is a compulsory Question and should be written in the same booklet as Part A of the short Essays.

1. Imagine you are working as a marriage counsellor at a consulting firm and you have been asked to give a talk to young people who are looking to get married. In your work you have been asked to discuss
 - a. What factors are predictive of a successful marriage
 - b. What are some of the challenges that can be faced in a marriage
 - c. Some of the identifying factors that a relationship is coming to an end and the healthy ways of ending a relationship.

Based on the ideas above write a report on what your discussion will involve and how to address these factors

SECTION C

Long Essays Choose ONE Question from this section

Question One – Should be written in the same booklet as Part B of the short Essays.

2. Most people think highly of themselves and have unconscious positive associations with things that relate to the self. Describe the four ways in which individuals can enhance their self-image and cope with their faults and inadequacies. Explain how these self-enhancing biases can promote positive mental health.

Question Two - Should be written in the same booklet as Part C of the short Essays.

3. (a) With the aid of either your own examples or examples from literature, discuss one way in which prejudice emerges.

(b) With reference to your discussion in (a), explain in detail a technique that can be used to reduce prejudice, making clear why this technique would be effective.

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
SDS 2414: RESEARCH METHODS IN SOCIAL SCIENCES

TIME: THREE HOURS

INSTRUCTIONS: READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION.

SECTION A: Answer all questions from this section (30 Marks).

1. From the social science research process, explain what happens under the following stages:
 - a) Definition of the problem
 - b) Theoretical framework
 - c) Sampling
 - d) Discussion of findings

2. What is the difference between the following concepts in social science research:
 - a) Pure and applied research
 - b) Case study and ethnography
 - c) Extraneous and intervening variables
 - d) Content and thematic analysis

3. Construct own research topics manageable at a small-scale level from the following broader areas:
 - a) Migration
 - b) Crime
 - c) Poverty
 - d) Culture

4. Write short notes on the following concepts in research methods
 - a) Tripartite theory of knowledge
 - b) Conceptual definition
 - c) Quasi-experimental research
 - d) Nominal level of measurement

SECTION B: Answer any one question from this section (30 Marks)

1. In-depth interviews and focus group discussions are long standing methods of collecting qualitative data:
 - a) When is it appropriate to use each one of them?
 - b) Discuss the advantages and disadvantages of each one of them
 - c) Describe the sampling techniques which are compatible with the two data collection methods

2. The data provided below shows the monthly wages of students employed at pick n pay east park mall on part-time basis. Based on this data, answer the questions that follow below

Wages (\$)	Frequency (<i>f</i>)
151 – 160	5
161 – 170	8
171 – 180	15
181 – 190	10
191 – 200	2

- a) How many students were interviewed for this study?
- b) Calculate the cumulative and relative frequency of the grouped data
- c) Calculate the mean, median and the mode of this distribution
- d) Calculate the standard deviation for the distribution
- e) If Muleya Mainza is one of the employed students and she earns \$181, how many students from this sample earn less than her?

SECTION C: Answer all questions from this section (40 Marks)

1. Briefly explain what the following terms are and how they are used in inferential statistics:
 - a) Parameters
 - b) The normal curve
 - c) Point estimates
 - d) Null hypothesis

2. Use the z-distribution table and find the area under the standard normal curve between the following z-scores:
 - a) 0.75 and 3.18
 - b) -1.35 and 0
 - c) -2.80 and 2.66
 - d) -3.21 and -0.76

3. If the sample mean income of the Bank of Zambia employees is K25,000, the population income is K22,000, and the population standard deviation of the mean is K2,000:
 - a) What is the *z-score* for the sample mean?
 - b) Use your standard distribution tables to calculate the percentage of Bank of Zambia employees who earn more than K25,000

4. As a student of social work and sociology, you are interested in the average age of men who commit suicide from divorce-related depression in Lusaka. Records are kept at the University Teaching Hospital (UTH), and from an examination of a sample of 200 cases from across Lusaka, you find that the average age of deceased men is 34.5 years with standard deviation of 20 years:
 - a) Calculate the 90% confidence interval for the mean of the population and interpret the results
 - b) With the *z-score* of 2.58, find the 99% confidence interval for the mean of the population and explain what it means.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
INSTITUTE OF DISTANCE EDUCATION
SDS 2414: RESEARCH METHODS IN SOCIAL SCIENCES

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER. ANSWER ALL QUESTIONS FROM EACH SECTION. READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION.

TIME: THREE (3) HOURS

SECTION A: Answer all questions from this section (30 Marks).

1. In any research study, there are three basic types of research questions that a researcher can address, what are they?
2. There are two basic types of hypotheses, name them and briefly explain how they are stated.
3. Differentiate between the following
 - (i) A continuous variable
 - (ii) A categorical variable
4. What is best level of measurement at which a researcher can measure the 'life expectancy' of people in a research study? Briefly explain why it should be measured at level.
5. An experiment is a good example of a research design which is always associated with following concepts. Write brief notes on each one of them.
 - (i) Experimental group
 - (ii) Control group
 - (iii) Randomisation
6. Write brief notes on the following concepts in probability
 - (i) Experiment
 - (ii) Event
 - (iii) Sample space

SECTION B: Answer all questions from this section (70 Marks). Please note that the formulae are provided on last page.

The data provided below show monthly wages obtained from a study on a sample of employees working for an International Construction Company based in Zambia.

Wages (\$)	Frequency (f)
151 – 160	5
161 – 170	8
171 – 180	15
181 – 190	10
191 – 200	2

Based on this data, do the following:

- (i) Calculate the sample size that was used in this study
- (ii) Calculate the midpoints of all class intervals in the table
- (iii) Calculate the mean of the employees' wages
- (iv) Calculate the median wage in the sample
- (v) Calculate the mode of the employees' wages
- (vi) Calculate the standard deviation

END OF EXAMINATION

FORMULAE

$$1. \bar{x} = \frac{\sum fx}{n}$$

$$2. Md = L + \left(\frac{\frac{n}{2} - CF}{f} \right) i$$

$$3. Mo = L + \left(\frac{f_1 - f_0}{2f_2 - f_0 - f_2} \right) i$$

$$4. s^2 = \frac{\sum f(x - \bar{x})^2}{n - 1}$$

UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2014 ACADEMIC YEAR FINAL EXAMINATIONS
SDS 2414: RESEARCH METHODS IN SOCIAL SCIENCES
DEFERRED FINAL EXAMINATION

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER. READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION.

TIME: THREE (3) HOURS

SECTION A: Answer all questions from this section (25 Marks).

1. There are two basic types of hypotheses, name them and briefly explain how they are stated.
2. Define the following concepts
 - (i) Extraneous variables
 - (ii) Statistics
3. What is best level of measurement at which a researcher can measure the 'sex' of people in a research study? Briefly explain why it should be measured at this level.
4. An experiment is a good example of a research design which is always associated with following concepts. Write brief notes on each one of them.
 - (i) Experimental group
 - (ii) Control group
 - (iii) Randomisation
5. Write brief notes on the following concepts in probability
 - (i) Experiment
 - (ii) Event
 - (iii) Sample space

SECTION B: Answer all questions from this section (75 Marks). Please note that the formulae are provided on last page.

The data provided below show monthly wages obtained from a study on a sample of employees working for a Chinese Firm engaged in the construction roads in Zambia.

Wages (\$)	Frequency (f)
141 – 150	5
151 – 160	8
161 – 170	15
171 – 180	10
181 – 190	2

Based on this data, do the following:

- (i) Calculate the sample size that was used in this study
- (ii) Calculate the mean of the employees' wages
- (iii) Calculate the median wage in the sample
- (iv) Calculate the mode of the employees' wages
- (v) What are the advantages and disadvantages of each one of the following
 - Mean
 - Mode
 - Median

END OF EXAMINATION

FORMULAE

$$1. \quad \bar{x} = \frac{\sum fx_i}{n}$$

$$2. \quad Md = L + \left(\frac{\frac{n}{2} - CF}{f} \right) i$$

$$3. \quad Mo = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) i$$

$$4. \quad S^2 = \frac{\sum f(x - \bar{x})^2}{n-1}$$

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
SDS 9110: HUMAN RIGHTS AND DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: SECTION A IS COMPULSORY. ANSWER ANY TWO QUESTIONS FROM SECTION B.

SECTION A: COMPULSORY (40 MARKS)

1. Mulenga Mwansa is a Secretary General of Chalo Chesu political party and Josephine Phiri is Executive Director of a Civil Society Organisation called Voice. The two are arguing on integration of Economic, Social and Cultural Rights (ESCRs) in the Zambian Constitution. They are both aware that you have knowledge on the subject as a graduate from University of Zambia and have asked you to comment on the subject. Take a neutral approach and present advantages and disadvantages of constitutionalising ESCRs in Zambia as a developing country. Additionally, briefly present the obligations of the state with regards to ESCRs.

SECTION B: ANSWER ANY TWO QUESTIONS (60 MARKS)

2. You have been appointed to represent the department of Social Welfare at a conference in Geneva. As a director of programmes for persons with disability, discuss environmental factors also known as disabling barriers that shape the experiences and livelihoods of people with disabilities in Zambia. In addition, explain (with relevant examples) the significance of disability mainstreaming and highlight the challenges facing Zambia in mainstreaming disability in the development Agenda.
3. A local NGO (called Tikumbukenikoni) has appointed you as project manager. The organisation has sent you to Shibuyunji District to start programmes on children's rights and welfare. As project manager, discuss how you would apply a human rights framework to programming on children's rights and welfare. Additionally, explain the rationale for actor analysis with regards to a human rights framework.
4. Saukani Phiri is a secretary general of the University of Zambia Social Work Association (UNZASWA). Saukani has been invited to represent UNZASWA at the workshop on democratic governance in Zambia. As secretary general, present a discussion on the implications of upholding good governance for human rights in Zambia. Further, analyze the implications of promoting democratic tenets for human rights in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2014 ACADEMIC YEAR FINAL EXAMINATIONS

SDS 9210: SOCIAL PROTECTION

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION HAS THREE SECTIONS. READ CAREFULLY THE INSTRUCTIONS IN EACH SECTION.

SECTION I: Answer any two questions (20 Marks)

1. State and briefly explain any three types of social protection programmes. Give one example under each programme.
2. Critically discuss what is meant by the “critically poor people” and “viable households” when talking about social protection.
3. What are the major positive social protection schemes that are common in Zambia?

SECTION II: Answer any two questions (20 Marks)

4. What are the major challenges of social protection as espoused in Zambia?
5. What are the formal social protection strategies advanced in Zambia?
6. The Zambian Labour Laws are very weak in protecting workers. Name any three types of these Laws which surface in Zambia.

SECTION III: Compulsory (10 Marks)

7. Social protection (risk management) comes in different ways. Provide any formal ways of advancing this phenomenon in Zambia.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
SOC 1110: INTRODUCTION TO SOCIOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER, READ THE
INSTRUCTIONS CAREFULLY IN EACH SECTION

SECTION A: Multiple Choice. Answer all the questions (30 Marks)

1. In Germany, sociology was formulated and recognised as an academic in the first decade of the 20th century due to the efforts of:
 - a) Max Weber
 - b) Emile Durkheim
 - c) Karl Marx
 - d) August Comte
 - e) Melvin Kohn
2. Inductive explanations are those explanations that are not based on generalisations but those based on already established laws
 - a) True
 - b) False
3. The norm of science through which people are expected to act for the sake of science however this might affect them as individuals is known as _____ (write the answer in your booklets)
4. According to the sociological perspective, people do what they do because of:
 - a) Internal biological mechanisms such as such as instincts
 - b) External influences which become internalised
 - c) A combination of internal biological and external and external social forces
 - d) External social forces which are influenced by internal mechanisms
 - e) The effects of re-socialization
5. All the following were initial bases of slavery except:
 - a) Debt
 - b) Race
 - c) Violation of the law
 - d) War and conquest
 - e) Economy
6. India provides the only known example of a caste system:
 - a) True
 - b) False

- d) Personality
 - e) Attitude
14. Differential association theory is based on:
- a) The functionalist perspective
 - b) Symbolic interactionist perspective
 - c) The conflict perspective
 - d) The rational choice perspective
15. What is the sociological term for acts of deviance with little impact on one's self-concept?
- a) Primary deviance
 - b) Secondary deviance
 - c) Tertiary deviance
 - d) Career deviance
 - e) None of the above
16. If a society heartily encouraged interracial marriages, it would be seen as valuing the practice of _____.
- a) Endogamy
 - b) Homogamy
 - c) Heterogamy
 - d) Exogamy
 - e) None of the above
17. Typically, cult leaders are criminals:
- a) True
 - b) False
18. Which major world religion has the smallest number of adherents?
- a) Confucianism
 - b) Christianity
 - c) Judaism
 - d) Buddhism
 - e) Islam
19. Tracking in the education system is:
- a) Observing students throughout their studentship in order to identify problems they may be experiencing
 - b) The practice of identifying students with unique characteristics and performance and allocating special tasks to them
 - c) Stratification of students according to ability, social class and various other categories
 - d) Segregation of students based on their academic performance in tertiary education
20. According to dependency theory the IMF and the World Bank are external forces of economic interests of industrialised countries within poor countries.
- a) True
 - b) False
-

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION/HSS
2014/2015 ACADEMIC YEAR EXAMINATIONS

SOC 1110: INTRODUCTION TO SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: This paper is divided into three sections. Answer all questions from section A, fifteen (15) questions from section B and two (2) questions from section C.

SECTION A: Multiple Choice/Fill-in.

Answer all questions (30 marks).

1. The first definition of sociology was offered by:
 - a) Emile Durkheim.
 - b) Herbert Spencer.
 - c) August Comte.
 - d) Max Weber.
 - e) Karl Marx.

2. In Germany, sociology was formulated and recognized as an academic discipline in the first decade of the 20th century due to the efforts of:
 - a) Max Weber.
 - b) Emile Durkheim.
 - c) Karl Marx.
 - d) Auguste Comte
 - e) Sigmund Freud.

3. Inductive explanations are those explanations that are not based on generalizations but those based on already established laws.
 - a) True
 - b) False

4. A statement of observed uniformities of relationship between two or more phenomena is known as:
 - a) A theory.

- b) Empirical generalization.
 - c) Law.
 - d) Theoretical Perspective.
 - e) Hypothesis.
5. Mr. Mwanamainda has been caught in an act of cannibalism. Such an unthinkable act is a violation of:
- a) Culture.
 - b) Norms.
 - c) Value
 - d) Mores.
 - e) Folkways.
6. The norm of Science through which people are expected to act in the best interest of Science, however this might affect them as individuals is known as (write answer in your answer book).
7. Dr. Munalu, a member of a closely-knit political party commits suicide shortly after the party loses elections. He leaves a note that he has killed himself for the benefit of the party and therefore nobody should be blamed for his death. According to Durkheimian analysis, this is a typical example of:
- a) Fatalistic suicide.
 - b) Egoistic suicide
 - c) Anomic suicide.
 - d) Altruistic suicide.
 - e) Murder suicide.
8. According to the Sociological Perspective, people do what they do because of:
- a) Internal biological mechanisms such as instincts.
 - b) External influences which become internalized.
 - c) A combination of internal biological and external social forces.
 - d) External social forces which are influenced by internal mechanisms.
 - e) The effect of resocialization.
9. A group of people who share a culture or territory are referred to as:
- a) A cultural grouping.
 - b) A nation.
 - c) A tribe.
 - d) A society.
 - e) A societal collective.

10. According to Robert Merton, an action intended to help a system's equilibrium is a:
- Manifest function.
 - Latent function.
 - Latent dysfunction.
 - Dysfunction.
 - Survival function.
11. Research which makes discoveries about life in human groups rather than make changes in those groups is:
- Pure or basic sociology.
 - Applied sociology.
 - Clinical sociology.
 - Unobtrusive sociology.
 - Scientific sociology.
12. Subcultures remain compatible with the dominant culture while counter cultures are in opposition to the dominant culture.
- True.
 - False.
13. William Ogburn used the term to refer to a situation in which non material culture takes a period of time to adjust to changes in the material culture. (Write down the term in your answer book for question 13)
14. The term 'looking glass self' was coined by:
- George H Mead.
 - Sigmund Freud.
 - Charles H. Cooley.
 - Jean Piaget.
 - Erving Goffman.
15. Religion, politics, education and the military are examples of:
- Voluntary association.
 - Involuntary institutions.
 - Social institutions.
 - Social systems.
 - Social structures.
16. Differential association theory is based on the:
- Functional perspective.
 - Conflict perspective.

- c) Symbolic interactionist perspective.
- d) Sociological perspective.
- e) Sociobiological perspective.

17. The culture of poverty theory was used to analyse global stratification by:

- a) Max Weber.
- b) Immanuel Wallerstein.
- c) John Kenneth Galbraith.
- d) Karl Marx.
- e) William Ogburn.

18. The contribution on stated functionalist view of stratification is associated with:

- a) Max Weber.
- b) Karl Marx.
- c) Kingsley Davis and Wilbert Moore.
- d) Melvin Tumin and Gaetano Mosca.
- e) Herbert Mead and Charles H. Cooley.

19. Private ownership of the means of production is an essential feature of:

- a) Communism.
- b) Socialism
- c) Democracy
- d) Capitalism.
- e) Conservatism.

20. The proposition that population grows geometrically while food supply increases arithmetically is known as:

- a) Demographic transition.
 - b) Food surplus equation.
 - c) Malthus theorem
 - d) Exponential growth curve
 - e) Population equation.
-

SECTION B: Write brief notes on fifteen (15) of the following (30 marks)

1. Socialism in relation to capitalism.
2. Myth and science.
3. Gemeinschaft and Gesellschaft.

4. Cultural relativism.
 5. Statistical significance test.
 6. Norms of science.
 7. Types of authority.
 8. Altruistic suicide.
 9. Malthus theory.
 10. Modernization theory.
 11. Survey as a research method.
 12. Resocialization.
 13. Charles Horton Cooley.
 14. Merton's strain theory of deviance.
 15. Criminal justice system.
 16. Social stratification.
 17. Class consciousness.
 18. Traditional society.
 19. Marriage and family.
 20. Sources of demographic data.
-

SECTION C: Answer any two (2) questions from the following (40 marks):

1. With examples and with the support of theories explain the occurrence of deviance in society and indicate how deviance can be ameliorated.
2. Give a descriptive analysis of how the demographic variables of fertility, mortality, migration and social mobility affect development in any state.
3. Describe globalization and indicate its advantages and disadvantages to developed and least developed countries respectively.
4. Africa will for a long time remain poorer than the core countries of the industrialized world. Discuss the reality of this statement with examples and with the support of some theories.
5. Describe the emergence, value and limitations of sociology as a science.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2014 ACADEMIC YEAR FINAL EXAMINATIONS

SOC 2110: CONTEMPORARY SOCIAL PROBLEMS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS IN THE PAPER. ALL QUESTIONS CARRY EQUAL MARKS.

TIME: THREE (3) HOURS

1. With practical examples, discuss the concepts of universalism and relativism of social problems. Why do some sections of society explain social problems in terms of objective and subjective realities? **(25 Marks)**

2. With practical examples from any region of your choice in the world, explain why some people in certain societies engage themselves in war and armed conflict? In what ways does the law of armed conflict (LOAC) regulate this social problem **(25 Marks)**

3. (i) What is crime? **(5 Marks)**

(ii) Discuss the functions of criminal law and indicate the extent to which this body of law has been effective in bringing social order in Zambia **(15 Marks)**

(iii) In what ways does criminal law differ from civil law? **(5 Marks)**

4. (i) Using sociological imagination and with practical examples, discuss the problem of gender based violence in Zambia **(15 Marks)**.

(ii) What are the views of the conflict perspective on the family as a basic unit of society **(10 Marks)**

5. Using Zambia as an example, explain the concept of social legislation as a means of addressing social problems in society **(25 Marks)**

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2014 ACADEMIC YEAR FINAL EXAMINATIONS
SOC 2110: CONTEMPORARY SOCIAL PROBLEMS
DEFERRED FINAL EXAMINATION

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS IN THE PAPER. ALL QUESTIONS CARRY EQUAL MARKS.

TIME: THREE (3) HOURS

1. What is a social problem? What are the characteristics of a social problem? Why do some sections of society explain social problems in terms of objective and subjective realities? **(25 Marks)**

2. With practical examples from any region of your choice in the world, explain why some people in certain societies engage themselves in war and armed conflict? In what ways does the law of armed conflict (LOAC) regulate this social problem **(25 Marks)**

3. Discuss the functions of criminal law and indicate the extent to which this body of law has been effective in bringing social order in Zambia **(25 Marks)**

4. (i) Using sociological imagination and with practical examples, discuss the problem of gender based violence in Zambia **(15 Marks)**.

(ii) What are the views of the functionalist perspective on the family as a basic unit of society **(10 Marks)**

5. Using Zambia as an example, explain the concept of social stratification and how it explains peoples' differential experiences of social problems in society **(25 Marks)**

END OF EXAMINATION

SECTION B: Answer all questions from this section (75 Marks). Please note that the formulae are provided on last page.

The data provided below show monthly wages obtained from a study on a sample of employees working for a Chinese Firm engaged in the construction roads in Zambia.

Wages (\$)	Frequency (<i>f</i>)
141 – 150	5
151 – 160	8
161 – 170	15
171 – 180	10
181 – 190	2

Based on this data, do the following:

- (i) Calculate the sample size that was used in this study
- (ii) Calculate the mean of the employees' wages
- (iii) Calculate the median wage in the sample
- (iv) Calculate the mode of the employees' wages
- (v) What are the advantages and disadvantages of each one of the following
 - Mean
 - Mode
 - Median

END OF EXAMINATION

FORMULAE

$$1. \quad \bar{X} = \frac{\sum f x_i}{n}$$

$$2. \quad Md = L + \left(\frac{\frac{n}{2} - CF}{f} \right) i$$

$$3. \quad Mo = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) i$$

$$4. \quad S^2 = \frac{\sum f (x - \bar{x})^2}{n-1}$$

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

2014 ACADEMIC YEAR FINAL EXAMINATIONS

SOC 3210: SOCIAL THEORY

TIME: THREE HOURS

INSTRUCTIONS: CAREFULLY READ THE INSTRUCTIONS IN EACH SECTION

SECTION A (20 MARKS)

Write brief notes on any 10 of the following concepts:

SECTION A

1. Intrinsic punishment
2. Generalized reward
3. Grand theory of action
4. The state of nature
5. Unit act
6. AGIL
7. Personality system
8. Violence of conflict
9. Symbolic meaning
10. Induction
11. Social theory
12. The struggle for existence
13. Over legislation (Spencer)
14. Commodity fetishism
15. Dialectical Materialism

SECTION B:

Answer any two of the following questions:

1. Describe the intensity and violence of conflict according to Ralph Dahrendorf. To what extent do you think people can make conflict less violent and intense? Clearly explain.

2. Highlight the key features of functionalism. In relation to Merton's attempt to make over functionalism, do you agree with the view that he was trying to reconcile the irreconcilable? Clearly explain.
3. Cite any major similarities and differences between the ideas of Emile Durkheim and Auguste Comte with regard to:
 - a) Key subject each argued sociology should focus on
 - b) Solidarity in society
 - c) Social change
4. Weber perceived the evolution of Western society as a process of rationalization dominated by rational types of action. Outline the types of action, and authority identified by Weber, and show which types of action, and authority are suitable for a rational type of society.
5. Each of the 5 propositions in Homans' exchange theory is conditional upon certain factors. Describe the type of behaviour associated with each of the propositions listed below and explain the condition indicated for each proposition.

Proposition

Condition

The success proposition	Actions that are irregularly rewarded
The stimulus proposition	Time between the stimulus and action
The deprivation-satiation proposition	Generalized rewards
The aggression –approval proposition (1 st part)	Action resulting in punishment
The value proposition	Efficiency of punishment

END OF EXAMINATION

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

2014 ACADEMIC YEAR FINAL EXAMINATIONS

SOC 9110: FORCED MIGRATION AND SUSTAINABLE LIVELIHOODS

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION COMPRISES THREE SECTIONS.
CAREFULLY READ THE INSTRUCTIONS IN EACH SECTION.

SECTION A: BREIF NOTES (20 MARKS)

1. Write brief notes on **any 10** of the following concepts:

- a) Negative coping strategies
- b) Residual caseloads
- c) Guiding Principles on Internal Displacement
- d) Collaborative Approach
- e) Veil of ignorance
- f) Exclusionary refugee policy
- g) Trafficked people
- h) Smuggled people
- i) Fluidity of settlement
- j) De facto refugee
- k) International Federation of Red Cross and Red Crescent Societies
- l) Exclusion of refugee status
- m) The 1967 Protocol Relating to the Status of Refugees
- n) Well-founded fear
- o) Offshore/exterritorial processing

SECTION B: ESSAYS (15 MARKS)

Answer **question 1 or 2** and **any other question** below.

1. Outline the 5 types of capital or assets according to the DFID livelihood framework and explain how any two of these assets were at play in the Christian Outreach Relief and Development (CORD) programme aimed at rebuilding refugee livelihoods at Mayukwayukwa settlement in the early 2000s.
2. The 1954 Convention Relating the Status of Stateless Persons and the 1961 Convention on the Reduction of Statelessness are key legal instruments in the protection of stateless people. Many countries have acceded to both instruments, but there are still a number of countries yet to do so. In the case of Zambia, it is party to

the 1954 Convention but it is not party to the 1961 Convention. Analyse the consequences of this scenario in relation to the welfare of stateless people in Zambia and world-wide. Identify any efforts by the international community to have more countries accede to both instruments.

3. While refugees impose a variety of burdens on the host communities, they have the potential of making a contribution to the welfare and development of their host communities. Discuss.
4. Compare and contrast local integration and voluntary repatriation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2014 ACADEMIC YEAR DEFERRED EXAMINATIONS
SOC 9210: SOCIAL CHANGE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION HAS TWO SECTIONS. WRITE BRIEF NOTES ON ANY TEN (10) CONCEPTS IN SECTION 'A' AND ANSWER ANY TWO (2) QUESTIONS IN SECTION 'B'.

SECTION A: BRIEF NOTES (20 MARKS)

1. Nationalisation
2. Welfare state
3. The Rudd Concession of 1888
4. Urban villager
5. Industrialisation
6. One-directional change
7. Progress
8. Development
9. The developing world
10. Pre-modern societies
11. Modernisation
12. Disembedding
13. Macro theoretical perspectives
14. World systems theory

SECTION B: ESSAYS (30 MARKS)

15. Describe the following types of societies according to Anthony Giddens:
- a) Hunters and gatherers society
 - b) Pastoral and agrarian society
 - c) Industrialised society

Then match each one of them with an appropriate stage of human evolution in Zambia (listed below) and clearly explain how the concepts in each matched pair are related.

- a) Early man (stone age)
- b) The first farmers (iron age)
- c) Post-colonial Zambia

16. Analyse the argument that urbanisation and industrialisation go hand in hand in relation to the urbanisation of Lusaka and the Copper belt.
17. The factors of social change i.e. physical, biological, technological, and cultural do not operate in isolation, but are complementary. Explain how each of the 4 factors complement at least two other factors.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
SOC 9415: ENVIRONMENTAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS IN THE PAPER

- ✓ 1. Environmental sociology argues that environmental problems are social problems, with reference to the following sociological perspectives explain how environmental problem come into existence: *(25 Marks)*
 - (i) Functionalist perspective
 - (ii) Conflict perspective
 - (iii) Interactionist perspective
2. With practical examples from any environmental situation of your choice, discuss what Environmental Impact Assessment (EIA) is all about and show how it is supposed to be conducted *(25 Marks)*.
- in fiction* 3. According to the realist approach in environmental sociology, climate change is the best indicator that the environment is being damaged. With practical examples, discuss the two major responses to climate change *(25 Marks)*.
- ✓ 4. What is environmental degradation? Using Zambia as an example, discuss the various factors that may be responsible for environmental degradation *(25 Marks)*
- ✓ 5. What is 'sustainable development?' Discuss in detail the genesis of this concept *(25 Marks)*.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
INSTITUTE OF DISTANCE EDUCATION
2014 ACADEMIC YEAR MID TERM FINAL EXAMINATIONS
SOC 9415: ENVIRONMENTAL SOCIOLOGY

INSTRUCTIONS : ANSWER ANY FOUR QUESTIONS IN THE PAPER.
TIME : 3 HOUR

1. With practical examples from any environmental situation of your choice, discuss what Environmental Impact Assessment (EIA) is all about and show how it is supposed to be conducted (*25 Marks*).
2. According to the realist approach in environmental sociology, climate change is the best indicator that the environment is being damaged. With practical examples, discuss the two major responses to climate change (*25 Marks*).
3. What is environmental degradation? Using Zambia as an example, discuss the various factors that may be responsible for environmental degradation (*25 Marks*).
4. What is 'sustainable development?' Discuss in detail the genesis of this concept (*25 Marks*).
5. Write brief notes on the following: (*25 Marks*)
 - (i) Environmental Audit and how it differs from EIA
 - (ii) Renewable and non-renewable natural resources
 - (iii) Conflict perspective on environmental problems
 - (iv) Environmental sustainability
 - (v) The 1992 Earth Summit and its major declarations

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
SOCIOLOGY DIVISION**

2014/2015 ACADEMIC YEAR FINAL EXAMINATION (DISTANCE)

SOC 9855: POLICY, PROJECTS AND PROGRAMS FOR DEVELOPMENT

Instructions

- Duration: Three (3) hours
- The paper is divided into two sections. Read carefully the instructions under each section.

Section A (20 Marks)

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

1. Why should the end point of a project be defined at initiation stage? (2)
2. Differentiate between OVI and MOVs as components of the logical framework (2)
3. Evaluation can either be Ex-ante or Ex-post. Explain these two types of evaluation and indicate their importance in development projects and programmes (2)
4. Contrast between project monitoring and review and justify the relevance of these processes during project implementation (2)
5. Identify and briefly explain any two characteristics of projects (2)
6. Identify and briefly explain any two purposes of a logical framework in project planning (2)
7. One of the tools used during needs assessment is interviewing. Why is it important to interview not only the powerful members of a community, but also those whose views are not usually heard? (2)
8. Identify and briefly explain any two differences between a project and a programme (2)
9. What do you understand by 'SMART' objectives? (4)

Section B (30 Marks)

Answer any **two** questions including question one which is **compulsory**

Q 1. Project appraisal is one of the most important undertakings during the project's life cycle. With a clear demonstration of a good understanding of project appraisal, discuss the non-financial perspectives from which a development project can be appraised and indicate the importance of appraising development projects and programs before resources are committed. Use practical examples.

Q 2. By using practical examples and with as much detail as possible, discuss important components that are included in each of the following areas in project planning;

- I. Concept Note
- II. Problem analysis
- III. Needs assessment and Capacity assessment
- IV. Stakeholder analysis

Q 3. Discuss the characteristics of projects. What are the advantages and limitations of using projects as development strategies in a country like Zambia?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
SWK 3330: ANALYSIS OF SOCIAL WORK INTERVENTION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION THREE AND ANY OTHER THREE
QUESTIONS

1. Identify two similarities between the Perlman model of social casework and the rational-empirical strategy.
2. Giving specific examples, discuss the relevance of James Midgley's concept of professional Imperialism to social work practice in Zambia.
3. 'Indigenisation essentially refers to the extent to which social work practice fits local contexts. Social work practice, in turn, is shaped by the extent to which local social, political, economic, historical and cultural factors, as well as local voices, mould and shape social work practices.' As a social work practitioner working in Zambia suggest ways in which indigenisation can be actualised.
4. Do you agree with social caseworkers like Florence Hollis and several others who have expressed concern that the term 'diagnosis' had been borrowed from medicine and therefore gave a false impression of the caseworker? Justify your response with specific examples.
5. Discuss how a Social Case Worker can use perceptual and conceptual reorganisation through the clarification of language as an intervention strategy for clients.
6. Do you agree with the view that amongst the three strategies of change advanced by Benne, Benis and Chin, Power- Coercive appears to be different from the other two? Rationalise your response.

END OF EXAMINATION

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

2014 ACADEMIC YEAR FINAL EXAMINATIONS

SWK4110: SOCIAL PLANNING AND ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: Read and understand the **Case Description** before proceeding to answering the examination questions. Answer all questions in Section 1. From Section II, answer a combination of 3 questions whose sum value is 50 marks only. Number the questions and subsections you are answering very clearly.

CASE DESCRIPTION:

The Zambian Government aims to roll out the Social Cash Transfer to reach more vulnerable people. (Assume) You have been appointed the Director of Planning in the Ministry of Community Development, Mother and Child Health and you need to get the programme working effectively and efficiently as soon as possible. You intend to hold several workshops for the ministry's personnel to achieve coherence in the management of the programme.

SECTION I: COMPULSORY- ANSWER ALL QUESTIONS. (50 MARKS)

1. In your opening remarks to a planning workshop:
 - a) Explain five reasons, according to Shapiro, why it is essential to plan (10 marks)
 - b) State five characteristics of social planning (5 marks)
 - c) State three of the players who should be involved in planning this programme and give four reasons why the community should be engaged in the planning process (10 marks)
2. Underscore the importance of good management to the success of the social cash transfer programme to your audience by succinctly defining the terms management and administration and outlining the functions thereof. (17 marks)

3. Explain the importance of targeting and the three main problems you want to avoid by targeting (8 marks)

SECTION II: ANSWER 2 QUESTIONS THAT ADD UP TO 50 MARKS

4. Zizy and others have argued that social planning aims to improve the living circumstances of individuals and communities through research, engagement and action. Briefly explain how the last three concepts in the foregoing statement could help to achieve improved circumstances of living of the beneficiaries of social cash transfer. (20 marks)

OR

5. Outline the key features of Victor Vroom's Expectancy Theory and exemplify its value to the understanding of human behavior and management. (20 marks)

and

6. Discuss and justify the activities that are undertaken in programme cycle research function of social administration (30 marks)

OR

7. Rational Decision making model is rooted in Max Weber's world of rational bureaucracy. It argues the planning process to be based upon objective analysis of relevant facts, theories and values. With the aid of a practical example, illustrate the seven steps in a rational decision making model designed to rationally develop a desired solution. (30 marks)

END OF EXAMINATION