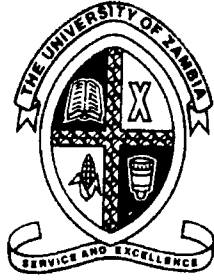


33. E 981 - Romantic literature
34. EC 115 – Introduction to microeconomic theory
35. EC 215 – Intermediate Microeconomic theory
36. EC 221 – Mathematics for economics
37. EC 225 – Intermediate Macroeconomic theory
38. EC 315 – Public finance
39. EC 341 – Econometrics 1
40. EC 345 – Advanced microeconomic theory
41. EC 345 – International trade theory and practice
42. EC 431 – Labour economics
43. EC 445 – Environmental economics
44. EC 925 – Industrial organization
45. EC 955 – Health economics
46. ELL 111 – Communication and study skills
47. ELL 115 – Academic writing
48. ELL 215 – Introduction to language and linguistics
49. ELL 311 – English semantics
50. ELL 421 – Research methods in linguistics
51. ELL 911 – Psycholinguistics
52. ELL 935 – English discourse analysis
53. ELL 941 – Sociolinguistics 1
54. FR 111 - French language 1
55. FR 131 - Introduction to French 1
56. FR 211 - French language and phonetics II
57. FR 311 - Intermediate French language
58. FR 321 - Intermediate studies in African literature in French
59. FR 331 - Translation from French to English
60. FR 411 - Advanced studies in African literature in French
61. FR 421 - Advanced studies in African literature in French
62. FR 431 - Advanced translation from French to English
63. GS 101 - Introduction to gender studies 1
64. GS 211 - Theories of gender equality 1
65. H 111 - Introduction to the study of history
66. H 231 - History of modern Africa
67. H 232 - History of modern Africa from 1900 to present
68. H 241 - Economic history of western Europe 1450 to 19th century
69. H 321 - Nineteenth century Europe
70. H 335 - History of modern India: 1859 to 1947
71. H 411 - Land and labour in pre colonial central Africa to 1890
72. H 421 - African archeology

- 73. H 491 - Historical research and methodology 1
- 74. H 911 - Pre-colonial history of Zambia
- 75. H 925 - Portuguese Africa: Angola and Mozambique to the present
- 76. H 931 - History of Southern Africa to the 1880s
- 77. H 945 - Themes in West African history: 1800 to present
- 78. H 961 - Archeological principles and techniques
- 79. LAL 211 - The structure of Bantu languages
- 80. LAL 221 - Introduction to literacy studies
- 81. LAL 311 - The phonology and morphology of selected Zambian languages
- 82. LAL 431 - Research methods in literature in Zambian languages
- 83. LAL 915 - Translation
- 84. LAL 471 - African languages teaching methods
- 85. MM 571 - Economic and management
- 86. MC 101 - History mass communication
- 87. MC 125 - Introduction to media ethics
- 88. MC 201 - Introduction to mass media reporting
- 89. MC 215 - Introduction to radio production
- 90. MC 221 - Theories of mass communication
- 91. MC 235 - Feature writing
- 92. MC 351 - Communication for development
- 93. MC 361 - Radio and television production 1
- 94. MC 401 - Editorial writing
- 95. MC 411 - Media management 1
- 96. MC 901 - Principles of advertising
- 97. MC 911 - Principles of public relation 2009
- 98. MC 911 - Principles of public relation 2010
- 99. MC 921 - Principle of photography
- 100. MC 941 - Broadcast narration
- 101. PA 121 - Introduction to public administration
- 102. PA 201 - National government and administration
- 103. PA 311 - Organization design and management
- 104. PA 321 - Principles of local government administration
- 105. PA 341 - Human resource management
- 106. PA 411 - Theories of development administration
- 107. PA 421 - Principles of public policy analysis
- 108. PA 441 - Project management
- 109. PA 951 - Public financial administration
- 110. PA 955 - Strategic management
- 111. PH 101 - Introduction to philosophy
- 112. PH 415 - Theory of knowledge

113. PH 935 - Philosophy of good governance
114. PH 951 - Philosophy of religion
115. PL 115 - Introduction to political science ✓
116. PL 251 - Comparative politics
117. PL 331 - International politics
118. PL 421 - Politics of international peace and security
119. PL 422 - International conflict management and resolution
120. PL 451 - Socialist political theory 1
121. PL 422 - Politics of southern africa1
122. PSY 101 - Introduction to psychology
123. PSY 241 - Child development
124. PSY 331 - Cognitive development and culture
125. PSY 341 - Psychological testing
126. PSY 451 - Psychological testing
127. PSY 461 - Research methods in psychology
128. PSY 471 - counseling theories
129. PSY 951 - Abnormal psychology
130. PSY 991 - Forensic and legal psychology
131. S 211 - Classical sociological theory
132. S 421 - Social research methods
133. S 901 - Industrial sociology
134. S 911 - Refugees in a contemporary world
135. S 915 - Disaster preparedness and management
136. S 925 - Criminology
137. S 931 - Social change and development
138. S 951 - Sociology of organization in theory
139. S 961 - Rural sociology
140. S 975 - Medical sociology
141. S 985 - Development projects and programs in developing countries
142. S 995 - Social impact assessment
143. SS 241 - Research methods in the social sciences
144. SW 111 - Introduction to social work
145. SW 211 - Introduction to social policy analysis
146. SW 231 - Introduction to interpersonal social work practice methods
147. SW 311 - Social policy analysis
148. SW 321 - Social research methods
149. SW 331 - Analysis of social work intervention
150. SW 411 - Social planning
151. SW 421 - Evaluative research
152. SW 475 - Community change and development



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
FIRST SEMESTER EXAMINATIONS – OCT/NOV 2010**

D 211: INTRODUCTION TO DRAMA

INSTRUCTIONS

Answer 3 questions in all (1 from each Section)
All questions carry equal marks
Dictionaries and Primary Texts (Plays) are allowed in this Exam

TIME: 3 hours

SECTION A Attempt

EITHER

Question 1

Discuss the relationship between Drama and Theatre. Trace the origins of the two.

OR

Question 2

What do you understand by the following?

- a) Tragedy
- b) Comedy
- c) Climactic Plot
- d) Episodic Plot

SECTION B Attempt any 1 question in this section

Question 3

Power corrupts and absolute power corrupts absolutely. Demonstrate how this statement reflects events surrounding Macbeth.

Question 4

Examine Sophocles' use of structure in *Oedipus the King*, and explain why you think he has done this.

Question 5

It has been said that Henrick Ibsen's writings are concerned with "the human condition". Discuss this statement in relation to *A Doll's House*.

SECTION C Attempt

EITHER

Question 6

There is a lot of drama taking place on Campus. Give a synoptic account of your experience with drama on Campus during the current semester. What role you think you as a student of drama can play in the scenario?

OR

Question 7

Comment on the current structure of the Course D211 (Introduction to Drama). What suggestions would you advance for its improvement?

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 111: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

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

SECTION A

1. Demonstrate your understanding of the components of population change by briefly discussing the following:
 - a) The doubling time of a population whose population growth rate of a country is 3.5%.
 - b) The process of population change using a balancing equation.
 - c) The difference between the rate of population growth and the rate of natural increase.
2. On the basis of the data below, compute the relevant rates and briefly interpret the results.

- a) The crude birth rate

Chile (1962)

Births	288,884
Population	8,029,000

- b) The crude death rate

Costa Rica (1960)

Deaths	10,063
Population	1,171,000

c) The sex ratio

Morocco (1960)

Males	5,809,172
Females	5,817,060

d) The dependency ratio

India (1961)

Age group	Population
0-14	180,019,000
65 and above	13,468,000
15-64	245,112,000

e) Briefly explain how the median age is used as a measure of the aging of the population and show whether Zambia has a young, intermediate /or an old population?

3. Briefly explain, with examples where possible, what you understand by the following:

- a) Life expectancy
- b) Total fertility rate
- c) In - migration
- d) Immigration
- e) Out - migration
- f) Emigration -
- g) Prevalence rate
- h) Case fatality rate
- i) Completed family size
- k) Net reproduction rate
- l) Maternal mortality rate
- m) Infant mortality rate

SECTION B

ANSWER ONE QUESTION ONLY

1. Discuss the importance and relevance of the following concepts in market research:

- a) Segmentation
- b) Targeting
- c) Cluster marketing

2. Compare and contrast the views of Thomas Malthus and Karl Marx on population. Which views do you think are relevant to the Zambian situation?

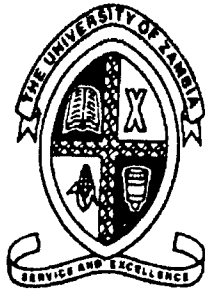
3. Explain how demography can contribute to our understanding of the following problems:
- a) Inflation
 - b) Environmental issues, particularly global warming ,
 - c) Energy shortages
-

SECTION C

ANSWER ONE QUESTION ONLY

1. Discuss, with examples where possible, how:
- a) Fertility and mortality may influence a woman's status.
 - b) Economic development factors may influence demographic variables.
2. Discuss, with examples where possible, how:
- a) A woman's status may influence fertility and mortality.
 - b) How demographic factors may influence economic development.
3. Discuss the relevance of demographics in:
- a) Political planning
 - b) Legislative analysis
-

END OF EXAMINATION



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

FIRST SEMESTER EXAMINATIONS – OCT/NOV 2010

D411: RESEARCH METHODS IN DRAMA

INSTRUCTIONS: Answer **Question 1** and **any other 2** questions in this examination.

TIME: 3 hours

Question 1

This course (Research Methods in Drama) takes the candidate through various challenges of managing a project. Among the challenges is “environmental audit” in the context of conceptualising community developmental issues. What do you understand by “environmental audit” and examine the two (2) strategies you would employ to conduct the audit.

Question 2

In some detail demonstrate your understanding of the following:

- a) Community Leadership
- b) Prioritising
- c) The Theatre for Development process
- d) Participatory research.

Question 3

By exploring various popular theatre performance methods in Theatre for Development, explain how invisible theatre can be used across methods. *

Question 4

Data collection is a critical component of a drama project. What information would you need to gather and what strategies would you employ to collect the necessary data?

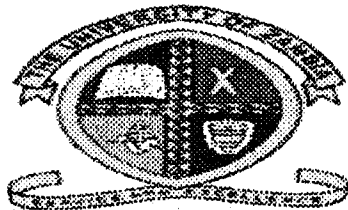
Question 5

Theatre for Development is constructed around Freirean principles. From your readings on the course, How and why have many practitioners departed from the principles? Is this avoidable? Comment.

Question 6

If you were given the opportunity to review the Course (D411), what suggestions would you advance to enhance scholarship in drama and theatre in the University?

END OF EXAM



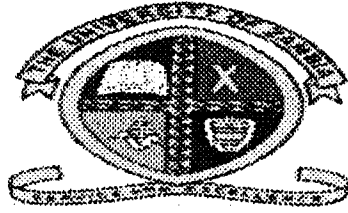
**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/2011 ACADEMIC YEAR
FIRST SEMESTER EXAMINATIONS**

DE 211: MAIN SOURCES OF DEMOGRAPHIC DATA

TIME ALLOWED: THREE HOURS (3 HRS)
INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

1. Define what a census is; in the same way, outline and explain essential features of a census as established by the United Nations.
2. There are basically two types of enumeration in either a survey or census: householder and canvasser methods. Define them and establish which one works in Zambia and why. In the same way, mention the three types of questionnaires used in surveys or censuses and explain how they are used.
3. In the past 25 years or so, demographers have used a dichotomous methodology approach in most surveys namely direct estimation and indirect estimation techniques; in the direct estimation approach, consider the following:
 - a. What are single round surveys? What alternate approaches do they use; and in the same way what disadvantages do these approaches have?
 - b. What are multi-round surveys? Why were they created? Mention their advantage/s and disadvantages.
 - c. What is the dual record system? Mention three categories by which events are classified in a dual record system. In the same way state three conditions under which a dual record system approach could result in an incorrect estimation of the total number of events.
4. Define what a Sentinel Health Surveillance System (SHSS) is; what attributes would ensure reliable results from such a system are achieved? What are the major optimal characteristics of a SHSS? List at least six uses of the data obtained through a SHSS.
5. Verbal Autopsy with Sample Registration (SAVVY) is one of the latest techniques of the many methods of data collection processes known in Demography. Describe in full the process of establishing SAVVY. What purpose does it serve? How different is it from the DSS or SHSS? What are the major benefits and what demerits can you detect from this system?

End of Examination



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/2011 ACADEMIC YEAR
FIRST SEMESTER EXAMINATIONS

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End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER

DE 311: POPULATION COMPOSITION FINAL EXAMINATION

TIME: THREE HOURS

INSTRUCTIONS: SECTION A,B AND C ARE COMPULSORY. ANSWER ONLY 1 (ONE) QUESTION FROM SECTION D.

SECTION A (COMPULSORY, Answer all questions, 20 Marks)

Q1. Define the following concepts

- i) Aged/child ratio
- ii) Femininity Ratio
- iii) An old population
- iv) Stable de facto union
- v) Divorce Rates Specific for duration of marriage

SECTION B (COMPULSORY, Answer all questions, 20 Marks)

Q2. Explain the following:

- i) Different types of marriage unions
- ii) The difference between a family and a household
- iii) Why population composition is dynamic

SECTION C (COMPULSORY, Answer all questions, 40 Marks)

ALL ANSWERS MUST BE ROUNDED OFF TO TWO (2) DECIMAL PLACES

Q3a) Given that the masculinity proportion of a given population is 46.99, calculate:

- i) The percent excess/deficit females
- ii) the femininity ratio

b) Using the median age and aged/child ratio and given on the next page, which subpopulation is older between the males and females? ^{re table}

c) Discuss the following:

- i) One cause of the observed sex composition
- ii) One consequence of the observed age composition
- ii) One use of the age and sex structure

**ALL QUESTIONS MAKE REFERENCE TO THE TABLE BELOW
ALL ANSWERS MUST BE ROUNDED OFF TO TWO (2) DECIMAL PLACES)**

Age group	Females	Males	First marriages	Remarriages	Household size 10 years ahead	Population in households 10 Years ahead	Total population projected 20 years ahead	Age Specific marriage rates among males 10 years ago
0-4	74434	52346			0-1	1,000,567	6,004,523	
5-9	61699	74532			2-3	2,765,123	5,246,332	
10-14	55677	67854			4-5	4,987,675	4,352,997	
15-19	59686	55432	347	111	6-7	3,675,089	3,277,593	0.003
20-24	47653	42315	1067	910	8-9	2,987,435	2,100,259	0.027
25-29	40977	39987	1976	1073	10-11	1,924,345	1,198,447	0.059
30-34	36590	30987	1806	1171	12-13	1,298,743	1,003,962	0.060
35-39	25766	24132	1234	1309	14+	2,954,876	923,001	0.078
40-44	16495	7247	1008	727			804,002	0.081
45-49	10996	5087	990	619			734,628	0.078
50-54	10093	4773	876	434			644,332	0.045
55-59	10974	4564	794	104			599,442	0.037
60-64	9781	4234	575	321			406,556	0.025
65+	8973	3987	669	298			707,258	0.056

Total number of households=3998761

SECTION D (Answer only ONE (1) question, 20 Marks)

ALL ANSWERS MUST BE ROUNDED OFF TO TWO (2) DECIMAL PLACES)

Q4. a) Given the table above calculate:

- i) The Total Marriage Rate
 - (i) Age Specific First Marriage Rate
 - (ii) General marriage rate
- b) Discuss one use of marriage data

Q5. a) Given the table above calculate:

- i) The Age Standardised General Marriage Rate of the population 20 years ahead
 - ii) The Age Standardised Crude Marriage Rate of population 20 years ahead
 - iii) The Total Marriage Rate 10 years ago
- b) Discuss one use of standardisation

Q6. a) Given the table above calculate:

- i) Mean Household Size 10 years ahead
- ii) The Median Age at First Marriage
- iii) Total Remarriage Rate

b) Discuss consequence of the observed Mean household Size

Q7. a) Given the table above, calculate

- i) The Total First Marriage Rate
- ii) Crude Marriage Rate
- iii) Age Specific Marriages Rates

b) Discuss one factor that may affect the age at first marriage of the given population

END OF EXAMINATION

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

2010 END OF FIRST SEMESTER EXAMINATIONS

DE 321: METHODS OF DEMOGRAPHIC DATA COLLECTION AND EVALUATION

INSTRUCTIONS

Section A is compulsory. Answer at least one from section B and Section C. In total you should answer four (6) questions.

TIME: Three (3) Hours

Section A

1. The mid-year population of Kenya was 18 million in 1982. Between 1970 and 1982, the average annual rate of increase was 4%. The World Bank estimated that, in mid 1990, Kenya's population was 26 million and that by the middle of the year 2000 it will be 40 million, (World Bank, 1984).
 - a) Assuming that the growth in the population of Kenya between 1982 and 1990, and between 1990 and 2000, is exponential, calculate the annual growth rates using the World Bank's estimates of the population.
 - b) Assume that the World Bank's estimate of 40 million people in 2000 is correct. If Kenya's population continues to increase after 2000 at the same rate as the World Bank assumed it would increase between 1990 and 2000, when will it reach 80 million?
2. It is a well known rule of the thumb in demography that the length of time (in years) which a population takes to double in size may be approximately calculated using the formula

$$\text{Doubling time} \approx \frac{70}{r}$$

This is known as the 'rule of 70'. Explain why this approximation works.

3. Understanding population change involves measuring and analysing its components: in the multiple-state representation it involves measuring the speed with which the

population is making the transition between various states. To do this, demographers measure events using rates.

- a) Define a rate
- b) Explain in detail what is meant by person years.
- c) Assuming there are 1000 persons at the beginning of the year, 50 died and there were 72 new infants that year. It was further found that the country received 108 new entrants and 47 persons left the country that year. Assuming that the events are evenly distributed, occur at the middle of every month and all months have 30 days, and that each person can only experience one event, calculate
 - I. The crude birth rate
 - II. The crude death rate
 - III. Show how you can prove your findings in I and II?

Section B

4. Table 1 below shows data for Malaysia in 1991. Calculate
 - a) The United Nations Age-Accuracy index
 - b) Comment on the results

Table 1

Age (Years)	Population	
	Male (1)	Female (2)
under 5	1,150,221	1,084,179
5 to 9	1,152,353	1,091,915
10 to 14	1,001,605	958,663
15 to 19	875,587	868,013
20 to 24	782,941	787,241
25 to 29	767,471	768,927
30 to 34	704,377	695,016
35 to 39	592,796	578,116

5. Mathematical graduation of census data can be employed to derive figures for 5-year age groups that are corrected primarily for net reporting error. Table 2 below shows data for Uganda 1967. Graduate the data using
 - a) Carrier-Farrag

- b) Moving averages
- c) Comment on both results

Table 2

Age (Years)	Enumerated
5 to 9	736169
10 to 14	573723
15 to 19	415970
20 to 24	338311
25 to 29	352284
30 to 34	305756
35 to 39	259617
40 to 44	199129
45 to 49	170264
50 to 54	149483
55 to 59	98073

Section C

6. Table 3 gives data about the mortality in two towns, Graveside and Croakingham, in a developed country, in a particular year. The population has been classified by age and residence.

Table 3

age Group	Total Population (Thousands)			Deaths (Thousands)		
	Whole Country	Graveside	Croakingham	Whole Country	Graveside	Croakingham
0-29	10000	50	40	20	0.15	0.12
30-59	7000	40	40	30	0.24	0.25
60+	5000	30	40	200	1.00	3.00

- a) Using standardised death rates and standardised mortality ratios, compare the mortality experiences of the two towns as fully as you can.
 - b) Comment on your results
7. Whipple's and the Myers blended indexes are methods of detecting errors in data.
- a) Complete the table below
 - b) Comment on the results

c) To what extent can the Whipple's and Myers indexes be useful?

Table 4

Digit I (ages 0-9)	Σ digit age range 10-59	Σ digit age range 20-69)
0	102012183	84943280
1	96054600	78491364
2	100345306	84380980
3	96686345	78531976
4	96732816	81790865
5	95022435	82401701
6	95554842	82461482
7	97128907	84520258
8	94930331	78333215
9	79035630	65704784

THE END

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

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 411: INDIRECT TECHNIQUES OF DEMOGRAPHIC ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

Q1. Table 1 below contains information about the age-specific fertility rates for Zambian women between 1980 and 2000.

Table 1: Number of births per 1,000 women (15-49) in Zambia: 1980-2000.

Age group	Year		
	1980	1990	2000
15-19	153	94	141
20-24	318	267	277
25-29	323	294	269
30-34	289	272	232
35-39	225	226	175
40-44	115	129	83
45-49	17	59	30
TFR	7.2	6.7	6.0

Using information in Table 1 and assuming that all the women were married, estimate the level of marital fertility control in each year using the Coale-Trussell Fertility Model. Use the information and format presented in Table 2 for each year:

Table 2: Coale-Trussell Fertility Model.

Age [1]	r(a) [2]	n(a) [3]	r(a)/M.na [4]	ln (4) [5]	v(a) [6]	m(a) [7]
20-24		0.460	1.000	0.000	0.000	
25-29		0.431			-0.279	
30-34		0.395			-0.677	
35-39		0.322			-1.042	
40-44		0.167			-1.414	
45-49		0.024			-1.671	

Note: $r(a)$ =observed marital fertility rate for the five-year age group a ; $n(a)$ =the marital fertility rate for age group a in the natural fertility schedule; $v(a)$ an empirically derived value expressing the typical departure from natural fertility at age a due to voluntary fertility control; m =a measure of the extent of fertility control within marriage; M =a scale factor.

Q2. After estimating the level of marital fertility control (above), Dr. Siloka discovers that there is a relationship between the TFR and marital fertility control and that this relationship can be expressed as follows:

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

Using the equation above:

- (i) calculate the values of α and β
- (ii) what would be the value of the TFR if the level of marital fertility control is 2.1?
- (iii) what do the symbols y and x ?

Q3a. Complete the table below by indicating the level of mortality (compared with the West Family) and the main cause of death. Use Low or High categories.

Type of Model	Level of mortality		Main cause(s) of death	
	Child	Adult	Child	Adult
North				
Chilean				
East				
Latin American				

b. Discuss any **four** factors that have affected the quality of data in the Zambian censuses.

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
DEMOGRAPHY DIVISION
2010/2011 FIRST SEMESTER FINAL EXAMINATIONS
DE 901: POPULATION CHANGE AND DEVELOPMENT**

DATE: 5TH NOVEMBER, 2010

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. What undesired tenets should be addressed in Sexual and Reproductive Health Systems in Zambia?
2. Discuss the extent to which the Demographic Transition Theory (DTT) applies to Sub-Saharan Africa.
3. Elucidate how the issues of Social Change can be a catalyst in Sustainable Development.
4. Prescribe the best Strategies when considering gender concerns in Less Developed Countries.

END OF EXAMINATIONS

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

**2010 END OF FIRST SEMESTER EXAMINATIONS
DE 911: DEMOGRAPHIC ASPECTS OF HUMAN RESOURCE PLANNING**

INSTRUCTIONS:

Section A is compulsory. Answer one question each from section B and section C.

TIME: THREE (3) HOURS

Section A

1. Discuss the following basic concept of labour force.
 - i. Manpower
 - ii. Labour force
 - iii. Gainful worker
 - iv. Economically active
 - v. Labour mobility
 2. Discuss internal and external demographics
-

Section B

3. Discuss
 - i. The main sources of demographic data for human resource planning
 - ii. Why we do standardise labour force data and how is this done.
 4. How is the economic structure of the labour force important in the analysis of a country's work force?
 - i. Show how occupation and industry are related as well as how this affects the process of change in the labour force structure
 - ii. Discuss unemployment
-

Section C

5. Why are tables of working life important in human resource analysis?
 - i. How can you construct a table of working life?
 - ii. Pick any three (3) function from
 - a) The conventional life table and explain its meaning
 - b) The table of working life and explain its meaning

6. How would you discuss underemployment in the Zambian context?
- i. Discuss the concept of human capital and relate this to its strong relationship with education
 - ii. Highlight the link of education, jobs, income and productivity
-

THE END

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

DE 915: REPRODUCTIVE HEALTH

TIME: THREE HOURS

INSTRUCTIONS: SECTION A, B AND C ARE COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION D

SECTION A (COMPULSORY, 20 MARKS)

Q1. Define the following concepts:

- i) Process indicator
- ii) Neonatal Mortality
- iii) Sexual violence
- iv) Health
- v) Reproductive Morbidity

SECTION B (COMPULSORY, 5 MARKS)

Q2. Identify the following acronyms:

- i) WHO
- ii) IEC
- iii) RTI
- iv) PMTCT
- v) VCTC

SECTION C (COMPULSORY, 25 MARKS)

Q3. Briefly explain the following:

- i) The difference between the definition of reproductive health by Sai F. T. et al and the 1994 International Conference on Population and Development
- ii) The difference between direct and underlying causes of maternal mortality
- iii) The mother baby package

SECTION D (ANSWER ANY TWO QUESTIONS, 50 MARKS)

- Q4. Giving one Sexually Transmitted Infection (STI) as an example, discuss ways a couple may prevent re-infection, infection of themselves and their unborn or newly born infant. What are some of the undesirable effects of the disease on the couple and their unborn or newly born infant?
- Q5. Using the Zambian context, explain the statement that 'reproductive health should begin before birth'
- Q6. As the Minister of health what Reproductive Health issues should be included in the Country's Reproductive Health Programmes in Zambia
- Q7. Discuss the three delays framework in the context of a developing country. How would you ensure that they are minimized?
- Q8. Discuss the issues related to male reproductive health in Zambia. Why should male circumcision be encouraged?

END OF EXAMINATION



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

UNIVERSITY FIRST SEMESTER EXAMINATIONS

OCTOBER/NOVEMBER-2010

DE 935: HEALTH DEMOGRAPHY

INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A AND ALL THE QUESTIONS FROM SECTION B.

TIME: THREE (3) HOURS

SECTION A

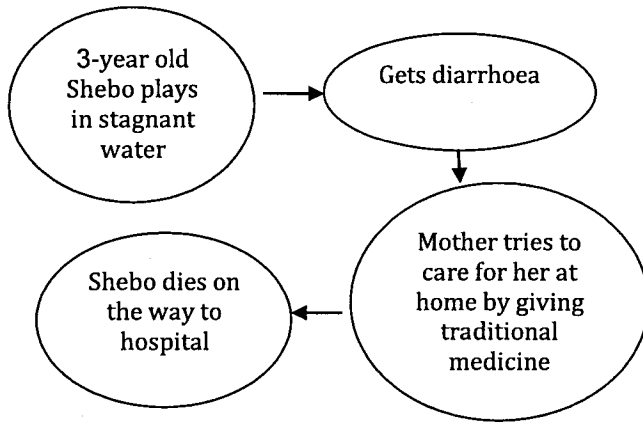
- Q1. (a) What is the relevance of studying health demography in Zambia?
(b) What are the four models of defining health? How do they define health?
(c) Write short notes on observational studies and experimental studies.

OR

- Q2. (a) What is the relevance of studying health demography in Zambia?
(b) What are the sources of data for health studies? And what are the problems inherent with these data sources?
(c) Write short notes on the Epidemiological Transition Theory (ETT).

SECTION B

Q3. The following is a scenario in Mazyopa Compound of Lusaka:



- (a) Considering this situation, give examples of each of the following factors that could have led to Shebo's death:
- (i) Environmental factors;
 - (ii) Service-related factors;
 - (iii) Disease-related factors;
 - (iv) Socio-economic factors;
 - (v) Cultural factors; and
 - (vi) Political factors.
- (b) Using expressions, define the following measures:
- (i) Maternal Mortality Rate
 - (ii) Fetal Loss Rate
 - (iii) Perinatal Mortality Rate
 - (iv) Infant Mortality Rate
 - (v) Relative Risk
 - (vi) Odds Ratio

Q4. (a) In a study to establish the association between obesity (exposure) and hypertension (outcome), in a sample of QwaQwa residents aged 45 years and above; the table below is an output of a cross tabulation.

Exposed	Diseased		Total
	Yes	No	
Yes	151	108	259
No	84	132	216
Total	235	240	475

- (i) Compute the risk of hypertension (disease) for the obese (exposed)
 - (ii) Compute the risk of hypertension (disease) for the non-obese (non-exposed)
 - (iii) Calculate the relative risk
 - (iv) Calculate the attributable risk
- (b) The summary table below is for a study to determine potential risk factors (infant sex, preterm, low birth weight, prenatal care, and diabetic mother) associated with perinatal death at District A Hospital; interpret the relative risk and associations of the potential risk factors to perinatal death.

Variable	Relative Risk	95% Confidence Interval
Infant sex (Female=exposed)	2.04	0.87 – 4.78
Preterm (yes=exposed)	13.08	5.75 – 29.73
Low Birth Weight (yes=exposed)	21.65	9.59 – 48.89
Prenatal care (yes=exposed)	0.87	0.36 – 2.09
Diabetic mother (yes=exposed)	6.63	1.90 – 23.07

Q5. The following equations are for multivariate regression models used in health studies:

- (i) $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon$
- (ii) $\ln(\text{odds}) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon$
- (iii) $h(t) = h_0(t) e^{\beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon}$

- (a) Identify each of the equations above and define the key terms
- (b) Explain, by giving examples, how you interpret the result when the independent variable is continuous and when it is categorical.
- (c) What is censoring? And how does it occur?
- (d) Illustrate how you would estimate the Active Life Expectancy (ALE) for a population in transition from an independent state to a dependent state using the Multistate method. Use equations to show the transitions from one state to another.

Q6. Given the following information on Age Specific Fertility Rates (ASFRs) and Maternal Mortality Ratios (MMRs) obtained from a number of sources for Zambia in the table below:

- (i) Calculate the Total Fertility Rate (TFR) for each of the given years;
- (ii) Compute the Lifetime Risk of Maternal Death (LRMD); and
- (iii) Comment on your results and how the LRMD has changed overtime.

Age group	Age Specific Fertility Rates						
	Census 1980	Census 1990	ZDHS 1992	ZDHS 1996	Census 2000	ZDHS 2001-2002	ZDHS 2007
15-19	153	94	156	158	141	160	146
20-24	318	267	294	280	277	266	274
25-29	323	294	271	274	269	249	263
30-34	289	272	242	229	232	218	240
35-39	225	226	194	175	175	172	191
40-44	115	129	105	77	83	79	90
45-49	17	59	31	24	30	30	29
TFR							
MMR per 100,000 live births	223*	453*	499*	591	683*	729	649
LRMD							

Source: CSO, 1995; CSO, CBoH and oRC Macro, 2003; CSO, 2002; CSO, MoH and Macro International, 1997; Gaise et al, 1993
*Interpolated MMR values

**-END OF EXAMINATION-
GOOD LUCK!**

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

**DS 101: INTRODUCTION TO DEVELOPMENT STUDIES
2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

INSTRUCTIONS:

- 1. ANSWER ANY THREE (3) QUESTIONS**
 - 2. DURATION THREE (3) HOURS**
 - 3. ALL QUESTIONS CARRY EQUAL MARKS**
-

1. You have just been appointed as a Gender specialist in the Ministry of Gender and Women's Development. The minister has requested you to prepare a position paper explaining the importance of gender issues in the development process. Clearly explain what you would include and why?
2. Write short notes on **any three** of the following:
 - a) Role of culture in development
 - b) Relationship between food security and development ✓
 - c) Equity
 - d) Law of diminishing returns ✓
 - e) Any three common characteristics of developing countries ✓
 - f) Manifestation of rural poverty
3. Critically explain the main challenges that the two most dominant theories of development advance as reasons for failure of developing countries to advance.
4. What is MDG 1 (one) all about? To what extent is Zambia able to achieve the goal? Justify your answer.
5. Critically analyse the effect of the development process on the environment. Is it possible for an economy to develop without degrading the environment? Give reasons for your answer.
6. Despite Zambia having been recording between 4 and 5 percent GDP rise in the recent past, there has not been any meaningful improvements in general living standards of the people. How do you explain the relationship between economic growth and development?

END OF EXAMINATION

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

2010 END OF SEMESTER DEFERRED FINAL EXAMINATIONS

**DS 201: THEORIES OF SOCIAL AND POLITICAL CHANGE IN
DEVELOPING COUNTRIES**

INSTRUCTIONS:

- ALL QUESTIONS CARRY EQUAL MARKS
 - ANSWER ANY THREE QUESTIONS FROM THE FOLLOWING
 - DURATION: 3 HOURS
-

1. Use either the Liberal or Radical theories of development to evaluate the effects of colonialism on the development of less developed countries. Which one offers a better explanation of the subject matter? ✓
2. State the main arguments of the Neo-marxist approaches to social change. How do they differ from those of the classical Marxist? Briefly explain the difference between Utopian and Piece-Meal social engineering.
3. Clearly show the link between Mercantilism (international trade) and Underdevelopment in Africa. State any three specific patterns of incorporation into the world capitalist system. ✓
4. Why is the post-colonial state said to be in a crisis? What are the origins and current manifestation of the crisis? Use examples to illustrate your points.
5. Give the definition of class according to Max Weber. Outline the factors that Weber says lead to class formation. How do they differ from those of Karl Marx?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF DEVELOPMENT STUDIES**

**DS 301: AGRICULTURAL AND RURAL DEVELOPMENT IN DEVELOPING COUNTRIES
2010/2011 FIRST SEMESTER FINAL EXAMINATIONS**

INSTRUCTIONS

- I) Section A is compulsory
- II) Choose ANY other two questions from Section B
- III) In all three (3) questions must be answered

SECTION A (40 Marks -8 Marks Each)

1. Define and write short notes on any five (5) of the following concepts and as much as possible give practical examples from Zambia's experience in its agricultural and rural sector:-
 - A) Agricultural Marketing Policy
 - B) Land Tenure
 - C) Buffer Stock Operations
 - D) Backward Linkage Effect
 - E) Subsidized Agricultural Credit
 - F) Structural Adjustment Programme
 - G) Structural and Land Policies
 - H) Agricultural Infrastructure

SECTION B (30 Marks per question, 60 Marks in total)

There are four questions in this Section. Select any two and write an essay on them.

2. Define the concept of Agricultural Pricing Policy and show clearly how a poor Agricultural Pricing Policy may contribute to stagnation and lack of development in the agricultural and rural sector.
3. What are Land reforms and what role do they play in facilitating agricultural and rural development?
4. Define a Project and discuss the various components of a Project Cycle from an agricultural perspective drawing practical examples from the Zambian Context.
5. Define the concepts of Buffer Stock operations and agricultural subsidies. In addition to the above show how they differ from each other and justify their implementation in developing economies drawing practical examples from the Zambian experience.

END OF THE EXAMINATION

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

UNIVERSITY EXAMINATIONS (2009 END OF FIRST SEMESTER)

DS 401: TECHNOLOGY AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY **THREE** QUESTIONS FROM THE **SIX** QUESTIONS AND ALL QUESTIONS CARRY EQUAL MARKS.

1. By using a case study of appropriate technology drawn from the energy sector of the Zambian economy, critically analyze the benefits of the technology in question and the challenges likely to be encountered in trying to bring about its widespread use.
2. Critically discuss the phenomenon of technological dependency while highlighting its main consequences for the LDCs. What opportunities are available for these countries to overcome their dependent relationship in science and technology?
3. What is inappropriate technology? Examine the reasons why technology imported from developed countries is often considered inappropriate for developing countries.
4. Describe and discuss the process of technological choice in developing countries.
5. You have just been appointed as the Science and Technology expert in the Ministry of Science, Technology and Vocational Training and you have been asked to write a paper on the role of science and technology in the development process of a developing country like Zambia, how would you go about it?
6. Discuss the potential role of technical cooperation in science and technology in the global context. In your view, why are LDCs struggling to achieve indigenous technological capacity?
7. Write **brief notes** on the following: (a) Small and Medium Industries (b) NISIR (c) TDRC (d) Main indicators of science and technology.

END OF EXAMINATION!!



THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF DEVELOPMENT STUDIES

END OF FIRST SEMESTER EXAMINATIONS – 16TH NOVEMBER 2010

DS 411: RESEARCH METHODS IN SOCIAL SCIENCES

TIME: 3 HOURS

INSTRUCTIONS:

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

1. Preparing a research proposal is an important phase as you prepare to undertake social science research. Present, step-by-step, the main components that you are likely to include in a good research proposal while highlighting the significance of each of the components.
2. Critically discuss the 8 key things that you need to consider when deciding on a good researchable topic in social science research.
3. Discuss any 6 of the sampling methods discussed in this course making sure to highlight the most ideal circumstances when you can use them.
4. Critically present the main differences between qualitative and quantitative research. In what circumstances do you think each of the two research approaches is best suited for application?
5. Literature review is one of the most important activities that researchers undertake in the research process. Why is it important to the research process and what shortcomings must one avoid when preparing a good literature review?

END OF EXAMINATION

GOOD LUCK



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

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

DS 421: DIMENSIONS OF POVERTY REDUCTION

TIME: THREE HOURS

INSTRUCTIONS:

Please answer 3 questions. Question 1 is compulsory

1. *"...the 1990s were an eventful decade, and leave us a legacy to be reckoned with as we grapple with poverty reduction strategies for the next decade. But the world of ideas and analysis has not stood still either – driven partly by these very same events, and partly by its own logic. The result is that there have been substantial changes in perspectives and frameworks compared to the benchmark of the 1980s" (WDR 2000 / 1 Outline and Approach, Sept., 1999).*
What are those 'ideas and analyses' that shaped development thinking in the 1990s and are still relevant today?
2. Why are the Millennium Development Goals (MDGs) important for developing countries such as Zambia?
3. Gender equality *does not* necessarily mean treating women and men in the same way. Discuss
4. What is the Rights Based Approach to Development (HRBA)? Assess the value of using such an approach to reduce poverty or bring about development in a country of your choice.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
Development Studies Department

911: Women and Development: First Semester Exam

Date: 5th November, 2010

Time: 09:00hrs

Instructions: 1) Answer all questions in section A
2) Question 8 is compulsory
3) Answer any 2 questions in section B

Section A

Compare and contrast the following concepts?

1. Gender role and sex role (2 marks)
2. Strategic interest and practical need (2 marks)
3. Self confidence and Impression management(2 marks)
4. Reproductive work and productive work (2 marks)
5. Informal and formal sector (3 marks)
6. Self esteem and locus of control (2 marks)
7. The Expressive & warmth cluster and the Competency cluster (2 marks)

Section B

8. How do gender based constraints affect women's participation in agriculture. Give recommendations on what should be done to reduce these constraints faced by women? (15 marks)
9. A sex role stereotype is said to be a rigidly held and over simplified belief that males and females by virtue of their sex possess distinct physiological /psychological traits that shapes people as feminine or masculine.
 - a) What are the socialisation forces of sex role stereotypes?
 - b) How are they transmitted?
 - c) What are the consequences of sex role stereotypes? (10 marks)
10. Women in Development (WID) approach was one of the early theoretical paths in the field of women and development.
 - a) What are the main arguments of WID?
 - b) Outline the 4 approaches used by WID?

c) What are the major weakness of WID as pointed out by Gender and Development (GAD) (10 marks)

11. What are the influencing factors affecting female's participation in educations and how has government and civil society helped to improve girls and women's participation in education? (10 marks)

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

2010 END OF SEMESTER FINAL EXAMINATIONS

DS 915 : CIVIL SOCIETY AND DEVELOPMENT

INSTRUCTIONS:

- ALL QUESTIONS CARRY EQUAL MARKS
 - ANSWER ANY THREE QUESTIONS FROM THE FOLLOWING
 - DURATION: 3 HOURS
-

1. Mention and explain the elements that make up the recipe for democracy. What can civil society do in its quest to promote good governance and with what challenges?
2. Discuss various factors that have led to the revival of interest in civil society in the last four decades.
3. Write brief notes on the five main functions of civil society. Mention two main ways that can be used to distinguish civil society organisations.
4. Give an account of civil society activism in Zambia. How has civil society fared under the different political regimes the country has been from independence to date? Mention some of the prospects for civil society in Zambia.
5. What are social movements? Differentiate between old and new social movements and discuss the factors that determine success in social movements.
6. What is accountability? What is being done to improve the accountability of civil society? To whom should civil society be accountable?
7. Write brief notes on each of the following:
 - Empowerment
 - Participation,
 - Social partnerships
 - Social capital

END OF EXAMINATION

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

SEMESTER I – DEFERRED EXAMINATION 2010

COURSE: DS 925 – PROJECT APPRAISAL AND IMPLEMENTATION IN DEVELOPING COUNTRIES

TIME ALLOWED: THREE (3) HOURS

**INSTRUCTIONS: (1) ANSWER QUESTION 1 PLUS ANY TWO QUESTIONS
(2) STUDENTS SHALL BE PROVIDED WITH PRESENT VALUE TABLES
(3) STUDENTS SHALL FOLLOW THE SEQUENCE OF QUESTIONS**

QUESTION 1 (COMPULSORY)

1. Lafarge Cement Ltd a private company owned by French Investors located in Chilanga is planning to introduce a new brand of cement suitable for tropical countries like Zambia. To achieve this new objective, there is need to bring in a new machine in addition to existing capacity.

The introduction of a new machine to be imported from the U.K will cause a financial commitment (in cash) of £700,000 at the initial phase and £1.0 million in year 1. After tax consideration cash receipts of £250,000 in year 2, £300,000 in year 3, £350,000 in year 4, and £400,000 annually up to year 10. It is estimated by the manufacturer that the economic life of the new machine will go beyond the 10 years investment period.

However, Lafarge Cement Ltd has adopted a more conservative economic policy and will discontinue any computation in year 10.

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

SEMESTER I – DEFERRED EXAMINATION 2010

COURSE: DS 925 – PROJECT APPRAISAL AND IMPLEMENTATION IN DEVELOPING COUNTRIES

TIME ALLOWED: THREE (3) HOURS

**INSTRUCTIONS: (1) ANSWER QUESTION 1 PLUS ANY TWO QUESTIONS
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QUESTION 1 (COMPULSORY)

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However, Lafarge Cement Ltd has adopted a more conservative economic policy and will discontinue any computation in year 10.

- (a) Calculate the Net Present Value (NPV) of each of the machines
 - (b) Calculate the Internal Rate of Return (IRR)
 - (c) Calculate the Payback Period
 - (d) Why are the future net benefits of a project discounted?
2. (a) Ndola Lime Ltd a lime supplier to the mines wholly owned by the state intends to acquire a new production line to improve its production of lime in Zambia in view of the projected increased crop harvest. The new production line investment would cause a capital outlay of 50,000 US Dollars. Expected project (before tax) would be 12,000 US Dollars annually.
- The company plans to utilise some of its funds internally generated whose alternative investment in treasury bills with Finance Bank currently earning it 10% provided year on year inflation currently running at 12% remains constant.
- Would the investment be viable if it lasts, the following numbers of years?
- (i) Five years
 - (ii) Seven years
- (b) Critically discuss the need for investment criteria in Zambia and suggest which one is appropriate for Zambia and why?
3. (a) Explain what you understand by input-output table
- (b) What is the importance of input-output analysis for a country's planning?
4. (a) Explain the rationale for economic project appraisal
- (b) Explain the difference between economic and financial appraisal
5. Critically evaluate the relative merits of the Little-Mirlees and UNIDO methods to social cost-benefit analysis.

- END OF EXAMINATION -

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

	Interest rates (r)														
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
8119	0.6605	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
8059	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
8009	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
7971	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
7931	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
7880	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

	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
21	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
22	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
23	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
24	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
25	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
26	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
27	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
28	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
29	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
30	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
31	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
32	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
33	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
34	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
35	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
36	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
37	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
38	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
39	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
40	0.0433	0.0365	0.0308	0.0261	0.0221	0.0187	0.0159	0.0135	0.0115	0.0098	0.0084	0.0072	0.0061	0.0053	20
41	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	25
42	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	30
43	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	35
44	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	40
45	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	45
46	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	50

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

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

DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES EXAMINATIONS

TIME: THREE HOURS

INSTRUCTIONS

1. Answer Question One (**Compulsory**) and any other two questions (in **Section Two**).
 2. Write clearly and in an academically acceptable manner.
-

Section One: (To be attempted by all candidates) (40 marks)

1. The history of industrialisation has shown that many countries have used a well focused industrial policy to industrialise and develop their economies. With your knowledge of this history, articulate a ten point industrial policy for Zambia which will bring industrialisation, economic development and development.

Section Two: (Attempt only two Questions) (60 marks)

1. The Kaldorian Model of industrialisation puts emphasis on the industrial sector as the leading sector in the economic development of an economy. Explain and justify using examples to as to why and what makes the industrial sector key in the industrialisation process.
2. The agriculture and the industrial sectors tend to complement each other in economic development, especially in developing countries. Do you agree or not? Discuss giving reasons for your argument.
3. Finance plays a key role in the industrialisation process of many countries. Illustrate this role using both historical and contemporary examples.
4. Both the import substitution and export promotion industrialization policies have been used in and by different countries in their quest to industrialise. In your view, which strategy would be suitable for Zambia today? Give reasons for your argument.
5. Direct foreign investment (DFI) and international trade can stimulate industrial development. Show case how and why.

END OF EXAMINATIONS



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY EXAMINATIONS

2010 FIRST SEMESTER EXAMINATIONS

DS 955: THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS:

- a) **ANSWER ANY THREE (3) QUESTIONS**
- b) **ALL QUESTIONS CARRY EQUAL MARKS**

-
1. Define and critically discuss the concept of 'sustainable development'. To what extent does the global agenda for sustainability address the needs of the poor countries?
 2. Discuss the meaning, causes and effects of the following global environmental threats:
 - a) Global warming
 - b) Ozone layer depletion
 3. How similar are the neoclassical economic Marxist approaches to environmental analysis? Do these approaches offer any useful theoretical framework for environmental analysis?
 4. Discuss the environmental impact of Transnational Corporations' (TNCs) activities of agribusiness and logging in developing countries.
 5. 'The obligation to service international debt has prompted many developing countries to unsustainably exploit their natural resources'. Discuss.

END OF EXAMINATION



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

DS 965: Economic Policy, Growth and Development

Instructions

This paper contains five (5) questions. The paper is divided in three (3) sections. You are required to answer only three (3) questions. Section A is compulsory. You are required to answer one question from section B and Section C. You cannot answer more than one questions from any of the sections!

SECTION A - COMPULSORY

You work for the Ministry of Finance providing advise to the Minister. As a Senior Director, you have been asked to accompany the Minister to a crucial meeting with the World Bank. The main themes of the meeting are Washington Consensus, Poverty Reduction Strategy Paper (PRSP) and Governance.

- a) Identify and state the essential traits of the above themes. (10 marks)
- b) Detail the key information you would provide to the Minister regarding the genesis, evaluation, and status of the Washington Consensus. (10 marks)
- c) Outline how you would strengthen the implementation of the Poverty Reduction Strategy Paper. (10 marks)

SECTION B - ANSWER ONLY ONE QUESTION

- a) Outline and discuss at least two models that have been adopted for economic development. Which one offers better development prospects for developing countries and why? (10 marks)
- b) Drawing practical examples from the Zambian experience, discuss the role and effect of economic policy. What are the essential conditions for an effective economic policy? (10 marks)

SECTION C - ANSWER ONLY ONE QUESTION

- a) **“Economic policy formulation is a political process”.**

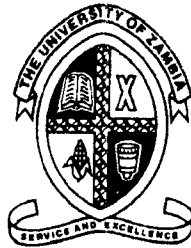
Write a brief essay in which you perform the following tasks:

- 1) Explain what you think the above statement means. Describe a specific situation in which a politician might use economic variables to please citizens.
- 2) Discuss the variables you think should be used explain to citizens whether there is growth in the economy. (10 marks)

- b) **“The state is embedded with Rent Seeker and Free Raiders therefore, it’s role in economic policy formulation and implementation should be limited to that of a regulator”**

Write a unified essay in which you perform the following tasks:

- 1) Explain what you think the above statement means. Describe the role of the state in economic policy.
- 2) Discuss what you think determines whether or not the state has the capacity to manage economic policy. (10 marks)

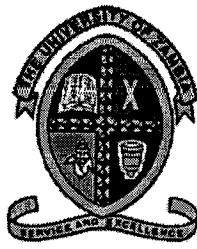


**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES**

**DS975- ECONOMIC GLOBALISATION EXAMINATIONS FOR
SEMESTER ONE**

**ANSWER THREE QUESTIONS .
QUESTION ONE IS COMPULSORY
DURATION 3HOURS**

1. Analyse why dynamic sectors give global growth centres the edge in the global economy.
2. Discuss china's commodity demand between now and 2020 and its implications for Africa and Latin America in the global economy.
3. Trace the significant role played by trade in the development of globalization.
4. Review the seven western values that china has adopted in its development strategy and would these values assist Zambia's development in the global village.
5. Outline globalization of capital markets



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/11 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

E121 – INTRODUCTION TO PROSE FICTION AND WRITING SKILLS IN LITERATURE

TIME: THREE HOURS

TEXTS ARE *NOT* ALLOWED INTO THE EXAM ROOM

SECTION A (40 marks)

Answer **ALL** the questions in this section. Each question carries 5 marks.

Briefly explain the difference between the following terms (in not more than a page):

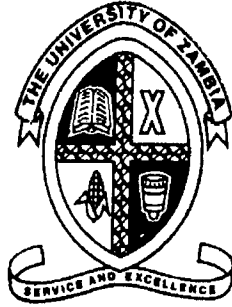
1. Fable and Parable
2. Allegory and Myth
3. Prose Fiction and Poetry
4. Psychological and Historical Approaches to literature
5. Point of View and Setting
6. Tone and Style
7. Plot and Theme
8. Topic Sentence and Thesis Sentence

SECTION B (60 marks)

Answer Question 1 AND ONE other from the rest of the questions. Question 1 is therefore **COMPULSORY. Question 1 carries 35 marks while the rest carry 25 marks each.**

1. In your reading of the three texts, *The Necklace*, *Neighbours* and *Everyday Use* which three characters (one from each of the three) would you describe as 'immature'? With reference to the texts, demonstrate the reasons for your choices.
2. In *The Necklace*, Mr Loisel has himself to blame for his misfortune. Discuss.
3. Would it be right to argue that the Millers in Carver's *Neighbours* are average human beings struck by the misfortune of encountering a narrator who exposes their secrets?
4. Demonstrate how an analysis of *Atalanta* from the psychological approach differs from an analysis of the same text from the feminist approach.
5. Demonstrate how the contrast of characters leads to conflict in *Everyday Use*.

END OF EXAM – GOOD LUCK!



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
FIRST SEMESTER EXAMINATIONS – OCT/NOV 2010**

**E 221 ENGLISH LITERATURE FROM ELIZABETHAN PERIOD TO THE 18TH
CENTURY**

INSTRUCTIONS

Answer 5 questions in all (2 from Section A; 2 from Section B and 1 from Section C)

Each question weighs 20 marks

Dictionaries and Primary Texts Are Allowed in this Exam

TIME: 3 hours

SECTION A (Answer Question 1 and any other question in this Section)

Question 1 (COMPULSORY)

Read the following excerpt from *Samson Agonistes* by John Milton (lines 86 – 95) and attempt the questions which follow:

The sun to me is dark
And silent as the Moon,
When she deserts the night
Hid in her vacant inter lunar Cave.
Since light so necessary is to life,

And almost life itself, if it be true
That light is in the Soul,
She all in every part; why was the sight
To such a tender ball as the eye confin'd?

So obvious and so easie to be quencht,

- a) Analyse the symbol of the 'Sun' in the context of the excerpt above.
- b) What does Samson imply by 'That light is in the soul / She all in every part; why was the sight / To such a tender ball as the eye confined.'

EITHER

Question 2

"To Adam and Eve are given during their innocence such sentiments as innocence can generate and utter. Their love is pure benevolence and mutual veneration; their repasts are without luxury and their diligence without toil. Their addresses to their Maker have little more than the voice of admiration and gratitude. Fruition left them nothing to ask, and innocence left them nothing to fear."

- a) Discuss the above observation indicating your agreement or disagreement.
- b) Discuss the couple's life after the Fall.

OR

Question 3

The subject of an epic poem is naturally an event of great importance. That of Milton is not the destruction of a city, the conduct of a colony, or the foundation of an empire. His subject is the fate of worlds, the revolutions of heaven and earth; rebellion against the Supreme King raised by the highest order of created beings; the overthrow of their host and punishment of their crime; the creation of a new race of reasonable creatures; their original happiness and innocence, their forfeiture of immortality and their restoration to hope and peace.

Read the passage carefully and amplify its content to tie up with the epic *Paradise Lost* by John Milton.

SECTION B (Attempt **BOTH** Questions in this Section)

Question 4 (*Dr Faustus* by Christopher Marlowe)

EITHER

- a) Read the appended excerpt on *Dr Faustus* and
- i) Discuss the major episodes leading to this denouement.
 - ii) What ingredients of Tragedy per se do you identify?
 - iii) Explore the theme of 'Passage of Time'.
 - iv) Explore the theme of Repentance with hindsight to *Paradise Lost*.

OR

- b) "The success story of an ambitious mind should culminate in creating a better world around the genius".

Discuss this statement in light of your reading of *Dr Faustus* by Marlowe.

Question 5 (*Macbeth* by William Shakespeare)

EITHER

- a) Discuss the motif of conquest and revenge with reference to major events following the murder of Duncan in *Macbeth*.

OR

- b) Lady Macbeth grossly misjudged consequences of murdering Duncan. Does she realise this? Discuss.

SECTION C (Attempt **ONE** Question in this Section)

Read and choose **ONE** of the following poems and identify the rhyme scheme; subject; theme(s); mood; and rhetorical devices employed. You should provide evidence from the text of your choice.

EITHER

Question 6 (William Shakespeare)

No longer mourn for me when I am dead
Than you shall hear the surly sullen bell
Give warning to the world that I am fled
From this vile world, with vilest worms to dwell:
Nay, if you read this line, remember not
The hand that writ it; for I love you so,
That I in your sweet thoughts would be forgot,
If thinking on me than should make you woe.
Oh, if, (I say) you upon this verse
When I (perhaps) compounded am with clay;
Do not so much as my poor name rehearse,
But let your love even with my life decay;
Lest the wise should look into your moan
And mock you with me after I am gone.

OR

Question 7 (William Shakespeare)

Shall I compare thee to a summer day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a shine:
Sometime too hot the eye of heaven shines
And often is his gold complexion dimmed;
And every fair sometimes declines,
By chance or nature's changing course untrimmed;
But thy eternal summer shall not fade,
Nor shall death brag thou wander'st in his shade,
When eternal lines to time thou grow'st:
So long as men can breathe or eyes can see
So long lives this, and this gives life to thee.

END OF EXAM



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

E231: CLASSICAL AND ROMANTIC CRITICISM

2010/2011 SEMESTER 1 FINAL EXAMINATIONS

INSTRUCTIONS

ANSWER **ONLY ONE QUESTION FROM EACH SECTION**. ANSWER A TOTAL OF **THREE** QUESTIONS IN THE EXAM.

DURATION: THREE (3) HOURS

TEXTS ARE ALLOWED INTO THE EXAM

SECTION A

1. How does Frankenstein take away from the woman her relevance to childbirth in Shelley's *Frankenstein*?
2. Examine how Shakespeare uses Horatio and Laertes to amplify Hamlet's failures in *Hamlet*.

SECTION B

3. Discuss the 'symbols', figures of speech and themes contained in the following poem by John Milton

SONNET VII.

HOW soon hath time, the subtle thief of youth,
Stolen on his wing my three and twentieth year!
My hasting days fly on with full career,
But my late spring no bud or blossom sheweth.
Perhaps my semblance might deceive the truth,
That I to manhood am arrived so near,
And inward ripeness doth much less appear
That some more timely happy spirits indueth.
Yet be it less or more, or soon or slow,
It shall be still in strictest measure even
To that same lot however mean or high,
Toward which time leads me and the will of heaven.
All is, if I have grace to use it so,
As ever in my great taskmaster's eye.

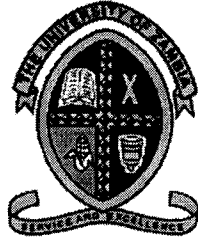
4. Discuss whether 'Young Goodman Brown' lost his paradise or regained his 'paradise'.

SECTION C

5. Give a psychological analysis of *Moby Dick*.
6. Characterisation in *Moby Dick* somewhat emphasises the rousseuist idea that man is born good...it is the institutions of society that make him otherwise.

Discuss with close reference to Ahab's actions in *Moby Dick*.

end of exam



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/11 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS (DEFERRED)

E351 – AFRICAN FICTION UP TO THE 1960'S

TIME: THREE HOURS

TEXTS ARE ALLOWED INTO THE EXAM ROOM

SECTION A (40 marks)

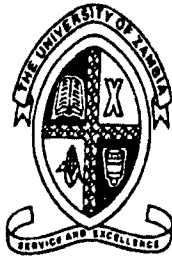
The question in this section is **COMPULSORY**.

'Modern African fiction has been influenced by African culture.' Discuss this in relation to **any three** texts you have studied in the course.

SECTION B (60 marks)

Answer any **TWO** questions from this section. Each question carries 30 marks. You should **NOT** choose questions from the same text.

1. To what extent can Nyagar be considered a tragic hero in Ogot's *The Green Leaves*?
2. Identify and explain the main types of conflict in Bessie Head's *Snapshots of a Wedding*.
3. Discuss the relationship between Elesin Oba and Iyaloja in Soyinka's *Death and the King's Horseman*.
4. 'If Okonkwo was not stubborn he would have avoided tragedy.' Discuss.



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
E415: THEORETICAL PHONOLOGY AND MORPHOLOGY– FIRST SEMESTER
FINAL EXAMINATION (2010)**

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

QUESTION ONE

- (a) All the segments, except for one, in each set below form a natural class. Identify the odd one out and state the feature that makes the phoneme different from the rest of the members of the group.
 - (i) /p, b, k, t, d, s, z/
 - (ii) /s, z, tʃ, dʒ, f, v, w/
 - (iii) /m, n, ŋ, j, r, l, a, e/
 - (iv) /p, b, u, o, f, v, w, j/
 - (v) /p, p^h, l, r, n, ɲ, f, s/
- (b) With examples explain the following features:
 - (i) Syllabic
 - (ii) Continuant
 - (iii) Lateral
 - (iv) Back
- (c) Discuss any TWO (2) similarities and any TWO (2) differences between the Jakobson features and the Chomsky and Halle features on the other.
- (d) Briefly explain any two major considerations we have to take into account when choosing the features to use in the description of phonemes of a language?
- (e) Discuss ONE (1) major difference in the features that were developed for the description of vowels as compared to those that were developed for the description of consonants. Provide illustration with your answer.

QUESTION TWO

- (a) With examples briefly answer the following:
 - (i) What is an onset?
 - (ii) Using tree diagrams provide any TWO (2) possible compositions of the **ONSET** in any Zambian language of your choice.
- (b) With examples briefly answer the following:
 - (i) What is the nucleus in syllable structure?
 - (ii) Using tree diagrams provide any TWO (2) possible compositions of the **NUCLEUS** in any Zambian language of your choice
- (c) Explain in detail the concept of the “well-formedness condition” as advocated by Goldsmith. Give illustration with your answer.
- (d) With examples compare and contrast the traditional approach to the analysis of tone and the autosegmental approach to the analysis of tone.
- (e) With examples from any Bantu language of your choice explain what is meant by the following:
 - (i) Lexical tone
 - (ii) Grammatical tone
 - (iii) Register tone
 - (d) Contour tone

QUESTION THREE

- (a) Write an essay discussing the question of whether Bantu languages are analytic or whether they are agglutinative.
- (b) Why would you say that using Feature Phonology in the description of phonemes is better than using the traditional approaches?
- (c) Provide a detailed explanation on the distinction between the syllable structure of English and the syllable structure of any Bantu language of your choice.
- (d) With four examples explain what is meant by this statement:
“Tone is distinctive in most Bantu languages”

QUESTION FOUR

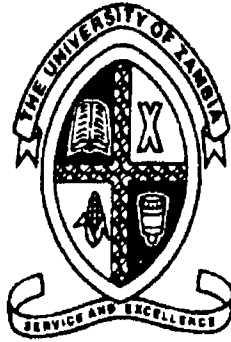
Study the following data:

uninterruptability
recarbodate
unmerciful
theatrically
circumscribable
perceptable
mongolianism
audacity
environmentality

- (a) Identify the word class of each of the words above.
- (b) Identify all the various morphemes the words are made up of.
- (c) For each word provided above state the initial base/root of the derivational process of the word.

- (d) For each of the words above identify the base and word class of the base that forms the input to which the last suffix is attached.
- (e) State which of the suffixes above are neutral and non-neutral.
- (f) For the non-neutral suffixes state and explain the phonological changes that are brought about by the addition of the suffixes.

END OF THE EXAMINATION



UNIVERSITY OF ZAMBIA DEFERRED EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 FIRST SEMESTER EXAMINATIONS

E 461 EARLY MODERNIST LITERATURE

Time: 3 hours

INSTRUCTIONS TO CANDIDATES

1. *Answer only three questions, One from each section.*
 2. Read and understand all instructions before you attempt any question.
 3. *This is an Open-Book Examination. You are, therefore, encouraged to quote as extensively as possible.*
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SECTION A – COMPULSORY TO ALL

1. Discuss the self as viewed by Kafka, Proust and Sartre.

SECTION B – CHOOSE ONLY ONE

1. Read the text below and answer the question that follows:

Franz Kafka: Metamorphosis.
Translated by David Wyllie

I

One morning, when Gregor Samsa woke from troubled dreams, he found himself transformed in his bed into a horrible vermin. He lay on his armour-like back, and if he lifted his head a little he could see his brown belly, slightly domed and divided by arches into stiff sections. The bedding was hardly able to cover it and seemed ready to slide off any moment. His many legs, pitifully thin compared with the size of the rest of him, waved about helplessly as he looked.

"What's happened to me?" he thought. It wasn't a dream. His room, a proper human room although a little too small, lay peacefully between its four familiar walls. A collection of textile samples lay spread out on the table - Samsa was a travelling salesman - and above it there hung a picture that he had recently cut out of an illustrated magazine and housed in a nice, gilded frame. It showed a lady fitted out with a fur hat and fur boa who sat upright, raising a heavy fur muff that covered the whole of her lower arm towards the viewer.

Gregor then turned to look out the window at the dull weather. Drops of rain could be heard hitting the pane, which made him feel quite sad. "How about if I sleep a little bit longer and forget all this nonsense", he thought, but that was something he was unable to do because he was used to sleeping on his right, and in his present state couldn't get into that position. However hard he threw himself onto his right, he always rolled back to where he was. He must have tried it a hundred times, shut his eyes so that he wouldn't have to look at the floundering legs, and only stopped when he began to feel a mild, dull pain there that he had never felt before.

"Oh, God", he thought, "what a strenuous career it is that I've chosen! Travelling day in and day out. Doing business like this takes much more effort than doing your own business at home, and on

top of that there's the curse of travelling, worries about making train connections, bad and irregular food, contact with different people all the time so that you can never get to know anyone or become friendly with them. It can all go to Hell!" He felt a slight itch up on his belly; pushed himself slowly up on his back towards the headboard so that he could lift his head better; found where the itch was, and saw that it was covered with lots of little white spots which he didn't know what to make of; and when he tried to feel the place with one of his legs he drew it quickly back because as soon as he touched it he was overcome by a cold shudder.

He slid back into his former position. "Getting up early all the time", he thought, "it makes you stupid. You've got to get enough sleep. Other travelling salesmen live a life of luxury. For instance, whenever I go back to the guest house during the morning to copy out the contract, these gentlemen are always still sitting there eating their breakfasts. I ought to just try that with my boss; I'd get kicked out on the spot. But who knows, maybe that would be the best thing for me. If I didn't have my parents to think about I'd have given in my notice a long time ago, I'd have gone up to the boss and told him just what I think, tell him everything I would, let him know just what I feel. He'd fall right off his desk! And it's a funny sort of business to be sitting up there at your desk, talking down at your subordinates from up there, especially when you have to go right up close because the boss is hard of hearing. Well, there's still some hope; once I've got the money together to pay off my parents' debt to him - another five or six years I suppose - that's definitely what I'll do. That's when I'll make the big change. First of all though, I've got to get up, my train leaves at five."

And he looked over at the alarm clock, ticking on the chest of drawers. "God in Heaven!" he thought. It was half past six and the hands were quietly moving forwards, it was even later than half past, more like quarter to seven. Had the alarm clock not rung? He could see from the bed that it had been set for four o'clock as it should have been; it certainly must have rung. Yes, but was it possible to quietly sleep through that furniture-rattling noise? True, he had not slept peacefully, but probably all the more deeply because of that. What should he do now? The next train went at seven; if he were to catch that he would have to rush like mad and the collection of samples was still not packed, and he did not at all feel particularly fresh and lively. And even if he did catch the train he would not avoid his boss's anger as the office assistant would have been there to see the five o'clock train go, he would have put in his report about Gregor's not being there a long time ago. The office assistant was the boss's man, spineless, and with no understanding. What about if he reported sick? But that

would be extremely strained and suspicious as in fifteen years of service Gregor had never once yet been ill. His boss would certainly come round with the doctor from the medical insurance company, accuse his parents of having a lazy son, and accept the doctor's recommendation not to make any claim as the doctor believed that no-one was ever ill but that many were workshy. And what's more, would he have been entirely wrong in this case? Gregor did in fact, apart from excessive sleepiness after sleeping for so long, feel completely well and even felt much hungrier than usual.

He was still hurriedly thinking all this through, unable to decide to get out of the bed, when the clock struck quarter to seven. There was a cautious knock at the door near his head. "Gregor", somebody called - it was his mother - "it's quarter to seven. Didn't you want to go somewhere?" That gentle voice! Gregor was shocked when he heard his own voice answering, it could hardly be recognised as the voice he had had before. As if from deep inside him, there was a painful and uncontrollable squeaking mixed in with it, the words could be made out at first but then there was a sort of echo which made them unclear, leaving the hearer unsure whether he had heard properly or not. Gregor had wanted to give a full answer and explain everything, but in the circumstances contented himself with saying: "Yes, mother, yes, thank-you, I'm getting up now." The change in Gregor's voice probably could not be noticed outside through the wooden door, as his mother was satisfied with this explanation and shuffled away. But this short conversation made the other members of the family aware that Gregor, against their expectations was still at home, and soon his father came knocking at one of the side doors, gently, but with his fist. "Gregor, Gregor", he called, "what's wrong?" And after a short while he called again with a warning deepness in his voice: "Gregor! Gregor!" At the other side door his sister came plaintively: "Gregor? Aren't you well? Do you need anything?" Gregor answered to both sides: "I'm ready, now", making an effort to remove all the strangeness from his voice by enunciating very carefully and putting long pauses between each, individual word. His father went back to his breakfast, but his sister whispered: "Gregor, open the door, I beg of you." Gregor, however, had no thought of opening the door, and instead congratulated himself for his cautious habit, acquired from his travelling, of locking all doors at night even when he was at home.

The first thing he wanted to do was to get up in peace without being disturbed, to get dressed, and most of all to have his breakfast. Only then would he consider what to do next, as he was well aware that he would not bring his thoughts to any sensible conclusions by lying in bed. He remembered that he had often felt a slight pain in bed, perhaps caused by lying awkwardly, but that had always turned

out to be pure imagination and he wondered how his imaginings would slowly resolve themselves today. He did not have the slightest doubt that the change in his voice was nothing more than the first sign of a serious cold, which was an occupational hazard for travelling salesmen.

Question: From the text above, what is Kafka's view of self-perception?

OR

2. Read the text below and answer the question that follow:

For a long time I used to go to bed early. Sometimes, when I had put out my candle, my eyes would close so quickly that I had not even time to say "I'm going to sleep." And half an hour later the thought that it was time to go to sleep would awaken me; I would try to put away the book which, I imagined, was still in my hands, and to blow out the light; I had been thinking all the time, while I was asleep, of what I had just been reading, but my thoughts had run into a channel of their own, until I myself seemed actually to have become the subject of my book: a church, a quartet, the rivalry between François I and Charles V. This impression would persist for some moments after I was awake; it did not disturb my mind, but it lay like scales upon my eyes and prevented them from registering the fact that the candle was no longer burning. Then it would begin to seem unintelligible, as the thoughts of a former existence must be to a reincarnate spirit; the subject of my book would separate itself from me, leaving me free to choose whether I would form part of it or no; and at the same time my sight would return and I would be astonished to find myself in a state of darkness, pleasant and restful enough for the eyes, and even more, perhaps, for my mind, to which it appeared incomprehensible, without a cause, a matter dark indeed.

I would ask myself what o'clock it could be; I could hear the whistling of trains, which, now nearer and now farther off, punctuating the distance like the note of a bird in a forest, shewed me in perspective the deserted countryside through which a traveller would be hurrying towards the nearest station: the path that he followed being fixed for ever in his memory by the general excitement due to being in a strange place, to doing unusual things, to the last words of conversation, to farewells exchanged beneath an unfamiliar lamp which echoed still in his ears amid the silence of the night; and to the delightful prospect of being once again at home.

I would lay my cheeks gently against the comfortable cheeks of my pillow, as plump and blooming as the cheeks of babyhood. Or I would strike a match to look at my watch. Nearly midnight. The hour when an invalid, who has been obliged to start on a journey and to sleep in a

strange hotel, awakens in a moment of illness and sees with glad relief a streak of daylight shewing under his bedroom door. Oh, joy of joys! it is morning. The servants will be about in a minute: he can ring, and some one will come to look after him. The thought of being made comfortable gives him strength to endure his pain. He is certain he heard footsteps: they come nearer, and then die away. The ray of light beneath his door is extinguished. It is midnight; some one has turned out the gas; the last servant has gone to bed, and he must lie all night in agony with no one to bring him any help.

I would fall asleep, and often I would be awake again for short snatches only, just long enough to hear the regular creaking of the wainscot, or to open my eyes to settle the shifting kaleidoscope of the darkness, to savour, in an instantaneous flash of perception, the sleep which lay heavy upon the furniture, the room, the whole surroundings of which I formed but an insignificant part and whose unconsciousness I should very soon return to share. Or, perhaps, while I was asleep I had returned without the least effort to an earlier stage in my life, now for ever outgrown; and had come under the thrall of one of my childish terrors, such as that old terror of my great-uncle's pulling my curls, which was effectually dispelled on the day--the dawn of a new era to me--on which they were finally cropped from my head. I had forgotten that event during my sleep; I remembered it again immediately I had succeeded in making myself wake up to escape my great-uncle's fingers; still, as a measure of precaution, I would bury the whole of my head in the pillow before returning to the world of dreams.

Sometimes, too, just as Eve was created from a rib of Adam, so a woman would come into existence while I was sleeping, conceived from some strain in the position of my limbs. Formed by the appetite that I was on the point of gratifying, she it was, I imagined, who offered me that gratification. My body, conscious that its own warmth was permeating hers, would strive to become one with her, and I would awake. The rest of humanity seemed very remote in comparison with this woman whose company I had left but a moment ago: my cheek was still warm with her kiss, my body bent beneath the weight of hers. If, as would sometimes happen, she had the appearance of some woman whom I had known in waking hours, I would abandon myself altogether to the sole quest of her, like people who set out on a journey to see with their own eyes some city that they have always longed to visit, and imagine that they can taste in reality what has charmed their fancy. And then, gradually, the memory of her would dissolve and vanish, until I had forgotten the maiden of my dream.

When a man is asleep, he has in a circle round him the chain of the hours, the sequence of the years, the order of the heavenly host. Instinctively, when he awakes, he looks to these, and in an instant reads off his own position on the earth's surface and the amount of time

that has elapsed during his slumbers; but this ordered procession is apt to grow confused, and to break its ranks. Suppose that, towards morning, after a night of insomnia, sleep descends upon him while he is reading, in quite a different position from that in which he normally goes to sleep, he has only to lift his arm to arrest the sun and turn it back in its course, and, at the moment of waking, he will have no idea of the time, but will conclude that he has just gone to bed. Or suppose that he gets drowsy in some even more abnormal position; sitting in an armchair, say, after dinner: then the world will fall topsy-turvy from its orbit, the magic chair will carry him at full speed through time and space, and when he opens his eyes again he will imagine that he went to sleep months earlier and in some far distant country. But for me it was enough if, in my own bed, my sleep was so heavy as completely to relax my consciousness; for then I lost all sense of the place in which I had gone to sleep, and when I awoke at midnight, not knowing where I was, I could not be sure at first who I was; I had only the most rudimentary sense of existence, such as may lurk and flicker in the depths of an animal's consciousness; I was more destitute of human qualities than the cave-dweller; but then the memory, not yet of the place in which I was, but of various other places where I had lived, and might now very possibly be, would come like a rope let down from heaven to draw me up out of the abyss of not-being, from which I could never have escaped by myself: in a flash I would traverse and surmount centuries of civilisation, and out of a half-visualised succession of oil-lamps, followed by shirts with turned-down collars, would put together by degrees the component parts of my ego.

Perhaps the immobility of the things that surround us is forced upon them by our conviction that they are themselves, and not anything else, and by the immobility of our conceptions of them. For it always happened that when I awoke like this, and my mind struggled in an unsuccessful attempt to discover where I was, everything would be moving round me through the darkness: things, places, years. My body, still too heavy with sleep to move, would make an effort to construe the form which its tiredness took as an orientation of its various members, so as to induce from that where the wall lay and the furniture stood, to piece together and to give a name to the house in which it must be living. Its memory, the composite memory of its ribs, knees, and shoulder-blades offered it a whole series of rooms in which it had at one time or another slept; while the unseen walls kept changing, adapting themselves to the shape of each successive room that it remembered, whirling madly through the darkness. And even before my brain, lingering in consideration of when things had happened and of what they had looked like, had collected sufficient impressions to enable it to identify the room, it, my body, would recall from each room in succession what the bed was like, where the doors were, how daylight came in at the windows, whether there was a passage outside, what I had had in my mind when I went to sleep, and had found there when I awoke. The stiffened side underneath my body would,

for instance, in trying to fix its position, imagine itself to be lying, face to the wall, in a big bed with a canopy; and at once I would say to myself, "Why, I must have gone to sleep after all, and Mamma never came to say good night!" for I was in the country with my grandfather, who died years ago; and my body, the side upon which I was lying, loyally preserving from the past an impression which my mind should never have forgotten, brought back before my eyes the glimmering flame of the night-light in its bowl of Bohemian glass, shaped like an urn and hung by chains from the ceiling, and the chimney-piece of Siena marble in my bedroom at Combray, in my great-aunt's house, in those far distant days which, at the moment of waking, seemed present without being clearly denned, but would become plainer in a little while when I was properly awake.

Then would come up the memory of a fresh position; the wall slid away in another direction; I was in my room in Mme. de Saint-Loup's house in the country; good heavens, it must be ten o'clock, they will have finished dinner! I must have overslept myself, in the little nap which I always take when I come in from my walk with Mme. de Saint-Loup, before dressing for the evening. For many years have now elapsed since the Combray days, when, coming in from the longest and latest walks, I would still be in time to see the reflection of the sunset glowing in the panes of my bedroom window. It is a very different kind of existence at Tansonville now with Mme. de Saint-Loup, and a different kind of pleasure that I now derive from taking walks only in the evenings, from visiting by moonlight the roads on which I used to play, as a child, in the sunshine; while the bedroom, in which I shall presently fall asleep instead of dressing for dinner, from afar off I can see it, as we return from our walk, with its lamp shining through the window, a solitary beacon in the night.

These shifting and confused gusts of memory never lasted for more than a few seconds; it often happened that, in my spell of uncertainty as to where I was, I did not distinguish the successive theories of which that uncertainty was composed any more than, when we watch a horse running, we isolate the successive positions of its body as they appear upon a bioscope. But I had seen first one and then another of the rooms in which I had slept during my life, and in the end I would revisit them all in the long course of my waking dream: rooms in winter, where on going to bed I would at once bury my head in a nest, built up out of the most diverse materials, the corner of my pillow, the top of my blankets, a piece of a shawl, the edge of my bed, and a copy of an evening paper, all of which things I would contrive, with the infinite patience of birds building their nests, to cement into one whole; rooms where, in a keen frost, I would feel the satisfaction of being shut in from the outer world (like the sea-swallow which builds at the end of a dark tunnel and is kept warm by the surrounding earth), and where, the fire keeping in all night, I would sleep wrapped up, as it were, in a great

cloak of snug and savoury air, shot with the glow of the logs which would break out again in flame: in a sort of alcove without walls, a cave of warmth dug out of the heart of the room itself, a zone of heat whose boundaries were constantly shifting and altering in temperature as gusts of air ran across them to strike freshly upon my face, from the corners of the room, or from parts near the window or far from the fireplace which had therefore remained cold--or rooms in summer, where I would delight to feel myself a part of the warm evening, where the moonlight striking upon the half-opened shutters would throw down to the foot of my bed its enchanted ladder; where I would fall asleep, as it might be in the open air, like a titmouse which the breeze keeps poised in the focus of a sunbeam--or sometimes the Louis XVI room, so cheerful that I could never feel really unhappy, even on my first night in it: that room where the slender columns which lightly supported its ceiling would part, ever so gracefully, to indicate where the bed was and to keep it separate; sometimes again that little room with the high ceiling, hollowed in the form of a pyramid out of two separate storeys, and partly walled with mahogany, in which from the first moment my mind was drugged by the unfamiliar scent of flowering grasses, convinced of the hostility of the violet curtains and of the insolent indifference of a clock that chattered on at the top of its voice as though I were not there; while a strange and pitiless mirror with square feet, which stood across one corner of the room, cleared for itself a site I had not looked to find tenanted in the quiet surroundings of my normal field of vision: that room in which my mind, forcing itself for hours on end to leave its moorings, to elongate itself upwards so as to take on the exact shape of the room, and to reach to the summit of that monstrous funnel, had passed so many anxious nights while my body lay stretched out in bed, my eyes staring upwards, my ears straining, my nostrils sniffing uneasily, and my heart beating; until custom had changed the colour of the curtains, made the clock keep quiet, brought an expression of pity to the cruel, slanting face of the glass, disguised or even completely dispelled the scent of flowering grasses, and distinctly reduced the apparent loftiness of the ceiling. Custom! that skilful but unhurrying manager who begins by torturing the mind for weeks on end with her provisional arrangements; whom the mind, for all that, is fortunate in discovering, for without the help of custom it would never contrive, by its own efforts, to make any room seem habitable.

Certainly I was now well awake; my body had turned about for the last time and the good angel of certainty had made all the surrounding objects stand still, had set me down under my bedclothes, in my bedroom, and had fixed, approximately in their right places in the uncertain light, my chest of drawers, my writing-table, my fireplace, the window overlooking the street, and both the doors. But it was no good my knowing that I was not in any of those houses of which, in the stupid moment of waking, if I had not caught sight exactly, I could still believe in their possible presence; for memory was now set in motion; as

a rule I did not attempt to go to sleep again at once, but used to spend the greater part of the night recalling our life in the old days at Combray with my great-aunt, at Balbec, Paris, Doncières, Venice, and the rest; remembering again all the places and people that I had known, what I had actually seen of them, and what others had told me.

At Combray, as every afternoon ended, long before the time when I should have to go up to bed, and to lie there, unsleeping, far from my mother and grandmother, my bedroom became the fixed point on which my melancholy and anxious thoughts were centred. Some one had had the happy idea of giving me, to distract me on evenings when I seemed abnormally wretched, a magic lantern, which used to be set on top of my lamp while we waited for dinner-time to come: in the manner of the master-builders and glass-painters of gothic days it substituted for the opaqueness of my walls an impalpable iridescence, supernatural phenomena of many colours, in which legends were depicted, as on a shifting and transitory window. But my sorrows were only increased, because this change of lighting destroyed, as nothing else could have done, the customary impression I had formed of my room, thanks to which the room itself, but for the torture of having to go to bed in it, had become quite endurable. For now I no longer recognised it, and I became uneasy, as though I were in a room in some hotel or furnished lodging, in a place where I had just arrived, by train, for the first time.

Question: Discuss Proust's perception of time.

SECTION C – CHOOSE ONLY ONE QUESTION

1. "Existence precedes essence," Sartre. Discuss this famous statement.
2. Kafka's *Metamorphosis* is more a romantic text than a modernist one. Discuss.
3. What makes Baudelaire's works modernist?

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

**2010 1ST SEMESTER EXAMINATION
E951/LAL321**

**APPROACHES AND RESEARCH METHODS IN AFRICAN ORAL LITERATURE
DURATION: 3 HOURS**

INSTRUCTIONS

- (a) Answer one question from each section
- (b) Number one (1) in section A is compulsory

SECTION A

- 1. Read the attached story carefully and analyse it,
 - (a) Base your analysis on formalists and structuralists you dealt with especially Vladimir Propp, Herald Scheub and Derise Paulme
 - (b) Remember the term symbolism and what the characters in events stand for in the society from which the story comes.

SECTION B

- 2. Oral literature has been a conveyor of knowledge and culture from creation of man to date. Elaborate this statement and show how oral literature has been conserving knowledge from even before writing was devised.
- 3. Man has used many genres of oral literature to teach, enhance and conserve knowledge. Such genres are many and in story telling the myth, legend and sociological stories are prevalent. Explain in detail what each of these types of stories are about.

SECTION C

- 4. People are social animals and they have chosen to live together by following systems of life and living. Such conventions are simply known as culture. Elaborate what culture is and categorise 5 sociofacts and 5 artifacts that make life harmonious in societies and communities.
- 5. Explain in detail what each of the following categories of culture are
 - (a) folk culture
 - (b) peasant culture
 - (c) mass culture
 - (d) midculture
 - (e) popular culture
 - (f) high culture

STORY

In the long time ago there lived a young hunter. He was very handsome, tall, kind and humble. He was of a marriageable age. Many young women loved him and even told his aunts and grandmother about their love for him. He rejected all such advances. He was a very good hunter. He killed many animals and shared all meat to his relatives in the village. Grandmother was also worried as to why the grandson did not like to marry. 'I will marry when time comes', would always be the answer from him. As days went on the grandmother thought about something else.

The young hunter went into the forest and killed an eland. He came with meat and shared it as usual. The grandmother cut a piece of meat and hang it to dry in the grass of thatch roof. One day while the hunter was away hunting, she cast a spell on the dry piece of meat. It transformed into a beautiful young lady and well dressed. She began to sweep the house and courtyard, drew water and cooked very nice food. She began to pound maize to make meal for the following day's nshima and she sang:

Kanuke kali kutwae
Kanyama mundengulule
Ndengulule kanyama
Chi!ngulyatwae
Kanyama mundengulule
Ndengulule kanyama

The small girl is pounding
The small meat you cut
You cut small meat
Chi! I am pounding
small meat you cut
You cut small meat

young lady climbed the roof and became meat again. Grandmother was looking and was very satisfied. When the young Hunter arrived he found that his place looked different. He went to the grandmother and enquired, "who cleaned the house and the yard and cooked the nice food?" Grandmother said, 'keep quiet, I will find out. Go and eat the food and sleep well.' He was a little perturbed at night but he had to obey what grandmother said to him. On the morrow the piece of meat fell down and became human again. As on the next day she did all the chores and lastly she sang again:

Kanuke kali kutwae
Kanyama mundengulule
Ndengulule kanyama
Chi!ngulyatwae
Kanyama mundengulule
Ndengulule kanyama

The small girl is pounding
The small meat you cut
You cut small meat
Chi! I am pounding
small meat you cut
You cut small meat

young lady transformed and went back to the roof as piece of dry meat. The young Hunter arrived and was very surprised again to find the home so clean with good and nice food well prepared. He went to the grandmother as usual and enquired. The granny said, 'if it happens again we shall see and do something about it'. This episode went on and on for some time. On a chosen day granny told the young Hunter not to go very

‘You will stay with me here.’ He did as he was instructed. Meanwhile the meat dropped and transformed into a beautiful young lady.

She cleaned the house, washed plates and prepared food. Later she began to pound. The grandmother and the hunter heard the sound of the pounding persil in the mortar and the song:

Kanuke kali kutwae
Kanyama mundengulule
Ndengulule kanyama
Chi!ngulyatwae
Kanyama mundengulule
Ndengulule kanyama

The small girl is pounding
The small meat you cut
You cut small meat
Chi! I am pounding
small meat you cut
You cut small meat

Then the granny said, ‘we shall go there stealthily and while she pounds and sings you will pounce on her and catch her.’ ‘oh, my wife, my beloved wife, my lover you are my wife today.’ This happened, the young lady fell a little in love and finally they sat down on a mat. All the village gathered and brought all kinds of food. They ate, laughed and there was merry. Grandmother and other people gave orders and counseling. The couple lived happily. After sometime the wife gave birth to a very pretty baby. The child grew up a naughty boy and was sometimes scolded by the father. ‘Children born of animals are no good,’ he would say. The grandmother heard from afar and the remark did not please her. She called him and ordered, ‘never ever you repeat such a remark. It is taboo. No matter how much you may be anguished.’ He nodded.

One day the child misbehaved and the father was so angry that he forgot the order and retorted, ‘children born of animals are no good.’ The mother heard and told the husband not to repeat such abusive language. He apologized but later he repeated similar language to the child. The child reported to the mother and the mother reported to the grandmother who became terribly annoyed and cursed him not to repeat the same again.

One evening the young Hunter asked the wife, ‘why don’t you eat meat?’ the wife answered, ‘I am very satisfied with vegetables alone.’ ‘Aha, I know, you don’t want to be a cannibal for you are an animal yourself,’ the husband remarked. She did not say anything because of anger. At night, she and her daughter disappeared. The young Hunter was left alone in solitude. He reported to the grandmother and she said, ‘you will never hear and will never marry again.’

End of story

END OF EXAM



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

**2010 FIRST SEMESTER FINAL EXAMINATIONS – OCTOBER/NOVEMBER
2010**

E 981 ROMANTIC LITERATURE

TIME 3 Hrs

INSTRUCTIONS

Answer Question 1 and any **other 3** (each on a different poet.)

Question 1 (COMPULORY)

It has been claimed that a “Romantic poet can be a political Revolutionary, but more often has a high regard for nature and the natural environment....”

Comment on the foregoing by discussing the tenets of Romanticism as espoused by the poets studied in this course.

Question 2

Analyse the poem ‘The Sick Rose’ by William Blake – given below. Do you decipher influence of John Milton in this poem? Explain.

The Sick Rose

O Rose, thou art sick,
The invisible worm
That flies in the night
In the howling storm

Has found out thy bed
Of crimson joy,
And his dark secret love
Does thy life destroy.

Question 3

Blake's earlier poetry has been described as being "primarily rebellious in character ... seen as a protestation against dogmatic religion".

Comment on this opinion with reference to any of Blake's early poetry.

Question 4

Discuss the element of "earth" and the idea of "morality encompassed" in the following poem by William Wordsworth.

A slumber did my spirit seal

A slumber did my spirit seal;
I had no human fears;
She seemed a thing that could not feel
The touch of earthly years

No motion has she now, no force
She neither hears nor sees;
Rolled round in earth's diurnal course,
With rocks, and stones, and trees.

Question 5

With reference to any of William Wordsworth's poems, discuss the view held by Keats that Wordsworth was the "egotistical sublime".

Question 6

Read the appended poem from *Idylls of the King* by Alfred Lord Tennyson. Analyse the poem in terms of its stylistic features vis a vis its content. Would you consider the poem a success!

Question 7

Critics of Alfred Lord Tennyson hold it that "his technical skill conceals a poverty of material, thought and subject matter." Do you agree with such a view?

APPENDIX

"To the Queen"

from *The Works of Alfred Lord Tennyson, Poet Laureate* (London: Kegan Paul, 1878).

O LOYAL to the royal in thyself,
And loyal to thy land, as this to thee--
Bear witness, that rememberable day,
When, pale as yet, and fever-worn, the Prince
Who scarce had pluck'd his flickering life again
From halfway down the shadow of the grave,
Past with thee thro' thy people and their love,
And London roll'd one tide of joy thro'all
Her trebled millions, and loud leages of man
And welcome! witness, too, the silent cry, 10
The prayer of many a race and creed, and clime--
Thunderless lightnings striking under sea
From sunset and sunrise of all thy realm,
And that true North, whereof we lately heard
A strain to shame us 'keep you to yourselves;
So loyal is too costly! friends--your love
Is but a burthen: loose the bond, and go.'
Is this the tone of empire? here the faith
That made us rulers? this, indeed, her voice
And meaning, whom the roar of Hougoumont 20
Left mightiest of all peoples under heaven?
What shock has fool'd her since, that she should speak
So feebly? wealthier--wealthier--hour by hour!
The voice of Britain, or a sinking land,
Some third-rate isle half-lost among her seas?
There rang her voice, when the full city peal'd
Thee and thy Prince! The loyal to their crown
Are loyal to their own far sons, who love
Our ocean-empire with her boundless homes
For ever-broadening England, and her throne 30
In our vast Orient, and one isle, one isle,
That knows not her own greatness: if she knows
And dreads it we are fall'n.--But thou, my Queen,
Not for itslef, but thro' thy living love
For one to whom I made it o'er his grave
Sacred, accept this old imperfect tale,
New-old, and shadowing Sense at war with Soul
Rather than that gray king, whose name, a ghost,
Streams like a cloud, man-shaped, from mountain peak,
And cleaves and cromlech still; or him 40
Of Geoffrey's book, or him of Malleor's one
Touch'd by the adulterous finger of a time
That hover'd between war and wantonness,
And crownings and dethronements: take withal
Thy poct's blessing, and his trust that Heaven
Will blow the tempest in the distance back
From thine and ours: for some are scared, who mark,
Or wisely or unwisely, signs of storm,
Waverings of every vane with every wind,

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

15: INTRODUCTION TO MICROECONOMIC THEORY.

E: TWO (2) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY TWO QUESTIONS IN SECTION B.

SECTION A

The production possibility curve (or frontier) is concave due to

- a) Its negative slope.
- b) Its shifting out over time.
- c) Increasing opportunity costs.
- d) All of the above.

What is the opportunity cost of living in a house that you already own?

- a) Zero, because you already own it.
- b) That mostly depends on current mortgage rates.
- c) The rent you could receive if you rented the house out to someone else.
- d) The taxes you pay your local government.

Suppose the elasticity of demand for an iPod is -3.5 . This means that

- a) The demand for iPods is inelastic.
- b) The demand curve for iPods is very steep.
- c) A 10 percent increase in the price of iPods will cause the quantity demanded to RISE by 35%.
- d) A 10 percent increase in the price of iPods will cause the quantity demanded to FALL by 35%.

The cost that cannot be avoided whether or not an action is taken is called

- a) Opportunity cost
- b) Average cost
- c) Sunk cost
- d) Marginal cost

If ZamPost hires another worker, Zampost will be able to deliver an additional 20 packages an hour. The price of each package is \$5. The marginal revenue product (MRP) of this additional worker is equal to

- a) \$5.

- b) \$100.
- c) \$4.
- d) 20 packages.

As the price of flour (an input into the cake production process) increases, firms that produce cakes will

- a) Increase the supply of cakes.
- b) Decrease the quantity of cakes supplied.
- c) Increase the quantity of cakes supplied.
- d) Decrease the supply of cakes.

For a monopoly, the deadweight loss represents

- a) The diversion of consumer surplus to producer profits.
- b) The loss of consumer surplus due to the lower output of a monopoly relative to perfect competition.
- c) The loss of consumer surplus due to price discrimination.
- d) The costs of antitrust regulation.

For a monopoly,

- a) Marginal revenue is less than price ($MR < P$) due to a downward sloping demand curve.
- b) Marginal revenue equals price ($MR = P$) due to a perfectly elastic demand curve.
- c) Marginal revenue is greater than price ($MR > P$) due to price discrimination.
- d) Marginal revenue is less than marginal cost ($MR < MC$), guaranteeing a profit.

For a perfectly competitive firm, marginal revenue (MR)

- a) Is constant, given that the firm is a price taker.
- b) Is less than price, given that selling additional units pulls down the price of all units.
- c) Is greater than price since the firm's demand is perfectly elastic.
- d) Is u-shaped due to the law of diminishing marginal returns.

In the short run, a perfectly competitive firm will produce even with an economic loss, as long as

- a) Marginal revenue equals marginal cost. ($MR = MC$)
- b) Price is less than average total cost. ($P < ATC$)
- c) Price is greater than average variable cost. ($P > AVC$)
- d) Price is greater than marginal revenue. ($P > MR$)

With diminishing marginal utility,

- a) As more and more units of a good or service are consumed, total utility becomes smaller and smaller.
- b) As more and more units of a good or service are consumed, marginal utility becomes smaller and smaller.
- c) The marginal utility curve is always upward sloping.
- d) Marginal utility is constant.

If a firm is experiencing diminishing marginal returns to a variable input, it is an indication that

- a) Marginal costs are also declining.
- b) Marginal costs are increasing.
- c) Average variable costs are constant.
- d) Average fixed costs are increasing.

Which of the following correctly explains why sellers in a perfectly competitive market are price-takers?

- a) There are few sellers, and so they have the power to take whatever price they want.
- b) Sellers in a competitive market have the power to influence price by colluding with one another and using quotas to limit overall market output and thus raise price.
- c) Individual buyers in a competitive market have the power to influence price, and thus can impose prices and other conditions on powerless sellers.
- d) There are many small sellers, and so the market process generates an equilibrium price that cannot be influenced by any one seller. Thus they have no choice but to take the price generated by the market process.

If demand is perfectly price inelastic,

- a) The burden of a tax is shared equally.
- b) The burden of a tax falls entirely on the seller.
- c) The burden of a tax falls entirely on the buyer.
- d) The burden of a tax will depend on the legal assignment of duty to pay.

Which of the following is NOT true of a perfectly competitive firm?

- a) It faces a perfectly elastic demand curve.
- b) It seeks to maximize revenue.
- c) Relative to the size of the market, the firm is small.
- d) The firm's only decision is how much output to produce.

In a free market, if price is below the equilibrium value,

- a) Producers can't sell all they make.
- b) Government must enforce a price control.
- c) Buyers will start to bid the price up.
- d) A surplus develops.

Assuming a firm is experiencing diminishing marginal returns to its variable factors of production, as the price rises, the firm will

- a) Produce more.
- b) Produce less.
- c) Earn losses.

d) Shut down.

If income elasticity for a particular good has a negative sign,

- a) As income increases, consumers will tend to purchase more of the good.
- b) As income increases, consumers will tend to purchase less of the good.
- c) The good is a luxury good.
- d) Quantity demanded will not change if income changes.

One difference between the long run and the short run in a perfectly competitive industry is that

- a) Economic profits in the long run are always greater than they are in the short run.
- b) Economic profits in the short run are always greater than they are in the long run.
- c) Firms necessarily operate at the output level that minimizes average total cost only in the Long run.
- d) Marginal revenue equals price only in the long run.

Price subsidies are most likely to

- a) Reduce consumer surplus.
- b) Increase total economic surplus.
- c) Reduce total economic surplus.
- d) Leave total economic surplus unchanged, but transfer surplus from producers to consumers.

SECTION B

QUESTION ONE

- a) Given the following Demand Schedule and Supply Schedule plot the respective Demand Curve and Supply curve. Establish the equilibrium position of the market and explain the significance of this on the basis of standard economic concepts.

Qd	40	45	50	55	60	65	70	75
Qs	9	8	7	6	5	4	3	2
P	85	75	65	55	45	35	25	15

b) Sketch a hypothetical indifference map assuming two goods X and Y. Plot in a budget line taking prices as follows: $P_x = \$5$, $P_y = \$20$, and total Income put at \$100. Show the equilibrium the consumer may attain and explain this using the Marginal Rate of Substitution and Price Ratios of the two goods.

- c) Using a simple sketch illustrate the circular flow of income and expenditure in an economy and explain the role and linkages between the main players.

QUESTION TWO

Analyse the nature of perfect competition and show the long run equilibrium under perfect competition. Analyse the nature of profit levels under this long-run equilibrium position.

b) Given the following demand schedule for good X

Quantity of X	10	9	8	7	6	5	4	3	2	1
Price of X	100	200	300	400	500	600	700	800	900	1000

Compute the Price Elasticity for the following price changes:

(i) \$10 to \$9

(ii) \$2 to \$1

Explain the results obtained and their significance.

QUESTION THREE

a) Assume a firm produces a product using two main factors A and B. Factor B is fixed at 10 units per unit of time, while factor A is varied as shown in schedule below;

Factor B	Factor A	Total Output
10	0	0
10	10	5
10	20	20
10	30	40
10	40	80
10	50	150
10	60	210
10	70	260
10	80	300
10	90	335
10	100	365
10	110	390
10	120	410
10	130	425
10	140	435
10	150	440
10	160	442
10	170	443
10	180	440
10	190	430
10	200	400

(i) Compute the Average Physical Product and Marginal Physical Product of factor A for each level of output.

(ii) Distinguish the three stages of production and describe their characteristics.

Explain how at equilibrium, a typical monopolist firm would not produce at a level consistent with optimum economic efficiency. Discuss this with appropriate comparison with what would obtain under perfect competition.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/11 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EC 215: INTERMEDIATE MICROECONOMIC THEORY

TIME: TWO HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS

QUESTION ONE

(i) suppose that the demand curve for cantaloupes is given by

$$P = 120 - 3Q_D$$

Where P is the price per kilo in Kwacha of a cantaloupe and Q_D is Quantity demanded per year in millions of kilos. Suppose that the supply curve for cantaloupes is

$$P = 5 Q_S$$

Where Q_S is the quantity supplied per year in millions of kilos. What is the equilibrium quantity of cantaloupes produced?

(ii) A perfectly competitive market has 1,000 firms. In the very short run each of the firms has a fixed supply of 100 units. The market demand is given by:

$$Q = 160,000 - 10,000P$$

Where Q is quantity and P is price per unit. Calculate the equilibrium price in the very short run. What is the demand schedule facing any one firm in the industry?

(iii) A consumer regards all budgets yielding the same level of utility as equivalent. The locus of such budgets is called an indifference curve because the consumer is indifferent as to the particular budget he consumes. Illustrate using diagrams, the four properties of indifference curves.

QUESTION TWO

- (a) 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.
- (b) You are an advisor hired by a manufacturing firm that uses two inputs, labour and capital. The firm produces and sells a given output. You have the following information:

Price of labour is K4, 000 per unit, price of capital is K100, 000 per unit. The marginal product of labour is 4 units and the marginal product of capital is 40 units

- (i) advise if the firm is operating efficiently.
- (ii) Should the firm increase or decrease the quantity of labour relative to capital or the quantity of capital relative to labour to produce the given output? Explain.

QUESTION THREE

Consider the following the following three possible schemes for taxing a monopoly:

- (i) a proportional tax on profits
- (ii) A tax on each unit produced
- (iii) A proportional tax on the gap between price and marginal cost
- (a) Explain how each of these taxes would affect the monopolist's profit-maximizing output choice.
- (b) Graph your results for these three cases.

QUESTION FOUR

Suppose you have two firms, A and B that produce natural water. The water comes out of a natural spring. It is therefore costless. Firm A produces q_A and Firm B produces q_B units of water.

The market demand is given by

$$Q = 120 - P$$

Where Q is the total market demand and P is the market price.

- (i) Calculate the best response functions for Firm A and Firm B.
- (ii) What is the Nash equilibrium solution?

- (iii) Draw a graph showing the Nash equilibrium solution.

QUESTION FIVE

You are given the demand and supply functions of vuvuzelas in a normal football season as:

$$Q_D = 100 - 2P$$

$$Q_S = 10 + 4P$$

Where Q_D is quantity demanded for vuvuzelas, Q_S is quantity supplied for the vuvuzelas and P is the price per unit.

- (a) What are the equilibrium price and quantity for the zuzuvelelas?
- (b) Suppose there is a major football festival ahead. The suppliers of vuvuzelas adapt to this and shift their supply to:

$$Q_S = 28 + 4P$$

What is the new equilibrium price and quantity of vuvuzelas?

- (c) Suppose the government wants to intervene to regulate the market of vuvuzelas. It intends to create a shortage of 13 units, what ceiling price would the government set. Use the supply function of vuvuzelas in a normal football season.

END OF FINAL EXAMINATION

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

EC 221: MATHEMATICS FOR ECONOMICS I
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS.

QUESTION ONE

- a. Characterise risk aversion and risk neutrality given a continuously differentiable utility function.
- b. What is the economic meaning of the Lagrangian Multiplier?
- c. When does a relation qualify to be called a function? Sketch the graph of a relation that does not qualify to be called a function.
- d. Give a formal definition of the derivative of a function.
- e. Characterise the optimum of functions of two variables.
- f. Distinguish between the open and closed input-output models.
- g. Characterise a strictly monotonic function.
- h. Define the definite integral of a function using the concept of limits.

QUESTION TWO

- a) If the marginal cost function is given as $MC = 25 + 30Q - 9Q^2$, and fixed cost is 55, find the following;
 - i) The total cost
 - ii) The average cost, and
 - iii) The variable cost function.
- b) A consumer spends all her income on two goods A and B. The quantity of good A bought is determined by the demand function $Q_A = f(P_A, P_B, M)$ where P_A and P_B are the prices of the two goods and M is real income. A change in the price of A will also affect real income M via the function $M = g(P_A, P_B, \$M)$ where $\$M$ is money income. Derive an expression for the total effect of a change in P_A on Q_A .
- c) A rough estimate of the total copper reserves at Lumwana at the beginning of 1999 was 13 billion tons. Output that year was 250 million tons.
 - i) When will the reserves be exhausted if output is kept constant?
 - ii) How long will the reserves last if output is reduced each year by 2 percent per year beginning in 1999?

QUESTION THREE

- a) Consider the following isoquant and find its marginal rate of technical substitution $\frac{dK}{dL}$.

$$16K^{\frac{1}{4}}L^{\frac{3}{4}} = 2144$$

- b) Evaluate and interpret the marginal rate of technical substitution at $K=256, L=108$.
- c) Assess the above isoquant for linear homogeneity using any two of the three properties that characterise a linearly homogeneous equation.
- d) Suppose $Q = F(K,L)$ denotes the output of a firm when the input of capital is K and that of labour is L . If the prices of capital and labour are r and w respectively, and if the firm has m kwacha to spend on the two inputs.
- Assemble the Lagrangian equation if the firm is looking for the choice of inputs it can afford which maximises output.
 - Find the first order conditions and then solve for the optimal levels of K and L using Cramer's rule.

QUESTION FOUR

- a) Consider an input output model with three sectors. Sector 1 is heavy industry, sector 2 is light industry, and sector 3 is agriculture. Suppose that the input requirements are given by the following table:

	Heavy industry	Light industry	Agriculture
Units of heavy industry goods	$a_{11} = 0.1$	$a_{12} = 0.2$	$a_{13} = 0.1$
Units of light industry goods	$a_{21} = 0.3$	$a_{22} = 0.2$	$a_{23} = 0.2$
Units of agriculture goods	$a_{31} = 0.2$	$a_{32} = 0.2$	$a_{33} = 0.1$

Suppose the final demands for the three goods are 85, 95, and 20 units respectively. If $x_1, x_2,$ and x_3 denote the number of units that have to be produced in the three sectors, write down the Leontief system for the problem and verify that $x_1 = 150, x_2 = 200,$ and $x_3 = 100$ is a solution.

- b) Solve the following national income model using matrix inversion.

$$Y = C + I_0 + G_0$$

$$C = a + b(Y - T) \quad (a > 0, 0 < b < 1)$$

$$T = d + tY \quad (d > 0, 0 < t < 1)$$

- c) Consider a one-commodity market model written in the form of the following two equations:

$$Q = a - bP \quad (a, b > 0) \quad [\text{demand}]$$

$$Q = -c + dP \quad (c, d > 0) \quad [\text{supply}]$$

- Find the equilibrium quantity supplied Q^* from the two equations.
- Indicate and give a qualitative comment on how an infinitesimal change in each of the parameters taken individually will affect the equilibrium quantity supplied Q^* .

END OF FINAL EXAMINATION

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

EC 225: INTERMEDIATE MACROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

Explain the concept of opportunity cost of holding money. Explain the asset demand for money and how it is affected by interest rates and the level of wealth.

QUESTION TWO

Assume a simple economy with **no** government sector. Suppose the consumption function is given by $C = 100 + 0.8Y$, while investment is given by $I = 50$.

- a) What is the equilibrium level of income in this case?
- b) If for some reason, output is at the level of 800, what will the level of involuntary inventory accumulation be?

QUESTION THREE

The texts in *italics* are extracts from the 2011 budget address. Read and answer the questions that follow;

“Mr. Speaker, monetary policy in 2011 will remain focussed on the maintenance of single-digit inflation”. (paragraph 70)

- a) Explain with an appropriate framework how monetary policy can be used to set an inflation level.
- b) From the above statement, does the Minister also mean money growth will be in single-digit? Explain with relevant assumptions.

“... In this regard, our fiscal objectives in 2011 will be to limit domestic borrowing to no more than 1.4 percent of GDP in order not to crowd out private investment while increasing external financing to 2 percent of GDP ...”. (paragraph 75)

- c) Explain what is meant by crowding out effect, stating when it is less and most severe.
- d) Explain intuitively how substituting domestic borrowing with external borrowing can help lessen the effects of crowding out.

QUESTION FOUR

Explain with relevant examples the difference between Rational Expectations and Adaptive Expectations. How are the conclusions under these expectations similar with or different from the conclusions under the classical case? ▲

END OF FINAL EXAMINATION

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

EC 225: INTERMEDIATE MACROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

Explain the concept of opportunity cost of holding money. Explain the asset demand for money and how it is affected by interest rates and the level of wealth.

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END OF FINAL EXAMINATION

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

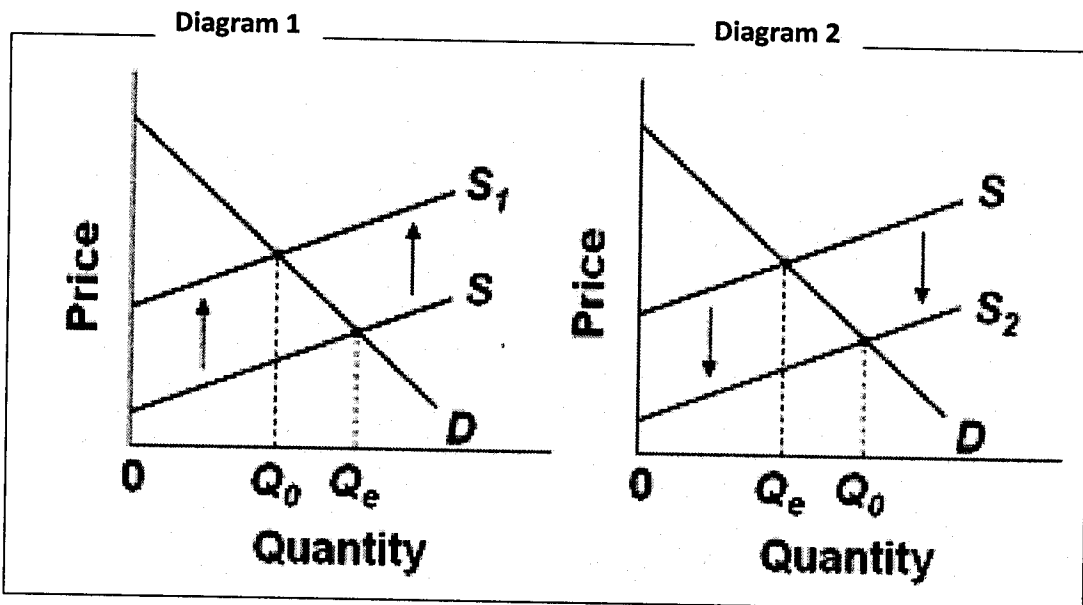
EC 315: PUBLIC FINANCE
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTIONS A AND B AND CHOOSE ANY ONE QUESTION IN SECTION C

SECTION A

QUESTION ONE

Study the statements (a) to (e) carefully and for each statement, state whether **TRUE (T)**, **FALSE (F)** or **UNCERTAIN (U)** and then briefly **JUSTIFY** your answer.

- (a) Assume there are only 3 individuals (X, Y and Z) in an economy. If for the 5th unit of a public good, X is willing to pay K 10, 000; Y, K100, 000; and Z, K 50, 000, then government should produce the 5th unit of the public good if the marginal cost is less than or equal to K 100, 000.
- (b) Two ways in which the problem of asymmetric information (otherwise referred to as the principal-agent problem) manifests itself is moral hazard and adverse selection.
- (c) Optimal taxation theory postulates that capital income ought to be untaxed.
- (d) Refer to the diagrams below for two separate product markets.



Assuming that society's optimal level of output in each market is Q_0 and that government purposely shifts the market supply curve from S to S_1 in the first diagram and from S to S_2 in the second diagram. Then we can conclude that the government is correcting for positive externalities in diagram 1 and negative externalities in the diagram 2.

(e) Higher marginal tax rates can lead to higher incidence of tax evasion.

SECTION B

QUESTION TWO

- (a) Briefly define tax incidence and hence or otherwise explain what is meant by shifting of the tax burden?
- (b) Given a monopoly firm with constant elasticity demand ($Q=p^e$) where Q is the quantity demanded, p is the price and e is the elasticity of demand, show (using tools of calculus and microeconomics) that imposition of a tax will be over-shifted onto the consumer. Be sure to state all relevant assumptions.

QUESTION THREE

During the recent budget address to parliament (on 8th October 2010), the minister of Finance and National Planning proposed to adjust the exempt Pay as You Earn (PAYE) threshold from K 800, 000 per month to K 1, 000, 000 per month and adjust income bands as specified in the shaded part of the table below. The un-shaded part shows the current PAYE regime.

He further announced that the measure was intended to achieve two (2) objectives:

- (i) Give relief to workers especially those on low incomes;
- (ii) Make the tax system more progressive.

Table 1: Proposed and Current PAYE regimes

Proposed PAYE Regime		Current PAYE Regime	
Income Bands per month	Tax Rate	Income Bands per month	Tax Rate
K 0 -K 1,000,000	0%	K0-K 800,000	0%
K1,000,001-K1,735,000	25%	K800,001- K1,335,000	25%
K1,735,001-K4,200,000	30%	K1,335,001-K4,100,000	30%
Above K4,200,000	35%	Above K4,100,000	35%

- (a) How will the new measure affect the average tax rate (ATR) and the marginal tax rate (MTR) of a representative individual who earns a taxable income of 1.7 million Kwacha

(K 1, 700, 000) per month and hence determine whether the new measure will achieve the intended objectives.

- (b) In relation to the new measure, illustrate the concept of *bracket creep*, stating clearly all necessary assumptions you make.
- (c) Suggest and briefly explain how else the government can achieve objective (i) above. Can such a measure be more effective? Justify.

SECTION C

QUESTION FOUR

- a) Briefly define a government budget.
- b) Describe key features of the budget preparation process in Zambia and while doing so outline the key stages of the budget cycle.

QUESTION FIVE

- a) What is meant by *public sector debt*?
- b) What factors make most governments predisposed to budget deficits?
- c) Briefly distinguish between domestic and foreign borrowing.
- d) What are the likely impacts of fiscal deficits and public expenditure on private investment?

END OF FINAL EXAMINATION

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

EC 341 : ECONOMETRICS 1
TIME : TWO (2) HOURS
INSTRUCTIONS : ANSWER ALL QUESTIONS.

QUESTION ONE

- i. Use appropriate equations to compare and contrast the following pairs of terms:
- White noise error term and Random walk model
 - Cointegrated series and Spurious regression

- ii. Consider the following cubic total cost function:

$$Y_i = \beta_1 + \beta_2 X_i + \beta_3 X_i^2 + \beta_4 X_i^3$$

Where Y = total cost and X = output

Suppose you are presented with the following OLS regression results based on some cost and output data and the model above:

$$Y_i = 141.7667 + 63.4776 X_i - 12.9615 X_i^2 + 0.9396 X_i^3$$
$$Se = (6.3753) \quad (4.7786) \quad (0.9857) \quad (0.0591)$$
$$R^2 = 0.9983$$

- a) Comment on whether the cost curves have the U-shaped average and marginal cost curves shown in price theory texts i.e. their shapes are in conformity with economic theory.
- iii. Simba is a new employee of Central Statistical Office in Lusaka. His first task is to measure the rate of growth of the Zambian population between 1964 and 2010. He decides to make use of the following mathematical formula:

$$Y_t = Y_0 (1+r)^t$$

- Identify the model and comment on its usefulness
- Demonstrate that the model is linear and can therefore be run using the method of ordinary least squares (OLS).

Suppose you obtain the following results from the above model:

$$\ln(ZMpop) = 5.3170 + 0.0098t$$
$$t = \frac{5.3170}{0.0098} = 542.55 \quad (8739.39) \quad (285.98) \quad r^2 = 0.9996$$

- Interpret the slope coefficients,
- Obtain the population growth rate for Zambia over the period making sure to distinguish between instantaneous and compound rate of growth.
- What was Zambia's population at the end of 1963?

QUESTION TWO

- You are given the following data based on 10 pairs of observations on Y and X:

$$\sum Y_i = 1110$$

$$\sum X_i = 1700$$

$$\sum X_i Y_i = 205,500$$

$$\sum X_i^2 = 322,000$$

$$\sum Y_i^2 = 132,100$$

Assuming all the assumptions of the Classical Linear Regression model are fulfilled, obtain:

- b_1 and b_2 (Note: b_1 and b_2 are the estimators of β_1 and β_2 respectively).
 - The standard errors of these estimators.
 - r^2 . How do you interpret it?
 - Establish a 95% confidence interval for β_1 and β_2 .
- By applying the first-order conditions for optimization, show that the Maximum Likelihood (ML) estimators of β_1 and β_2 are identical to the Ordinary Least Squares (OLS) estimators.
 - Prove that the ML estimator of σ^2 is biased in small samples.

QUESTION THREE

i. Suppose you are given the following Cobb-Douglas (C-D) model for Cement Production

$$\ln Y_i = \beta_1 + \beta_2 \ln X_{2i} + \beta_3 \ln X_{3i} + \mu_i$$

Where Y = output, X_2 = Labour input, and X_3 = capital input. After running your regression in Eviews, you obtain the following results:

$$\ln Y_t = -1.6524 + 0.3397 \ln X_{2t} + 0.8460 \ln X_{3t}$$

$$se = (0.6062) \quad (0.1857) \quad (0.09343)$$

$$t = (-2.73) \quad (1.83) \quad (9.06)$$

$$p \text{ value} = (0.014) \quad (0.085) \quad (0.000)^*$$

$$F = 1719.23 (0.000)** \quad R^2 = 0.995$$

*Denotes extremely small value; and **P value of F, also extremely small.

- Identify the type of function and regression model presented and comment on the hypothesis.
- Interprete the results with regards to the partial slope coefficients, elasticity, F value and R^2 .

i. Consider the following model

$$Y_i = b_1 + b_2(1/X_i) + u_i$$

- Comment on linearity of the model.
- If we let Y stand for the average fixed cost (AFC), briefly comment on the shape of the AFC.

The model above was fitted to data on wages (Y) and unemployment rate (X), and the results were as follows:

$$Y_t = -0.2594 + 20.5880 (1/X_t)$$

$$t = (-0.2572) \quad (4.3996) \quad r^2 = 0.6594$$

Suppose another researcher from UNZA fits a linear regression model on the same data and obtains the following linear regression results:

$$Y_t = 8.0147 - 0.7883X_t$$

$$t = (6.4625) \quad (-3.2605) \quad r^2 = 0.5153$$

- Explain the differences in the coefficients for the two models presented i.e. reciprocal and linear model. What is the intuitive explanation behind the difference?

QUESTION FOUR

i. You are given the following data based on 15 observations:

$$\bar{Y} = 367.693; \bar{X}_2 = 402.760; \bar{X}_3 = 8.0; \sum y_i^2 = 66,042.269; \sum x_{2i}^2 = 84,855.096; \sum x_{3i}^2 = 280;$$

$$\sum y_i x_{2i} = 74,778.346; \sum y_i x_{3i} = 4,250.9; \sum x_{2i} x_{3i} = 4,796$$

Where lower case letters denote deviations from sample means.

- a) Estimate the three coefficients.
- b) Estimate their standard errors.
- c) Obtain the adjusted R^2 and interpret it.
- d) Estimate 95% confidence intervals for β_2 and β_3 .
- e) Test the statistical significance of each estimated regression coefficient using $\alpha = 5\%$ (two tail).
- f) Test at $\alpha = 5\%$ that all slope coefficients are equal to zero and show the ANOVA table.

i. The three variable regression gave the following results:

Source of variation	Sum of Squares (SS)	d.f	Mean Sum of squares (MSS)
Due to regression (ESS)	65,965	_____	_____
Due to Residual (RSS)	_____	_____	_____
Total (TSS)	66,042	14	

- a) What is the sample size?
- b) Fill in the missing values.
- c) Calculate the estimate of σ^2 , the error variance.
- d) Compute the F value.
- e) Recast the ANOVA table in terms of R^2 .

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 345: ADVANCED MICROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL THE QUESTIONS

QUESTION ONE

- a) Briefly explain the essence of George A. Akerlof's paper on 'The Market for "Lemons": Quality Uncertainty and the Market Mechanism'. Explain any two institutions in Zambia that arise to counteract the effects of quality uncertainty in the labour market.
- b) Mr. Banda's utility function is given as $U(I) = 100 - \left(\frac{100,000}{I}\right)$, where I represents annual income. Suppose Mr. Banda is currently earning an income of \$20,000 and can earn that income next year with certainty. He is offered a chance to take a new job that offers a 50% chance of earning \$25,000 and a 50% chance of earning \$15,000. Should he take the new job or not? Explain.

QUESTION TWO

- a) When analyzing individual consumer choices the theory of consumer choice begins by specifying a basic set of postulates or axioms that characterize "rational" behavior. State and explain the implications of any three of these postulates or axioms.
- b) Clearly define the following terms: Marshallian and compensated demand functions, Indirect utility and expenditure functions.
- c) Use the relationship between Marshallian and the Hicksian demand functions to derive the Slutsky decomposition of the total price change and briefly explain its implications.
- d) Suppose the utility function of an individual for commodity x and y are given by $U(xy) = Ax^\alpha y^\beta$, derive the Marshallian and compensated demand functions, the indirect demand function and the expenditure function.

QUESTION THREE

Suppose the firm's production function is given by the Cobb-Douglas production function $q = AK^\alpha L^\beta$ where $K, L > 0$ and that the firm can purchase all its K and L in competitive input markets at rental rate v and ω respectively.

- a) Assuming cost minimization, derive the expression for the total cost function and state any three of its properties.

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

EC 411: INTERNATIONAL TRADE THEORY AND PRACTICE

TIME: TWO (2) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY TWO QUESTIONS FROM SECTION B

SECTION A

QUESTION 1

Write brief notes on each of the following:

- a) Technological gap and product life cycle model as the basis for trade
- b) Trade based on Difference in Tastes
- c) Gravity Model of International Trade
- d) Dutch disease

(HINT: Use numerical examples and/or graphical illustrations where appropriate to obtain full marks and also clearly state your underlying assumptions)

QUESTION 2

- a) Use a mechanical analogy to describe the GATT-WTO approach to trade.
- b) It is common knowledge among trade specialists that the WTO establishes a framework for trade policies and does not define or specify the outcomes thereof. Discuss the five basic WTO principles that are of importance in understanding the WTO framework of trade policies.

SECTION B

QUESTION 3

- a) Compare and Contrast the partial equilibrium effects of a tariff and an import quota. In your exposition, further assume a decrease in demand for the commodity in question.
- b) Over time, a nation's endowment of factors changes, technology changes as well and as a result comparative advantage also changes. Contrast and compare changes in factor

- b) Assuming further that capital is fixed at K_1 in the short-run, derive an expression for the short-run supply function and determine its slope.

END OF FINAL EXAMINATION

endowments and technical progress in relation to economic growth and international trade. Clearly highlight the underlying assumptions in your elucidation.

QUESTION 4

- a) It is argued that the nations forming a customs union are likely to receive several important dynamic benefits. Identify and discuss at least four dynamic benefits Zambia enjoys from its membership to the Common Market for Eastern and Southern Africa (COMESA).
- b) A trade-diverting customs union leads to a net welfare gain. Discuss

QUESTION 5

- a) Discuss the partial equilibrium effects of an Export Subsidy. Explain what Countervailing duties are.
- b) A major factor in the breakdown of the Doha Development Agenda, which aimed to set new rules for agricultural trade under the WTO, was disagreement over whether a special safeguard mechanism should be included to allow developing countries to increase tariffs if imports surged or world prices dropped past certain trigger points. Developing countries lobbied for those safeguards, believing the measures would protect producers from cheap commodities flooding their markets. It is argued that allowing developing countries to increase import tariffs based on price and supply triggers under the proposed World Trade Organization rules would actually harm those countries. Discuss.

END OF FINAL EXAMINATION

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

EC 431: LABOUR ECONOMICS
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

A firm's production function is

$$Q = f(L + K)$$

Where L is the amount of labour hired and K is the amount of capital. Let w be the wage paid to a worker and r is the cost of a unit of capital. Assume $w > r$.

- a) What is the firm's demand for labour in the short run?
- b) What is its demand for labour in the long run?
- c) Provide intuition for your answers in parts (a) and (b).
- d) How does the labour demand vary when w is changing? Give a formal analysis.
- e) What factors affect the elasticity of demand for labour? Does it matter whether a firm operates as a monopolist or a perfect competitor in the product market?

QUESTION TWO

George must decide how much to work. He has 60 hours per week available that he can spend either working or engaged in leisure. He can work at a wage rate of K25, 000 per hour. His uncle also gives him an allowance of K500, 000 per week, regardless of how much George works. George's only source of income that he can use for consumption is the allowance plus his wage earnings.

- a) In a correctly labelled diagram, draw George's consumption-leisure budget constraint. Show the equilibrium where George chooses to work 40 hours per week.
- b) Now suppose that George has to pay a 50 percent tax on his wage earnings. Using the same diagram you drew in part (a), show what happens to his labour supply. [show one possible outcome, and break the change into income and substitution effect]
- c) Now suppose that instead of the wage tax, his uncle cuts George's allowance by 50 percent. Show what happens to his labour supply. How does it compare with what happened in (b). Assume that George was working 40 hours before any cuts were imposed.

QUESTION THREE

- a) Suppose that the employer concession schedule is $W = 1 + 0.02S$ and the union resistance curve is $W = 5 + 0.02S - 0.01S^2$, where W = percentage wage increase and S = expected strike length in days. Using the Hick's simplest model, determine the length of the strike and the percentage wage increase.
- b) Suppose that unionised workers in the retail sales industry earn K50, 000 per hour and that non unionised workers in the industry earn K40, 000 per hour. What can be said about the relative wage advantage of unionised workers and the absolute effect of the union on its member's real wage?

QUESTION FOUR

Grant has just finished high school. He has three periods of time left in his working life, and is considering three career options:

- Obtain a job in a hotel, earning \$20, 000 for each of the remaining three periods of his working life.
- Attend college, earning a diploma in human resource management. The diploma takes one period to complete, with tuition fees equal to \$5, 000. After graduation, he will earn \$50, 000 for each of the remaining two periods of his life.
- Attend university to obtain his Ph.D. in art history. The degree takes two periods to complete, with tuition fees of \$10, 000 per period. After graduation, he will earn \$90, 000 for the remaining one period of his working life.

Assume that the interest rate is 10 percent per period.

- a) Which career path should he follow?
- b) Grant has always wanted to be an art historian. If he chooses to be an art historian, what is the implicit consumption value he places on being an art historian?
- c) Who in the population is likely to choose this career path-the children of rich or of poor parents? Why?
- d) Should the government subsidize tuition fees for art history? Why or why not?

END OF FINAL EXAMINATION

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

EC 445: ENVIRONMENTAL ECONOMICS
TIME: TWO HOURS
INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

QUESTION ONE

Given your understanding of environmental valuation:

- a) What is meant by each of the following terms:
 - i. Revealed preference.
 - ii. Marshallian demand.
 - iii. Hedonic pricing.
 - iv. Vehicle bias.
- b) What would be the main problems if a social scientist were to use both willingness to pay (WTP) and willingness to accept (WTA) in a valuation study, to estimate the express value of a given environmental concern? Explain in detail.
- c) Describe the most appropriate method for evaluating the value of hotels, motels, lodges and other accommodation that target tourists around the Vitoria Falls, highlighting the main factors potentially affecting the value.
- d) What are three limitations of the Replacement Cost Method (RCM)?
- e) Illustrate the main practical application of the Dose-Response Method.

QUESTION TWO

Consider the following in relation to environmental economics generally:

- a) Fully explain what the inverted U-shaped relationship of the environment and the economy illustrates, paying particular attention to the underpinning assumptions and rationale.
- b) Give a practical example, from Zambia, which illustrates an inverted U-shaped relationship.
- c) Describe how a consumption tax works to protect the environment and how the burden of the tax is shared between producers and consumers.

QUESTION THREE

In relation to environmental valuation and policy:

- a) What is an environmental policy?

- b) Zambia's 2011 budget speech by the Minister of Finance, in part, states that: *"the opening up of the northern tourism circuit will enhance tourist flows in an area of great potential. To support this initiative, projects such as the rehabilitation of the Kasaba Bay airport, construction of the terminal building at Mbala airport, electrification of Kasaba Bay and rehabilitation of the Mbala – Kasaba Bay road were included in the 2010 budget"* [p.54].
- i. Describe in detail how you would set up and conduct a study to evaluate the main effects of these efforts on tourism in the Kasaba Bay area.
 - ii. What are three of the main limitations of the approach you have described?
- c) In a hypothetical setting, show the extent of producer and consumer surplus gains that are associated with an overall producer subsidy.

QUESTION FOUR

Consider the following in relation to welfare economics:

- a) Using Edgeworth Box analysis and making all the necessary assumptions, illustrate how efficiency in exchange could be achieved in a 2-person society.
- b) Illustrated full and partial-Pareto improvements and a non-Pareto improvement using possibilities frontier analysis.
- c) Briefly describe three limitations of the analyses implied in (a) and (b) above?

QUESTION FIVE

Based on your understanding of environmental policy:

- a) What are the main differences between command and control (CAC) policy instruments and economic incentive (EI) policy instruments?
- b) The 2011 budget speech by the Minister of Finance pointed out some of the harmful environmental effects of plastic bags to the Zambian society.
 - i. What were some of the main harmful effects that the speech mentioned?
 - ii. How did the speech propose to address these harmful effects in an attempt to promote environmental protection?
 - iii. Are the strategies described in the speech likely to succeed? Please explain.
 - iv. What is the main general economic argument against the application of Pigouvian solutions?

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION•

EC 925: INDUSTRIAL ORGANISATION
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONE QUESTION IN SECTION B

SECTION A

QUESTION ONE

Monopolistic competition resembles pure competition because:

- a) Both industries emphasize non-price competition.
- b) In both instances firms will operate at the minimum point on their long run average cost curves.
- c) Both industries entail production of differentiated goods.
- d) Barriers to entry are either weak or non-existent.

QUESTION TWO

Non-price competition refers to:

- a) Low barriers to entry.
- b) Product development, advertising, and product packaging.
- c) The differences in information which consumers have regarding various products.
- d) An industry or firm in the long equilibrium.

QUESTION THREE

Economic analysis of a monopolistically competitive industry is more complicated than that of pure competition because:

- a) Of product differentiation and product promotion activities.
- b) Monopolistically competitive firms can't realize an economic profit in the long run.
- c) The number of firms in the industry is large.
- d) Monopolistic firms use strategic pricing to deter entry.

QUESTION FOUR

Excess capacity refers to the:

- a) Amount by which actual production falls short of the minimum average total cost (ATC).
- b) Fact that entry barriers artificially reduce the number of firms in an industry.
- c) Differential between price and marginal costs which characterizes monopolistically competitive firms.
- d) Fact that most monopolistically competitive firms encounter diseconomies of scale.

QUESTION FIVE

Oligopoly is difficult to analyse primarily because:

- a) The number of firms is too small to make collusion.
- b) The price and output decisions of any one firm depend on the reactions its rivals.
- c) Output may either be homogenous or differentiated.
- d) Productive efficiency is not achieved.

QUESTION SIX

The herfindahl index in a pure monopoly is:

- a) 1.00
- b) 0.75
- c) 0.36
- d) 0.99

QUESTION SEVEN

Assume that total sales in the sugar industry are equivalent to \$600 million and sales by the top four sellers are \$200 million, \$150 million, \$100 million, and \$50 million respectively. We can conclude that:

- a) Price leadership exists in this industry.
- b) The concentration ratio is more than 80%.
- c) This industry is a differentiated oligopoly.
- d) The firms in the industry face a kinked demand curve.

QUESTION EIGHT

Assume six firms comprising an industry have market shares of 30, 30, 10, 10, 10 and 10 percent. The herfindahl index for this industry is:

- a) 0.2
- b) 0.16
- c) 0.22
- d) 0.8

QUESTION NINE

Table 1: Market share of a six firm industry

Firm	A	B	C	D	E	F
Market Share (%)	20	20	20	20	10	10

The industry characterized by the information in table 1 above is:

- a) An oligopoly
- b) Monopolistic competition
- c) Perfectly competitive market
- d) Pure monopoly

QUESTION TEN

The herfindahl index for the industry in question nine is;

- a) 0.18
- b) 0.8
- c) 0.22
- d) 0.85

QUESTION ELEVEN

Assume that firms in this industry miraculously split up into 100 new firms, each with one percent market share. The four-firm concentration ratio and the herfindahl index in this case are:

- a) 1.00 and 1.00
- b) 0.04 and 0.04
- c) 0.16 and 0.04
- d) 0.04 and 0.01

QUESTION TWELVE

Table 2: Advertising Game

Acme's Advertising strategy	Ajax's Advertising Strategy	
	Low budget	High Budget
Low budget	800,800	1200, 600
High Budget	600,1200	1000,1000

Refer to the above game theory matrix where the numerical data show the profits resulting from alternative combinations of advertising strategies for Ajax and Acme. Ajax's profits are shown in the second part of or right of each cell; Acme's profits are shown first or they are on the left. With collusion and no cheating, the outcome of the game is cell:

- a) low budget, low budget
- b) low budget, high budget
- c) high budget, low budget
- d) high budget, high budget

QUESTION THIRTEEN

The study of people in strategic situations is called?

- a) Reactive theory.
- b) Recursive analysis.
- c) Game theory.
- d) Normative economics.

Table 3: Payoff Matrix

		<u>Y's prices</u>		
		<u>\$6</u>	<u>\$5</u>	<u>\$4</u>
<u>X's prices</u>	<u>\$7</u>	16, <u>12</u>	15, <u>14</u>	13, <u>15</u>
	<u>\$6</u>	19, <u>9</u>	16, <u>11</u>	14, <u>13</u>
	<u>\$5</u>	18, <u>7</u>	17, <u>9</u>	15, <u>10</u>

QUESTION FOURTEEN

Refer to the above profits-payoff table for a duopoly. If the firms are acting independently and firm X sets its price at \$6, firm Y will achieve the largest profit by selecting:

- a) A price higher than \$6.
- b) A price between \$5 and \$6
- c) \$6.
- d) \$4

QUESTION FIFTEEN

The kinked-demand curve model helps to explain price rigidity because:

- a) There is a gap in the marginal revenue curve within which changes in marginal cost will not affect output or price.
- b) Demand is inelastic above and elastic below the going price.
- c) The model assumes firms are engaging in some form of collusion.
- d) The associated marginal revenue curve is perfectly elastic at the going price.

QUESTION SIXTEEN

- a) The traditional theory of the firm has been criticized for over-emphasizing on the profit maximizing motive. This has led to the rise of new theories such as the Williams Utility/Staff Maximization Model. Describe briefly with the aid of diagrams the Utility Maximization Model with management having preference over size of staff. Further, explain using diagrams how shareholders attempt to control the welfare seeking behavior of management.
- b) The National Business Technology Centre was created by the government as a parastatal to promote innovation in the country. In this regard the centre has invited you as a consultant to advise it on the market structure in which there would be more innovation. Explain using diagrams how you would explain theoretically to management as to which market structure gives more incentives for innovation.

SECTION B

QUESTION SEVENTEEN

Consider a monopolist that serves two markets with the following demand curves:

$$q_1 = 1 - p_1 + 0.5p_2,$$

$$q_2 = 1 - p_2 + 0.5p_1$$

The costs of production for the monopolist are zero.

- Are the goods substitutes, complements, or independent?
- Suppose that the monopolist chooses prices. Compute these prices and corresponding quantities.
- Do the results change when the monopolist chooses outputs?

QUESTION EIGHTEEN

Consider a game with the following payoff matrix:

Table 4: Market game

		Consumers		
		<i>L</i>	<i>M</i>	<i>R</i>
Producers	<i>U</i>	1, 1	0, 0	-5, 5
	<i>D</i>	0, 0	1, 1	-5, 5

- Find all the Nash equilibria of this game; explaining how you arrived at the answers.
- Consider a reduced form of the market game, namely assume that the consumer can't choose strategy 'R'. Find all Nash equilibria of the reduced market game.

END OF FINAL EXAMINATION

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

EC 955: HEALTH ECONOMICS
TIME: TWO HOURS
INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

QUESTION 1

- a) Outline the assumptions of the Grossman model, and show how allocation of resources between a *home* good and *health* is derived with a full treatment of the time allocated to producing health as an investment (or capital) good.
- b) Describe the determinants that make health consumption an investment good.
- c) Show the outcomes of a consumer as a consequence of changes in wages, time spent on holiday and sports as well as the changes to consumer preferences arising out of changes in the leisure time and income earned.
- d) When interest either rises or falls, how does this impact on the demand for health i.e. how does a consumer respond to variations in marginal efficiency of investment (MEI) and rates of return?

QUESTION 2

- a) Show how moral hazard is partly a function of price elasticity of demand in health care.
- b) You are give the following information:

A consumer, Liseli, intends to visit her physician. In doing so, she will have to spend 30 minutes in the consultation room; travel to and from the health facility takes 45 minutes either way. Her co-payment or user charges at the facility are K75, 000.00. The opportunity cost is K30, 000.00. Travel and parking fees in the high cost section is a further K15, 000.00

Liseli makes six visits when faced with a full price. If the price increases by K15, 000.00 Liseli reduces her visit to the physician from 6 visits to 5 per quarter.

- i) Compute the “full price” and “money” price of the cost of her visit.

- ii) Define the price elasticity of demand. Determine the price elasticity of demand using full price and money price.
 - iii) What can you say about the full price elasticity in relation to the money price elasticity?
 - iv) What is the implication of this on health care quality between different income groups (the wealthy and poor) i.e. what are the equity implications of the differences, if any, in the elasticities between the two groups?
- c) What is the elasticity of substitution and how might it apply to physicians and nurses? Is it always possible to substitute different skills? Explain.

QUESTION 3

- a) Define the terms, equity and efficiency (note: *with reference to Pareto Optimality*) and need. Explain their importance in health economics.
- b) Name any three ethical principles and explain their use in health economics and their implications for health care financing or resource allocation.
- c) Explain five health care financing modalities.
- d) Describe the application of the parameters in determining health care financing strategy.

QUESTION 4

- a) What is the relative significance of market failure in health economics?
- b) Given the social welfare losses arising from the consumer and producer, explain the role the Government may play in correcting for this.
- c) Bureaucrats in the Ministry of Health argue that for favorable health outcomes, there has to be a supply of health care that need not correspond to prevailing demand. Consequently they have recommended that more hospitals be constructed in Lusaka than is necessary.
 - i) How would you classify this form of failure?
 - ii) What social welfare effects will arise as a result of such a policy measure?

QUESTION 5

- a. Define the term “health care reform” and outline the key aspects of the health care reform process.

- b. Using the outline you have provided of the health care reform process, outline how this was applied to determine the key features of the Zambian health care reforms during the 1990s?
- c. One of the key objectives of reform was to improve health service delivery to mitigate leading public health diseases or conditions. A key intervention is mainly by way of prevention for infectious diseases.
 - i) Define prevalence elasticity of demand. Using HIV/AIDS, explain what the preferred level of the prevalence elasticity of demand would be.
 - ii) Give reasons why increasing income inequality is cited as a reason for greater HIV/AIDS in Africa in general.

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2010/11 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATIONS

ELL 941: SOCIOLINGUISTICS I

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: Answer Question 1 and two other questions. Question 1 is compulsory. Marks will be awarded for good, scholarly presentation.

1. Language variation has become a critical area of sociolinguistic research. Present a concise account of the major studies in the area as discussed by Ronald Wardhaugh (2002) or any other source you have consulted in the course.
2. Apply the Ethnography of Communication to any named Zambian ethno-linguistic group. Give concrete examples of specific communicative events.
3. As a member of the University of Zambia speech community, you have observed that students belonging to different churches use language differently. You are not sure as to what factors lead to this situation. You decide to investigate the phenomenon.
 - (a) Suggest a title for the study.
 - (b) Using the title you have suggested, define and identify the following variables:
 - (i) Dependent Variable
 - (ii) Independent Variable.
 - (iii) Moderator Variable
 - (iv) Control Variable
 - (v) Intervening Variable
4. "Sociolinguistics is now a respected science that has a number of key theoretical positions that explain the varied nature of the interaction between language and society." Discuss clearly.
5. Giving relevant examples, discuss the main theoretical standpoints in the study of the interaction between language and gender.

END OF EXAMINATION

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

ELL 935: ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

1. “The difference between coherence and cohesion is that coherence is *invisible* while cohesion is *visible* and can be pointed to”. Illustrate the validity of this statement with clear examples.
2. The concepts “given” and “new” are relative in discourse production and analysis. Using relevant and appropriate examples, show the truth of this statement.
3. Discuss the relevance of Discourse Analysis to the teaching of each of the following components of the Zambia Secondary School English Language Syllabus.
 - (i) Reading Comprehension;
 - (ii) Summary;
 - (iii) Composition; and
 - (iv) Structure.
4. Write brief notes on each of the following pairs of linguistic concepts, giving relevant examples:
 - (i) Topic and title;
 - (ii) Appropriateness and correctness;
 - (iii) Bottom-up processing and Top-down processing;
 - (iv) Theme and rheme; and
 - (v) Frame and schemata.

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

ELL 311 ENGLISH SEMANTICS

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

-
1. What types of meaning is semantics concerned with, and what types are beyond its scope?
 2. What is the 'structural' or 'relational' approach to the description of sense relations?
 3. Why do we 'refer', and how do we do this in English?
 4. Distinguish between predicate logic and propositional logic.
 5. What is the relationship between propositional structure and sentence structure?
 6. "Deictic categories are often described as being in some way *anchored* to the context of use." (Bennett) Explain and illustrate this observation.
 7. How and why does prototype theory differ from Aristotle's 'Necessary and Sufficient Conditions' model?
 8. What are the differences between 'tense' and 'aspect'?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2010/11 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

ELL 215:INTRODUCTION TO LANGUAGE AND LINGUISTICS

MAXIMUM TIME ALLOWED: THREE HOURS

INSTRUCTIONS: Answer Question 1 and two other questions. In all, you should answer three questions. Question 1 is compulsory. Each answer should be an essay of not less than four pages long.

1. Discuss the following concepts exhaustively and show what they reveal about the relationship between language and society: Diglossia, language shift, language planning.
2. Language is said to be “a system of sub-systems.” Making reference to the levels of linguistic analysis, show how true this assertion is.
3. Discuss in detail (a) Paul Grice’s theory of implicature and (b) the Speech Act theory.
4. “The studies conducted to establish whether chimpanzees could use human languages were a waste of time because it is common knowledge that chimpanzees cannot talk.” Comment.
5. Discuss in detail the different perspectives on the origins of human language.
6. Discuss the historical and current roles of the English language in Zambia and the issues that have arisen as a result of its use.

END OF EXAMINATION

The University of Zambia

School of Humanities and Social Sciences

Department of Literature and Languages

First Semester Final Examination for Full-Time and Parallel - 2010

ELL 111 – Communication and Study Skills

Time: Three Hours

Instructions: Attempt all Questions

Section A

Read the text carefully and answer the question below

1. The South African Institute of Race Relations this morning described the wave of violence that has gripped Johannesburg and surrounding areas for the past week as a direct response to policy failures on the part of Thabo Mbeki's government. According to the Institute, poor and ineffective governance had created a tinderbox of unmet expectations which exploded in Alexandra and has now spread to several other areas - similar to many of the causal factors that contributed to apartheid era unrest.
2. The government's repeated failures to bring levels of violent crime under control contributed to an environment which saw people resort to violence without fear of arrest or successful prosecution. In failing to maintain the rule of law the state had conditioned many poor communities to violent behaviour. The failure to protect communities from criminal elements and to remove those elements had allowed criminals to take full advantage of chaos and disorder to rob, rape, and loot during the violent uprisings.
3. Incompetence in the ministry of safety and security, falling standards in the South African Police Service, corruption up to the highest levels of the police, and affirmative action had eroded the capacity of the police to provide a safe and secure environment in South Africa. This was further exacerbated by the poor performance of the prosecution service in securing convictions for offenders and the failure of the department of correctional services to rehabilitate offenders. South Africa was faced with an effective breakdown of the organs responsible for maintaining law and order.
4. Warnings to this effect from a variety of sources had been largely ignored or treated with arrogance and contempt from the office of the minister of safety and security downwards. That not a single minister or deputy minister responsible for law and order, justice, or prisons was

dismissed over close on ten years of Thabo Mbeki's presidency suggests that the government was either unable to identify the risks presented by lawlessness or had resigned itself to the consequences.

5. The collapse of proper border control mechanisms saw literally millions of people gaining entry to South Africa illegally. The responsibility for this law enforcement failure rests jointly with the army, police and the government who saw fit to hand many border duties to the police when it should have been obvious that the police were unable to handle the responsibility. The closure of the commandos is instructive in this regard as it suggests a government more interested in ideology than in pragmatism. During a period when South Africa experienced some of the highest levels of violent crime in the world the state saw fit to close down one of the key organs responsible for rural policing.

6. Poor policy decisions and simple incompetence in border policing therefore contributed directly to the presence of a large illegal population in South Africa. Without adequate legal standing in the community these people became easy or soft targets for mob violence. The police's own heavy handed raids on illegal immigrants further created the impression that they were fair game in South Africa.

7. The policy response to the cross border influx revolved chiefly around a programme of arrests and deportations often without regard to the human rights and due process issues that should have applied. This policy continued long after it was apparent that it was having no effect on the number of illegal immigrants in South Africa. Again no senior political official with responsibility for this critical area of policing was dismissed for underperformance despite the obvious threat to national security.

8. Corruption in the state sector became endemic under Thabo Mbeki and very little was done to curb it. The examples of Travelgate, Armsgate, and Oilgate served to create the impression that the South African state was corrupt up to the highest levels of government. Such corruption in turn filtered down into the various government departments at local, provincial, and national level. In the home affairs, social welfare, and law enforcement areas literally tens of thousands of officials were implicated in corrupt dealings.

9. Anger by South Africans at immigrants with illegal documents getting access to services is therefore understandable and was brought about in large part by the failure of the police and the department of home affairs to crack down on fraudulent documents.

10. Evidence of widespread corruption was uncovered by a host of agencies and the media. The government, however, failed to act with due diligence and most corrupt officials got away with a slap on the wrist. Even where the law took its course as in the case of Tony Yengeni the ANC saw fit to carry him into prison like a conquering hero.

11. Confidence in the state was substantially eroded by corruption policy failures and poor judgment on the part of government. Consequently it is not surprising that communities saw the

need to take their anger onto the streets. Widespread corruption undermining the role of the state is therefore a further direct contributing factor to the violence.

12. With close to 40% of South Africans failing to secure a proper job it is not surprising that scores of youths were able to conduct days and nights of violent campaigns in informal settlements around Johannesburg. Unemployment was therefore a direct contributing cause to the violence.

13. Among young black South Africans the unemployment rate extends to over 50% in some areas. Overall only 50% of African households get their main source of income from employment. Social welfare which now reaches 25% of South Africans was never going to be sufficient to meet communities' expectations of a better life.

14. Warnings as to the risks of sustained levels of high unemployment were largely ignored by government. Labour legislation, hopelessly inappropriate for a largely unskilled workforce, has contributed to keep many mainly black South Africans out of jobs. Immigrants were able to secure employment as these labour policies did not apply to them and were in many cases able to make a living free from government grants or regulation. Policy responses such as the Expanded Public Works Programme were a case of too little too late to prevent the turbulence that has gripped parts of Johannesburg for the past seven days.

15. The government showed limited urgency in dealing with an unemployment crisis that required dramatic changes in policy to address. A host of talk shops, forums, and strategies were substituted for actual progress. It is a valid question how the government could ignore such an obvious political risk factor for so long without an adequate policy response. Partly the answer may lie in the ANC misjudging its electoral support for satisfaction with its policies.

16. This has been government's biggest failure and carries much of the blame for the high unemployment levels. It is arguable whether current state education is in its totality any better than that under apartheid. Only 1% of black matriculants achieve a good HG maths pass. The output of the school education system was therefore far from adequate to free households from state dependency or to acquire the skills necessary to find employment in a heavily regulated labour market.

17. The education system is a good example where policy failures in one area compounded those in another. In this case poor education compounded the inappropriate labour market policy which in turn compounded the unemployment problem.

18. Many warnings to government in this regard have been dismissed as alarmist and sensationalist. That combined with critical policy misjudgments such as the adoption of outcomes based education and the closure of teacher training colleges sabotaged any chance of rehabilitating the education system. The failure of education is therefore a further direct contributing cause to the violence.

19. The failure to take proper advantage of a global boom in commodities meant that South Africa attracted limited benefit from the economic climate of the last five years. Empowerment policy, affirmative action, and bureaucratic interference in mining for example saw South Africa's mining sector stutter over a period when it should have boomed. In many cases racial bean counting, self enrichment through economic empowerment, and ideological arguments for transformation trumped the need to boost economic growth rates above 4.5%. South Africa was therefore unable to use the global commodity boom to establish subsidiary industries or to invest in its industrial base.

20. Policy failures in electricity supply and telecommunication technology in turn further hampered the economic growth rate in South Africa and further compounded the failure to adopt an industrial policy aimed at facilitating growth off the commodity boom. Education and skills shortages share some of the blame for this.

21. In many cases ideologically driven beliefs in the state's role in managing the economy overruled pragmatic policy responses.

22. Agriculture is a prime example where the governments' policy on commercial producers could best be described as hostile even as food prices began to rise. Increasing food prices directly compromised the welfare of poor communities and must be identified as one of the key causal factors responsible for the violence.

23. Rising inflation is a second key causal factor for the violence where a failure of the Reserve Bank's inflation targeting policy has largely undone much of the anti-poverty impact of social grants spending. Again this is an example of one policy failure compounding failures in a host of other areas.

24. Both food prices and inflation together with rising fuel costs directly impacted upon poor households and must have forced them to cut down on basic staples. That alone may have been sufficient to spark much of the anger visible in and around Johannesburg this week. These three factors directly undid the efforts of social grants in alleviating poverty as they undermined the value of those grants. Two of the three factors were in government's direct policy responsibility to address.

25. An analysis of economic policy failures would not be complete without examining the role of empowerment policy in establishing a very small and often politically connected black middle class. Government saw fit to celebrate this limited success even as the majority of black South Africans continued to live in relative squalor and poverty. In retrospect it is extraordinary that government would flaunt such limited participation in the broader economy by a select group of individuals when most of its supporters had no hope of ever becoming the beneficiary of an empowerment transaction. The now regular site of a high speed government convoys of black luxury sedans escorted by scores of police shoving through traffic points to a similarly misguided and extraordinary arrogance on the part of those who had promised a better life for all in 1994.

26. Particularly in the case of Zimbabwe foreign policy was wholly inappropriate and incompetent. Thabo Mbeki's quiet diplomacy provided a lifeline to the ailing Zimbabwe regime that kept it in power longer than would otherwise have been the case.

27. The failure to condemn initial violence and electoral fraud in Zimbabwe contributed directly to the massive inflow of foreign immigrants. Such quiet diplomacy stands in strong contrast to the unanimous condemnation by government of the current violence in South Africa and creates the impression that violence targeted at Zimbabweans was acceptable as long as it took place in Zimbabwe.

28. Seen in light of South Africa's inability to secure its borders our foreign policy on Zimbabwe was destined to have only one effect - the inflow of illegal immigrants.

29. It is far from convincing to argue that the best South Africa, as Africa's economic superpower, could do was to quietly engage the Harare regime. Targeted economic and financial sanctions together with clear criticism of human rights abuses in Zimbabwe were a perfectly feasible alternative policy.

30. Combined failures in these key policy areas have come together to create a virtual tinderbox of dissatisfaction with government delivery and the protests originating in Alexandra where merely a matter of a spark igniting the tensions at the right time in the right place.

31. The violence we have experienced over the past week can be directly attributed to a series of policy failures on the part of Thabo Mbeki's government. Warnings to that effect were too easily dismissed by government spokespeople who accused analysts of racism and 'doom and gloom' scenarios. A 'worst possible scenario' has now materialised and requires a more mature and measured response from government. Failing that we should expect that similar unrest could occur with little warning in any area of South Africa.

Question: Take a formal set of notes on the factors that led to Xenophobia in South Africa. (20 Marks)

Section B – Grammar (10 Marks)

Based on the passage above, answer the following questions:

1. State the **word class** of the **underlined words** in the passage above. (5Marks)
2. In paragraph 31, give two (2) examples of **compound sentences**. (2Marks)
3. In paragraph 25, give an example of a **modal verb**.(1mark)
4. Give an example of a **subject** in paragraph 6. (1 Mark)
5. Name the only **primary verb** in paragraph 30. (1 Mark)
6. Give an example of the “**to-infinitive**” verb in paragraph 30. (1 Mark)

Section C – Reading (20 Marks)

Based on passage above, answer the questions below:

1. By stating both the paragraph and line in which they are, give the examples of: (define each concept before giving an example from the passage). **(6 Marks)**
 - a. Substitution
 - b. Reference
 - c. Ellipsis
2. Which **reading skill (s)** did you use in finding the examples in question 1 section C? **(2 Marks)**
3. By giving specific examples, show how the writer has achieved **coherence**. **(2 Marks)**
4. How is paragraph 31 **organized**? **(3 Marks)**
5. What do the following **words mean** as used in the passage? **(5 Marks)**
 - a. Influx (paragraph 7)
 - b. Deportations (paragraph 7)
 - c. Alarmist (paragraph 18)
 - d. Tinderbox (paragraph 1)
 - e. Turbulence (paragraph 14)

End of the Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

ELL 115: ACADEMIC WRITING

TIME: THREE (3) HOURS

INSTRUCTIONS: *Answer ALL the questions. The questions carry equal marks.*

Marks will be awarded for a well-presented and well-written answer paper.

Question 1

Writing and speech are separate but related skills. In a well-structured academic essay, discuss with clear examples the similarities and differences between the two skills.

Question 2

Giving relevant examples, show how the “grammar” component of the course ELL 115 has helped you to improve your writing ability. In your answer make reference to the relevant grammatical concepts or categories.

Question 3

Answer either (a) or (b)

- (a) Comment on the following quotation: “An academic essay is in no way different from other types of essay. After all, all essays have the same structure. In fact, there is nothing special about the so-called academic writing.”
- (b) An academic essay is a specialized activity and there is a lot that goes into its development. Discuss exhaustively.

Question 4

In the light of what you know about academic writing highlight the strengths and weaknesses of the following text.

Dealing with Disappointment

One way to look at life is as a series of disappointments. Life can certainly appear that way because disappointment crops up in the life of everyone more often it seems than satisfaction. How disappointments are handled it can have a great bearing on how life is viewed. People can react negatively by sulking or by blaming others or they can try to understand the reasons behind disappointment.

Sulking is one of the way to deal with disappointment, this attitude – “Why does everything always happen to me” – is easy to adapt, but it is not productive? Everyone has had the experience of meeting people who specialize in feeling pity for themselves. A sulky manner will often discourage others from offering help. Unfortunately feeling sorry for yourself will never reduce the pain of disappointment. I mean this is obvious, isn't it.

Blaming others is another negative and unproductive way to cope with disappointment. This all too common response of pointing fingers at someone else doesn't help the situation. It leads only to anger, resentment and further unhappiness.

A positive way to handle disappointment is to try to understand the reasons behind the disappointment. An analysis of the causes of disappointment can have an excellent chance of producing favorable results. Often understanding alone can help alleviate the pain of disappointment and can help prevent future disappointments. Also it is wise to remember that what would be ideal is not necessarily what is reasonable to expect in any given situation. The ability to look disappointment squarely in the face and then go on from there is the first step on the way back.

Continuous handling of disappointment in a negative manner can lead to a negative view of life itself. Chances of personal happiness in such a state of being are understandably slim. Learning not to expect perfection in an imperfect world and keeping in mind those times when expectations were actually surpassed are positive steps toward allowing the joy of life to prevail.

END OF EXAMINATION

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

ELL 421: RESEARCH METHODS IN LINGUISTICS

TIME: THREE HOURS

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

1. Triangulation in research refers to the combination of two or more theories, data sources, methods, or investigators in the study of a given phenomenon. With reference to a research topic of your choice, illustrate the applicability of any two of the four dimensions of the concept of triangulation.
2. With reference to any study with which you are familiar, show how *title*, *statement of the problem*, *aim*, *objectives* and *research questions* relate to each other as components of research.
3. With relevant examples, distinguish between descriptive and analytical research in linguistics.
4. As a member of the University of Zambia speech community, you have observed differences in language use between direct entry and in-service students. You are not sure as to whether these differences are accidental or systematic. You decide to investigate the phenomenon.
 - (i) Suggest a title for the study
 - (ii) Define and identify the following variables in relation to the title:
 - (a) Dependent Variable;
 - (b) Independent Variable;
 - (c) Moderator Variable;
 - (d) Control Variable; and
 - (e) Intervening Variable.

End of Examination

The University of Zambia

School of Humanities and Social Sciences

Department of Literature and Languages

First Semester Final Examination for Full-Time – 12/11/2010

ELL 911 – Psycholinguistics

Time: Three Hours

INSTRUCTIONS: answer three (3) questions: QUESTION ONE (1) is compulsory; plus ANY OTHER TWO Questions.

Marks will be awarded for clarity of thought, coherence, scholarly arguments and grammar. Answer briefly but fully.

1. Does the critical period exist in both L1 and L2 acquisition? Discuss and exemplify.
2. Account for the factors leading to bilingualism, and point out the theoretical issues raised for and against bilingualism by some psycholinguists.
3. Memory is intricately linked to both L1 and L2 acquisition. Show its importance and the possible memory model for a bilingual's two languages.
4. Discuss the characteristic features of each of the chronological stages in child language development and also the acquisition of grammar, that is, the acquisition of "asking question"; "saying no" and "conversation handling".
5. Assess the importance of psycholinguistics to language instructors.

End of Examination



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

2010/2011 FIRST SEMISTER EXAMINATIONS

FR 111 : FRENCH LANGUAGE 1

INSTRUCTIONS:

- DICTIONARIES ARE NOT ALLOWED

- ANSWER ALL QUESTIONS FROM THE THREE SECTIONS ON THE ANSWER SHEET PROVIDED.

TIME : 3 HOURS

SECTION A : LA GRAMMAIRE

1. Complétez les phrases avec un pronom relatif convenable: (10 points)

1. Citez un pays on roule à gauche.
2. Je n'ai pas vu le film tout le monde parle.
3. Quel est le pays Christophe Colomb a découvert ?
4. Comment s'appelle l'homme a marché le premier sur la lune ?
5. Le tabac tu fumes tant te rendra malade.
6. Hélène a une coiffure lui va bien.

7. C'est une belle histoire la fin est très triste.
8. Comment s'appelle l'endroit se trouve le tombeau de Napoléon ?
9. Je t'apporte un cadeau te fera plaisir. ♣
10. Il est installé dans un village sa population est jeune.

11. Mettez à ou de après le verbe proposé

1. Il m'a demandé.....communiquer avec lui.
2. Je continue.....suivre des cours d'espagnol.
3. Elle a refusésortir avec lui.
4. Il n' aurait pas réussi.....faire ce travail sans toi.
5. Essayez....ne pas fumer.
6. N'oubliez pas.....apporter vos disquettes.
7. Il n'a pas commencéutiliser le traitement de texte.
8. N'hésite pas.....me téléphoner.
9. Mon père ne me permettra pas....travailler dans un bar.
- 10.Tu devrais cesserperdre ton temps.

111. Mettez au pluriel les noms suivants :

1. Un bœuf
2. Un cheval
3. Un caillou
4. Un malheureux
5. Un bal
6. Un cardinal
7. Un œil
8. Un cou
9. Un festival
10. Une table

- 111.** En français , un nom peut se former à partir d'un participe présent, ou d'un participe passé ou d'un infinitif. Donnez deux noms pour chaque.

IV. Donnez 3 caractéristiques pour chaque nom ci-après, et précisez son genre :

- 1) Bouteille
- 2) Choix
- 3) Fatigue
- 4) Yaourt
- 5) Sucre
- 6) Arc-en-ciel
- 7) Enfant
- 8) Dr Kaunda
- 9) Gentillesse
- 10) Assemblée

V. Donnez la nationalité d'une personne des pays suivants :

- 1) L'Israël
- 2) La Pologne
- 3) L'Asie
- 4) L'Ouganda
- 5) La Chypre
- 6) L'Irlande
- 7) L'île Maurice
- 8) Le Bénin
- 9) La Belgique
- 10) La Grèce

VI. Donnez 4 bases phonétiques et illustrez avec un verbe .

VII. Donnez 3 terminaisons phonétiquement qui favorisent le masculin et le féminin et deux noms qui sont neutres . (au total dix noms)

SECTION B: LA COMPREHENSION

D'après le texte « LES VRAIES JUMELLES à la page 51 du *Nomades, Contes d'Afrique*, répondez Vrai ou Faux pour chacune des phrases suivantes.

1. La fille du roi n'était pas encore à l'âge de se marier.
2. La fille du roi accepterait n'importe quel mari, pourvu qu'il soit riche.
3. Selon les conditions du roi, sa fille avait très peu de chances de se marier.
4. La position du roi était très favorable au mariage rapide de sa fille.
5. Les trois jeunes gens n'habitaient pas loin du village de la fille du roi.
6. Les trois jeunes gens étaient capables de remplir toutes les conditions du roi.
7. La fille du roi était admirée par tout le monde.
8. Donner naissance aux jumelles était l'une des plus faciles conditions pour les jeunes gens.

9. La jeune fille avait beaucoup de chagrin à cause des conditions posées par son père.
10. Finalement, la jeune fille n'a pas eu la liberté de se choisir un futur mari.

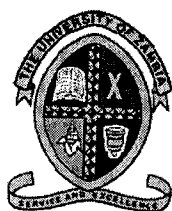
SECTION C : LA COMPOSITION

Choisissez un des sujets et rédigez en 150-200 mots.

1. Vous êtes étudiant € en français. Ecrivez à votre ami(e) qui n'aime pas la langue française en lui donnant des raisons de votre choix.
2. Choisissez un des ces personnage et dites pourquoi vous l'estimez et le respectez.
 - a) Nelson Mandela ou
 - b) Dr Kaunda

.....

END OF EXAMINATION



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

2010/2011 ACADEMIC YEAR FIRST SEMISTER EXAMINATION

FR 131: INTRODUCTION TO FRENCH I

DURATION: THREE HOURS

INSTRUCTIONS: DICTIONARIES ARE NOT ALLOWED, "Nomades" is ALLOWED
-ANSWER ALL QUESTIONS OF ALL SECTIONS ON THE ANSWER SHEET PROVIDED.
-THIS PAPER COMPRISES FOUR PAGES

SECTION A: DICTAION (ALREADY DONE)

La vie avec un serpent /L'aubergine du chasseur

Un jour qu'elle revenait des champs, elle eu le sentiment qu'elle était enceinte. Comme elle n'était pas mariée, elle craignit la réaction des villageois, dès lors qu'ils réaliseraient ce prodige. (Tiré de *Nomades contes d'Afrique*, page 3)

Le temps aidant, la vie repris son cours. Nyachi se sentait soulagée que fût écartée celle qui l'avait arraché à son mariage. (Tiré de *Nomades contes d'Afrique*, page 22)

SECITION B: COMPOSITION:

ANSWER ONE OF THE QUESTIONS (in French)

A. You have a friend you do not like. Describe him/her to your mother. Talk about:

1. Son âge, sa taille, les habits qu'il porte, sa résidence.

2. Say what you like and what you do not like about him/ her.
3. Add any other special features.

B. You have received the following letter from your friend Jacqueline. Unfortunately you cannot attend this wedding. You have already booked for an organized trip to Guadeloupe.

Cher, / Chère

J'ai une grande nouvelle à t'annoncer. Paul et moi, nous allons nous marier le 5 décembre. La cérémonie aura lieu à Bordeaux. Je t'invite d'être là. Et j'espère que tu seras là.

Paul a trouvé un travail très intéressant dans une société d'import- Export et moi je suis professeur dans une école non loin de ma maison. Nous allons donc habiter à Bordeaux dans un grand appartement de quatre pièces. Voici notre adresse : Jacqueline et Paul, 56 avenue de la Gare, 33000 Bordeaux. Ecris-moi vite. Donne-moi de tes nouvelles.

Bonjour à tes parents.

Jacqueline.

SECTION C: COMPREHENSION

D'après le texte 17 PAGE 56 "La vieille Femme et Les Trois Chiens"

Choisissez la bonne réponse.

1. (a) La vieille femme était une bonne personne.
(b) La vieille femme était aimée de tout le monde.
(c) La vieille femme avait beaucoup d'amis parmi les voisins.
(d) Pas de bonne réponse.
2. (a) La vieille femme utilisait du poison pour tuer les gens.
(b) La vieille femme utilisait un grand couteau pour tuer les gens.
(c) La vieille femme utilisait ses bras pour tuer les gens.
(d) Pas de bonne réponse
3. (a) Les trois chiens étaient très méchants.
(b) Les Trois chiens étaient très gentils.
(c) Les trois chiens mangeaient tout de suite ce qu'ils tuaient.
(d) Pas de bonne réponse.

4. (a) La vieille femme voulait que le jeune homme retourne chez lui.
(b) La vieille femme n'a rien offert au jeune homme.
(c) Le conseil donné au jeune homme par la vieille femme, était fondé.
(d) Pas de bonne réponse.
5. (a) La vieille femme ne voulait pas tuer le jeune homme.
(b) La vieille femme avait l'intention de tuer le jeune homme.
(c) La vieille femme ne voulait faire aucun mal au jeune homme.
(d) Pas de bonne réponse.
6. (a) La longue dent de la vieille femme a effrayé les chiens, d'où les aboiements.
(b) La vieille femme cachait toujours sa longue dent magique.
(c) La longue dent magique de la vieille femme ne se montrait jamais.
(d) Pas de bonne réponse.
7. (a) Les trois chiens assuraient la sécurité de la vieille femme.
(b) Les trois chiens veillaient sur la vie du jeune homme.
(c) Les trois chiens ne faisaient pas grand chose chez la vieille femme.
(d) Pas de bonne réponse.
8. (a) Avant de lier les chiens, le jeune homme ne savait rien de l'intention de la vieille.
(b) Avant de lier les chiens, le jeune homme a choisi des cordes fortes.
(c) Avant de lier les chiens, le jeune homme avait découvert l'intention de la vieille.
(d) Pas de bonne réponse.
9. (a) D'après la vieille, les chiens liés pouvaient sauver le jeune homme.
(b) D'après la vieille, lier les chiens était un avantage pour le jeune homme.
(c) D'après la vieille, ne pas lier les chiens était dangereux pour le jeune homme.
(d) Pas de bonne réponse.
10. (a) Tout le monde était content de la mort de la vieille femme.
(b) Tout le monde voulait la mort du jeune homme.
(c) Tout le monde était content des dents de la vieille femme.
(d) Pas de bonne réponse.

SECTION D: GRAMMAIRE

ANSWER ALL QUESTIONS.

A. Mettez les verbes entre parenthèse au passé-composé. (5 POINTS)

Hier Justine -----1 (aller) à l'aéroport seule. Elle-----2 (rencontrer) sa cousine qui habite en France. Elles-----3 (parler) toute la nuit. Le matin, Justine était très fatiguée mais sa cousine, elle-----4 (prendre) un roman très volumineux. Elle -----5 (lire) toute la journée.

B. Choisissez le possessif qui convient (5 POINTS)

(Mon, ma, mes) amie Yvonne est à l'hôpital. Elle a pris tous (son, sa, ses) habits avec elle. Mais (son, sa, ses) photos sont restées sur la table. (Mon, ma, mes) parents se demandent pourquoi elle a fait cela. Moi je suggère que (son, sa, ses) médecin l'examine avant que (son, sa, ses) sa condition ne se détériore.

C. Remplacez les vides par ce, cet, ces, cette (5 POINTS)

- 1.....histoire se raconte partout dans la ville.
2. Coupezarbre car il va tomber sur.....jolie maison qui vient d'être peinte.
- 3.....événement est déjà passé mais les gens en parlent toujours.
4. Débarrasse-toi de habits sales car tu dois aller à l'école.

D. Répondez à la forme négative. (5 POINTS)

1. Tu fais quelque chose ce soir ?
Non, je-----
1. Vous attendez quelqu'un à la station ?
Non, nous-----
2. Est-ce que tu rencontres toujours William ?
Non, je----- ?
3. Avant j'allais souvent au cinéma, maintenant je-----
4. Il n'y a-----à la gare, tout le monde est parti.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2010/2011 FIRST SEMESTER EXAMINATIONS

FR 211 PAPER I: FRENCH LANGUAGE AND PHONETICS 11

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries ARE NOT allowed.

Answer all questions from the two sections on the answer sheet provided.

SECTION A: LA GRAMMAIRE

1. Copiez et complétez avec un pronom relatif (qui, que, dont, où, dont, laquelle)

1. C'est la salle.....l'on se réunit tous les lundis.
2. Noémi est la secrétaire.....tu as rencontrée hier.
3. Jean est très populaire. C'est la personnetout le monde parle.
4. C'est le contrat....j'ai signé la semaine dernière.
5. Attila est le concierge.....tout le monde a peur.
6. C'est une histoire d'une fillea perdu son chat.
7. C'est le guichet....je change mon argent.
8. Camille est la femme avec.....je prends régulièrement le déjeuner.
9. C'est quelqu'un j'ai connu pendant les vacances.
10. Le livreil m'a donné est très beau.

11. Voici une phrase simple :

Papa est malade.

Transformez-la en phrases complexes

- i) Propositions coordonnées
- ii) Propositions subordonnées
- iii) Propositions juxtaposées

111

a) Donnez le participe présent des verbes suivants :

- i) Venir
- ii) Descendre
- iii) Ecrire
- iv) Manger
- v) Savoir
- vi) Etre
- vii) Avoir
- viii) Rire
- ix) Dire
- x) Croire

b) Transformez les phrases suivantes en utilisant le gérondif.

Exemple : *Quand on a déplacé ce meuble, on a cassé le vase de Chine !*
→ *En déplaçant ce meuble, on a cassé le vase de Chine !*

- i) Lorsque j'ai rangé mes affaires, j'ai trouvé cette lettre.
- ii) Pour nous réveiller, elle a crié.
- iii) Nous allons examiner chaque cas et on va commencer par le plus urgent.
- iv) Si vous mélangez du bleu et du jaune, vous obtenez du vert.
- v) Quand j'ai déménagé, j'ai jeté beaucoup de choses.

1V. Copiez, choisissez et puis soulignez la bonne réponse.

1. Quand les campeurs sont *arrivés / arrivé*, ils se sont partagé les tâches avant de s'installer.
2. Savez-vous pourquoi Julie s'est *absenté / absenteé* la semaine dernière ?
3. Voici la maison que mes voisins se sont *achetée/ achetés*.
4. Voici les suggestions que j'ai *retenu / retenues*, car elles ont été approuvées par les membres de l'association.
5. J'espère que la lettre qu'ont *reçu/ reçue* mes parents ne les a pas trop (6) *bouleversé/ bouleversés*.
7. André et Isabelle sont *partis/parties* après la classe.
8. Tu as *pris/prise* la voiture pour venir ici ?
9. Vous *avez/ êtes* acheté un beau pantalon.
10. Elle s'est *promené/ promenée* seule dans la rue.

V. Construisez une phrase au passé composé avec les verbes suivants :

- i) boire
- ii) mourir
- iii) avoir
- iv) vouloir
- v) dormir
- vi) être
- vii) mettre
- viii) courir
- ix) naître
- x) recevoir

SECTION B: LA COMPREHENSION

Lisez le dialogue suivant et répondez aux questions.

Un journaliste et une envoyée spéciale

- Le journaliste :** Et maintenant, notre envoyée spéciale Suzanne Marchand pour le mariage de l'actrice Isabelle Rémy avec l'homme d'affaires Oscar Durieu. Suzanne, c'est à vous.....
- Suzanne :** Bonjour, Paul, ici , il fait un temps magnifique. Pendant que je vous parle les invités entrent dans le château où le banquet va avoir lieu. Depuis que je suis arrivée ici, j'ai vu passer des couples très célèbres.
- Le journaliste :** Suzanne, avez-vous assisté à la cérémonie religieuse ?
- Suzanne :** Bien sûr, l'église était pleine de fleurs blanches et un groupe d'enfants a chanté pendant toute la cérémonie. C'était très émouvant, j'ai pleuré, Paul, comme tout le monde ici.
- Le journaliste :** Ah bon. Est-ce que les enfants d'Oscar sont là ?
- Suzanne :** Non, Paul, ils l'ont déclaré à la presse hier : ils ne viendront pas au septième mariage de leur père. Quel dommage ! Oscar Durieu est l'homme le plus riche de France depuis qu'il a acheté la société Vins et Fromages. Il a 66 ans et il a vécu pendant onze ans avec la chanteuse Sylvie Marteau.
- Le journaliste :** Quelques mots sur Isabelle Rémy ?
- Suzanne :** Isabelle Rémy a 19 ans, c'est son premier mariage bien sûr, elle connaît Oscar Durieu depuis neuf mois, plus exactement depuis qu'elle a tourné dans le film Oscar Oscar, qui raconte la vie d'Oscar Durieu. Mon cher Paul, ce mariage est une magnifique histoire d'amour.
- Le journaliste :** Si vous dites, je n'en doute pas, Suzanne.

Répondez dans une phrase complète aux questions suivantes.

1. Quelles sont les professions des mariés ?
2. Pourquoi les gens vont-ils au château ?
3. De quelle couleur étaient les fleurs ?
4. Les enfants d'Oscar sont-ils venus à l'église ?
5. Combien de fois Oscar s'est-il marié ?
6. Quel âge Isabelle et Oscar ont-ils ?
7. Que pense Suzanne de ce mariage ?

2. Remplacez les mots en italique par les mots exacts du dialogue.

1. Suzanne, *vous pouvez parler...*
2. Où le banquet va *se passer*.
3. *Il y avait beaucoup d'émotion*.
4. *Non, Paul, ils l'ont déclaré aux journaux hier*.
5. Quelques *informations* sur Isabelle Rémy.
6. *C'est la première fois qu'elle se marie*.
7. Mon cher Paul, ce mariage est une *très belle* histoire d'amour.
8. Si vous le dites, *je le crois*, Suzanne.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2010/2011 FIRST SEMESTER EXAMINATIONS

FR 311 PAPER 1 : INTERMEDIATE FRENCH LANGUAGE

TIME : THREE HOURS

INSTRUCTIONS

NO Dictionaries are allowed.

Answer all questions from both sections on the answer sheet provided.
The examination comprises 5 pages.

SECTION A: LA COMPREHENSION

- A. Lisez ces exploits authentiques, extraits du Livre des Records. Donnez un titre à chaque exploit.
1. Le 2 octobre 1979, David Donaghan a lancé un œuf depuis un hélicoptère à 200 m d'altitude. L'œuf a été récupéré intact.
 2. De 1960 à 1982, le fakir indien Mastram Bapu est resté pendant 22 ans au même endroit sur le bord d'une route dans le village de Chitra en Inde.
 3. Le lieutenant soviétique Cherov, éjecté de son avion, est tombé sans parachute de 6 700 m d'altitude, sur une montagne enneigée. Il a été seulement blessé.

4. Michel Lotito, de Grenoble, mange du métal et du verre depuis 1959. Il peut avaler 900 grammes de métal par jour. Depuis 1966, il a avalé 12 vélos, 7 postes de télévision et un petit avion.
5. Et un très vieux record : Au 6^e siècle, en Syrie, Siméon le Stylite est resté pendant 45 ans en haut d'une colonne de 20 m de haut.

Le Nouveau Sans Frontières

B. Lisez le texte et puis répondez aux questions qui suivent

Les agents d'ambiance dans les transports publics Béziers semblent avoir fait baisser le nombre d'agressions et d'incivilités à bord des cars de la ville. L'union des transports publics vient de publier une enquête sur la sécurité au plan national dans laquelle il ressort que les agressions physiques ont progressé de 26%. Dans les villes de moins de 100 000 habitants, c'est là que l'augmentation est la plus importante. Sauf à Béziers semble-t-il, 71 000 habitants et 130 chauffeurs des Bus Occitans qui disent qu'ils n'ont jamais été tranquilles.

On est bien loin des années 90 où les chauffeurs conduisaient –ils, la peur au ventre. Le dernier grave remonte à 2004, une conductrice avait été agressée par un déséquilibré. Depuis le début de l'année, on comptabilise seulement deux vitres cassées. Des chauffeurs qui attribuent cette situation singulière à la présence de six agents d'ambiance qu'on appelle des vérificateurs de perception. Recrutés dans les quartiers sensibles de Béziers, ils anticipent les tensions par le dialogue. Résultats, sur 5 000 contrôlés dans les cars par mois, moins de 10PV sont dressés.

France Info- Laure de Beaulieu : 7 jours en France : Montpellier

Trouvez le sens des mots grâce au contexte ci-dessus. Copiez et complétez avec la bonne réponse.

1. Une enquête est :
 - a. Une recherche systématique d'informations
 - b. Un livre
2. Il ressort que..veut dire qu'il
 - a. Sort à nouveau
 - b. Apparaît que
3. Semble-t-il veut dire :
 - a. Apparemment
 - b. C'est sûr
4. Avoir la peur au ventre veut dire :
 - a. Avoir toujours peur.
 - b. Avoir mal au ventre.
5. Un déséquilibré est :
 - a. un fou
 - b. Un homme qui tombe souvent.
6. Singulière veut dire :
 - a. normale, courante.
 - b. Unique, spéciale
7. Une perception est :
 - a. une action de collecter, d'encaisser de l'argent
 - b. un fait de ressentir quelque chose.
8. Des recrutés sont des :
 - a. repoussés , rejetés
 - b. engagés, embauchés.
9. Des sensibles sont ceux ou celles :
 - a. qui ont des émotions fortes

b. qui posent des problèmes de sécurité publique.

10. La tension est :

- a. l'agressivité entre les gens.
- b. la sympathie entre les gens.

111. Associez les énoncés de la colonne A avec ceux de la colonne

A

B

<ol style="list-style-type: none"> 1. C'est haut ! 2. On doit tout porter dans les sacs à dos ? 3. Combien y a-t-il d'animateurs ? 4. 500F d'argent de poche, ça suffit ? 5. Quelles activités sont prévues ? 6. C'est la première fois que vous emmenez un groupe ? 7. Qu'est-ce qu'il faut prévoir comme vêtements ? 8. On m'a dit que c'était raide. 9. Moi, les insectes je crains. 10. C'est pas trop dangereux ? 11. On pourra se laver ? 12. L'eau de cette fontaine, je peux la boire ? 13. Vous trouvez pas qu'il a l'air bien jeune le pilote ? 	<ol style="list-style-type: none"> a. Largement. b. Légers mais chauds. Le coupe-vent est indispensable. c. Mais non ! C'est le steward... d. Non, pas de problème, ce sont des professionnels. e. Tennis, piscine, rando est jeux collectifs en veillées. f. On ne dépasse pas les 3 000. g. Mais non, le strict minimum, le reste, les mules s'en chargent. h. Un des refuges a de l'eau chaude. i. Prévoyez une bonne crème, si vous êtes sensible. j. Un pour six et ils ont leur BAFA. k. Moi oui, mais lui il fait ça depuis longtemps. l. Oui, mais on est encordé. m. Si elle n'est pas portable, ça doit être écrit.
--	--

1	2	3	4	5	6	7	8	9	10-13

SECTION B : LA COMPOSITION

Ecrivez sur DEUX des sujets suivants en 250^e mots pour chaque.

1. Quels changements feriez-vous à l'UNZA si vous étiez le/ la vice chancelier (ère) ?
2. Quelle est la meilleure saison de passer aux examens à votre université ?
Donnez vos raisons.
3. Ecrivez une lettre de rupture à votre fiancé (é) en expliquant vos raisons.
Vous étiez déjà dans cette relation depuis trois ans et vous devriez vous marier ce décembre-ci.

.....
END OF EXAMINATION



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

2010/2011 ACADEMIC YEAR FIRST SEMISTER EXAMINATION

FR 321: INTERMEDIATE STUDIES IN AFRICAN LITERATURE IN FRENCH

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES AND BOOKS ARE ALLOWED
-ANSWER TWO QUESTIONS IN SECTION A AND ONLY ONE
QUESTION IN SECTION B ON THE ANSWER SHEET
PROVIDED.
-THIS PAPER COMPRISES TWO PAGES

SECTION A : LA NEGRITUDE

- 1) Parlez de manière exhaustive de la naissance de la négritude.
- 2) Enoncez brièvement la négritude selon Léopold Senghor, puis la négritude selon Aimé Césaire et comparez ces conceptions de ces deux poètes en tirant une conclusion selon vous.
- 3) Que pense Jean-Paul Sartre du mouvement de la négritude en préfaçant Hosties noires de Léopold S. Senghor ?
- 4) Pour vous, que vous rappelle ce nom : « Aimé Césaire » ? Expliquez votre réponse.

SECTION B : LE ROMAN

- 1) Conversation entre Rigaud et Monsieur Bobichon :
 - « Il me faut des auxiliaires, des gens qui servent d'intermédiaires entre nous et la population. Apprenez-leur des choses empruntées à leur milieu, à leur vie. Pas de grandes théories, surtout pas de philosophie. Ce ne sont pas des hommes de tête qu'il nous faut, mais des hommes de main. Qu'ils nous servent sans poser de questions et qu'ils obéissent avant de comprendre. S'ils arrivent à distinguer leur main droite de la gauche, c'est largement suffisant ; il n'en faut pas plus...vous m'avez compris, n'est-ce pas ?

- Soyez tranquille, M. Bobichon, vous pouvez compter sur moi. »

Question : A travers cet extrait tiré du roman « L'Odyssée de Mongou » de Pierre Sammy, étudiez la mentalité de M. Bobichon concernant les indigènes, à savoir, les Bandias

- 2) « Jusqu'à l'arrivée de Danjou, l'univers des Bandias s'arrêtait aux collines et à la ligne de forêts qui limitaient Limanguigna, leur village. Au-delà, c'était le néant. Ils trouvaient dans les frontières de leurs terres l'essentiel de leur existence, et la vie coulait, paisible ».

Question :

- a) Discutez l'autonomie des Bandias.
- b) Qu'est-ce qui se passe après l'arrivée des Bawes ?

END OF EXAMINATION



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END OF EXAMINATION



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

2010/2011 ACADEMIC YEAR FIRST SEMISTER EXAMINATION

FR 331: TRANSLATION FROM FRENCH TO ENGLISH

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE ALLOWED
-ANSWER ALL QUESTIONS IN ALL THE THREE SECTIONS
ON THE ANSWER SHEET PROVIDED.
-THIS PAPER COMPRISES THREE PAGES

SECTION A:

**READ THE LETTER IN ENGLISH AND ITS TRANSLATION. IDENTIFY 15
TRANSLATION ERRORS OR PROBLEMS AND CORRECT THEM.**

BOOKING A HOTEL ROOM

In Writing
The Manager
Hotel Carlton

Dear Sir,

June 15th, 198

We should like to book a single room with bath from July 2nd until July 4th after breakfast.

The reservation is to be made in the name of James K. Eastman.

Mr. Eastman will check in on the morning of the 2nd; he will require secretarial help for two days, together with a qualified German/English interpreter familiar with electronic industry. Telex facilities would also be a help.

Should there be no vacancies on these dates, would you be so kind as to suggest possible alternatives sufficiently in advance so that the necessary arrangements can be made here?

We look forward to an early reply.

Yours sincerely,

RESERVATION D'UNE CHAMBRE

Par écrit

Monsieur le Directeur
Hôtel Carlton
Le 15 juin 198

Monsieur le Directeur,

Nous souhaitons retenir une chambre d'une personne, avec salle de bain, du 2 au 4 juillet après le petit déjeuner. La réservation est au nom de James K. Eastman.

Monsieur Eastman se présentera le 2 au matin ; il aura besoin d'une secrétaire pour une durée de deux jours, ainsi que d'un interprète allemand/anglais qualifié, et familiarisé avec l'industrie de l'électronique.

Des installations de telex seraient utiles.

Au cas où vous n'auriez pas de chambre libre à ces dates, auriez-vous l'obligeance de nous proposer des solutions de rechange suffisamment à l'avance, en sorte que les dispositions utiles puissent être prises de notre côté ?

Nous comptons vivement sur une réponse rapide, et nous vous prions d'agréer...

SECTION B: TRANSLATE INTO ENGLISH THE TEXT BELOW.

...sur la base de tels documents.

Peu de renseignements sont disponibles sur les réactions de la clientèle. Aucune évaluation systématique d'une progression ou d'un ralentissement des ventes ne semble avoir entreprise jusqu'à présent de façon permanente pour tel ou tel produit. Il est significatif que nous n'ayons pas de données précises sur les résultats de la campagne publicitaire de mars-avril, les seuls documents enregistrés étant des lettres d'agents et de fournisseurs exprimant leur satisfaction sur la façon dont elle fut menée. Mais, encore une fois, aucune enquête quantitative sur ses conséquences en matière de vente.

De même, les seuls documents dignes de confiance sont les résultats de fin d'exercice.

SECTION C: TRANSLATE THE FOLLOWING PASSAGE FROM FRENCH INTO ENGLISH

Nous, Chefs d'Etat et de gouvernement des Etats membres de la Conférence internationale sur la Région des grands Lacs;

Conscients de la nécessité de respecter la démocratie et la bonne gouvernance ainsi que les principes fondamentaux consacrés par la Charte des Nations unies et par l'Acte constitutif de l'Union africaine, notamment l'intégrité territoriale, la souveraineté nationale, la non-ingérence et la non-agression, l'interdiction pour tout Etat membre de permettre l'utilisation de son territoire comme base pour l'agression ou la subversion contre un Etat membre ;

Conscients de la nécessité d'une volonté effective et soutenue de rechercher conjointement des solutions pacifiques à nos différends et, plus particulièrement d'honorer nos engagements dans un esprit de confiance mutuelle ;

Réaffirmant notre détermination individuelle et collective de fonder les relations entre nos Etats sur les Instruments juridiques internationaux, les principes fondamentaux universels, les options politiques prioritaires et les principes

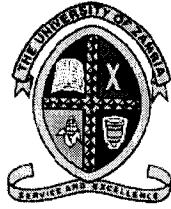
directeurs contenus dans la Déclaration de dar-es-Salaam et de transformer la Région des Grands Lacs, dans le cadre de notre destin commun, en espace de paix et de sécurité durables, de stabilité politique et sociale, de croissance économique et de développement partagés, par une coopération et une intégration.

Déterminés à assurer le respect strict des normes et principes fondamentaux du droit international humanitaire, notamment ceux afférents à la protection et à l'assistance devant être apportées aux femmes, aux enfants, aux réfugiés et aux personnes déplacées, dont les violations ont gravement affecté les populations concernées ;

Convenons solennellement DE CE QUI SUIV :

.....

END OF EXAMINATION



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

2010/2011 ACADEMIC YEAR FIRST SEMISTER EXAMINATION

FR 411: ADVANCED FRENCH LANGUAGE

PAPER: TWO

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES AND TEXTE BOOKS ARE ALLOWED
-ANSWER ALL QUESTIONS IN ALL SECTIONS ON THE ANSWER SHEET PROVIDED.
-THIS PAPER COMPRISES FOUR PAGES

SECTION A: EXPLICATION DE TEXTE

Présidentielle : chasse aux voix sur les terres de Bédié

L'ancienne boucle du cacao ivoirien a connu des jours meilleurs. Mais le pays baoulé suscite toujours la convoitise des partis qui – grands ou petits – chassent sur les terres de l'ex-président Henri Konan Bédié en vue de l'élection du 31 octobre.

Daoukro, le 2 octobre, 8 heures du matin. Le maquis a ouvert depuis un bon moment déjà et le poste de radio du restaurateur égrène les nouvelles du jour. L'annonce de la fixation du prix d'achat du cacao, à 1□100 F CFA le kilo (1,68 euro), déclenche une salve de commentaires chez les clients attablés devant leur café. « C'est un prix extraordinairement élevé », remarque l'un deux. « On est bien en campagne électorale□! »

Ainsi va la Côte d'Ivoire. Depuis quelques semaines, tout est prétexte au commentaire politique, du cours des matières premières à l'inhabituel afflux des dons, en passant par la réfection des routes. « Les candidats viennent nous voir, alors on bouche des trous et on défriche les bas-côtés », plaisante un autre. Et ce n'est pas un luxe. Entre Bouaké, Daoukro et Dimbokro, la nature a repris ses droits. Par endroits, la chaussée est envahie par les arbustes et les pistes sont dans un état déplorable. « Comment voulez-vous qu'on entretienne les routes, s'énerve un cadre du Conseil général de Daoukro. Sur une

promesse initiale de 5 milliards de F CFA, l'État nous verse 320 millions de budget annuel de fonctionnement. » Faute de moyens, on bricole, on rafistole. Les autorités locales se contentent de parer au plus pressé.

Militants analphabètes

Duhamel N'Goran, chemise-pagne bordeaux, quitte le maquis plus tôt qu'à son habitude. Militant du Parti démocratique de Côte d'Ivoire (PDCI, le parti d'Henri Konan Bédié), il est attendu à une réunion importante□: les cartes d'électeur et d'identité arrivent prochainement. Il faut organiser leur distribution et expliquer comment remplir les bulletins de vote. « C'est une des clés du scrutin, précise Duhamel. Une bonne partie de nos militants sont analphabètes. On doit leur apprendre à reconnaître le nom de leur candidat. »

Éviter le naufrage

Ici, Bédié est attendu comme le messie. Généreux donateur du temps de sa présidence, il est le principal artisan du développement de sa ville natale. Mais les plus anciens, eux, regrettent surtout la vie au temps de Félix Houphouët-Boigny. « Son décès, en 1993, a marqué la fin d'une époque, explique Corcher Yao Koffi, planteur du campement de Nkoussi Nankro. Dans les années 1970 et 1980, le prix du cacao était élevé et les terres cultivables importantes. Ce n'est plus le cas aujourd'hui. Beaucoup de bras valides sont partis s'installer à l'ouest et ceux qui sont restés ont particulièrement souffert. » Pourtant, depuis une vingtaine d'années, la forêt a commencé à se régénérer et l'agriculture retrouve des couleurs. Mais les planteurs de l'ancienne boucle du cacao sont de plus en plus nombreux à se tourner vers le teck ou l'hévéa, jugés plus rentables.

À Bongouanou, à une cinquantaine de kilomètres au sud de Daoukro, c'est Laurent Gbagbo que les militants du Front populaire ivoirien (FPI) se préparent à fêter. Les animateurs de Radio Moronou, la station communautaire de la région, annoncent en boucle l'arrivée du chef de l'État, le 5 octobre. « Sa venue nous honore, s'enthousiasme Jean-Pierre Nanan Amien Kabran, le président de la radio et inconditionnel du président. On va lui dire merci pour avoir évité le naufrage de la Côte d'Ivoire. »

En plein cœur du pays baoulé – une région traditionnellement favorable au PDCI –, cette préférence affichée pour le candidat du parti présidentiel peut surprendre. Sauf que cela fait longtemps que Bongouanou a montré son « indépendance d'esprit ». À l'avènement du multipartisme, en 1990, c'est un cadre du FPI – et un enfant du pays – que les électeurs portent à la tête de la mairie□: Pascal Affi Nguessan, qui deviendra Premier ministre au début des années 2000. « Dans la région, le vote des populations devrait aller massivement au parti de Bédié, résume un journaliste local. Mais le FPI a fait une percée dans les villes de M'Batto, Arrah et Bongouanou. »

Une carte maîtresse

C'est sur ces avant-postes que s'appuie le camp Gbagbo pour déstabiliser le PDCI dans ses bastions historiques du N'Zi et du Moyen-Comoé. Albert Mabri Toikeusse, le président de l'Union pour la démocratie et pour la paix en Côte d'Ivoire (UDPCI), et Francis Woodié, pour le Parti ivoirien des travailleurs (PIT), chassent eux aussi sur les terres de l'ancien parti unique, mais leur avancée reste très limitée. Pour enrayer leur progression, le candidat Bédié possède une carte maîtresse : la dynamique Amah Marie Tehoua, ancienne ministre de l'Industrie. Elle a raflé, en 1995, les postes de député et de maire avant que sa candidature ne soit invalidée aux municipales de 2001, et jette actuellement toutes ses forces dans la bataille pour faire pencher, du côté du PDCI, la chefferie traditionnelle, les organisations de femmes et de producteurs et les jeunes.

À M'Bahiakro, non loin de Bouaké, les électeurs se préparent à aller aux urnes. Attaquée sept fois par les Forces nouvelles en septembre 2002, la ville a tenu bon et a accueilli massivement les réfugiés qui, dans les semaines qui ont suivi, ont fui les zones rebelles. Elle compte aujourd'hui près de 20 000 habitants. « La mixité a toujours été importante chez nous, explique le commandant à la retraite Abdoulaye Fofana, premier adjoint au maire. Vous ne trouverez pas une cour baoulée où ne vit un enfant malinké, et vice versa. » Ici, chrétiens et musulmans pratiquent et cohabitent dans la plus grande tolérance et l'on ne croit pas à la possibilité d'un embrasement dans le sillage de l'élection. « Tout devrait bien se passer le jour du vote », ajoute l'ancien militaire. Pour le fils du chef de canton, Aimé Kouassi Nguessan, le risque est ailleurs : « Les élites politiques locales jouent l'apaisement, mais les leaders de la jeunesse suivent souvent les mots d'ordre des partis politiques à Abidjan. » Et le rôle de la chefferie dans tout cela ? « Nous passons des messages de paix, mais la jeunesse perd globalement le sens des valeurs », regrette le chef du canton, Yao Kouassi. Du côté des jeunes, on réplique qu'autrefois « les chefs de village donnaient leurs consignes de vote et les électeurs suivaient comme des moutons. Ce n'est plus le cas aujourd'hui ».

QUESTIONS:

1. Qu'entendez-vous par chasse aux voix sur les terres de Bédié ?
2. Résumez l'essentiel de ce texte en 100 mots
3. Expliquer l'emploi de l'expression « éviter le naufrage » dans ce passage.

SECTION B : COMPOSITION

QUESTION : REDIGEZ UNE COMPOSITION DE 200 à 300 MOTS SUR LE SUJET CI-DESSOUS :

« A-T-ON RAISON DE DIRE QUE CE SONT LES GRANDS HOMMES QUI FONT L'HISTOIRE ? »

SECTION C

**TRADUISEZ CE PARAGRAPHE DU FRANCAIS EN ANGLAIS.
COMPOSITION ET PROPRIETES DES ATOMES.**

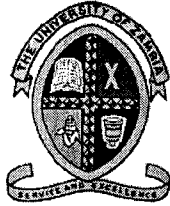
Les Chimistes et les Physiciens du siècle dernier avaient déjà découvert qu'il existait autant d'atomes différents que d'éléments, c'est-à-dire que des corps chimiques simples : hydrogène, oxygène, fer, cuivre, (Il en existe plus de cent) et que tous les atomes d'un même élément étaient identiques.

Ainsi, deux atomes d'hydrogène sont exactement semblables et il est impossible de les distinguer l'un et l'autre ; ils ont même forme, même dimension, contiennent les mêmes charges électriques élémentaires (électron et proton) et possèdent la même masse M (1).

Par contre, les atomes d'un autre élément, comme le fer par exemple, sont identiques entre eux mais différents des atomes d'hydrogène, car leurs dimensions sont pratiquement les mêmes, la masse de l'atome de fer est 56 fois plus grande que celle de l'atome d'hydrogène et le nombre de charges électriques qu'il contient est plus important : 26 pour le fer, 1 pour l'hydrogène.

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END OF EXAMINATION



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

2010/2011 ACADEMIC YEAR FIRST SEMISTER EXAMINATION

FR 431: ADVANCED TRANSLATION FROM FRENCH TO ENGLISH

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE ALLOWED
-ANSWER ALL QUESTIONS IN ALL THE THREE SECTIONS
ON THE ANSWER SHEET PROVIDED.
-THIS PAPER COMPRISES THREE PAGES

SECTION A:

READ THE ENGLISH TEXT AND ITS FRENCH TRANSLATION. IDENTIFY 20 TRANSLATION ERRORS OR PROBLEMS AND CORRECT THEM.

IN THE ACCOUNTS DEPARTMENT

Accountant (Paul) and Assistant (Jenny)

Paul. We'll have to do something about those overdue accounts. We've sent out reminders (rimaindez), but nothing happened yet. Jeffries and Co have been owing us 1,200 pounds for over 3 months now.

Jenny. I've checked with the bank. Jeffries have actually sent a cheque worth 800 pounds. I suggest we demand payment of the balance within a week. Otherwise, we'll have to pass on their file to the legal department.

P. I'm afraid we'll have to use a collection agency again. And there are worse debtors [detez]! Look at the Parkinson account! For the last consignment we sent them, we drew a bill payable [péiebel] two months after date. That was almost four months ago. We had the bill discounted three months ago, and I know the bank has not obtained payment yet.

J. I have a feeling Baxter and Groves are reluctant to pay too. We should have got their remittance [rimitens] by now. Payment fell due on Monday. Another bad debt I'm afraid. I'll have a reminder sent out to them together with the note about additional charges for outstanding accounts.

P. We've already had trouble with them. You can threaten to sue [siou:]. They're not regular customers, and I suggest we've seen the last of them anyway. I wouldn't mind losing their custom if we can recover the money.

J. Now what should I do about this dud cheque business?

P. We can't do anything yet. We'll have to get in touch with the giro first.

DANS LE SERVICE COMPTABILITE

Comptable (Paul) et Assistance (Jenny)

Paul. Il nous faudra faire quelque chose au sujet de ces comptes en souffrance. Nous avons envoyé des lettres de rappel, mais rien ne s'est produit. Cela fait plus de trois mois maintenant que J. & co nous doivent 1,200 livres.

Jenny. J'ai vérifié avec la banque. Jeffries a en fait envoyé un chèque d'une valeur de 800 livres. Je suggère que nous réclamions le paiement du solde dans les 8 jours. Sinon il faudra transmettre (passer) leur dossier au service du contentieux.

P. Je crains qu'il ne nous faille utiliser à nouveau une agence de recouvrement. Et il y a pire comme débiteur! Regardez le compte Parkinson! Pour le dernier envoi que nous leur avons fait parvenir, nous avons tiré une traite payable à 60 jours. C'était il y a presque 4 mois. Nous avons fait escompter la traite il y a 3 mois et je sais que la banque n'a pas encore obtenu de paiement.

J. j'ai l'impression que Baxter & Grove sont peu disposés à payer également. Nous devrions avoir reçu leur versement à l'heure qu'il est. Le paiement est venu à échéance lundi. Encore une mauvaise créance, j'en ai peur. Je leur ferai adresser une lettre de rappel jointe à la note concernant les frais supplémentaires pour paiement en retard.

P. Nous avons déjà eu des ennuis avec eux. Vous pouvez menacer de les poursuivre. Ce ne sont pas des clients réguliers et je soupçonne (subodore, imagine) que nous ne les reverrons plus de toutes façons. Cela ne nous dérangerait pas de perdre leur clientèle si nous pouvons récupérer l'argent.

J. Et maintenant, que dois-je faire au sujet de cette histoire de chèques sans provision?

P. Nous ne pouvons rien faire encore. Il nous faudra nous mettre en rapport avec les banques postaux d'abord.

SECTION B: TRANSLATE INTO ENGLISH THE TEXT BELOW

Sommaire
Depuis plusieurs mois les usines travaillent à plein rendement et la société est maintenant confrontée au problème de la croissance. De nouvelles infrastructures ont été acquises pour répondre aux besoins d'une production en expansion et on recherche des moyens pour optimiser les nouvelles installations et le nouveau matériel.

La société détient déjà une grande part du marché intérieur dans les domaines où la production est rentable (appareils ménagers, voir rapport marketing) et toute tentative d'augmenter cette part demanderait de tels efforts pour des résultats douteux que cela n'en vaudrait pas la peine.

En conséquence, la décision a été prise d'attaquer de nouveaux marchés et l'un des produits qui sont les plus susceptibles d'être exportés semble être les moulins à café électriques pour les raisons suivantes :

Cet article est technologiquement en avance et techniquement irréprochable.

Son prix de vente actuel est hautement concurrentiel selon les points de comparaison internationaux.

La marge bénéficiaire est plus que satisfaisante.

- iv) Il y a de bonnes perspectives dans de nombreux pays européens, et dans les pays en voie de développement, pour la mise sur le marché d'un tel article.

SECTION C: TRANSLATE THE FOLLOWING PASSAGE FROM FRENCH INTO ENGLISH

RAPPORT DE LA REUNION

INTRODUCTION

1. La réunion de coordination sur les négociations APE a eu lieu les 7 et 8 octobre 2010 à l'hôtel Taj Pamodzi à Lusaka en Zambie. La réunion de coordination a été officiellement ouverte par l'Honorable Lwipa Puma, Membre du Parlement, Vice-ministre du commerce et de l'industrie et a été présidée par Son Excellence l'Ambassadeur Charles Borromeel Todjinou, le Coordinateur adjoint du groupe Africain à Bruxelles.
2. Les délégués des Communautés Economiques Régionales/régions de négociation APE suivantes ont participé à la réunion : Le Marché Commun de l'Afrique orientale et Australe (COMESA), La Communauté de Développement de l'Afrique Australe (SADC), la Communauté Economique des Etats d'Afrique Centrale (CEEAC), la Communauté Economique des Etats d'Afrique de l'ouest (CEDEAO), Le Gouvernement a assisté à la réunion en tant que pays hôte. Les coordinateurs régionaux des régions de négociation APE basés à Bruxelles ont également participé à la réunion de coordination. D'autres Organisations Internationales représentées à la réunion sont : le secrétariat des pays ACP, la Commission Economique des Nations unies pour l'Afrique (UNECA), la Conférence des Nations Unies sur le commerce et le Développement (CNUCED), le Centre Européen pour la gestion des politiques de Développement (ECDPM), et le NEPAD. La liste des participants est annexée au présent rapport.
3. Les représentants de la Commission Africaine, du secrétariat du COMESA, du Secrétariat du groupe ACP et du Gouvernement de la Zambie ont prononcé les discours d'ouverture et de bienvenue. Tous les orateurs ont souligné l'importance du soutien à l'effort de coordination des négociations APE au niveau de l'Union Africaine, en particulier dans les domaines de l'approfondissement et du renforcement de l'intégration Régionale, en insistant sur le volet développement des APE afin d'aborder les questions de l'offre et la question de l'accès aux marchés. Ils ont également convenu de la nécessité de préparer un document de position commune au nom du continent qui sera discuté à la conférence de l'UA des Ministres du Commerce en octobre/novembre avant d'être présenté Afrique-Union Européenne prévu pour la fin du mois de novembre

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END OF EXAMINATION

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

FIRST SEMESTER 2010 ACADEMIC YEAR FINAL EXAMINATIONS

GS 101 (Introduction to Gender Studies 1)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE FIVE (5) QUESTIONS IN THIS PAPER. **ANSWER THREE (3) QUESTIONS. YOU MUST ANSWER QUESTION 1 WHICH IS COMPULSORY AND THEN CHOOSE ANY OTHER TWO (2) FROM QUESTION 2 TO QUESTION 5.**

1. Write detailed short notes on **ALL** the following:
 - a. Patriarchy (5 marks)
 - b. Feminism (5 marks)
 - c. Gender criticism (5 marks)
 - d. Gender equality (5 marks)
 - e. Gender equity (5 marks)
 - f. Sexuality (5 marks)
 - g. Domestic labour (5 marks)
 - h. Self esteem (5 marks)

2. What are the strategies being implemented at local, regional, and international levels to improve the status of women and girls in areas like education, health, formal employment, decision making, and women's human rights? Comment on the progress made in Zambia? (30 marks)

3. Discuss how the self-fulfilling prophecy affects the behavior of women and men in Zambia and the world over? (30 marks)

4. Critically analyse why the social relationship between women and men has emerged as one of the principal discussions occupying the attention of scholars and the public. (30 marks)

5. Explain the development, transmission, and consequences of gender role stereotypes. Cite how these consequences reflect the Zambian situation in the areas of education and health. (30 marks)

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

UNIVERSITY FIRST SEMESTER EXAMINATIONS

THURSDAY 4 NOVEMBER 2010

TIME: 14:00 – 17:00 HRS

SPORTS HALL

H111: INTRODUCTION TO THE STUDY OF HISTORY

CANDIDATE'S COMPUTER NUMBER.....

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. THIS PAPER HAS TWO SECTIONS: SECTION A AND SECTION B
2. **ANSWER ALL QUESTIONS IN THIS SECTION IN THE SPACES PROVIDED IN THIS QUESTION PAPER.**
3. WRITE THE ANSWERS FOR SECTION B IN THE **ANSWER BOOKLETS** GIVEN TO YOU BY THE EXAMINER.
4. AT THE END OF THE EXAMINATION **TIE SECTION A TOGETHER WITH SECTION B AND HAND THEM IN FOR MARKING**

SECTION A: 20 MARKS [one for each answer]

ANSWER ALL QUESTIONS IN THIS SECTION. WRITE YOUR ANSWERS IN THE SPACES PROVIDED IN THIS QUESTION PAPER

1. What is oral Historical Evidence?
.....
..... (1 Mark)
2. What is a Class Mark?
.....
..... (1 Mark)
3. What do you understand by the term *History from below*?
.....
.....

- (1 Mark)
4. Where in the University of Zambia Library are Strip Index and Vertical Files found?
(1Mark)
5. What is the other name of the Undergraduate Collection section of the University of Zambia Library?
 (1 Mark)
6. Give two reasons why you think note taking in lectures is very important.
- (a)
 (1/2 Mark)
- (b)
 (1/2 Mark)
7. What is *Book Review*?

 (1 Mark)
8. Why do we use notes in an essay?
- (a)
 (1/2 Mark)
- (b)
 (1/2 Marks)
9. Prepare a bibliographical citation of an edited book.

 (1 Marks)
10. What is the difference between *Conservative* and *Liberal* History?

 (1 Marks)
11. Where in the UNZA Library can you find *Everyman's Encyclopedia*?
 (1 Mark)
12. What is the meaning of *et al*? (1 Mark)
13. Sources of history that we obtain from various sites using computers are generally called
 (1 Mark)

14. If you were researching on the pre-colonial history of Zambia, where would you find early missionaries' diaries?(1Mark)

15. According to Ki-Zerbo:

The answer in the first place, is that without a history of Africa, the history of the world as a whole would remain obscure in many respects.¹⁴

(a) What kind of quotation is indicated above?(1 mark)

(b) When can the above quotation be used in academic writing?
..... (1 Mark)

16. Lusaka, Government Printers Return Banda 1963_Orphans and Vulnerable Children in Zambia, p.29.

Using the information given above, prepare a Bibliographical and a Footnote reference.

(a) B.....
.....(1 Mark)

(b) F
..... (1 Marks)

17. What is the difference between *History* and *Historiography*?

.....
.....
.....
.....
..... (1 Mark)

18. What is the other name for *Marxist* History?

..... (1 Mark)

SECTION B: 30 MARKS [10 marks for each question]

INSTRUCTIONS:

1. ANSWER ANY **THREE (3) QUESTIONS** IN ESSAY FORM
 2. WRITE THE ANSWERS FOR THIS SECTION IN THE ANSWER BOOKLETS GIVEN TO YOU BY THE EXAMINER
-

1. In a recent University of Zambia Historical Association (UNZAHASS) debate in NELT the First Year student's panel argued that **primary sources of historical data are more important than secondary sources**. On the other hand, the panel of second year students stated that **secondary sources are more important than primary sources**. Which of these panels would you support, and why?
2. Review any one of the History books you read in the course recently.
3. Discuss the importance of oral traditions in African histories.
4. Describe the similarities and differences between **note making** and **note taking**.
5. Explain the main reasons why **oral interviews** are more preferable than **questionnaires** in qualitative History research.
6. "History writing cannot be said to be valid without appropriate referencing". Discuss the validity of this statement.

END OF EXAMINATION

**** NOW, READ INSTRUCTION NUMBER 4 ON PAGE 1 AGAIN ****

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY FIRST SEMESTER EXAMINATIONS-NOVEMBER 2010

H231

HISTORY OF MODERN AFRICA: 1750-1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. Critically examine the work and influence of Christian missionary societies in colonial Africa.
2. Why were the pre-colonial societies in Africa male-dominated?
3. Critically examine African primary resistance to European colonial conquest. Give examples.
4. Is it possible for historians to write "correct" African history?
5. Critically examine the impact of the Trans-Atlantic slave trade on African societies.
6. Critically examine the response of the Saan and Khoikhoi peoples to the Dutch occupation and colonization of the Cape settlement.
7. The mineral revolution is an important event in the history of Southern Africa. However, the benefits of the mineral revolution were unevenly distributed between Europeans and Africans. Discuss.
8. Critically examine the vitality of the socio-economic systems of the pre-colonial societies in Africa.
9. Cities and towns flourished in Africa long before Islam and Christianity reached Africa. What were the characteristics of the cities and towns which emerged in ancient Africa?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – 2010

H241

ECONOMIC HISTORY OF WESTERN EUROPE: 1450 – 19TH CENTURY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Was the collapse of the Roman Empire primary in the birth of the Feudal Mode of Production in Europe? Critically analyse the view that it was solely the changing attitudes of both the Serfs and the lords that led to the collapse of Feudalism.
2. Did the conduct of trade in the Southern Trade Area of the Long Distance Trade lead to the success of traders in the area? Make a critical analysis of the assertion that the Hanseatic League played a cardinal role in the success of Long Distance Trade.
3. Was King John I of Portugal justified in bestowing Prince Henry with the title “The Navigator”? Is it true to argue that it was solely his work that led to Portugal leading the way in European explorations?
4. “The Atlantic Slave Trade was a wasteful trade and was only to the benefit of a few European Capitalists.” How valid is this statement?
5. Were European statesmen justified in adopting Mercantilism? To what extent was Adam Smith successful in his advocacy of laissez-faire economics?
6. Why was Britain able to pioneer the revolutions in agriculture and industry? Out-line the impact of her revolution in agriculture.
7. Why did continental Europe industrialise at a slow pace? Describe France’s industrialization process.
8. “Emperor Mutsuhito’s ascension to power in Japan was a great land-mark in Japan’s economic history.” Is this statement true?
9. How do Marxists interpret Imperialism? Was the European colonization of different parts of the world to the benefit or detriment of European nations and individuals?

END OF EXAMINATION

The University of Zambia

University First Semester Examinations (Deferred) - 2010

H321

Nineteenth Century Europe

Time: Three (3) Hours

Instructions: Answer any three Questions

1. Critically analyse the “Age of Enlightenment” in terms of its relevance to the French Revolution.
2. What were the long-term causes of the French Revolution? What was the immediate cause?
3. In what ways did Napoleon preserve and support the principles of the French Revolution? In what ways did he undermine these principles?
4. Why did England spearhead the industrialisation process in Europe?
5. Who was Metternich? Critically analyse the role he played in the affairs of post-Napoleon Europe.
6. Analyse the reasons for the failure of the 1848 revolutions.
7. Why did it take the Italians longer than other European peoples to achieve a unified form of government?
8. Define the term Liberalism. How successful was liberalism as an ideology of change?
9. What has been the historical debate on Europe’s imperialist expansion of the late 19th Century?

End of Exam

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

UNIVERSITY FIRST SEMESTER EXAMINATION-2010

H 335

HISTORY OF MODERN INDIA: FROM 1857 TO 1947

TIME: THREE HOURS

Tue.26th Nov.2010

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. What were the most important causes and results of the Sepoy mutiny?
2. Is it tenable to argue that English education was necessary for the social and political upheaval in India between 1820 and 1857?
3. Assess the impact of the World War One on the Indian subcontinent.
4. What was the relationship between the British rulers and Princely states in India from the beginning until 1947?
5. Examine the major nationalist movements that shook the pillars of British Empire in India between 1919 and 1945.
6. What fuelled the division of India at the time of her independence? Was it possible to prevent it?
7. Highlight the role of India in Africa prior to the decolonization of the continent.

END OF EXAMINATION

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

2010 Academic Year: End of First Semester Examination

COURSE: HIS 411 (Land and Labour in Pre-Colonial Central Africa to 1890)

TIME: THREE HOURS

VENUE: SPORTS HALL

STARTING TIME: 9.000

DATE: 16 November 2010

INSTRUCTIONS: Answer THREE Questions, ONE from EACH Section

SECTION A

1. Central Africa had varying levels of fertility of the soils which influenced settlement patterns of the people. What were the constraints faced in this process?

OR

Human beings have interacted with surrounding environments as gatherers or collectors, miners, hunters agriculturalists and fishers. How did this interaction benefit of the human beings or create problems for them?

OR

How did the differing endowment of resources affect the economic, political and social systems that emerged in pre-colonial Central Africa? Give examples.

2. Discuss three resources that had important effects on the social organisation and economies of pre-colonial Central Africa.

OR

3. How did metallurgy contribute to the advancement of so many communities in pre-colonial Central Africa?

SECTION B

4. Discuss the importance of the control and management of labour among the Central African Communities

OR

Why were tribute, redistribution and reciprocity important in the political systems of precolonial central African societies?

5. Discuss the impact of gold mining on the Shona groups in Zimbabwe after 1500? How did this sector differ from the mining of copper and iron?

OR

Highlight the roles and functions of territorial cults in Central Africa. Focus on one.

OR

Discuss the differences and similarities between the two cults: Molimo and Mbona; **OR** between Mwari and Chisumphi

6. From the works of Bennett Siamwiza, John Iliffe and Elias Mandala, climatic changes have impacted on the survival of Central African societies in various ways. Discuss the coping strategies which were adopted.

Section C

7. How did the slaves and ivory help to shape the economies of precolonial Central Africa?

8. From oral traditions and other sources, we learn that there was a prevalence of diseases among the human beings. How did these diseases

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

FIRST SEMESTER UNIVERSITY EXAMNATIONS, OCTOBER 2010
H421: AFRICAN ARCHAEOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

Answer ALL questions in Part One and THREE questions in Part Two.

PART ONE

1. Match the following sets of corresponding items – (NB: match letter and number: e.g A – 1).
- A - Denotes a geological period ranging from 0.125 to 0.01 million years
 - B - Is a comparative study that is used to seek to identify recurring patterns of behavior among early hominids?
 - C - Refers to the evolution or historical development of a plant or animal species, a human tribe or similar group.
 - D - Denotes a geological period ranging from 1.70 million years ago to the most recent times.
 - E - Is the basis in the classification of Archaeological units
 - F - Is the basic unit in biological classification?
 - G - Refers to a branching tree-like diagram used to illustrate evolutionary relationships among organisms
 - H - Is a study that seeks to identify agencies responsible for dispersal and deposition of Archaeological traces.
 - I - Denotes a geological period ranging from 0.01 million years ago to the most recent.
 - J - Is based on fossils extracted from rock layers
1. Biostratigraphic Unit, 2. Terminology, 3. Cladogram, 4. Upper Pleistocene, 5. Species, 6. Taphonomy, 7. Holocene, 8. Phylogeny
9. Ethnography, 10. Quaternary.
2. In a generalized stratigraphic column of East Lake Turkana, indicate the exact positions of KBS Tuff and Chari/Karari Tuff. (NB. Draw a complete stratigraphic column as we presently know it).
3. The cultural sequence at Olduvai Gorge is characterized by six recognizable beds. Name those that represent the MSA horizon.
4. State FOUR explanations advanced by archaeologists that argue for variability in African stone tool assemblages.

5. Name FOUR types of evidence that show distinctive behavioral features of humans during the Acheulian period.
6. Briefly, discuss THREE types of information that archaeologists can hope to obtain from the study of stone tools.
7. Briefly, discuss the importance of the following sites: Isimila, FxJ50, Kalambo Falls and Montagu Cave.
8. Which hominid is well known for brow ridges, receding forehead, a brain capacity of more than 800 cc and made use of fire? Name two sites in Kenya and Zambia where its remains have been found.

9. MULTIPLE CHOICE QUESTIONS

- (i) What evidence of furnace is unlikely to be found at an archaeological site?
- (a) Slag
 - (b) Iron fragments
 - (c) Charcoal
 - (d) Partially reduced iron ore
 - (e) Fragments of tuyere
- (ii) Ethnographic studies suggest that stone tools may have been used to serve the following functions:
- (a) To make other tools
 - (b) To butcher animals
 - (c) As weapons of war and self defense
 - (d) All the above
 - (e) (a) and (b) only
- (iii) Who regards the emergence of agriculture as an inevitable step in human progress?
- (a) Jack Harlan
 - (b) Kent Flannery
 - (c) Ester Boserup
 - (d) Robert Braidwood
 - (e) Mark Cohen
- (iv) Which characteristic is not important in the characterization of hominids?
- (a) Large face
 - (b) A large reorganized brain
 - (c) Bipedal locomotion
 - (d) Long arms and small body
 - (e) None of the above
- (v) When did Developed Oldowan industries appear at Olduvai Gorge?
- (a) 1.50 million years ago
 - (b) Between 2.0 and 1.7 million years ago
 - (c) Between 1.5 and 1.0 million years ago
 - (d) After 1.0 million years ago
 - (e) None of the above

PART TWO

10. Discuss those aspects of Chimpanzee behaviour that show some relationship to early hominid behaviour.
11. What are the major tasks of an Archaeologist in the study of man's cultural development?
12. Discuss those aspects of human behaviour that were significant in human development.
13. Discuss the importance of non-anatomical structures that Archaeologists consider to have played an important behavioral and economic role in human development.
14. The study of Old World Archaeology has emphasised the importance of African Prehistory. Why is Africa so important in the study of the ancient past?

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS,
OCTOBER/NOVEMBER 2010
H491: HISTORICAL RESEARCH AND METHODOLOGY I

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY, AT LEAST ONE QUESTION FROM EACH SECTION.

SECTION A:

1. What is a research problem and how would you go about formulating one?
2. An ideal historical research proposal constitutes some fundamental elements. What are these elements and what is their significance?
3. Discuss some of the practical issues a historian needs to consider when planning fieldwork and when collecting oral data in the field.
4. You have a topic for research in mind which is not very clear. What steps would you take to make it clear and focussed?
5. What is literature review and why is it an essential element of a research proposal?

SECTION B:

6. In historical research, primary and secondary sources are two categories of sources used. What are they and what is their significance to the process of writing African history?
7. In research, the historical method involves three major steps or process. What are these processes and what is their significance?
8. Describe and then discuss the relevance of District Note Books to a historian researching on the colonial period in Zambia.
9. Discuss the four principles of research outlined by the General History of Africa: Methodology of African History, edited by J. Ki-Zerbo.

END OF EXAMINATION

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

2010 FIRST SEMESTER UNIVERSITY EXAMINATIONS

H 911: PRE-COLONIAL HISTORY OF ZAMBIA

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWERS THREE QUESTIONS ONLY

1. How would you reconstruct any aspect of the pre-colonial history of Zambia?
2. Would it be correct to argue that Long Distance Trade revolutionised pre-colonial Zambia?
3. Discuss George Copp Westbeech in the context of the political economy of Bulozii..
4. What were the consequences of the institutionalization of violence in pre-colonial Zambia?
5. Did the early nineteenth century upheaval in South Africa affect Zambia?
6. How did Zambia become part of the world capitalist economy?
7. Explain the history of Bulozii under the Kololo.
8. Why is it that most pre-colonial Zambian kingdoms developed along river basins?
9. How did Msiri and Swahili-Yeke activities determine the destiny of the Lunda Kingdom?
10. How would you explain the Luba-Lunda Diaspora into Zambia?

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

**2010 ACADEMIC YEAR: END OF FIRST SEMESTER
EXAMINATIONS.**

**COURSE: H 925 (Portuguese Africa: Angola and Mozambique to the
Present).**

TIME: Three Hours.

VENUE: SPORTS HALL

DATE: 16 NOVEMBER 2009

STARTING TIME: 14.00 -12.00

**Instructions: Answer THREE Questions, ONE from Each
Section.**

Section A

1. Why were City States established along the Coast of Mozambique long before 1000AD?

OR

2. Why was it that soon after meeting the Portuguese, the Bakongo were persuaded to adopt and assimilate some aspects Portuguese culture in their traditional structures?

OR

Discuss why slave trade became a lucrative commercial transaction in the Bakongo Kingdom?

OR

In 1526, Mwene Kongo Dom Affonso Mvemba wrote to the King of Portugal a letter in which he complained about the activities of the Portuguese traders. Part of it read:

*. . . your people [the Portuguese] . . . in order
to satisfy their voracious appetite, seize many
of our people, freed and exempt men, and very*

often it happens that they kidnap even noble men, our relatives and take them to be sold to the white men who are in your kingdoms . . .

Quoted from Basil Davidson, African Past

Discuss the reasons for this complaint

3. Why did Portugal find it necessary to offload degradedos in Angola and Mozambique. What role did they play in the colonization of the two countries?

Section B

4. Why was the focus on the exploitation of resources by the Portuguese in Angola so different from that in Mozambique?

OR

After the arrival of the Portuguese in Mozambique in early 1500s, discuss the role and function of the gold trade between the Shona between and the Portuguese.

5. What role did the establishment of Prazos play in the formation of the Chikunda communities?
6. Why did the Kingdom of Ndongo resist Portuguese penetration of Angola highlands and the areas to the east?

OR

7. Why was Queen Njinga (Nzinga) so determined in her opposition to the eastward advance of the Portuguese to the Bihe Plateau and the areas east of it, in Angola?

Section C

8. In the later half of the Nineteenth Century, why was it necessary to abolish slave trade and promote legitimate trade? Highlight the commodities that were encouraged in the legitimate trade that developed in Angola and Mozambique

OR

Why were Angolans and Mozambicans totally opposed to Portuguese colonial rule?

9. Why were there stark differences in the colonial economies of Angola and Mozambique

OR

With slightly differing composition in population in Angola and Mozambique, discuss the role of the policy of assimilation.

10. Why did the Portuguese administrations in Angola and Mozambique work so hard to frustrate nationalism and nationalist organizations?

OR

Why did Angolans and Mozambicans find it necessary to take up arms against the Portuguese

OR

Why did civil war rage for so long soon after the attainment of independence or EITHER Angola OR Mozambique? Choose **ONE** of the two.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS, OCTOBER/NOVEMBER 2010

H931: HISTORY OF SOUTHERN AFRICA TO THE 1880S

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY, AT LEAST ONE QUESTION FROM EACH SECTION.

SECTION A:

1. How has archaeology helped to explain the peopling of Southern Africa?
2. What is the significance of the statement that marriage was a social contract between families rather than individuals in the political economy of the Bantu?
3. Discuss the origins of the 1820 settler experiment by the British and how was it executed?
4. How did the creation of Griqualand West following the Keate Award in October 1871 change the course of Afrikaner history?

SECTION B:

5. Why was it so important for the British to go to war against the Afrikaners in the late 19th century?
6. What was the Pioneer Column and what impact did it have on the colonisation of Southern Africa?
7. Why was "white slave trade" such a headache for the governments of South Africa from the later 19th century?
8. From your study of southern African history this far, what do you consider to be the most influential school of thought that has shaped our understanding of southern African history?

END OF EXAMINATION

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

UNIVERSITY SEMESTER EXAMINATIONS

H945: THEMES IN WEST AFRICAN HISTORY: c1800 TO PRESENT

WEDNESDAY 10 NOVEMBER 2010 SPORTS HALL 09:00– 12:00HRS

TIME: THREE (3) HOURS

INSTRUCTION: ANSWER THREE QUESTIONS

1. Compare and contrast the factors responsible for the rise and decline of the empires of Dahomey and Asante in West Africa.
2. Is it legitimate to argue that Usman Dan Fodio was an empire builder? What role did Dan Fodio play in the spread of Islam in West Africa.?
3. In what way did the ending of the Atlantic Slave Trade present a crisis for West African societies and kingdoms?
4. What factors contributed to the rise of Benin? Account for its eventual collapse.
5. Is it tenable to contend that European powers parceled out West Africa among themselves in order to exploit West Africa's vast resources?
6. What have been some of the causes of civil strife in parts of West Africa from independence to date?
7. How did Islamic Jihads contribute to political stability and new social order in terms of administration, literacy and culture in West Africa?

END OF EXAMINATION

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

FIRST SEMESTER UNIVERSITY EXAMINATIONS, NOVEMBER 2010

H961: ARCHAEOLOGICAL PRINCIPLES AND TECHNIQUES

TIME: THREE HOURS

INSTRUCTIONS:

Answer ALL questions in Part One and THREE in Part Two

PART ONE

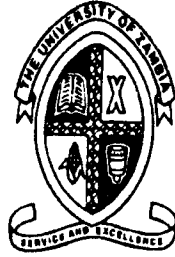
1. What is meant by analogy in archaeology? What interpretive tools depend on it?
2. In the following statement, indicate single ITEMS that are not part of Archaeology as properly defined (NB. You lose a point for each guess):

“An Archaeologist is someone who is crazy about digging ancient remains; who collects dinosaur bones; who studies historical myths and legends written in ancient scripts; who deduces ways of life from the plans of ancient settlements.”
3. Which one of the following is not part of Anthropology? Ethnology, Archaeology, Prehistory, History, Ethnography.
4. Which branch of Archaeology best represents Zambian Archaeology? Historical, Classical, Prehistoric, Old-world and New-world Archaeology?
5. Name five theories that were advanced by Renaissance “Scientists” to explain the antiquity of man and his existence.
6. Archaeologists employ the Geological Time Scale to place huge stretches of time in their place and make the study of the Prehistoric past meaningful. Name the ERA, PERIOD and EPOCHS that are relevant to the study of Ancient man.
7. Which one of the following definitions best describes Archaeology as a discipline?
 - a) Is a body of methods and ideas that is used by Archaeologists to recover and study evidence about the past.
 - b) Is the application of scientific techniques and theoretical concepts to the study of material remains of human cultures.
 - c) Is the study of human biological, social and cultural form and variation both in time and space?
 - d) Is a body of methods studied by archaeologists stretching back to ancient times when written records were unknown.

8. Name and define three site control points that are used in an archaeological field survey.
9. What is Fieldwork Design and what are its features? Demonstrate this through a framework diagram.
10. Name TWO attributes each that archaeologists use to classify Lithics and Ceramics.

PART TWO

11. Discuss the significance of TWO of the materials that constitute the bulk of what Archaeologists analyse. What deductions do Archaeologists make in their reconstruction of the past?
12. What is the purpose of a case study in archaeology and how is it conducted? Giving a hypothetical example, what kind of interpretations are likely to emerge from a study of an archaeological site?
13. Discuss the principle, strengths, limitations and applicability of Stratigraphy, superposition, and biostratigraphic dating.
14. What motivated Europeans to establish Prehistoric studies on the African continent and what problems did they face in the process? Why did they ignore Iron Age studies until the beginning of the 1960s?
15. Discuss FOUR differences between history and Archaeology. Give practical examples.
16. What are the major differences between the New Archaeology and the Archaeology practiced before the 1960s?



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2010-FIRST SEMESTER LAL 211 EXAMINATION
FULL-TIME AND PARALLE STUDENTS

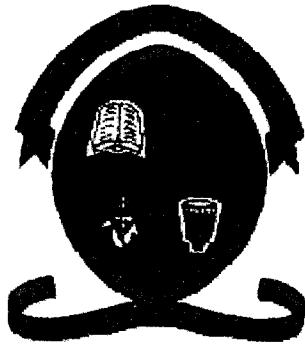
INSTRUCTION:

Thirteen
THERE ARE TEN (13) QUESTIONS IN THIS EXAMINATION, ANSWER ANY TEN (10) OF YOUR CHOICE. ALL QUESTIONS CARRY EQUAL MARKS. EACH ANSWER SHOULD NOT GO BEYOND HALF A PAGE.

1. Make a feature matrix with examples of phonemes bearing the following features:
Consonantal, vocalic, syllabic, nasal, anterior, back, coronal, voice and height.
2. Explain /p/, /t/, /k/, /g/ spirantisation before *l and *u.
3. Represent the syllable structure of a Bantu on a tree-diagram for the BEMBA word "mwabombeni" 'well done'.
4. Bantu languages are said to be class languages. Explain what is meant by this statement.
5. Write brief notes on the following:
 - a. African languages
 - b. African linguistics
 - c. Bantu languages
 - d. Bantu linguistics
6. Explain the following theories on the origin and spread of Bantu languages:
 - a. Carl Meinhof's theory
 - b. Harry Johnston's theory
 - c. Holden's theory
7. Compare and contrast Guthrie's and Greenberg's theories on the origin and spread of Bantu languages.
8. Guthrie classified Bantu languages according to zones and groups. He classified Korekore as T10 and Tsonga as T23b, explain the classification of this two languages (T10 and T23b).
9. Compare and contrast Guthrie and Doke's classification of Bantu languages.
10. Briefly discuss Greenberg's criteria of classifying the African languages
11. Modern Bantu languages are said to come from proto-Bantu language. Briefly discuss this assertion by giving clear examples to support your argument.

12. Why is the study of language in general and Bantu languages in particular, important?
13. There are many ways of classifying languages. Mention three of them and briefly explain each in turn.

END



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

LAL 221 INTRODUCTION TO LITERARY STUDIES

FIRST SEMESTER EXAMINATION 2010

TIME: 3HOURS

INSTRUCTIONS TO CANDIDATES

1. Answer any 5 questions in this paper
2. Please take note of the marks allocated to each question to plan time well
3. Clearly indicate the number of the questions you have attempted on the answer book cover.

QUESTIONS

1. In social sciences, definitions raise rather than settle dust. Discuss this statement with reference to literature. (4 marks)
2. Stories can be categorized on basis of their type of hero. Cite and explain at least five types of protagonists that you have learnt in this course. (5 marks)
3. A short story has affinities with long prose on one hand and poetry on the other. Discuss. (5 marks)
4. Using synopses of translated folktales from your language, illustrate five of the plot types you have learnt in this course. (5 marks)
5. What is the difference between an epic and saga? (5 marks)
6. Name and exemplify the 5 types of feet you have met in this course. (5 marks)
7. Give three characteristics of riddles and exemplify two of the riddles you know in your language. (5 marks)
8. Name five types of poems you have met in this course and exemplify. (5 marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2010-FIRST SEMESTER EXAMINATION

LAL 311 – THE PHONOLOGY AND MORPHOLOGY OF SELECTED ZAMBIAN LANGUAGES

INSTRUCTIONS: ANSWER ANY TEN (10) QUESTIONS – ALL QUESTIONS CARRY EQUAL MARKS.
ALL EXAMPLES SHOULD BE IN A ZAMBIAN LANGUAGE AND FOLLOWED BY AN ENGLISH GLOSS.

1. Discuss the steps that one carrying out a phonological study of a particular language would undertake.
2. In Bantu languages, we distinguish between segmental and suprasegmental phonology, write brief notes on each one of them and show how important they are.
3. Morphology and phonology interacts giving rise to different morphophonological effects. With examples, give some of these effects of this interaction.
4. The nominal class system is one of the commonest features of Bantu languages. Briefly discuss the semantics of these classes?
5. In Tonga, we distinguish between definite and indefinite stabilized nouns. Explain and exemplify.
6. There are two ways of stabilizing a word in Bemba. Explain and give examples.
7. What are allophonic rules? Explain and give examples in any language of your choice?
8. Provide the possible morphological structure of adjectives in Lozi and any other Zambian language.
9. Give the morphological structure of personal pronouns and possessives in any Zambian language of your choice.
10. Demonstratives are part of the many word classes in Bantu languages; give the forms and semantics of demonstratives in any Zambian language of your choice.
11. Translate the following in any Zambian language and provide a morphological analysis for the same: "We will continue preaching"
12. Write some notes on numerals in any Zambian language of your choice.

END OF EXAMINATION

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

**2010 1ST SEMESTER EXAMINATION
LAL431**

RESEARCH METHODS IN LITERATURE IN ZAMBIAN LANGUAGES

Duration: 3 HOURS

INSTRUCTIONS

Answer question one (1) which is compulsory in section

SECTION A

The story attached is not complete and it is in the English language. Translate the incomplete story into your own language. Then complete the story in anyway plausible, logical and relevant. Then give the title of the story. The story and its completion should cover three pages only.

STORY

I was highly excited after reading a letter from the office of the President that I was nominated one of the members going to a SADC conference in Dar-es-Salaam. We prepared all the travel documents for the flight to Tanzania. We boarded the Ethiopian Airways Aeroplane. The plane was already up over the cloud. All of a sudden the captain said. 'Fasten your belts we are in trouble.....'

SECTION B

There is a problem of language choice for a newly independent country called Benyaloto. It is multilingual with 18 languages. There should be only 3 languages as official languages which should be taught as subjects and lingua francas and media of instruction.

As a language specialist you are requested to solve the problem. Show (a) the system you will employ to tackle the problem at all stages (b) the type of research you will undertake.

Explain briefly the meaning of the following research terms.

- (a) Title, introduction, statement of the problem and background
- (b) Purpose and objectives of a research study
- (c) Basic Assumption and Hypothesis
- (d) Literature review
- (e) Methodology
- (f) Quantitative and qualitative research

Write down the research design of the project you are going to undertake during the vacation. Remember to include issues for guidance when writing a research proposal.

SECTION C

The following texts are wrongly written. Select one text and edit it using the proofreading symbols attached and according to the recommended orthography of Zambian languages approved in 1977 by the Ministry of Education.

BEMBA TEXT

Lilya mwine-mushi chepepe ukwala mama ku musu mba, chipepe wine alifulilwe icakuti alipangile nokushiika, muchinga yonse nga abwela. Lintu abwelele a sangile nsalamu shakukobekela ini sumbi munganda nolwa kushiika macinga lwalaal.a. kanshi nakumitanda kwine ta lekele kuwikisha nama Abaku mushi nabo talabile iyoo. Ateti lyonse aipaye nama atuma kalmbila ati kabete bese balesendeko munani. Kalamila nao nga abolek ifio fine bayakuuta baant kumushi baisantile inama

basenda. Bonse balitemenwe abati na kumitanda kokunwe nangu akela te umulandu kabile tuleya tulelyoka. Nomba chipepe umune alenda uwasakamana ati ifi chisunke Abano mupimpila limbi aleutunganya at pali ico naikalila kono mutanda.

NYANJA TEXT

Nyamizyu ndimavana wake wocepa kwa mbili dzina lake ngoza analikhale pakhomo kudikira kunchito pansi pa mugodi pamene anali kugwira nchito mu tauni ya Mifulira. “Iwe ngoza osasewerera ndi dothi wasamba tsopano apa kodi siufuna kuti atate ako pobwera adzakupeza bwino? Ndiye Nyamidzyu ameneyo kuuza kamwana kake kaNgoza kamene kanali ndi zaka zinai tsophano.

Ngoza anathi Atate akandipeza ndi dothi sadzaka ndipasa switi ati amai.” Amai ake anati “inde sadzakupasa switi. Nkala pansi apa akupeze bwino ali pafupi tsopano kubwera folokoloko ili pafupi. Ngoza anamvera nakhala pafupi ndi amai ake amaneanali kusoka nsalo za pami pando.

LOZI TEXT

“Cwale Ma-Mutokwa kozo awelepili ku talusa kuli haki masipaluli aciwa kono ki kuipumana inge usebeleza batu beulikana ni bona kwa silimo zakupepwa Nahana kuli wean ni mwanana yaale mukela yeubapalnga ni yena mazazi a muyoa mutu ni mutanga a hae. Wean mwanaka utapisnge mikeke fa celanga Mukela ni kumukwaluleng kwa mu nyako walukwa mota ya hae haifita kappa

Kuzwa. Ze kaufela zizwa fatuto ni kusa keshebisa sikolo kuzwa kwabana na Liapalo za Mukela zeneutabe utapisange nelitakuseza kuli mane wikutwange bulyangu ka nako yeo. Cwale mwanka kiona masila kappa masipa alitaka zahao auk-canga.

END OF EXAM

Common Proof-reading Symbols

function	textual mark	marginal mark	example
align	┌ or /	align	align
bold	≡	bold	bold
cap	≡	CAP	CAP
centre	⊥	centre	centre
space	↑	↑	↑
na	L or /	'L or ' /	'L
en	L or /	en	en L
e	I or H	∅	∅
& close up	I or H	∅	∅ ∅ /
op	L or /	⊙ L or ⊙ /	⊙
n	L or /	"L or " /	H L
	—	ital	ital
(caret)	⌋	indent	indent
	L	'x' L	you L
case	← [] →	justify	justify
paragraph	circle material //	l.c.	l.c.
ion mark:		NP	NP
double	L or /	"L or " /	"L
single	L or /	ˆL or ˆ /	ˆL
/normal	circle material	run on	run on
change)	L	ROM	ROM
	---	#L	#L
pt		stet or ✓	stet
ite	L or /	h	h
ript	I or H	'x' /	in the same way /
se	L or /	'x' L or ' /	∅
(fount)	⌋	trs	trs
e	circle material	w.f.	w.f.
	circle material	underline	underline
		underline	underline

Typesetters Advice To Checkers:

When typesetters make proof corrections, they do NOT read the text!

They simply look down both margins, read your marginal corrections and whatever they may be, make the requested changes so every correction you make must have a marginal mark!

All material to be rewritten must be written in the margin, not in the text:-

Corrections to typescript are different!

Make it clear whether you are inserting material; (by putting a caret after it) or replacing material (by putting a slash, /, after it). To quote one expert: // "If corrections are slightly confusing or "obfuscatory", write the correct version of material in the margin.

as well as marking the text! If there are several corrections to a single line, marginal marks must go in the same order as the marks within the text.

Subscripts can be tricky! CO₂ should be CO₂. Superscripts are treated similarly; thus Cl¹ becomes Cl¹.

Finally, remember to put instructions and marginal marks which are words into a circle.

If you cannot find the mark you need, describe the change in words in the margin within a circle.



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
LAL 915: TRANSLATION – 2010 - 1ST SEMESTER FINAL EXAMINATION

TIME: THREE (3) HOURS

- (a) Answer any **THREE (3)** questions
 - (b) All questions carry equal marks
 - (c) Marks will be awarded for correct use of the English language and focus on answering the question appropriately
 - (d) Provide examples to support your answers
 - (e) Illustrations not in English should be glossed
-

QUESTION ONE

- (a) What is the meaning of the following in reference to measuring the success of a translation exercise:
 - (i) Fidelity
 - (ii) Transparency
- (b) With examples discuss one (1) problem the translator would face in using each one of the following:
 - (i) Word level translation
 - (ii) Translation of idioms/proverbs
 - (iii) Sentence level translation
- (c) With examples briefly explain the following theories of translation:
 - (i) Linguistic theory
 - (ii) Cultural theory
- (d) At what level of the translation process do the theories in (c) focus on?
- (e) Name the type of texts for which the translation theories in (c) would be relevant for and explain why you say so.
- (f) With examples explain what any two (2) of the following translation techniques involve:
 - (i) Lexicalization
 - (ii) Descriptive equivalent
 - (iii) Adaptation

QUESTION TWO

- (a) Explain what is meant by the following:
 - (i) Legal translation
 - (ii) Literary translation
- (b) For each of the types of translation in (a) discuss any two (2) constraints that the translator will be confronted with.
- (c) Briefly state and discuss two (2) constraints or problems that a translator

may be confronted with at each one (1) of the following levels:

- (i) Language
 - (ii) Text
 - (iii) Social/cultural level
- (d) With appropriate examples explain how you would translate figurative language such as proverbs, idioms and euphemisms from English to any Zambian language.
- (e) What is meant by the following:
- (i) Simultaneous interpretation
 - (ii) Consecutive interpretation
- (f) Explain the contexts in which each of the types of interpretation in (e) would be used.

QUESTION THREE

- (a) Name and explain any two (2) qualities of a translator.
- (b) Explain how you would interpret abbreviations and proper names.
- (c) Provide a detailed outline of all the steps in the correct order of the procedure you would follow when undertaking the translation of any given text.
- (d) Explain one (1) major consideration to be made when undertaking court interpretation.
- (e) Explain one (1) major consideration to be made when undertaking court interpretation.

QUESTION FOUR

- (a) State and explain any two (2) stages involved in terminological research.
- (b) What is meant by the following:
 - (i) Dictionary article.
 - (ii) Lemmas.
- (c) Explain the difference between lexicology and lexicography.
- (d) With examples explain the two (2) types of language planning.
- (e) With examples explain any two (2) types of definition errors in lexicography.
- (f) With examples explain any two activities you would engage in any terminological research exercise.

QUESTION FIVE

Consider the attached copy of some pages from the Nambya Dictionary'. Examine the pages with the dictionary articles and provide a detailed account of what you can observe with regard to the style and structure of the dictionary articles used in this dictionary. Provide all the relevant exemplification with your answer.

END OF EXAMINATION

For a better understanding and use of the dictionary a short explanation follows on various points.

a) There are no indications concerning **pronunciation** given in this book. Those whose mother tongue is not Nambya will have to learn through hearing some of its own peculiar sounds. Special effort should be made in distinguishing *b* from *bh*, *f* from *fh*, *z* from *zh*.

There is a *nasal sound* (similar to the English *sing*) found in few words (e.g. *ingombe*, *ingumba*, that must be learned carefully).

The Nambya *l* is also peculiar. To foreign ears it may sound more like an *r*. It could be said that it is half way between *l* and *r* (probably it is in the process of becoming an *r*, as has happened in Shona).

b) In Nambya usually there are **no diphthongs**. When two vowels follow each other, they are pronounced separately. In writing, when a higher vowel precedes a lower one, a *y* or *w* is inserted, e.g. *iyā* (basya), *iyē* (besizye), *iyō* (thoitio), *uwā* (chikuwa), *uwe* (Inyantuwe, *uwo* (ipupuwo). When a lower vowel precedes a higher one, the *y* or *w* is not inserted, e.g. *ai* (amai), *ei* (chilei), *oi*, *au* (yapauka), *eu* (yabheuka), *ou* (izhou).

c) Where a **diphthong** does occur, the higher vowel becomes a semi-vowel (*y* or *w*), and so we have: *ye* (Nambya) *ye* (yedū), *yō* (yomwana), *wz* (wasaka), *we* (wechibhula), *wo* (wopoleleja). An exception to this rule will be found in the case of a diphthong with *i* following an *n* (e.g. kadenia), to avoid the combination *ny* that could be taken as expressing a consonant sound.

d) In the case of a **long vowel**, double letters are written in the future tense (ndoonda), in the third person singular of negative tenses (*atoziba*), and in other cases (e.g. *kaabaja*).

e) Some uses of the **h** in spelling:

1. In the negative there is no initial *h*, e.g. *apana* (not *hapana*), *andibweni* (not *handibweni*), etc.

2. The digraph *bh* is used for the explosive *b* (*zwabhuda*), as different from *b* that stands for the implosive *b* (*bahnu*).

3. The digraph *fh* represents the strong affricate (*-fha*, *vomni*), as opposed to *f* (*-fa*, *die*).

4. The combination *nh* has evolved from an original *nt* (e.g. *chintu* from *chintu*); in some cases both forms are in use today and have been recorded in the dictionary, e.g. *inhibi* and *inithi*. The same applies to *mh* and *mp*, e.g. *inhou* and *impou*.

5. There are two different digraphs: *wh* (*-wha*, hear) and *hw* (*-hwa*, spend the day), that represent two kinds of aspiration, softer and stronger respectively.

6) It should be noted that the combination *ng* represents usually a **double sound** (*n* + *g*, as in *-tanga*); but in some (very few) words it represents a special sound, as in *ingombe* and *ingumba*. (See paragraph a) above).

8) The **lexical tone** of each word has not been indicated in this dictionary, though it is a very important element of the language. Only in the case of two words with the same spelling, the tone of each syllable has been recorded (*H* for high tone and *L* for low

assimilation and acceptance. For such entries the indication (*Eng.*) (from English) has been made. Words that may have been borrowed from other (mainly Bantu) languages are indicated by (*For.?*) (= is it foreign?).

j) **Nouns** have been entered in full, i.e. with their prefixes (*anti*, *ibumbulu*, *busakwa*) because that is the form in which they are found. Normally the singular is entered, and there the plural is indicated. However in cases where there are changes in the stem, the plural has been entered on its own (e.g. *balini*, see *undini*). The prefixes for the fifth class and the singular prefix of the third class are not stressed in normal speech, and even altogether omitted, but they have been included in all entries.

j) Nouns have been grouped into **nine classes**, as can be seen in the table below. For the sake of comparative Bantu studies, the correspondent number in the Meinhof classification is indicated too.

k) The three locative classes (Meinhof No. 16, 17 and 18) have not been considered as such in this dictionary, but as prepositions: *pa*, *ku* and *mu*. In some entries however mention is made of these classes, with a reference to this introduction.

l) The **zhi-class** (Meinhof No. 21) exists in Nambya, but only as one of secondary function, i.e. to form the augmentative of nouns of which the stems appear normally in other classes (e.g. *zhibuji*, a very big goat, from *imbuji*). Apart from the prefix (*zhi-*), its concords are identical with those of the third class singular. No nouns have been listed as belonging to the *zhi-* class.

m) Noun classes can be used in **secondary function**, the prefix being joined to a stem that normally belongs to another class. Each class conveys a particular connotation as follows: 1st. = Personification. 3rd. = Big size. 4th. = Shortness and stoutness. Language, culture and style. 6th. = Thinness and length. 7th. = Abstract character. 9th. = Small size. Making use of this secondary function, the number of words could be increased enormously; but only in a few cases a separate entry has been made.

n) The **8th. class** is derived from verbal stems; it really comprises infinitives working as nouns. Many words therefore could have been listed as belonging to this class, but only a few have been included, where it was felt justified to have an entry because of its use or meaning.

o) **Verb forms** have not been entered in full (as this would be almost a practical impossibility), but only as simple stems: *-da*, *-gala*, *-shanta*. A table of the main verb forms is given below.

p) **Extensions of the verb** (e.g. from *-ziba*: *-zibila*, *-zibisa*, *-zibana*, etc.) have not been listed on their own, as this would have increased the volume and cost of this book. It has been done only in a few cases, where it was felt that the development in meaning made the new entry desirable. However, the suffixal formatives that give rise to such extensions have been listed as separate entries. The full (?) list of these suffixal formatives is: *-ida*, *-ala*, *-ama*, *-ana*, *-anyā*, *-ata*, *-auka*, *-aula*, *-eja*, *-eka*, *-ela*, *-eleja*, *-elela*, *-esa*, *-esesa*, *-ewa*, *-ija*, *-ika*, *-ikana*, *-ila*, *-ilija*, *-inula*, *-isa*, *-isisa*, *-iwa*, *-oka*, *-ola*, *-oloka*, *-olola*, *-onola*, *-ula*, *-uhija*, *-uluka*, *-ulula*, *-unula*, *-uwa*, *-wa*, plus the infix *-zwi-*.

q) **Adjectives** have been entered as simple stems. The concords used are found in the table of classes below. Demonstrative adjectives have been entered on their own. The possessive stems together with the full list of possessive qualifiers is given below.

TABLE OF NOUN CLASSES

1st. person, sing.
2nd person, sing.
1st. person, pl.
2nd. person, pl.

Predicative concords			Qualificative concords				
Basic subj. c.	Past subj. c.	Object. concord	adj.	enum.	poss.	Possessive stems	Absolute pronouns
ndi-	nda-	-ndi-				-ngu	imi
u-	wa-	-ku-				-u (6)	iwi
ti-	ta-	-ti-				-idu (7)	isu
mu-	mwa-	-mu-				-inu (7)	imwi
u- ba-	wa- ba-	-un- (1) -ba-	un- (1) ba-	u- ba-	wa- ba-	-i (8) -bo	iye ibo
u- a- ba-	wa- a- ba-	-un- (1) -a- -ba-	un- (1) ma- ba-	u- a-ima- ba-	wa- a- ba-	-i (8) -wo -bo	iye iwo ibo
u- i-	wa- ya-	-un- (1) -i-	un- (1) mi-	u- i-imi-	wa- ya-	-wo -yo	iwo iyo
li- a-	lya- ja-	-ji- -a-	i- ma-	i- a-ima- a-	lya- ja-	-lyo- -lo -wo	ilyo; iwo
chi- zwi-(3)	cha- zwa-	-chi- -zwi-(3)	chi- zwi-(3)	chi- zwi-(3)	cha- zwa-	-cho -zwo (9)	icho izwo (9)
i- ji-	ya- ja-	-i- -ji-	i- ji-	i- ji-	ya- ja-	-yo -jo	iyo ijo
lu-	lwa-	-lu-	lu-	lu-	lwa-	-lwo (9)	ilwo (9)
bu-	bwa-	-bu-	bu-	bu-	bwa-	-bwo (9)	ibwo (9)
ku-	kwa-	-ku-	ku-	ku-	kwa-	-kwo (9)	ikwo (9)
ka- tu-	ka- twa-	-ka- -tu-	ka- tu-	ka- tu-	ka- twa-	-ko -two (9)	iko itwo (9)
pa- ku- mu-	pa- kwa- mwa-	-pa- -ku- -mu-	pa- ku- mu-	pa- ku- mu-	pa- kwa- mwa-	-po -ko -mo	ipo iko imo

3rd person, singular or plural

Class	Prefix	Example	Meinhof no.
1 sing. pl.	UN-(1) U- BA-	untebuji unhu batebuji	1 2
1 sing. pl.	-- MA-	tate matate	1a 2a
2 sing. pl.	UN-(1) MU-/U- MI-	unti mungomo/unabujo miti	3 4
3 sing. pl.	I- MA-	ibumbulu mabumbulu	5 6
4 sing. pl.	CHI-(2) ZWI-(3)	chinuniko zwimuniko	7 8
5 sing. pl.	I- IN-/IM- I-(4)	izhou injabuho/imbuji izhou	9 10
6 sing. (5)	LU-	lunyalalo	11
7	BU-	busakwa	14
8	KU-	kulya	15
9 sing. p.	KA- TU-	kasindi tusindi	13 (12) 12 (13)
Impersonal	PA- KU- MU-	pasha kusha mumba	16 17 18

- 1) It becomes UM- before b, f, p and v.
- 2) Or (in very few cases) CHA- (e.g. chansha), CHE- (cheenga), CHO- (choto), CHU (chulu).
- 3) Or ZU-, esp. in some areas.
- 4) Or JI- (e.g. jingumba).
- 5) The majority of nouns in the 6th, class have no plural. Those that have follow the 3rd. (e.g. maboko) or, more often, the 5th, class (e.g. injizi).
- 6) As this stem is prefixed by the possessive concords, that end always in z, coalescence of vowels takes place and so it appears as o. Moreover there is a reduplication, in that the subjective concord (of the possessee) precedes the possessive concord, e.g. uwo (from u-wa-u), *chicho* (*chi-cha-u*), *jijo* (*ji-ja-u*) See full list in the table below.
- 7) As this stem is prefixed by the possessive concords, that end always in a, coalescence of vowels takes place and so it appears as -edu (/ -enu), e.g. wedu, *chedu* (*wenu, chenu*). See full list in the table below.
- 8) As this stem is prefixed by the possessive concords, that end always in z, coalescence of vowels takes place and so it appears as -e. Moreover there is reduplication, in that the subjective concord (of the possessee) precedes the possessive concord, e.g. uwe (from u-wa-i), *chiche* (*chi-cha-i*), *jije* (*ji-ja-i*). See full list in the table below.
- 9) The w here almost does not sound.

TABLE OF POSSESSIVE QUALIFICATIVES

		Singular			Plural		
a)		Possessor					
Class	1st Pers	2nd Pers	3rd Pers	1st Pers	2nd Pers	3rd Pers	
1 sing. pl.	wangu bangu	uwo babo	uwe babe	wedu bedu	wenu benu	wabo babo	
2 sing. pl.	wangu yangu	uwo yivo	uwe yive	wedu yedu	wenu yenu	wabo yabo	
3 sing. pl.	lyangu langu angu	liyo lilo awo	liye lile awe	lyedu ledu edu	lyenu lenu enu	lyabo labo abo	
4 sing. pl.	changu zwangu	chicho zwizwo	chiche zwizwe	chedu zwezu	chenu zwenu	chabo zwabo	
5 sing. pl.	yangu jangu	yivo jijo	yive jije	yedu jedu	yenu jenu	yabo jabo	
6 sing	lwangu	lulo	lulwe	lwedu	lwenu	lwabo	
7	bwangu	bubo	bubwe	bwedu	bwenu	bwabo	
8	kwangu	kuko	kukwe	kwedu	kwenu	kwabo	
9 sing. pl.	kangu twangu	kako tuto	kake tutwe	kedu twezu	kenu twenu	kabo twabo	

9. *-switha moyo*: Discourage. 10. *pisa moyo unfutur*: Discourage. 11. *-ba nomoyo unsimu*: Be brave. 12. *-ba nomoyo unkuuku*, be hard-hearted. *mipo* ideo. of being or moving straight, e.g. *Umlie mpo*: He is standing straight. *Bakumkwenda mpo*: They are walking straight.

-mpundulwe n. 1 (.../ba) Species of widow bird (?). Paradise fly-catcher (?) *mpunya* ideo. of being naked.

-mpya adj. see *-pya* (and *-bhyā*).

mu- prep. In. Inside, e.g. *Baimo munsondo*: They are inside the church. N.B.: This can be considered as a noun prefix, for the *mu* class of nouns; see the introduction, page vii paragr. k.

mbobola n. 2 (mu/no pl.) Late maize plant-*ed* in damp places (to be eaten fresh, not to be stored!).

muchado n. 2 (mu/mi) Wedding.

muchimuka adv. The following morning. *mudada n.* 2 (mu/mi) Row or file (of things).

mudako adv. Under. Below. (N.B.: Is this adverb derived from an unused noun *idako*?). 2. *mudako lya-* prep. under, e.g. *Mudako lyanti*: under a tree.

mugetelo n. 2 (mu/mi) Saturday. (See also *umgetelo*)

mgungo n. 2 (mu/no pl.) Traditional game, a variant form of *mulabalaba*.

-muka v.i. 1. Rise. Get up. 2. Wake up.

3. Live. Be in good health. 4. Revive. *mukacha n.* 2 (mu/no pl.) Traditional game, a variant form of *mulabalaba*.

mukati adv. inside. 2. *mukati mu-* prep. inside.

-mukha v.i. Rise against. Rebel. Revolt.

mulabalaba n. 2 (mu/no pl.) Traditional game played between two players, each one having in front of him/her two rows of small holes (dug in the ground) in which pebbles are placed. There are various ways (rules) to play it. See also *malundikila*, *mgungo*, *mukacha*.

mlawo n. 2 (mu/mi) Law. Commandment. Rule.

mlawu see *mlawo*.

-mununya v.t. Munch.

munchina see *unchina*.

mundando n. 2 (mu/mi) Line of people.

munefo n. 2 (mu/mi) Cushion.

mungetyuko n. 2 (mu/mi) Slope.

munngomo n. 2 (mu/mi) Bucket. Medium size tin container.

munngungunu n. 2 (mu/mi) Noise.

-munungutia v.t. Grip. Hug.

-munika v.t. 1. Light. Give light.

2. Illuminate. 3. Set fire on. 4. Search with light.

munjunju (For?) *n.* 2 (mu/mi) Intoxicating (locally) distilled liquor.

mnukododo n. 2 (mu/mi) Hangover.

-munsi adj. (?) See *unsi* def. 2.

-munula v.t. 1. Save. Rescue. 2. Redeem.

3. Help. *munhungo n.* 2 (mu/no pl.) Strength. Power.

-munyana v.i. (Of hair) become matted. *munyu n.* 2 (mu/no pl.) Salt.

mupi adv. Where? (N.B.: From the prefix *mu-* this adverb conveys the idea of *inside*, i.e. inside where?)

-musa v.t. 1. Wake. 2. Rouse. Arouse.

3. Revive. 4. Greet. 5. Stir.

museli adv. On the other side.

museli mwa-/museli kwa-/museli lya- prep. On the other side of, e.g. *Museli mwo/wizi*: on the other side of the river;

museli mwa/kateji: On the other side of the Matetsi; *museli byongwagwaz*: on the other side of the road.

musule adv. Afterwards, e.g. *Banozha musule*: They will come afterwards.

musihle mwa-/musihle kwa- Prep. After (with temporal meaning often rather than indicating position; see also *kushule*, e.g. *Musihle kwobwashanu*: After Friday. *Musihle kwokumuka kwawe*: After his resurrection.

musi see *unsi*.

musika n. 2 (mu/mi) Market. Market place.

-musijia v.t. Renew.

mutelo n. 2 (mu/mi) Tax. Tribute. (See *untelo*).

muvulo n. 2 (mu/no pl.) Monday. See also *unvulo*.

perse. 4. Move home. Move from one place to another.

-mwaisa v.t. 1. Spread. Scatter. 2. Send people away. 3. Ravage. Destroy completely.

-mwaji adj. Open, e.g. *Wasiya ingumba ili mwaji*: You have left the house open

mwakale adv. There. At that place (which has been mentioned before). N.B.: This adverb, from the prefix *mu-*, conveys the meaning of being *inside*. (See also *pakale* and *kwakale*. See *kale*, def. 3).

mwakalemo adv. (Contracted from *mwa-kale yomo*) There, at that place. (See also *kale*, def. 4).

mwakenye adv. Last year/Next year.

mwala n. 2 (mw/my) 1. Big flat rock. 2. Stony place.

Mwali n. 1 (.../ba) God.

mwana n. 2 (mw/no pl.) Breast of animals. Brisket.

mwana n. 1 (mwa/ba) 1. Child. 2. (Of a man speaking) Son/daughter of one's brother. 3. (Of a woman speaking) Son/daughter of one's sister. 4. Son/daughter of one's mother's brother. 5. Great-grand-child. 6. Son-in-law/daughter-in-law (familiar term). 7. In the game of *mulabalaba*, each pebble used.

mwanakwaina n. 1 (mwa/ba) 1. Cousin, i.e. son/daughter of one's uncle (brother of one's father), or son/daughter of one's aunt (i.e. sister of one's mother). 2. (Sometimes it is used also for) Son/daughter of one's uncle (i.e. the brother of one's mother).

mwanaana n. 1 (mwa/ba) Small child.

mwanaanhukajana n. 1 (mwa/ba) Daughter.

mwanaanhulwanyana n. 1 (mwa/ba) Son.

mwando n. 2 (mw/no pl.) Dampness, e.g. *chihu chiramwando*: A damp thing.

mwangala n. 2 (mw/my) Millet cob.

mwanga n. 2 (mu/no pl.) Cassava.

-mwavula v.t. Bite.

-mwaya v.t. Strew. Spread. Scatter (e.g. seeds).

-mwavika see *-mwavira*

Esp. in the expression *nomwaza*: On purpose.

-mw adj. 1. One, e.g. *Kwaswika umwe cheje*: Only one has arrived. 2. Other, another, e.g. *Kwaswika Pita nomwe umbisana undisinoziba*: Peter has arrived with another boy whom I do not know. 3. Some, e.g. *Bamwe banhu banonwa busukwa, bamwe abatonwa*: Some people drink beer, some do not drink. 4. Each; every, e.g. *Umwe nomwe unokwelela kuzha namatebwe awe*: Each one must come with his/her blankets.

mwaji n. 2 (mw/my) 1. Month. 2. Moon.

-mweka v.i. Flash. Glitter.

-mwekula v.i. Grin.

-mwempela adj. One, e.g. *Imbuji imwempela*: One goat.

-mwemweta v.i. Simile.

mwena n. 2 (mw/my) 1. Burrow. Hole (made by an animal). 2. Channel.

mwenti adv. Perhaps.

mwenti n. 1 (mw/be) Owner.

mwenje n. 2 (mw/my) 1. Species of tree whose wood burns without being easily quenched (by rain, etc.). 2. Light. Fire. Lamp. 3. The month of March.

mweya n. 2 (mw/my) Soul. Spirit.

mwel n. 1 (mwe/be) 1. Visitor. 2. Stranger. Foreigner.

mwina see *mwena*.

-mwiningija v.i. Twinkle.

-mwisa v.t. Suckle.

mwise n. 2 (mw/mi-se) Tail.

mwisi n. 2 (mw/mi-si) Pestle. Pole for stamping corn.

mwoyo see *moyo*.

myangala see *ingala*.

myanguta v.t. Lick.

-myawuja v.i. Miaoow.

-myaya v.t. Wash grain (flour) after stamping.

myete ideo. of Sun setting, e.g. *Izhuba (yanila myete)*

-myonga v.i. (Of the bowels) pain.

myono see *mono*.

-myonta v.t. Kiss.

myoyo see *moyo*.

-myuja v.t. Immerse. Dip. Sink.

THE UNIVERSITY OF ZAMBIA
FIRST SEMESTER UNIVERSITY EXAMINATIONS

OCTOBER 2010

MMM 571: ECONOMIC AND MANAGEMENT

TIME : THREE [3] HOURS **FULL MARKS : 100**

INSTRUCTIONS: ANSWER 5 QUESTIONS

SECTION A

QUESTION 1

- a) Explain the major economic activities in an economy and how economic sectors interact. [6 Marks]
- b) Discuss the major concerns of macro economics. [6 Marks]
- c) Discuss the concepts of long run and short run and how they affect production and cost decisions of a firm. [8 Marks]

Question Two

- a) Discuss two theories of demand and why one of them has become more used in contemporary economics [6 Marks]
- b) State the major properties of indifference curves and those of substitute and compliment goods [8 Marks]
- c) Discuss the major types of elasticity and why raw material exporting countries can not prosper [6 Marks]

Question Three

- a) Given that demand function is given as $T_c = 100 + 10Q$ and supply function is given as $TR = 15Q$ determine equilibrium price and quantity [8 Marks]
- b) Given the following cost functions and revenue function. Calculate the breakeven production quality. [8 Marks]
- c) Discuss contribution analysis using these function. [4 Marks]

SECTION B : ANSWER ANY TWO QUESTIONS

Question Four

- a) A public works project is proposed that has total present worth benefits of \$75 million and total present-worth costs of \$55 million. In deliberating this proposal, some members of the town council have suggested that the project has a total present-worth disbenefit of \$15 million; other members feel the \$15 million should be treated as a cost. How should the proposal be evaluated? [20 Marks]

Question Five

- a) A mining company currently earns an average rate of return of 30% on its total investment. The board of directors of the mine is considering the three proposals whose cash flows are specified in table. Which proposal(s) is (are) acceptable, if the board of directors has set a target MARR of 25%? Make an NPV calculation.

Table

End of Year	Proposal A	Proposal B	Proposal C
0	-\$50 000	-\$75 000	-\$100 000
1	15 000	30 000	35 000
2	15 000	30 000	35 000
3	15 000	30 000	35 000
4	15 000	30 000	35 000

[20 Marks]

Question Six

A Mining company is proposing to spend \$1.5 million exploration costs per year for 12 years. Spend \$23^{MILLION} in development in 2 years after exploration after which it will be getting \$41.00 million in revenue and incurring costs of \$17,~~000~~ million per year for 15 years. If the MAAR was 10% what is the economic value of this project.

[20 Marks]

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

MC 101 FINAL EXAMINATION

DATE OF EXAMINATION: 4TH NOVEMBER, 2010

DURATION OF EXAMINATION: Three Hours

Instructions:

This examination has two sections. Section A has one compulsory question for all students to answer. There are SIX questions in Section B and you are expected to answer ONLY three. You will answer one question on each of the following countries: China, America and Zambia. Each question carries same marks in this section. Read the instructions carefully and understand what is required of you in answering this examination.

SECTION A

Section A has one compulsory question for all students to answer.

In December, 1952, the Northern Rhodesia government signed a contract with C.A.G Paver representing the African newspapers, a company based at Salisbury, Southern Rhodesia. Under the contract, the government agreed to suspend the publication of Mutende and the company agreed to publish in Northern Rhodesia, to the satisfaction of the more advanced and politically conscious Africans and the second to meet the needs of the less advanced Africans.

In an exchange of letters, it was mutually agreed that the policy of the two newspapers was to reflect with accuracy the social, economic, and political life of the African population in Northern Rhodesia. The company was to maintain the closest liaison with government to ensure that this policy would be efficiently and continuously carried out.

Discuss in your view what you think are the similarities in the way, by policy, the government newspapers were run in Northern Rhodesia and the way government newspapers are being run today in Zambia. (5 Marks)

Compare and contrast the aims of the government newspapers that time and the aims of government newspapers today. (5 Marks)

What characteristics of the government newspapers of Northern Rhodesia have not changed in the government newspapers today in Zambia? (5 Marks)

Discuss the professional elements of government newspapers of Northern Rhodesia and government newspapers today in Zambia. (5 Marks)

20 Marks

SECTION B

There are SIX questions in Section B and you are expected to answer **ONLY** three. You will answer one question on each of the following countries: China, America and Zambia. Each question carries same marks in this section.

- Q1. Write brief notes on the ideological struggle after Mao in China. (10 Marks)
- Q2. Why did the government in China consider the mosquito press as an enemy? (10 Marks)
- Q3. What is the significance of the Zenger trial in the USA to modern journalism? (10 Marks)
- Q4. Write brief notes on 'new journalism' in the early American press. (10 Marks)
- Q5. How did the introduction of the One Party state and Humanism affect the operations of the press in Zambia? (10 Marks)
- Q6. Describe the early religious press in Zambia. (10 Marks)

30 Marks

TOTAL: 50 MARKS

END OF EXAM

GOOD LUCK

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

FIRST SEMESTER EXAMINATION 2010

FINAL EXAMINATION

INTRODUCTION TO MEDIA ETHICS (MC 125)

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN SECTION A AND CHOOSE TWO QUESTIONS FROM SECTION B

DURATION: THREE (3) HOURS

=====

SECTION A: ANSWER ALL QUESTIONS (60 MARKS)

1. You encounter a person who has no idea about media ethics and he/she kindly requests you to simply explain what media ethics involves. Explain this in a succinct manner to this person? (5 marks).
2. Who would be the most affected if all media training institutions abandoned teaching media ethics? (10 marks)
3. What do you think are the main contentious ethical issues at the moment in the journalism fraternity in Zambia? (10 marks)
4. Is there anything from African societies that can form the basis for ethical conduct of journalists the wide over? (5 marks)
5. Imagine you an editor of a news media outlet that does not believe in the principle of granting anonymity to its sources. You have been invited to defend your position at an open forum discussion for editors. What convincing arguments would you present in favour of your widely opposed editorial policy? (5 marks)
6. Why should a journalist wholeheartedly embrace the thinking of deontologists? (5 marks)
7. Are journalists justified to be unorthodox in the execution of their duties? (5 marks)

8. If two journalists are vehemently at variance on the issue of receiving gifts from the sources of news and one of them says he can receive a gift no matter the size and still do a “good job” while the other says she cannot even get the smallest of a gift from the source. Who would you side with and why? (5 marks)
9. Would you have a heavy heart to be associated with the thinking of Plato? (10 marks)

SECTION B: ANSWER TWO QUESTIONS FROM THIS SECTION (40 MARKS)

10. None of the ethical theories should form a basis for the formulation of journalism ethical codes. Discuss this statement? (20 marks)
11. Is there a strong correlation between an individual journalist’s conduct and observance of ethics? Examples are needed to fully answer this question. (20 marks)
12. Do you support the notion that African journalists should have their own code of conduct different from the one followed by Western Journalists? (20 marks)

END OF EXAMINATION, ENJOY YOUR VACATION

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

FIRST SEMESTER FINAL EXAMINATION 2010

INTRODUCTION TO MASS MEDIA REPORTING (MC 201)

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN SECTION A AND CHOOSE TWO QUESTIONS FROM SECTION B

DURATION: THREE (3) HOURS

SECTION A: ANSWER ALL QUESTIONS (60 MARKS)

1. Carefully read the piece of information below and then answer the questions below it.

The development of any nation depends on the health status of its citizenry. Lack of water and sanitation facilities can greatly affect the health of people and consequently affect the productivity of a nation. Zambia's wish for better water and sanitation provision is outlined in the Fifth National Development Plan of 2006 and it states "A Zambia where all users have access to water and sanitation and utilise them in an efficient and sustainable manner for wealth creation and improved livelihood by 2030".

None availability of reliable water supply and adequate sanitation facilities in schools can have a serious effect on the school attendance of children. Studies have shown that in schools that lack proper sanitation facilities, children may be affected in their learning ability in a number of ways. Firstly, helminth infections, which affect hundreds of millions of school age children, can impair children's physical development and reduce their cognitive development, though pain and discomfort, competition for nutrients, anaemia and damage to tissues and organs. Diarrheal diseases, malaria and helminth infections force many school children to be absent from school. The effect of disease in teachers impairing performance and increasing absenteeism also has a direct impact on learning, and teachers' work is made harder by the learning difficulties faced by school children.

The Ministry of Local Government and Housing in 2007 launched the *National Rural Water Supply and Sanitation Programme* (2006-2015). Later the *Sanitation and Hygiene Component* was developed in order to assist achieve the Millennium Development Goal (MDG) of halving the number of people without access to adequate sanitation by 2015 and to achieve universal sanitation coverage by 2030 as is the goal set in Zambia's Vision 2030. This document has a section that specifically addresses school sanitation and hygiene promotion.

To get the full benefit from the hygiene promotion in schools, it is essential that the schools have sufficient, adequate and clean toilets and hand washing facilities with water and soap or another hand washing medium available at the facilities. The Public Health (Drainage and Latrine) Regulations make it mandatory for any owner or occupier of schools to provide proper and sufficient latrine accommodation for girls and boys. The Ministry of Education Standards, Assessment and Evaluation Guidelines from 2001 state that 8 hand basins should be provided for the first 100 pupils and 3 hand basins for the next 50 pupils. While MoE promotes only the VIP latrine for school sanitation, many rural schools built by local communities have other types of toilets, often of a temporary type with a quality below acceptable standards. At the same time, several school VIP latrines constructed with MoE funding have some technical challenges that reduce the functioning of the VIP latrines.

- a) Write a detailed and complete hard news two-element story. You are highly encouraged to plan your work thoroughly. Ensure that your story is long enough since you are writing for the print media. Short stories will not be assessed. Note that any mistake attracts a penalty of TWO marks. Invent the event and other details at which such information was presented? (10 marks)
 - b) Using a deferent angle from the first story, write a detailed news story using a delayed lead? (10 marks)
2. Your desk has just received the following document from a certain organisation and the editor has requested you to “work on it”. Read the document carefully and mind you the information is not flowing logically. Answer the questions below the statement.

This RAPAP is, therefore, designed to demonstrate how attainment of each of the five intermediate outcomes will assist Member States to deliver on the goal of Article 23 of the Cartagena Protocol, which has been summarised as follows: *“Stakeholders effectively participate in and influence biosafety and biotechnology decisions and processes in the region.”*

It provides a broad spectrum of tried and tested strategies and tools that are deemed necessary for the achievement of the five outcomes and, ultimately, the goal. However, implementation of the proposed options will depend on the availability of resources to the Project and its implementing partners. Recognising that awareness, knowledge and empathy will be the key outcomes to achieving effective participation, the strategy also identifies key stakeholders (or audiences) and appropriate messages and communication tools and methods for delivering the respective messages in order to achieve the desired results. The Strategy may also be used to galvanise resources for some of the interventions that are beyond the resource capacity of the Project and/or its implementing partners. . Raising public awareness and participation on biosafety and biotechnology issues has also been identified as an output in RAEIN-Africa’s Strategic Plan.

It is against this background that the Network initiated the development of the RAEIN-Africa Public Awareness Project (RAPAP). The Network’s mandate is to support SADC Member States translate Article 23 of the Cartagena Protocol into concrete strategies for achieving both awareness and participation of key stakeholders, particularly the public, in biosafety and biotechnology debates and decision making processes.

This RAPAP provides a framework for SADC Member States and RAEIN Africa’s implementing partners in biosafety and biotechnology to adopt strategies for enhancing awareness creation and participation. The Regional Agricultural and Environment Initiatives Network–Africa (RAEIN-Africa) is

a southern African organisation (NGO) network that promotes participatory development of appropriate science and technology policies for sustainable management of the environment and agricultural production systems. Since its inception, RAEIN-Africa has been involved in various training and advocacy events involving different stakeholders in SADC Member States, the purpose of which has been to create a critical mass of stakeholders that appreciate the role of biotechnology in sustainable livelihoods. RAEIN-Africa and its stakeholders have now recognised that despite these initiatives, transfer of knowledge and creating community participation in decision making are still major challenges

- a) Write a news story that will take into account all the issues contained in this statement. You need to invent other details. TWO marks will be deducted for any mistake in grammar, spelling, punctuation and none observance of news writing requirements? (10 marks)
 - b) Write a detailed news story applying a two-element style of news writing. The same conditions in (a) above apply to this question as well. Taking time to read through the document is vital? (10 marks)
3. Present a typical day in a life of a journalist? (5 marks)
 4. What important issues should journalists take into account if they have to conduct successful interviews with sources of news? (10 marks)
 5. Explain in full five cardinal things a reporter has to observe when writing a news story? (5 marks)

SECTION B: ANSWER TWO QUESTIONS FROM THIS SECTION (40 MARKS)

6. You have been asked to deliver a motivational speech to aspiring journalists at a secondary school of your choice. What would you talk about in your delivery? (20 marks)
7. Discuss the various news structures? (20 marks)
8. Discuss the key issues related to writing good headlines for newspapers? (20 marks)

END OF EXAMINATION, ENJOY YOUR VACATION!!!!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2010 FIRST SEMESTER FINAL EXAMINATIONS

MC215: INTRODUCTION TO RADIO PRODUCTION

TIME: THREE HOURS

THERE ARE TWO SECTIONS IN THIS PAPER. ATTEMPT ONLY FOUR QUESTIONS IN SECTION A AND ANSWER ALL QUESTIONS SECTION B.

Section A. Attempt any four questions in this section. Total: 40marks

1. Discuss why most radio stations have fewer old people listening, and what the stations should do to attract old people to listen more to the radio stations. (10marks)
2. Explain why media practitioners attach great importance to the art of interviews.(10marks)
3. Why is it the duty of a media practitioner to fashion raw data from interviews into coherent stories?(10marks)
4. Explain how you would use a 'bomb' question in an interview.(10marks)
5. 'Separate yourself from criticisms of the interviewee.' Discuss(10marks)
6. Discuss sound isolation and acoustics. Indicate how they affect the quality of studio productions.(10marks)

Section B. Attempt all questions in this section. Total: 60marks

7. A wildly careering BMW car hurtled through the side rail of a bridge, five kilometres south-east of Monze on the Great North Road at 21.00hrs this evening plunging 50metres to the boulder-strewn Kafue river-bed below. The crash caused the instant deaths of Haalwiindi Haanzala, 73, President of the local National Commercial Bank and two members of his family, with critical injuries sustained by three other occupants of the BMW. Write this news item in a cleaner radio friendly style. (20marks)
8. A Lusaka based private Cessna plane crashed in the Mchinga Escapement in Serenje last night, killing the pilot, his assistant pilot, two stewards and 12passengers. The black box has not yet been retrieved.
 - a. Write a three paragraph story for radio, breaking the news.
 - b. Write two possible incidental stories on the tragedy.(20marks)
9. Radio news proceeds on an hour-to-hour basis. Reports emphasise on what is happening NOW, not what WAS scheduled to happen. Write a three-paragraph news story on the Lusaka city council and state police operation to clean-up Chibolya shanty-township of drug dealers. Chibolya has been harbouring drug dealers for a very long now. The operation is on NOW at 12.00hrs, as you go on air to read the news. (20marks)

END OF EXAMINATION

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

MC 221: THEORIES OF MASS COMMUNICATION TIME: THREE HOURS

INSTRUCTIONS: There are two sections in this paper. Attempt only four questions in Section A, and answer all in section B.

Section A: Attempt only four (4) questions in this section. Total: 40marks.

1. Explain your understanding of the statement below:
Newspapers must be timely, and items must be properly organised in their order of importance.
(10marks)
2. Explain how you would use a metaphor in a message to your campus audience to discourage from promiscuous life styles.(10marks)
3. In your own understanding, why is the media more influential in times of upheavals? (10marks)
4. Explain how media specialists are able to measure media effectiveness.(10marks)
5. Discuss semantic and mechanical types of noise, giving relevant examples.(10marks)

Section B. Attempt all questions in this section. Total: 60marks

6. Explain why certain types of media ownership or control are preferred by totalitarian states.
(20marks)
7. The premise of media effects has two main thrusts:
 - a. That media construct social formations by framing images of reality;
 - b. That people in audiences construct for themselves their own social reality and their place in it.Explain how the media construct social formations and how people in audiences construct for themselves their view of social reality and their place in it. (20marks)
8. As soon as Mary arrived home, her neighbour's house started burning. She was the only person around, but inspite of being the only one on the scene, Mary just stood there staring at the fire until after 10seconds did she realise she was the only one at the scene, and decided to call the fire brigade. Discuss why Mary reacted in the manner she did.(20marks)

END OF EXAMINATION

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

MC235: FEATURE WRITING

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

SECTION A (60 Marks)

You are a reporter working on the features desk and your editor has assigned you the lifestyle page. Write a travelogue on one of the most intriguing places you have visited in your life. (Emphasis should be on quality and not quantity).

Please note that the article should be based on what you **OBSERVED** or **EXPERIENCED** during your travel.

Ensure that you observe all rules about writing features and make sure you edit your story.

Place your computer number on the top right hand side of the page and begin typing your article immediately below.

All work must be double-spaced and in 12 point Times New Roman.

Periodically save your work (using your computer number) as you type. **LOSS OF WORK IS NOT AN EXCUSE AND YOU WILL BE PENALISED FOR IT.**

SECTION B

1. Define a feature story. (2 marks)
2. What are the main characteristics of a pyramid feature story? (4 marks)
3. Briefly explain the criteria you would follow when choosing a feature topic (4 marks)
4. There are some differences between a hard news story and a feature story. Discuss. (4 marks)

5. What are the three conditions that aid the actual writing of a good feature story? (3 marks)
6. Explain the relationship between the **Intro** and the **Body** of a feature article. (3 marks)
7. Discuss the following features (provide relevant examples where necessary):
 - (i) Obituaries
 - (ii) Anthology
 - (iii) Expose
 - (iv) Review
 - (v) Narrative
 - (vi) Profile
 - (vii) News Feature
 - (viii) Trend stories
 - (ix) Essay
 - (x) Column

(10 marks)

8. Describe the following terms in feature writing:
 - (i) Theme
 - (ii) Transitional devices
 - (iii) Cohesion and Coherency
 - (iv) Description and narration
 - (v) Argument and exposition

(10 marks)

END OF EXAM



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

FINAL FIRST SEMESTER EXAM 2010

COURSE: COMMUNICATION FOR DEVELOPMENT : MC 351

INSTRUCTIONS:

- **This paper comprises of two sections: Sections A and B.**
- **Answer ALL questions from Section A.**
- **Answer only five (5) questions from Section B.**

DURATION: Three hour (3 hrs)

04/11/10

SECTION A

1. What is sustainable development? (5 marks)
2. Explain in details the 3 paradigms of development. (5 marks)
3. It has come to your attention that two companies here in Lusaka run by some foreign investors are paying their workers less than K250,000 per month. You wish to write the Minister of Labour and copy this letter to the culprits and the newspapers. Mention at least 2 development indicators these investors have flouted and explain in details what these development indicators mean. (5 marks)
4. You belong to an International Organisation that wishes to make poverty history. It has outlined its road map, projects and the deadline. What type of change agent is this in the process of development and analyse its approach towards projects and the communities involved. (5 marks)
5. You belong to a local NGO fighting poverty, but with an emphasis on empowerment. What process of change agent in the process of development is this and analyse its approach towards projects and the communities involved. (5 marks)

SECTION B

6. Discuss what community media is. (5 marks)
7. What are the characteristics of community media? (5 marks)

8. Recently the village of Mutwe wa nkoko started a community radio station. Suddenly you are taken aback by the fact that despite having the blessings of the community, a few problems have arisen. What would be some of these problems? (5 marks)
9. You are a Catalyst Facilitator. Kindly state the advantages and disadvantages of your work. (5 marks)
10. You are an Advocate development officer. Kindly state the advantages and disadvantages of your work. (5 marks)
11. Nzimbi is a newly gazetted district with mines and industries coming up everywhere. You are concerned about the air and water pollution going on and how the forests are being cleared. You belong to a Green Campaign Organisation and it has been invited to a workshop to make a presentation. Discuss the ideas you will present. (5 marks)

GOOD LUCK & WISHING U EVERY SUCCESS



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

FINAL FIRST SEMESTER EXAM 2010

COURSE: RADIO AND TELEVISION PRODUCTION I : MC 361

INSTRUCTIONS:

- This paper comprises of two sections: Sections A and B.
- Answer ALL questions from Section A.
- Answer only three (3) questions from Section B.

DURATION: Three hour (3 hrs)

09/11/10

SECTION A

1. What is the basic purpose of a sound system. (5 marks)
2. (a) What is the difference between an interview and a discussion?
(b) What is a documentary programme? (5 marks)
3. List and explain at least 10 types of interviews. (5 marks)
4. You are interviewing a Minister of Sports and Child Development over the continuous poor performance of the Zambian National Team. Mention and explain four things that you will be concerned about while the interview is going on.
(5 marks)
5. You are holding an outside interview. Explain the following:
(a) How you are going to hold the microphone and draw it.
(b) 5 rules you will observe in using portable recorders. (5 marks)

SECTION B

6. You are the Station Manager of Radio Shibukeni. Recently you were running a workshop to train volunteers in programmes presentation on air. Kindly list and explain the basics of good presentation. (5 marks)
7. You are the new Station Manager of UNZA radio. Show the renovations you will bring in the recording studio for holding discussion programmes. (5 marks)
8. You have a new crop of volunteers at Radio Zikomo. Explain to them the factors which would help them to present news properly. (5 marks)
9. Kieran Naboya was a call boy, then became a bus conductor and finally became a Pastor of a respectable Church with a large flock. Prepare and outline a documentary on Kieran. (5 marks)

GOOD LUCK & WISHING U EVERY SUCCESS

UNIVERSITY OF ZAMBIA FINAL EXAMINATION

DEPARTMENT OF MASS COMMUNICATION

MC 411 MEDIA MANAGEMENT 1

TIME: 3 HOURS

DATE : 4th NOVEMBER 2010

ANSWER ALL QUESTIONS IN SECTION ONE AND FOUR QUESTIONS SECTION TWO

1. a) Explain Jane Mouton and Robert Blake managerial grid.
- b) You have been appointed as coordinator for a Youth organization, explain and discuss which type of management and leadership style you will engage in and why?

20 marks

2. What are the good characteristics of a leader?

10 marks

3. Explain the three types of leadership, and in which situation does each work best?

10 marks

4. Explain and discuss the procedures of planning of your **Personnel Department** .

8 marks

5. Discuss the guidelines in the choice of type of media house or media product to establish or produce?

7 marks

6. Explain Max Weber's Bureaucracy Why is it still used in modern management?

5 marks

SECTION TWO: ANSWER FOUR QUESTIONS ONLY

7. Explain the following concepts of media and management :

- a) Gender blind story
- b) Procrastinations
- c) Gender perspective
- d) Theory X and Y
- e) Philosophy of life

10 marks

8. Explain and discuss the fourteen(14) processes that a planning manger has to go through in planning for his media house?

10 marks

9. Explain the eight steps of an Management by Objectives (MBO) management style .

10 marks

10. Discuss the advantages and disadvantages of the MBO management system.

10 marks

11. a) Great leaders of the world have three things in common what are they and how do they develop them?

b) Where do most leaders fail?

10 marks

END

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS

MC 911: PRINCIPLES OF PUBLIC RELATIONS

OCTOBER/NOVEMBER 2010

TIME: THREE HOURS

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

SECTION A

1. It is often argued that those who plan careers in public relations should develop four fundamental abilities. What are these abilities? (8 Marks)
2. In a public relations sense, briefly describe what is referred to as the communication process. (12 Marks)
3. In organisations, friction is not only restricted between line and staff, but also occurs between staff units. To avoid conflicts between departments, what has Wilcox and others recommended be done? (10 Marks)
4. From a public relations perspective, why is research so necessary in today's complex society? (10 Marks)

SECTION B

5. What do you understand by the statement; "...sound ethical conduct, and high levels of professionalism are important components of public relations?" (20 Marks)
6. Discuss why an understanding of economics is so essential in public relations work. (20 Marks)
7. Distinguish the public relations practiced on behalf of Trade Associations, Labour Unions, Professional and Cultural Societies, and "Cause" Organisations. (20 Marks)
8. State and discuss the legal considerations involved in public relations and how some of these affect the distribution of messages. (20 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER 2009

MC 911: PRINCIPLES OF PUBLIC RELATIONS

TIME: THREE (3) HOURS

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

SECTION A

1. Identify and describe the dual roles that public relations practitioners play in any given organization. (8 Marks)
2. Public relations serve different organizations or institutions in different ways. Explain why labor unions need public relations programs? (12 Marks)
3. In this age of integrated communications, are the mergers of advertising and public relations firms or departments a healthy or unhealthy trend? (8 Marks)
4. Why do some former newspapers or electronic broadcast reporters fail in public relations work? (12)

SECTION B

5. Is it a good policy for a public relations person to follow the axiom of King Charles, "Never make a defense or an apology until you are accused?" (20 Marks)
6. From a public relations perspective, discuss the goals of the communication process. (20 Marks)
7. According to Prof. Edgar Trotter, effective public relations is a process and "Research is where public relations starts." Discuss this statement. (20 Marks)
8. State and discuss the basic guidelines of copyright law that public relations professionals should know about? (20 Marks)

END OF EXAM

UNIVERSITY OF ZAMBIA FINALE EXAMINATION

DEPARTMENT OF MASS COMMUNICATION

MC 941 BROADCAST NARATION

TIME: 3 HOURS

DATE : 2TH OCTOBER 2010

ANSWER ALL QUESTIONS IN SECTION ONE AND FOUR QUESTIONS SECTION TWO

1. READ THE STORY OF ASDIWAL MAKE AN ANALYSIS OF THE FOLLOWING

ELEMENTS:

- a) Motifs and Epic laws that are imbedded in the story
- b) Characteristics of a Traditional hero
- c) Different Structures that appear in the story

30 marks

Briefly explain the following elements :

- a) Three modes ancient story telling (Comic tragic heroic)
- b) Equivalentents , variants , versions
- c) Temporal and spatial Forms of scripts
- d) Modern Melodramas and their heroes
- c) Wit, humour, conflict

20 marks

3. Explain the anthropological functions of the stories

10 marks

Section two: Answer only four questions

4. What are the functions of stories?

10 marks

5. What are the scholars' arguments that surround the characteristics of traditional hero figure ?

10 marks

6. Explain the theology of storytelling and how it relates to meaning in life.

10 marks

7. Explain the importance of the following motifs in storytelling

- a) Nowherenes**
- b) No timeliness**
- c) Character and symbols**
- d) Repetitions**

10 marks

8. Explain the following structure and their roles in broadcast narration

- a) Linear structure**
- b) Parabolic structure**
- c) Treasure structures**
- d) Paradigmatic structures**

10 marks

END

Analysis of the story

One winter's day, Asdiwal boasts that he can hunt sea lions better than his brothers-in-law. They set out to sea together, Thanks to his magic objects, Asdiwal has a miraculously successful hunt on a reef, but is left there without food or fire by his angry brothers-in-law. A storm gets up and waves sweep over the rock. With the help of his Father (The Bird of the Good Omens) who appears in time to save him, Asdiwal, transformed into a bird, succeeds in keeping himself above the waves using his magic objects as a perch.

After two days and two nights the storm is calmed, and Asdiwal falls asleep exhausted. A mouse wakes him and leads him to the subterranean home of the sea lions whom he has wounded, but who imagine (since Asdiwal's arrows are invisible to them) that they are victims of an epidemic. Asdiwal extracts his arrows and cures his hosts whom he asks, in return, to guarantee his safe return. Unfortunately, the sea lions' boats, which are made of their stomachs, are out of use, pierced by the hunter's arrows. The King of the sea-lions therefore lend Asdiwal his own stomach as a canoe and instructs him to send it back without delay. When he reaches land, the hero discovers his wife and his son alike, inconsolable. Thanks to the help of his good wife, but bad sister (for she carries out the rites which are essential to the success of the operation) Asdiwal makes killers-whales out of carved wood and brings them to life. They break open the boats with their fins and bring about the shipwreck and death of the wicked brothers-in-law.

But once again Asdiwal feels an irrepressible desire to revisit the scenes of his childhood. He leaves his wife and returns to the Skeena valley. He settles in the town of Ginadaos, where he is joined by his son, to whom he gives his magic bow and arrows, and from whom he receives a dog in return.

When winter comes, Asdiwal goes off to mountains to hunt, but forgets his snow-shoes. Lost, and unable to go either up or down without them, he is turned to stone with his lance and his dog, and they can still be seen in that form at the peak of the great mountain by the lake of Ginadaos (Boas, 1912, pp 71-146).

Explain the different epic laws that are manifested in Asdiwal's story?

Asdiwal's cosmological visits to heaven and below the earth in the Subterranean are symbols of what?

Draw and explain the different structures in which this story can find meaning?

According to the Skeena valley people Asdiwal's story is a story of a real traditional Hero in history of their culture. Explain the elements and schemata that are tied to their way of life.

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

**2010 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATIONS**

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS
TIME: THREE (3) HOURS**

1. What differences and similarities exist between Zambia State Insurance Corporation and Madison Insurance Company limited?
 2. Discuss the sustainability of Politics-Administration Dichotomy in Zambia.
 3. Discuss Luther Gulick's departmentalization methods and assess their relevance to the understanding of Public Administration in Zambia.
 4. With the help of relevant examples from Zambia, write well thought notes on any three characteristics of public goods.
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-

END OF EXAMINATION

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

PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION

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

1. ✓ What did the British mean by Indirect Administration during their colonial tenure and what reasoning was behind its use in Northern Rhodesia and elsewhere?
2. To what extent is separation of power observed in Zambia? Provide practical examples for your answer.
3. Use a diagrammatic illustration to demonstrate how governments make decisions in their process of governance.
4. What is your understanding of Power and Authority, and how do governments use various sanctions and symbols to compel the followers' obedience? ✓
5. What are the functions of those who conduct state administration from time to time?
6. Why is state administration referred to as public?
7. Explain in detail the concept of TRINITY of government.
8. Follow the historical process of the growth of the Zambian civil service from 1924 to 1964, and show the changes that took place.

END OF EXAMINATION

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

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 311: ORGANISATION DESIGN AND MANAGEMENT

INSTRUCTIONS: a) ANSWER QUESTION ONE AND TWO OTHER QUESTIONS.
b) THE TIME ALLOWED IS THREE (3) HOURS

Q1. According to Weber, the bureaucratic structure is superior to any other in precision, in stability, in the stringency of its discipline and its reliability. It thus makes possible a high degree of calculability of results for the heads of the organisation and for those acting in relation to it. Discuss.

[40 Marks]

Q2. The organic model of organisational design stands in sharp contrast to the mechanistic model due to its different organisational characteristics and practices. The most distinct differences between the two models are a consequence of the different effectiveness criteria each seeks to maximise. While the mechanistic model seeks to maximise efficiency and production, the organic model seeks to maximise satisfaction, flexibility, and development. Discuss.

[30 Marks]

Q3. Scientific management focuses on matching people and tasks to maximise efficiency. Discuss this statement with reference to the work and management practices of Henry Ford and Andrew Carnegie.

[30 Marks]

Q4. The crucial message of the contingency theory is that 'there is no one best way to organise'. Discuss this statement with reference to Tom Burns and George M. Stalker, and Paul Lawrence and Jay Lorsch.

[30 Marks]

Q5. If Frederick Winslow Taylor is considered the father of scientific management thought, Mary Parker Follett serves as its mother. Discuss.

[30 Marks]

END OF EXAMINATION

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

PA 341: HUMAN RESOURCE MANAGEMENT

INSTRUCTIONS: ANSWER ANY THREE (3)
QUESTIONS

TIME: THREE (3) HOURS

1. Assume that the kuomboka Enterprise limited in Mongu, conducted Performance Appraisals for three fishermen namely, Mubita, Mukumbuta and Mwanambinyi. The results were that Mwanambinyi was the best performer followed by Mukumbuta and Mubita was the least. Using the Graphic Rating Scales, illustrate how the Performance Appraisals could have been conducted to obtain these results? Your scales should be based on four (4) performance factors.
2. One of the aims of any Employee Reward System is to ensure Internal and External Equity. With the help of appropriate processes, explain how the former can be achieved.
3. Critically discuss the view that “Normal Retirement is the most appropriate form of employee separation in the Zambian Civil Service.”
4. Write well thought notes on the following:
 - a) On-the-Job Training
 - b) Employee Induction
 - c) Employee Interviews
 - d) Occupational Health and Safety

END OF EXAMINATION

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

PA 411: THEORIES OF DEVELOPMENT ADMINISTRATION

INSTRUCTIONS

- 1. Time allowed is THREE (3) Hours.**
 - 2. Attempt any FOUR (4) questions.**
 - 3. All questions carry equal marks.**
-

1. Describe and critique *Fred Riggs' Ecological Model of Social Change*. How far can *Kurt Lewin's Change Model* go in explaining the process of social change in a developing country like Zambia? Give reasons for your answer.
2. With the use of appropriate examples, compare *Development Administration* and *Administrative Development*. Based on the experiences of the Tiger Economies of East Asia, which one of the two do you think should precede the other as Zambia strives to attain development? Give reasons for your answer.
3. Using appropriate examples, compare and contrast *Fred Riggs' Social Change Typologies* and *Arthur Lewis' Structural Change Model* of development. Which one of the two is more practical for a developing country like Zambia? Give reasons for your answer.
4. Assess the relevance of the *Neoclassical Counter-Revolution* to the development needs of developing countries. Would the radical *Dependence Theory* be more appropriate? Give reasons for your answer.
5. Some scholars view development from the economic growth perspective while others view it from the economic development perspective. Which one of the two schools of thought is more realistic? Give reasons for your answer.

END OF EXAMINATION

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

**2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION ***

PA 421: PRINCIPLES OF PUBLIC POLICY ANALYSIS

TIME: THREE (3) HOURS

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

1. According to Central Statistical Office (CSO), more than 60 per cent of people in Zambia are poor, with rural areas having the highest proportions.
 - a) Transform this information into an advocative claim using the structure of value-critical argument.
 - b) Transform this information into an evaluative claim using the structure of motivational argument.

(30 Marks)
2. With the help of relevant examples, explain how you would proceed to recommend a public policy in the area of environmental protection using the technique of value clarification.

(35 Marks)
3. With reference to Zambia, develop a descriptive policy model of the problem of public service inefficiency.

(35 Marks)
4. Compare and contrast the systems and rational policy-making theories of public policy.

(35 Marks)

[Total = 100 Marks]

END OF EXAMINATION

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

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

1: PROJECT MANAGEMENT

- INSTRUCTIONS:** a) ANSWER QUESTION ONE AND TWO OTHER QUESTIONS.
b) THE TIME ALLOWED IS THREE (3) HOURS
-

The following are activities and the duration for a House Construction Project:

<u>Activity</u>	<u>Description</u>	<u>Duration in Weeks</u>
1	Project start	0
2	Dig foundation	1
3	Construct slab	2
4	Construct walls up to window level	4
5	Position door frames	1
6	Position window frames	1
7	Construct walls from window level upwards	3
8	Construct roof	2
9	Undertake plumbing works	1
10	Undertake electrical wiring	1
11	Plaster the house	2
12	Paint the house	1
13	Project finish	0

- a) Draw the network of this project using Precedence Notation.
b) Show the Critical Path using bold links.
c) How long will it take to finish this project?

(40 Marks)

During the implementation of any project, it is always important for the project manager to effect some controls for the successful implementation of the project. Discuss the different kinds of control that are useful in implementing a project. In addition, state the major sources of conflict in a project and illustrate how such conflict can be resolved or managed?

(30 Marks)

The project environment can be summarised by the four Cs. Discuss these four Cs.

(30 Marks)

There are different structural options available to implement a project. Discuss these structural options, stating the advantages and disadvantages of each option, and the type and role of the project manager in each.

(30 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
PA 951: PUBLIC FINANCIAL ADMINISTRATION

INSTRUCTIONS

1. Time allowed is **THREE (3) Hours**.
 2. This examination question paper has two sections, **A and B**. Attempt all questions in Section A and only one question in Section B.
-

SECTION A – THIS SECTION IS COMPULSORY

1. Discuss the nature and scope of Public Finance from:
 - a) The Classical Perspective
 - b) Keynesian Perspective

2. Based on the Principle of Maximum Social Benefit, draw a correctly labeled diagram to show and explain:
 - i) How public expenditure policy on two different commodities can yield equal marginal utility.
 - ii) How public expenditure policy on two different commodities can yield marginal disutility.
 - iii) How taxation policy on two different commodities can yield equal marginal social sacrifice.
 - iv) How taxation policy on two different commodities can yield marginal disutility.

3. Study the tables below and then attempt the questions that follow:

TABLE I

ITEM	TAX BASE IN ZMK	TAX RATE IN %	TAX AMOUNT IN ZMK
1.	300 000.00	10	A
2.	350 000.00	B	40250
3.	400 000.00	12	C
4.	500 000.00	D	65000
5.	550 000.00	14	E
6.	600 000.00	F	87000
7.	650 000.00	16	G
8.	700 000.00	17	H
9.	750 000.00	18	I
10.	800 000.00	19	174250
11.	850 000.00	J	K
12.	900 000.00	21	L
13.	950 000.00	22	245000
14	1000 000.00	23.5	M

TABLE II

ITEM	TAX BASE IN ZMK	TAX RATE IN %	TAX AMOUNT IN ZMK
1.	300 000.00	10	N
2.	350 000.00	10	O
3.	400 000.00	10	P
4.	500 000.00	10	Q
5.	550 000.00	10	R
6.	600 000.00	10	S
7.	650 000.00	10	T
8.	700 000.00	10	U
9.	750 000.00	10	V
10.	800 000.00	10	W
11.	850 000,00	10	X
12.	900 000.00	10	Y
13.	950 000.00	10	Z
14	1000 000.00	10	AA

TABLE III

ITEM	TAX BASE IN ZMK	TAX RATE IN %	TAX AMOUNT IN ZMK
1.	300 000.00	10	BB
2.	350 000.00	11	CC
3.	400 000.00	11.5	DD
4.	500 000.00	11.8	EE
5.	550 000.00	12	FF
6.	600 000.00	12.2	GG
7.	650 000.00	12.2	HH
8.	700 000.00	12	II
9.	750 000.00	11.8	JJ
10.	800 000.00	11.5	KK
11.	850 000.00	11	LL
12.	900 000.00	10.5	MM
13.	950 000.00	10	NN
14	1000 000.00	9.5	OO

- i) In Tables I, II and III, complete the missing values of Tax Rate and Tax Amount.
- ii) For each completed table, draw a graph to show the relationship between the Tax Base and the Tax Rate.
- iii) Which methods of taxation do the tables I, II and III depict?
- iv) State two advantages of the taxation method depicted in each of the tables.

SECTION B – ATTEMPT ONLY ONE QUESTION IN THIS SECTION

4. Using correctly labeled diagrams, discuss:
 - a) Wagner’s Law of Increasing State Activities
 - b) Wiseman-Peacock Hypothesis

5. In relation to Expansionary Fiscal Policy and Contractionary Fiscal Policy, show with the aid of correctly labeled diagrams how Public Debt can be managed during recession/depression, and buoyancy to support:
 - a) Production and Growth
 - b) Effective Distribution
 - c) Stabilization

6. Using correctly labeled diagrams, discuss:
 - a) The effects of forward shifting of tax burden
 - b) The effects of backward shifting of tax burden.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS

PA 955 : STRATEGIC MANAGEMENT

TIME : THREE (3) HOURS

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

SECTION A

1. "The traditional model of what managers do is that it is a logical and systematic process of planning, organizing, motivating and controlling. However, this is misleading" (Michael Armstrong 2010: 17). Discuss **(20 marks)**.

SECTION B

2. Write concise notes, (about half-a-page in each case), on the significance and/or strategic implications of each of the following events **(15 marks)**:
- (a) Charles Greenwood, an American engineer, has developed a car (called the HumanCar Imagine PS) that can run purely on people power and reach speeds of up to 90 kmh.
 - (b) According to *THE POST* newspaper dated Monday, August 30th, 2010. India insisted that it would block some Blackberry phone services if the phone manufacturer did not alter some of its features to provide the government with the means to track and read its (i.e., the phone's) secure e-mail and instant messaging services.
 - (c) On Saturday, August 7th, 2010, Senior Chief Nzamane of Eastern Province launched a five-year Mfumbeni Strategic Plan for 2010/15. for his chieftdom.
 - (d) On August 5th, 2010. the Honda Company issued a recall of its 2003 Honda Accord because the vehicle had ignition (or simply electrical system) problems.
 - (d) According to a business article that appeared in *THE POST* newspaper of April 22nd, 2010. *Zambian Breweries Plc* had decided to engage commercial farmers to begin to grow barley locally

3. Your Managing Director (MD) has just returned from an international conference where one of the hired consultants had asserted that strategic planning was obsolete. Your MD is naturally very concerned about this assertion. Since you are the organization's expert on strategy, write an essay in which you explain to your MD what the consultant actually implied. In so doing, explain also what you perceive to be the benefits of strategic planning **(15 marks)**.
4. Explain the significance of environmental analysis to strategic planning **(15 marks)**.

End of Examination

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

INSTITUTE OF DISTANCE EDUCATION

2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PH 101: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

INSTRUCTIONS: Choose one question from Section 1, one question from Section 2 and both questions from Section 3.

SECTION ONE: POLITICAL PHILOSOPHY

(Answer one question)

1. List and explain five similarities and five differences between the political philosophies of Robert Nozick and John Rawls
2. Explain with one example the following concepts in relation to the philosophy of multiculturalism:
 - (a) State
 - (b) Nation
 - (c) Nation-State
 - (d) Forced assimilation theory of ethnic unity
 - (e) Primordialism
 - (f) Social Constructionist theory
 - (g) *Benign neglect* theory of rights
 - (h) Will Kymlicka's solution self-governing rights demands
 - (i) Will Kymlicka's solution Poly-ethnic rights demands
 - (j) Barotse Agreement violation

SECTION TWO: ETHICS

(Answer one question)

3. Give a detailed analysis of Immanuel Kant's ethical theory. You must explain his theory as much as you can as well as giving criticisms.

4. (a) Define Utilitarianism. Give some examples as you explain.
(b) Explain John Stuart Mill's main contribution to Utilitarianism
(c) Explain Jeremy Bentham's hedonic calculus
(d) Give five criticisms against Utilitarianism in general

SECTION THREE: PHILOSOPHY OF RELIGION

(Answer both questions)

5. Explain various theories given to explain that God exists and the weaknesses of these explanations.
6. In his book, *Philosophy of Religion* (1982) Stephen Evans gives three objections to theism (that is, the arguments that God does not exist):
- (a) Explain:
- (i) the modernity objection
 - (ii) the social science objection
 - (iii) the natural science objection
- (b) Give one argument given against each of the above objections to theism

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

PH 415: THEORY OF KNOWLEDGE

DURATION: THREE HOURS

INSTRUCTIONS: ANSWER ALL THREE QUESTIONS FROM SECTION A, AND ANSWER ONE QUESTION ONLY FROM SECTION B.

SECTION A

Question 1

- a) Write brief and clear notes on the etymology of epistemology.
- b) What are the four fundamental questions dealt with in the theory of knowledge?
- c) With the help of examples, explain the three usages of “knowing” specifying and justifying the usage in epistemology.
- d) Justify the importance of the philosophical study of knowledge.

Question 2

- a) Explain and distinguish between necessary and sufficient conditions of a definiendum.
- b) Write briefly about the genesis of the classical definition of knowledge, schematically stating this definition.
- c) Explain the 1963 challenge to the classical conception of knowledge. Give examples that illustrate this challenge.
- d) Identify and discuss one possible solution to the challenge explained in (b).

Question 3

State schematically, and then give one criticism, of each of the following.

- a) The belief condition of knowledge.
- b) The foundationalist view of justification.
- c) The negative coherence theory of justification.
- d) Reliabilism.

SECTION B (40 Marks)

Question 4

- a) Explain Rene Descartes' dream and evil demon arguments for his method of radical doubt.
- b) Explain Descartes' 'cogito' and theistic arguments out of his skepticism.
- c) Distinguish the skepticism of Descartes from that of Sextus Empiricus (Pyrrhonism).
- d) Explain two arguments you deem to be the strongest in favor of skepticism.
- e) Do you think skepticism in any form is defensible or at least advisable?

Question 5

- a) Contrast critically rationalism and empiricism citing four representatives of either theory of knowledge.
- b) Describe the cognitive process of knowledge acquisition according to John Locke.
- c) According to Hume's fork, there are only two kinds of knowable propositions, "analytic a priori", "synthetic a posteriori". Explain these types of knowledge.
- d) Explain and discuss Immanuel Kant's argument for the possibility of a third type, "synthetic a priori" knowledge.

END OF EXAMINATION

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

**2010 FIRST SEMESTER EXAMINATIONS
PH 935: PHILOSOPHY OF GOOD GOVERNANCE**

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL questions in Sections One and Two; and ONE essay question from Section Three.

SECTION ONE (20 marks)

(Answer all questions as elaborately as you can)

1. Explain two criticisms given by DD Raphael that the UN system is undemocratic.
2. Explain five of the components of good governance as defined by the *Governance: National Capacity Building Programme for Good Governance in Zambia* (1999) document, which can be reducible to merely being aspects of liberal democracy.
3. Define a negative right; as you explain, give one example.
4. Define a positive right; as you explain give one example.
5. What criticisms have been made against the distinction between *Self-regarding* and *Other-regarding* activities that was suggested by John Stuart Mill?

SECTION TWO (40 marks)

(Compulsory)

6. Each of these seven philosophers; Plato, Thomas Hobbes, John Locke, John Stuart Mill, Karl Marx, Robert Nozick and John Rawls made some contribution to what today is defined as good governance.

Identify a specific idea or component of each of these philosophers which, in your view, contributes to the term good governance. Make sure that each of the five components of good governance is covered (that is, attribute each component of good governance to some philosopher).

SECTION THREE (40 marks)
(Choose one question)

7. (a) Explain Will Kymlicka's three forms of group differentiated rights.
- (b) Distinguish between the liberal traditional *benign neglect* philosophy of individual rights of the 1948 UN charter and the recent revival of group ethnicity rights. Given this distinction, give a detailed analysis of whether or not the Barotse people have any rights to some form of regional self-government.
8. Write an essay that compares and contrasts (giving similarities and differences), as well as criticisms against the philosophies of John Rawls and Robert Nozick.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
PHILOSOPHY OF RELIGION
2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

DURATION: Three (3) Hours

INSTRUCTION: Answer all questions from section A and one question from section B.

SECTION A: Answer ALL the questions (60 Marks)

1. Define and write brief notes about the following attributes of God, including a critique of each of them:
 - a) Omnipresent
 - b) Immanent
 - c) Transcendent
 - d) Eternal
 - e) Necessary

2. All discourse about God must inevitably be expressed in a language meaningful to the users – human beings.
 - a) Explain clearly the problem of religious language.
 - b) Narrate very accurately John Wisdom's parable of the "Mysterious Gardener".
 - c) Explain clearly Antony Flew's point in re-telling the story, making explicit the positions of the Believer and of the Sceptic.
 - d) Imagine yourself as the arbitrator on the matter. Write your verdict with well-thought out reasons.

3. From antiquity, arguments have been advanced that attempt to justify belief in the existence of God.
 - a) Outline the ontological argument for the existence of God.
 - b) Explain clearly why theism is more rational than atheism, according to Blaise Pascal.
 - c) Outline the design argument as presented by William Paley.
 - d) Give two critiques of the design argument one of which should be science-based.

SECTION TWO: Answer any ONE question (40 Marks)

4. The Judaic, Christian or Muslim God is said to be all-powerful, all-good and all-knowing. Explain the 'problem of evil' as a challenge to belief in the existence of such a being. Do you think this challenge deals a death blow to belief in God? Give well-thought out reasons for your answer.
5. Reports of miracles are not uncommon among religious believers. What are David Hume's objections to the occurrence of miracles? In view of Hume's position, do you think miracles happen or not? Give reasons for your answer.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PL 115: INTRODUCTION TO POLITICAL SCIENCE

TIME: THREE (3) HOURS

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

SECTION A

1. Write brief but scholarly notes on four of the following concepts;
 - (a) War
 - (b) Coup *d'etat*
 - (c) Political System
 - (d) State of Nature
 - (e) Legitimacy
 - (f) Weberian Conception of Social Class

SECTION B

2. Can the study of politics be scientific or not? Give reasons for your answer.
3. Critically analyse Plato's justification for Philosopher Kings.
4. According to critics Zambia's current electoral system is not appropriate for the country. If you agree with the critics, what system do you think would be appropriate for the country? If you don't agree with the critics give reasons.
5. Discuss the concept of popular sovereignty and show the extent to which this kind of sovereignty prevails in Zambia.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PL 251 EXAMS: COMPARATIVE POLITICS 1 (PL 251)

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

TIME ALLOWED: THREE (3) HOURS

1. The great French interpreter of American democracy, Alexis de Tocqueville, on a more general note about the comparative method made the following comment: "Without comparisons to make, the mind does not know how to proceed." Critically assess the relevance of this comment to comparative politics.
2. Critically assess the extent to which the history of the French political system from the Monarchy to the Fifth Republic is responsible for shaping the current French political system.
3. Compare and contrast the role of pressure groups in French and American political systems. What are the reasons for their different roles and techniques by them in the two political systems?
4. Examine the relevance of Huntington's conception of institution building as political development to comparative politics.
5. Critically assess what seems to be the fundamental values on which the American political system is built?.

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

**2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PL 331: INTERNATIONAL POLITICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Write brief notes on four of the following;
 - (a) International System
 - (b) Individual level cause of War
 - (c) Idealism
 - (d) Marxism
 - (e) Security Dilemma
2. Critically assess the significance of grasping human nature in understanding International Politics.
3. Discuss the contributions made by the feminist approach to the study of world politics.
4. Define balance of power and explain the factors that may account for changes in the balance of power.
5. Define the concept of collective security and discuss whether you think it can be a substitute for balance of power system.
6. Outline the different levels of analysis and assess their importance in explaining International Politics.
7. After the cold war, it was thought by many observers that the United Nations (UN) could become a powerful instrument for maintaining international peace, security and justice. Evaluate this view in light of the realist approach.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PL 421 EXAMS: POLITICS OF INTERNATIONAL PEACE AND SECURITY

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO QUESTIONS

TIME ALLOWED: THREE (3) HOURS

1. Write short notes on each of the following:

- (a) Preventive diplomacy
- (b) Nuclear arms race
- (c) War and sexual violence
- (d) The League of Nations

(20 marks)

2. "The United Nations has in the recent past lost its credibility as an independent and effective organisation to lead the promotion of world peace and security" Discuss **(15 marks)**
3. Give a critique of the human security model **(15 marks)**
4. "The world is more secure, safer and politically stable in the post 11 September 2001 period." Critically evaluate **(15 marks)**
5. Discuss the extent to which the transformation of the Organization of African Union (OAU) to the African Union makes it a viable organization in addressing peace and security in Africa? **(15 marks)**
6. Compare and contrast the United States military, political and economic interests to those of China in Africa. **(15 marks)**

END OF EXAMS

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PL 321 EXAMS: REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

TIME ALLOWED: THREE (3) HOURS

1. Write short notes on four of the following:

- a) Open regionalism
- b) The WIDER approach
- c) Regionalism from below
- d) External guarantor's model (EGM)
- e) United States of Africa Integration

(20 marks)

- 2. Discuss the various stages of economic integration distinguishing them clearly from one another **(15 marks)**
- 3. Critically assess the extent to which Zambia's overlapping membership in the Common Market for Eastern and Southern Africa (COMESA) and the Southern African Development Community (SADC) poses a challenge to regional integration. **(15 marks)**
- 4. Examine the role of the Economic Commission for Africa (ECA) in promoting international cooperation. **(15 marks)**
- 5. Discuss the evolution and status of the EU-Africa trade relations regime since 1957 **(15 marks)**
- 6. Assume that you are the advisor on regional integration at the African Union and you are requested to render your opinion on whether the African Union should follow the European Union model of integration. What would be your arguments? **(15 marks)**

END OF EXAM

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

PL 451: SOCIALIST POLITICAL THEORY I

INSTRUCTIONS

ANSWER THREE QUESTIONS

TIME: THREE HOURS

1. Analyse the way in which St. Simon arrived at the prediction that the old feudal order in Europe was destined to end, giving way to industrial society.
 2. Analyse the extent to which Karl Marx's and Frederick Engels' critique of "utopian socialism" was justified.
 3. Discuss Mao Zedong's justification of the Great Proletarian Cultural Revolution which took place in the People's Republic of China.
 4. Discuss the contributions of Lenin to the theory of scientific socialism.
 5. Critically analyse the theory behind Robert Owen's proposals for reforming society.
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER

DEFERRED FINAL EXAMINATIONS

PL 931 EXAMS: POLITICS OF SOUTHERN AFRICA 1 (PL 931)

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANSWER ANY OTHER TWO (2)
QUESTIONS

TIME ALLOWED: THREE (3) HOURS

1. Critically assess the role that was played by the Boer organizations in eventually helping South Africa achieve the Republican ideal?
2. Trace the development of European oppression in South Africa prior to the 1994 elections and explain the manner in which the apartheid ideology reinforced this oppression.
3. It is argued that Zambia and Malawi experienced the least development out of all the British colonies in Southern Africa. Critically account for the factors that contributed to these two countries receiving less development compared to other British colonies in Southern Africa.
4. Critically assess the extent to which the decolonization process in Mozambique and Angola contributed to post independence civil wars in the two countries.
5. Compare and contrast British colonialism in Botswana, Lesotho and Swaziland.

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

PSYCHOLOGY 101 FIRST SEMISTER EXAMINATIONS FOR 2010 ACADEMIC YEAR

DATE: WEDNESDAY, 3RD NOVEMBER, 2010

INSTRUCTIONS: THIS PAPER CONTAINS 5 SECTIONS. ANSWER ALL QUESTIONS IN SECTIONS A, B and C ON THE QUESTION PAPER, SECTION D and E SHOULD BE ANSWERED SEPERATELY ON THE ANSWER SHEET PROVIDED.

COMPUTER NUMBER _____

SECTION A: MULTIPLE CHOICE

1. Which of BF Skinner's schedules of reinforcement is most difficult to extinguish
a. Variable interval b. Variable ratio c. Fixed interval d. Fixed ratio
2. Negative reinforcement increases the strength or frequency of a response by _____ an aversive stimulus.
a. Increasing b. Decreasing c. Removing d. Ignoring
3. This learning procedure utilizes reinforcement to guide a response in closer and closer approximations to a desired behaviour:
a. Shaping b. Observational learning c. Partial reinforcement d. Conditioning
4. While Ivan Pavlov is famous for his contributions to psychology, he was actually a
a. Linguist b. Botanist c. Physiologist d. Zoologist
5. In John Watson's famous experiment, Little Albert was conditioned to fear a white rat, but he also demonstrated a fear of other furry, white objects. This is an example of:
a. Phobic behaviour c. Stimulus generalization
b. Stimulus discrimination d. Superstitious behaviour
6. Which of the following is true learning?
a. Learning involves a change in behaviour. c. Learning is relatively permanent
b. Learning occurs through experience d. All of the above
7. In classical conditioning, the natural and unlearned reaction to an unconditioned stimulus (UCS) is known as the:
a. Unconditioned stimulus c. Unconditioned response
b. Conditioned stimulus d. Conditioned response
8. What is a reinforcer?
a. Any event that strengthens or increases a response.
b. Something the individual finds pleasant
c. Anything that decreases a response
d. An incentive
9. Innate reinforcers such as food and water that diminish a biological need are known as:

- a. Secondary reinforcers b. Biological reinforcers c. Primary reinforcers d. Need reinforcers
10. The learning process described by Albert Bandura is:
 a. Classical conditioning b. Operant conditioning c. Backward conditioning d. Vicarious conditioning
11. The pathway of physical energy and later neural energy in the sense of taste involves
 a) Taste buds – neural signal – optic nerve – optic chiasm – brain
 b) Bottom up process - top down process – thalamus – cortex
 c) Taste bud – neural impulse – thalamus – cortex
 d) Soluble chemical – neural impulse - cortex – thalamus
12. _____ is responsible for absorbing light and processing images
 a) Adaptation b. Cones c. Retina d. Receptor cells
13. Perception can be understood using both top-down process and bottom up process. Which of the following is true about top-down process
 a) Formulate a hypothesis about the nature of a stimuli – select and examine features to check hypothesis- recognise stimuli
 b) Select and examine feature to check hypothesis – formulate hypothesis about nature of stimuli – recognise stimuli
 c) Recognise stimuli –combine specific feature into a complex form – detect specific feature of stimuli
 d) Combine specific feature into a complex form – detect specific feature of a stimuli recognise stimuli
14. In _____ we perceive a foreground object (figure) against a background (ground)
 a) Figure ground b. Linear perspective c. Texture gradient d. Arial perspective
15. The following perception of distance fall under the monocular cue
 a) Superposition b. Closure principle c. Retinal disparity d. Convergence
16. The theory of hearing that argues that how quickly the basilar membrane vibrates is the
 a) Place theory b. Frequency theory c. Basilar membrane theory d. Travelling wave theory
17. Which of the following senses can help us explain why some people experience motion sickness
 a) Kinaesthetic sense b. Pain c. Vestibular sense d. Sight
18. Drugs used in anaesthetic work by dramatically slowing the
 a. Limbic system b. Pons c. Reticular formation d. Amygdala
19. Sense experience that occurs after a visual stimulus has been removed is known as
 a) Progressive loss b. Light adaptation c. Dark adaptation d. Afterimage
20. A parameter is a characteristic obtained from
 a) Statistic b. Population c. Sample d. Variable
21. Which of the following is mostly affected by outliers
 a) Mode b. Mean c. Median d. variance
22. In every observed score there is true score and

33. A second early school of psychology asked how and why an organism's behaviour helps it to adapt to its environment. It was called
 a) structuralism b) introspection c) Functionalism d) behaviourism
34. A sample of underweight babies was fed a special diet and the following weight gains (lbs) were observed at the end of three months.
 6.7 2.7 2.5 3.6 3.4 4.1 4.8 5.9 8.3
 The mean and standard deviation are:
 (a) 4.67, 3.82 (b) 3.82, 4.67 (c) 4.67, 1.95 (d) 1.95, 4.67 (e) 4.67, 1.84
35. In the method of naturalistic observation, psychologists
 (a) haphazardly encounter behavior as it naturally occurs
 (b) set up controlled experiments by which they uncover causal elements in behavior.
 (c) set out to actively observe subjects in their natural environments.
 (d) interview subjects at different ages.
36. An experiment is performed to test the effects of sleep deprivation on rote memory. In this experiment, the dependent variable is the
 (a) number of hours subjects go without sleep.
 (b) rote memory scores.
 (c) number of subjects/participants deprived of sleep in the experimental group.
 (d) correlation between hours of sleep and fatigue.
37. When subjects/participants in an experiment are chosen so that each has an equal chance of being in either the experimental group or the control group, we say that the subjects have been assigned
 (a) alternately. (b) hypothetically (c) randomly (d) consecutively
38. To replicate an experiment means to
 (a) use control groups and experimental groups.
 (b) use statistics to determine the effect of chance.
 (c) control for the effects of extraneous variables.
 (d) repeat the experiment using either identical or improved research methods.
39. I work at a university, and my research is designed to be of immediate use in the classroom. My research would be called
 (a) basic. (b) ethical. (c) applied. (d) impractical.

- a) Situational factors b. Transient states c. Measurement error d. Mistakes
23. Which of the following is not a measure of central tendency
 a) Frequency b. Mode c. Mean d. A and B
24. A polygon has similar characteristics with
 a) Bar graph b. Histogram c. Frequency distribution table d. None
25. Absolute zero is found in _____ scale of measurement
 a) Interval b. Ration c. Nominal d. Ordinal
26. A representative group in research study is called
 a) Population b. Parameter c. Sample d. Group
27. Of the following the studies, the one that meets the definition of psychology is
 a) a study of someone who engages in self-injurious behaviour.
 b) A study the components of emotion.
 c) A study of the effects of peer pressure on adolescents
 d) All the above
28. Wilhelm Wundt is often considered the “father of psychology”
 a) he established the first psychology laboratory
 b) he was the first to announce that he intended to make psychology a science
 c) he attempted to use scientific methods to study psychological phenomena
 d) All of the above.
29. “it is not what happened at the party that is upsetting you. It is your perception of what happened and your explanation of those events that are causing problems”. Which perspective is this psychologist most likely to follow?
 a) biological b) humanistic c) behavioural d) Cognitive
30. Mr. Sichimba is designing a program to improve student performance in math. Other psychologists will implement his program in schools. He is a(n)
 a) Experimental psychologist b) educational Psychologist
 c) school psychologist d) developmental psychologist
31. Pavlov is to skinner as
 a) Behaviourism is to humanism b) voluntary is to involuntary
 c) Involuntary is to voluntary d) Objectivity Is To Subjectivity
32. Hippocrates and Aristotle
 a) were early psychologist
 b) were forerunners of psychology
 c) attempted to analyse sensation, images and feelings into most basic elements
 d) Did not use the scientific method and therefore their ideas were rarely correct.

40. A simple experiment has two groups of subjects called
- (a) the dependent group and the independent group.
 - (b) the extraneous group and the independent group. ■
 - (c) the before group and the after group.
 - (d) the control group and the experimental group
41. Which of the following is considered a disadvantage of naturalistic observation?
- (a) It provides an overabundance of information.
 - (b) It deals with behaviour not tampered with by outside influences.
 - (c) It limits biased observations through careful record keeping.
 - (d) It does not identify the cause of observed behaviour.
42. A researcher shows a film on successful business people to one group of subjects/participants and a violent film to another group of subjects/participants. The researcher then assesses the cooperativeness of each group of subjects. The independent variable in this study is
- (a) the level of cooperativeness.
 - (b) the type of film seen.
 - (c) the level of interest in successful business people in subjects.
 - (d) the level of aggressiveness in subjects/participants.

SECTION B

Fill in the blanks

1. An employee receives a reward after every 45 minutes. What type of reinforcement schedule is being used? _____
2. You have a car crash, now all cars scare you, _____ has occurred.
3. _____ learning is a form of learning that is not immediately expressed in an overt response and occurs without obvious reinforcement.
4. In an experiment conducted to find out if rats have the ability to learn a maze, after they had found there was through the maze, the rats had learned what is referred to as _____.
5. The major proponent of insight learning is _____.
6. _____ are People who are blind to either red-green or blue-yellow
7. We are able to understand figure ground imbedded images because, in vision, the central figure is usually in front of or on top of what we perceive as _____

8. In _____ nearby objects appear to move rapidly in relation to our motion
9. A statistic is an estimate of _____
10. Synaptic transmission occurs when the transmitter stored in the bottom receives an action potential which prompts the transmitter's release from synaptic _____ into the synaptic gap
11. Experiments by _____ and others have shown that the left hemisphere of the brain is involved in speech, while the right hemisphere is superior in tasks involving perception of spatial patterns
12. Understanding spoken words depends largely on auditory information being transmitted to the _____ area of the cortex and then to the association areas.
13. The _____ gland secretes our growth hormone
14. Hormones are sometimes referred to as _____
15. The level of activity of the _____ gland is associated with suicide behavior.
16. _____ is an attribute that can assume different values.
17. _____ Scale is the most primitive scale of measurement.
18. Open-mindedness entails _____
19. A researcher wishes to study photophobia. She should use the _____ method of research.
20. The Stanford Prison Experiment was conducted by _____

SECTION C

True/ false: Tick where applicable.

STATEMENT	TRUE	FALSE
1. The Law of contiguity states that over time actions for which an organism is rewarded are strengthened and are therefore more likely to occur again in future.		
2. Negative reinforcement is the removal of a pleasant stimulus.		
3. The normal process of classical conditioning involves initiation of the CS follows the initiation of the US.		
4. Higher order conditioning is a type of conditioning that takes place when the CS is directly linked to the US.		
5. Conditioned taste aversions are important for survival because they inhibit the repeated ingestion of dangerous and toxic substances.		
6. Phenylketonuria (PKU), an inherited disease of the nervous system is marked by uncontrollable movements, disrupted speech and mental restoration		
7. The existence of familial aggregation of mental illnesses is one of the evidence that behaviour is biological determined		

SECTION D (COMPULSORY)

Out of a class of 287 PS 101 students, the following 20 students from one tutorial group scored the following scores listed below on a quiz out of 3 marks. Compute the following, from the raw data.

Scores: 1, 2, 3, 1.1, 0.7, 0.3, 2.5, 3, 1.5, 1.7, 2.4, 1.8, 2.9, 1, 1, 1.7, 2.1, 2.3, 0.1, 2.5

- a) The mode
- b) The median
- c) The mean
- d) The variance and;
- e) The standard deviation
- f) In your own words, explain what the variance you have computed means in this distribution.

SECTION E

ESSAYS: ANSWER ANY TWO QUESTIONS

1. He was one of the most influential Behavioural theorists. He was also known as the father of Operant conditioning although he built his ideas on another famous Behavioural theorist. He devised an important gadget, which he used to conduct experiments on both positive and negative reinforcement.
 - (a) What was the name of this theorist and the gadget he devised?
 - (b) Explain how he conducted his experiment to highlight how positive reinforcement works.
 - (c) Making reference to any of his experiments, explain how he demonstrated how negative reinforcement works.
2. John Watson and his partner Rayner conducted a very famous experiment known as the Little Albert Experiment.
 - (a) Explain in detail how this experiment was conducted and what was the major result of this experiment?
 - (b) Explain what experiments were conducted to try and reverse the major result of the Little Albert Experiment.
 - (c) Highlight the various ethical issues that arose from this experiment that would not be condoned by the APA.
3. Describe Stanley Milgram's study on obedience. Mention one violation of participants' research rights.

End of Examination- BEST WISHES

and toxic substances.		
6. Phenylketonuria (PKU), an inherited disease of the nervous system is marked by uncontrollable movements, disrupted speech and mental restoration		
7. The existence of familial aggregation of mental illnesses is one of the evidence that behaviour is biological determined		
8. The hormone androgen is exclusively found in male, while oestrogen is exclusively in females		
9. One of the differences between neural and hormonal communication is that while communication is relatively slower in neural communication, it is relatively fast, usually taking only milliseconds in hormonal communication		
10. The hypothalamus maybe described as the main endocrine gland with control functions		
11. The reason many hormones have their levels tightly controlled is that excess or difficult hormonal levels can have an adverse effect on the functioning of the body.		
12. The rule of size constancy may give us some insight on how the Ponzo illusion works		
13. Individual differences and culture can influence our perception		
14. Kinesthetic senses provide information about equilibrium and body position		
15. Ordinal scale has the absolute zero characteristic		
16. The mode represents the highest score in a data set.		
17. Measures of central tendency convey information about the average and most typical score in the distribution.		
18. An experiment is performed to see if background music improves learning. Two groups study the same material, one while listening to music and another without music. The independent variable is the material studied.		
19. A common method for selecting representative samples is to select them strictly from volunteers.		
20. Many research questions arise from daily experience		

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

PS 241: CHILD DEVELOPMENT

DATE: 2 NOVEMBER 2010

<p>INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF TWO PARTS. ANSWER ALL THE QUESTIONS IN PART ONE AND FOLLOW INSTRUCTIONS PROVIDED ON PAGE 6 FOR PART TWO</p>

PART ONE: THIS PART CONSISTS OF A SECTION ON MULTIPLE CHOICE QUESTIONS AND ANOTHER ON FILL-IN THE BLANKS

SECTION ONE: MULTIPLE CHOICE QUESTIONS (10 Marks)

Answer all the questions

1. The scientific process that approaches the study of human behaviour by seeking causal relationships among factors with the goal of trying to predict outcomes is known as
 - a) Positivism
 - b) Constructivism
 - c) Qualitative inquiry
 - d) Basic research

2. The question of asks the extent and under what conditions it is possible for the course of development to change, as a result of either deliberate interventions or accidental experience
 - a) continuity
 - b) plasticity
 - c) adaptation
 - d) all of the above

3. research designs ask people to report on experiences from an early time in their lives.
 - a) Retrospective
 - b) Experimental
 - c) Case study
 - d) Observational

4.is the failure to resolve the major issues of a psychosexual stage resulting in symbolic reliving of those issues.
 - a) Pre operational
 - b) Phallic
 - c) Fixation
 - d) Ego

5.is a prenatal diagnostic test in which a hollow needle is inserted through the abdominal wall to obtain a sample of fluid in the uterus
 - a) Teratogen
 - b) Co-dominance
 - c) Amniocentesis
 - d) Chorionic villi sampling

6. In infancy, some of the early words are combined with gestures to convey whole sentences of meaning, a pattern referred to as
 - a) Prelinguistic
 - b) Naming explosion
 - c) Holophase
 - d) Cooing

7. An important feature of social development that occurs during middle childhood is
 - a) Gender segregation
 - b) Gender resolution
 - c) Gender identification
 - d) Gender modification

8. Normal physical development in infancy requires
 - a) A nutritionally adequate diet
 - b) Immunizations
 - c) Protection from environmental hazards
 - d) All of the above.

9. During the preschool years, the child learns to regulate his or her own expression of emotion. Part of this process is the development of
 - a) Morality
 - b) Impulse control
 - c) Anger management
 - d) Emotions

10. An important feature of a child's interaction with the family during middle childhood is
 - a) Substitution
 - b) Coregulation
 - c) Decentration

- d) Self concept
11. Albert Bandura's concepts of modeling and reinforcement of gender appropriate behavior are part of the approach to explaining gender development
- a) socialization
 - b) psychoanalytic
 - c) gender schema
 - d) biological
12. Sally snatches a doll away from Timmy because she wants to get the doll, not because she wants to hurt Timmy. This is an example of aggression.
- a) hostile
 - b) instrumental
 - c) relational
 - d) biological
13. The word used to describe someone who has a large number of both masculine and feminine characteristics is referred to as:
- a) androgyny
 - b) hermaphroditism
 - c) transvestite
 - d) morphology
14. Exposing children to pornography as well as involving them in the production of pornographic material is known as:
- a) non-contact sexual abuse
 - b) exhibitionism
 - c) voyeurism
 - d) contact sexual abuse
15. Lucy and Ricky brought their baby home in a blue outfit, wrapped in a football-print blanket. The baby's room is decorated with baseball and football pictures. Without even realizing it, Lucy and Ricky are:
- a) creating a gender-free environment
 - b) gender-role typing the baby
 - c) encouraging androgyny
 - d) displaying concern about their child's masculinity
16. Girls are more likely than boys to engage in aggression.
- a) hostile
 - b) relational
 - c) instrumental
 - d) physical
17. Which of the following is **NOT TRUE** about the conclusions Maccoby and Jacklin (1974) made about differences between boys and girls for which there is convincing evidence:

- a) Boys have greater verbal ability than girls at most ages
 - b) Boys are more aggressive than girls physically
 - c) Boys have greater visual and spatial abilities than girls
 - d) Boys have greater arithmetical ability than girls during adolescence
18. Female children employed as domestic workers are in danger of:
- a) emotional abuse
 - b) sexual abuse
 - c) physical abuse
 - d) all of the above
19. Which of the following is not regarded as a feminine trait?
- a) Gentle
 - b) Kind
 - c) Ambitious
 - d) Tactful
20. occurs when children are not provided with the basic necessities of life and when they are left alone for long stretches of time.
- a) Child neglect
 - b) Physical abuse
 - c) Emotional abuse
 - d) Child labour

SECTION TWO: FILL IN THE BLANKS (10 Marks)

Answer all the questions

1. is one of the primary types of research which is undertaken to find solutions for certain problems rather than enhance general knowledge about psychological processes.
2. A prenatal diagnostic test in which a small tube with light source at one end is inserted into the womb to inspect the fetus for defects of the limbs & face is called
3. Vygotsky believed that cognitive development involves and not quantitative changes.
4. proposed that species evolve over time in response to environmental conditions through a process called natural selection.
5.(1632 – 1704) is the early philosopher who saw infants as a tabula rasa or blank slate.
6. Early in the first year of her development, Tendai stopped crying for her mother every time she left because she knew she would return at some point during the day. According to Piaget, Tendai had developed

7. By the age of three, children are already putting words together into simple sentences, mastering grammar and undergoing what is known as
8. Tapiwa has recently begun to show interest in having friends. Rather than being alone, he spends much of his free time engaged in activities that involve his peers. Tapiwa is at the stage of development.
9. In the early stages of language development, many of the developments during the phase are significant precursors to language.
10. Sungani is soon to be one year old. Every time his mother leaves him, he remains calm, despite the fact that he can recognize and distinguish her from an unfamiliar person. Sungani is at thestage of attachment.
11. Voluntary actions intended to benefit another person are known as behavior.
12. The process by which children acquire the standards, values and knowledge of their society or “the way to be” in that particular culture is known as
13. A family in which there is a child who is the natural child of one partner in a marriage is known as a family.
14. The kind of abuse which occurs when a child is denied the love, security and company of friendly people is known as abuse.
15. Fixed beliefs about the activities and occupations that are considered appropriate for males and females are known as
16. According to, boys adopt their father’s moral standards as part of the identification process, and this leads to the formation of the superego.
17. is the period of the most intense and the most crucial socialization.
18. The ability to detect different emotions, to take another’s perspective and to feel with that person is known as while feeling sorry or concerned for other people is known as
20. The primary reward children get out of play is

PART TWO: THIS PART CONSISTS OF THREE SECTIONS. FOR SECTIONS THREE AND FOUR CHOOSE ONE SHORT ESSAY AND ONE LONG ESSAY. CHOOSE TWO SHORT ESSAYS AND ONE LONG ESSAY FOR SECTION FIVE.

SECTION THREE (15 Marks)

A. SHORT ESSAYS: Answer ONE of the following questions:

1. Briefly discuss how John Locke and Jean Jacques Rousseau viewed childhood and how that contributed to the development of childhood studies.
2. Explain the information processing theory and socio cultural theory of cognitive development

B. LONG ESSAYS: Write an essay on one of the following topics:

1. Spanner Nshaba, is an 8 years old child with **severe** symptoms of lead poisoning in Kabwe. His case has attracted a lot of media attention. Some symptoms have grossly affected his cognitive and psychosocial development. Describe the symptoms of lead poisoning and then describe a research method that can best help you as a researcher to gain an in-depth description of Spanner Nshaba and his social context. What are the advantages and disadvantages of this method?
2. Explain the six (6) main theories of development in child development/ psychology and mention the six central questions that will ask about any theory in child human development

SECTION FOUR (15 Marks)

A. SHORT ESSAYS: Write a short essay on ONE of the following topics:

1. What is attachment? Making reference to the various phases, briefly explain how attachment takes place.
2. From a cross-cultural point of view, there exists some evidence of large similarities in the early development of language in infants. Briefly explain any 5 similarities.

B. LONG ESSAYS: Write a long essay on one of the following topics:

1. Gloria is 9 years old. She lives with both her parents and 3 other siblings, all older than herself.

- a) Describe Gloria's social development during this age.
- b) Explain how this social development may have an impact on her self-concept. Use an example to explain your answer.

2. The following is an excerpt of a conversation Thomas had with his mother.

"Mummy yesterday Lombe came to play with me. I rided my bicycle and Lombe rided his scooter. When we were riding, I falled down and hurt myself. Look a t my sore. Then I telled BaRabecca to put a bandage".

- a) Based on the above conversation, how old do you think Thomas is? Explain your answer.
- b) Explain three other characteristics of language development that Thomas is likely to demonstrate at his age. Use examples to explain your answer.
- c) Using examples, explain in detail how Thomas's mother can further help enhance his language development.

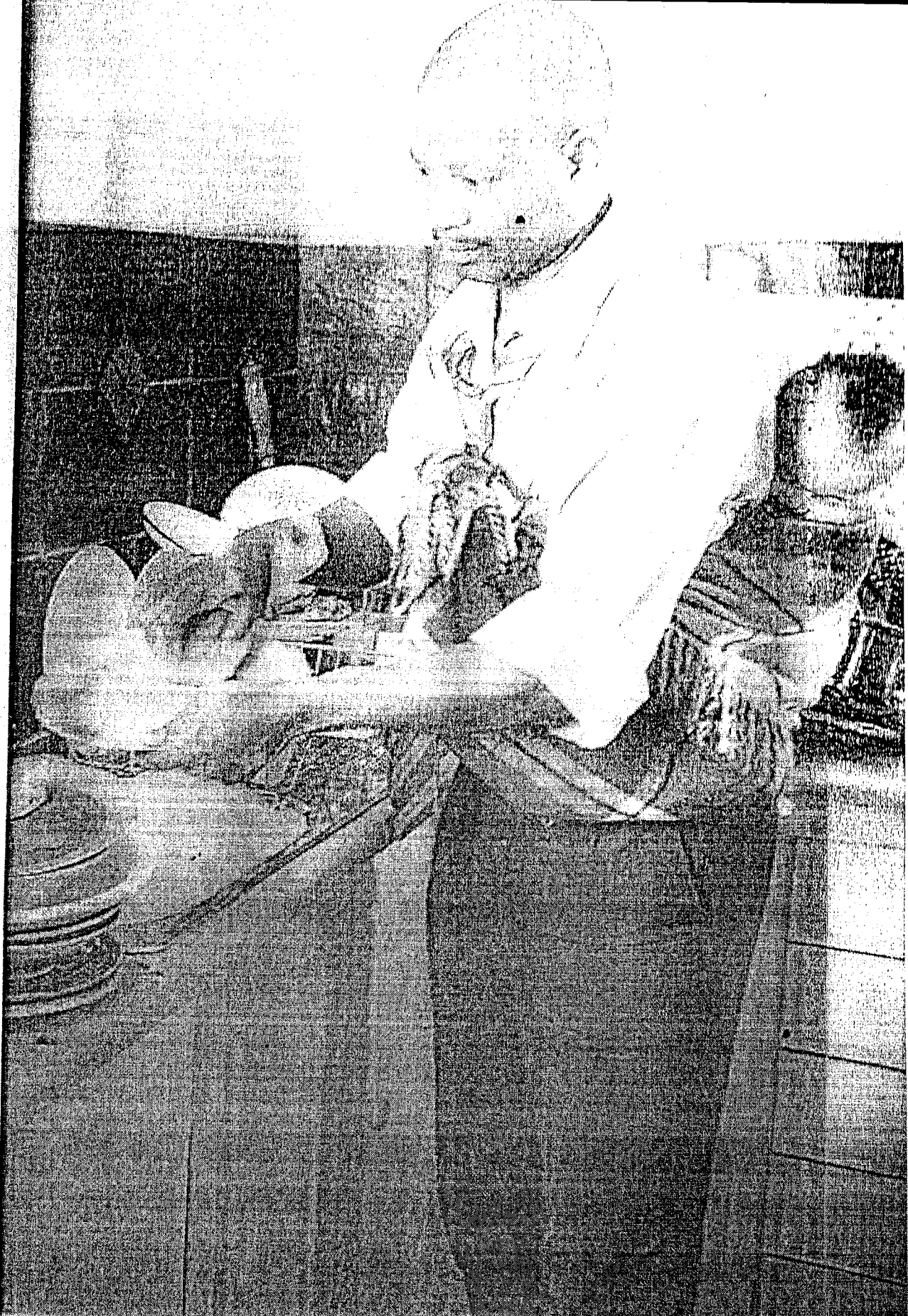
SECTION FIVE (20 Marks)

A. SHORT ESSAYS: Write a short essay on TWO of the following topics:

1. Discuss the role socialisation plays in the development of prosocial emotions and behaviours in children.
2. What are the three main components of morality according to Shaffer (1993)? State the two main reasons for distinguishing among the three components of morality identified by Shaffer.
3. Distinguish between the extended family and the single parent family.
4. Briefly discuss the impact of HIV/AIDS on children's lives.

B. LONG ESSAYS: Write an essay on ONE of the following topics:

1. Discuss play among young children. Include the following in your discussion:
 - (a) Five benefits of play
 - (b) Five reasons why children cannot play sometimes
 - (c) Four harmful effects of children not being able to play
2. Discuss the study conducted by John and Beatrice Whiting in the early 1950s on early socialization practices in different societies.
3. Carefully study the picture on the page that follows and write an essay on gender role stereotypes with special reference to Zambian society.



's Month at Mango. Besides low, low one-way specials, female guests flying with us this month a chance to land ers for perfumes, chocolates, Temptations lingerie. Estée

• YouGoGirl



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
PO BOX 32379, LUSAKA

PS 331... COGNITIVE DEVELOPMENT AND CULTURE I
2010 ACADEMIC YEAR, 1st SEMESTER EXAMINATIONS. 27th October 20 10

INSTRUCTIONS

- (1) Answer FOUR questions**
- (2) All questions carry the same marks**
- (3) Answer the questions in essay format and as detailed as possible**

SECTION A: ANSWER TWO QUESTIONS FROM THIS SECTION.

QUESTION ONE

Show how **Gestalt principles** of Visual Perception of **Figure—Ground, Proximity, Similarity, Closure** and the **Law of Pragnanz** can be generalized to the general perception of phenomena in the world.

QUESTION TWO

Discuss Genetic epistemology, Empiricism, Behaviourism and Nativism and show their contribution to the study of **Psychology** today.

QUESTION THREE

Perception of the World is slightly **different** from one person to the next person. Discuss why the statement above can be **true** or **false**, giving examples to support your argument.

SECTION B: ANSWER TWO QUESTIONS FROM THIS SECTION.

QUESTION FOUR

“The structure of language is intimately related to the child’s capacity to learn” discuss this statement in relation to the theorist **Noam Chomsky**. Give examples to support your discussion.

QUESTION FIVE

Discuss **Vygotsky** position on how children acquire early cognitive competencies with particular attention to the **Zone of proximal development, Scaffolding** and **Guided participation**.

QUESTION SIX

In detail, discuss the position of the **modularity hypothesis** with regards to the relationship between **language and thought**.

END OF EXAMINATION.



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR SEMESTER I FINAL EXAMINATION

PSY 341: PSYCHOLOGICAL TESTING

November, 2010

Student's Computer Number:

TIME: THREE HOURS

SECTION A

ANSWER ALL QUESTIONS IN PART A OF THE EXAM (COMPRISING MULTIPLE CHOICE QUESTIONS) AND 1 COMPULSORY ESSAY QUESTION.

SELECT ONE ANSWER TO EACH OF THE MULTIPLE-CHOICE QUESTIONS IN THIS PART OF THE EXAM, BY CIRCLING ONLY ONE ALTERNATIVE YOU CONSIDER TO BE THE BEST ANSWER TO THE QUESTION.

1. In testing ethics, data protection is very important and data about a person should be protected. Sensitive data includes all about not
 - a) Ethnic origin
 - b) Sexual orientation
 - c) Any convictions, offences committed or legal proceedings
 - d) Tests or measures answered before

2. _____ evaluates what an individual is capable of learning
 - a) Achievement test
 - b) Aptitude test
 - c) Intelligence test
 - d) Projective tests

3. Which of the following early psychometrician was the first to use the term "mental test"
 - a) Karl Pearson
 - b) James McKeen Cattell
 - c) Charles Darwin
 - d) Francis Galton

4. Which of the following was the first objective personality test
 - a) Woodworth personal data sheet
 - b) Woodworth personality test
 - c) Rorschach Inkblot test
 - d) Thematic Apperception test

5. What were the results of a study in Norway of how test administration affects rates of reporting symptoms of anxiety and depression
 - a) Self administered questionnaires identified 2-3 times as many possible cases of psychological distress as did the interview cases
 - b) Self administered questionnaires are less likely to contribute to psychological distress as are personal interview cases
 - c) Interview cases are the only ones that cause psychological distress
 - d) That both self administered and interview did not contribute to distress but that the tester did contribute to distress

6. The expectancy effect in testing administration is also known as
 - a) Catell effect
 - b) Administration effect
 - c) Sattler effect
 - d) Rosenthal effect

7. In item difficulty an item that does not contribute to measuring individual differences and is therefore useless is
 - a) P -value of 1.0
 - b) P -value of .0
 - c) P -value of .5
 - d) P -value of .0 or 1.0

8. Which of the following is a VERY good value for an item with regards to item difficult
 - a) 0.3
 - b) 0
 - c) 0.6
 - d) 0.3 and 0.5

9. Which of the following formats for constructing a measure would be **best** suitable for a measure which assess adolescents' adherence to treatment with type 1 diabetes from an illiterate background
- Visual analogue scale
 - Likert scale
 - Checklist
 - Q sort
10. There are **kinds** and **ways** of developing norms and these two are different. Which of the following would the best example of a kind of norms
- Age and gender
 - Self referencing
 - Criterion referencing
 - All of the above

Mixed format

1. As a psychometrician, it is your duty according to the ethical code of conduct to give feedback to your subjects. Mention at least four possibilities of feedback
- _____
 - _____
 - _____
 - _____
2. Mention four advantages of computer testing
- _____
 - _____
 - _____
 - _____
3. The department of psychology has hired you as a tutor for PS 101. They were given a test which contained 50 multiple choice questions each containing four choices and we know that by chance some students are expected to get 25% correct. Calculate the expected score for guessing. Given that the formula is $R - W/N - 1$
- Where R= the number of right responses
W= the number of wrong responses
N= the number of choices for each item
4. Based on the Item Response Theory for item analysis, for each of the following attributes show how the Item Characteristic curve would look like
- High Self esteem and extroversion
 - High Depression and extroversion

5. Mention the five dangers for not following procedures of acceptable psychological measures

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

COMPULSORY ESSAY QUESTION

This is a compulsory question and must be answered on a separate answer booklet

The **Human Resources Association of Zambia (HRAZ)** has hired you to develop the first ever measure that can effectively discriminate and help recruit directors in the remaining public companies in Zambia. You are required to explain to a committee comprising of expert human resource specialist selected by the (HRAZ) how you will approach this task.

1. **Given** the suitable name of this measure and **describe** the format or formats that you will use in developing this measure and justify why
2. Using the guideline for item writing provided by DeVellis (1991) describe how each item will be developed and then illustrate this using the trial and analysis of test construction tree that was provided to you when you did your PRACTICAL of developing the different measures or tests during the semester.
3. Explain factors that contribute to measurement error and measures that you might take to increase the reliability of this measure (test).
4. Explain the purpose of item analysis
5. Explain how you would use the classical test theory and the item response theory of item analysis in developing this measure to make sure that the items are best suitable for the position it will be assessing.
6. Then explain why you would want to develop norms for this measure and the best suitable **way** (and not kinds) of norm referencing that would be ideal in this measure. Then explain why **gender** as a kind of norm referencing would be important to consider in this measure.

SECTION B

Answer only two questions in this section

1. While individual tests find their application in the clinical, group tests are used primarily in the educational system, industry, government service and the military services. Group testing began during World War I with the development of the Army Alpha and the Army Beta tests especially for army personnel. Explain some of the basic points of difference between group tests and individual tests.
2. Intelligence is actually known by what it does. It is a major factor towards success in any field of life. The definitions of intelligence can be divided into many broad groups. Outline the definition of intelligence according to a some of the eminent psychologists- Binet, Spearman, Thorndike, Stern, Burt, Terman, Freeman, Stoddard and Wechsler.
3. With the aid of relevant illustrations, describe the content of the Stanford Binet Scales of Intelligence and state eight [8] guidelines for its interpretation.
4. Wechsler was a clinical psychologist in New York. He had a duty to examine criminals and patients who might be feeble-minded, illiterate or psychotic. Outline the contents of the verbal and performance scales of the Weschsler Scale of Intelligence.

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

PS451: PSYCHOLOGY OF THE WORK ENVIRONMENT

TIME: THREE (3) HOURS

INSTRUCTIONS

THIS EXAMINATION CONSISTS OF TWO SECTIONS: SECTION A AND SECTION B. THESE SECTIONS CARRY EQUAL MARKS. ANSWER ANY TWO QUESTIONS FROM EACH SECTION.

SECTION A: ANSWER ANY TWO QUESTIONS FROM THIS SECTION

1. Explain what you understand by the concept of accident and bring out four (4) personal and four (4) environmental factors in accident causation. Further, propose how you can mitigate against accident occurrence in a mining company.
2. Discuss in detail the development of organizational counseling from its earlier form to its present state.
3. Discuss the concept of participation management as well as three models of participation.
4. Explain in detail what you understand by the concept of industrial relations and bring out any three theories of industrial relations.

SECTION B: ANSWER ANY TWO QUESTIONS FROM THIS SECTION

1. You are the Human Resource Manager at Konkola Copper Mine. Lately the employees in the organization have not been meeting their targets. They seemed to have lost their morale and motivation to work. Management has asked you to conduct a research, which will help establish why the employees are performing poorly. Using your knowledge on research methods, explain how you would go about conducting the research.
2. Chewe's job at MTN was to receive and deliver mail both within and outside the organization. It also included stamping incoming mail and indicating when it was received, who and where it was received from. After several years of performing this job, Chewe began to make serious mistakes, like delivering mail to the wrong people and delivering mail very late, indicating the wrong date on mail received

and delivered. Both her employers and customers began to complain about her general performance. Management decided that they needed to redesign her job.

- (a) Explain any two reasons why, according to Hackman, job redesign is important. Use the case of Chewe to explain your answer.
 - (b) If management decided to redesign Chewe's job through job enrichment, using examples how they would enrich Chewe's job.
 - (c) Describe the Job Characteristic model of job re-designing, as proposed by Hackman and Oldham.
3. (a) What is job analysis? Explain any four reasons why organizations conduct job analysis.
- (b) ZAIN would like to recruit an assistant legal counsel. Explain how the Human Resource Manager would go about conducting the process of job analysis for this position.
- (c) Describe any two methods that could be used to collect job analysis information for the above position. Highlight the advantages and disadvantages of these methods.
4. Imagine you are the Human Resource Manager for Zambia Breweries. You need to recruit for the position of customer service representative.
- (a) Briefly explain any two methods of recruitment that you could use.
 - (b) After the recruitment process has taken place, explain the various stages of the selection process you would have to follow.
 - (c) After undergoing the above selection process, you finally short list 5 potential candidates for the position. These five candidates are called for interviews. Highlight any five (5) questions you would want to ask the candidates and explain how this information would be important.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 FIRST SEMESTER EXAMINATIONS

PS 461: RESEARCH METHODS IN PSYCHOLOGY

TIME: THREE HOURS

DATE: 29 OCTOBER 2010

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF THREE SECTIONS. YOU MUST ATTEMPT QUESTIONS IN ALL THESE SECTIONS. FOLLOW INSTRUCTIONS UNDER EACH SECTION AND USE A SEPARATE BOOKLET FOR EACH SECTION.

SECTION ONE: SHORT ESSAYS (30 MARKS)

Answer three (3) questions of your choice

1. Imagine that an industrial psychologist wants to determine whether providing new, brighter lighting will increase worker productivity. The new lighting is installed and the industrial psychologist arrives at the plant to monitor production and determine if productivity increases.

There is a problem with this research project that needs to be corrected. What is the nature of the problem and how can it be corrected?
2. In research, before the proposed research problem can be considered appropriate, several searching questions should be raised and it is only when these questions are answered in the affirmative that the problem can be considered a good one. One of these questions is to do with whether the problem is feasible. Discuss five questions students should consider with regard to feasibility.
3. Selecting a suitable topic is the first major challenge in conducting research. Briefly discuss past research as an example of systematic sources of research problems.
4. Using B. F. Skinner's reaction to the malfunctioning of a pellet dispenser in an operant conditioning chamber (Skinner Box), discuss serendipity as an example of non-systematic sources of research ideas.

SECTION TWO

Answer all questions in this section

1. Below is an excerpt from Stanley Milgram's (1961) studies on obedience. Answer the questions that follow (10 marks)

“...The subject was given the title “*teacher*”, and the confederate, “*learner*”. The participants drew slips of paper to 'determine' their roles. Unknown to them, both slips said “*teacher*”, and the actor claimed to have the slip that read “*learner*”, thus guaranteeing that the participant would always be the “*teacher*”. At this point, the “*teacher*” and “*learner*” were separated into different rooms where they could communicate but not see each other. The confederate was sure to mention to the participant that he had a heart condition.

The “*teacher*” was given an electric shock from the electro-shock generator as a sample of the shock that the “*learner*” would supposedly receive during the experiment. The “*teacher*” was then given a list of word pairs which he was to teach the learner. The teacher began by reading the list of word pairs to the learner. The teacher would then read the first word of each pair and read four possible answers. The learner would press a button to indicate his response. If the answer was incorrect, the teacher would administer a shock to the learner, with the voltage increasing in 15-volt increments for each wrong answer. If correct, the teacher would read the next word pair.

The subjects believed that for each wrong answer, the learner was receiving actual shocks. In reality, there were no shocks. After the confederate was separated from the subject, the confederate set up a tape recorder integrated with the electro-shock generator, which played pre-recorded sounds for each shock level. After a number of voltage level increases, the actor started to bang on the wall that separated him from the subject. After several times banging on the wall and complaining about his heart condition, all responses by the learner would cease.

At this point, many people indicated their desire to stop the experiment and check on the learner. Some test subjects paused at 135 volts and began to question the purpose of the experiment. Most continued, after being assured that they would not be held responsible. A few subjects began to laugh nervously or exhibit other signs of extreme stress once they heard the screams of pain coming from the learner.

If at any time the subject indicated his desire to halt the experiment, he was given a succession of verbal prods by the experimenter, in this order:

1. Please *continue*.
2. The experiment requires that you *continue*.
3. It is absolutely essential that you *continue*.
4. You have no other choice, you *must* go on.

If the subject still wished to stop after all four successive verbal prods, the experiment was halted. Otherwise, it was halted after the subject had given the maximum 450-volt shock three times in succession...”

The questions follow on the next page.

- (a) What would the three perspectives on ethical issues in behavioural research say about Milgram's motivation to conduct this study?
- (b) Discuss the ethical issues that were upheld and those that were neglected.
2. Write notes on each of the following: (10 marks) ■
- a) Ethical skepticism
 - b) Correlation and causality
 - c) Dependent variables
 - d) The Pearson correlation coefficient (r)
 - e) Outliers

SECTION THREE

A. Answer any 3 of the following (5 marks each)

1. What are the different types of independent variable you could have in an experimental research? Give an example of each.
2. Give an example of a repeated measure design and discuss why randomisation is not a criterion for this design.
3. Differentiate between systematic and error variance and give an example of each.
4. What are type I and type 2 errors when interpreting results? What steps can a researcher take to minimize these errors?

B. Answer all of the following:

1. In a class of 30 students, John has obtained 70% mark for research methods. His z score is -2. Interpret John's performance in relation to the rest of the class (5 marks)
2. Design an experiment to test the hypothesis that children who take vitamins every day perform better at school (15 marks)
 - Make sure that there are more than 2 levels of the independent variable.
 - Identify the independent and dependent variables.
 - What are the possible variances that should be taken into account?
 - What are the ethical considerations?
 - Assuming that the data collected is normally distributed, how will you analyse the data?

3. Below are the analyses of data obtained from a study to compare if 'music liking rating' was dependent on age and participants choice of music (Fugazzi, Abba, Barf Grooks). Interpret the results. (15 marks)

Descriptive Statistics

Dependent Variable: Liking Rating

Age Group	Music	Mean	Std. Deviation	N
40+	Fugazi	-75.8667	14.37193	15
	Abba	59.9333	19.98380	15
	Barf Grooks	74.2667	22.29499	15
	Total	19.4444	70.93164	45
0-40	Fugazi	66.2000	19.90406	15
	Abba	64.1333	16.99524	15
	Barf Grooks	-71.4667	23.17901	15
	Total	19.6222	68.06257	45
Total	Fugazi	-4.8333	74.23406	30
	Abba	62.0333	18.35189	30
	Barf Grooks	1.4000	77.40783	30
	Total	19.5333	69.12035	90

Tests of Between-Subjects Effects

Dependent Variable: Liking Rating

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	392654.933(a)	5	78530.987	202.639	.000
Intercept	34339.600	1	34339.600	88.609	.000
AGE	.711	1	.711	.002	.966
MUSIC	81864.067	2	40932.033	105.620	.000
AGE * MUSIC	310790.156	2	155395.078	400.977	.000
Error	32553.467	84	387.541		
Total	459548.000	90			
Corrected Total	425208.400	89			

Post-Hoc

Multiple Comparisons

Dependent Variable: Liking Rating

Bonferroni

(I) Music	(J) Music	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Fugazi	Abba	-66.8667(*)	5.08292	.000	-79.2836	-54.4498
	Barf Grooks	-6.2333	5.08292	.671	-18.6502	6.1836
Abba	Fugazi	66.8667(*)	5.08292	.000	54.4498	79.2836
	Barf Grooks	60.6333(*)	5.08292	.000	48.2164	73.0502
Barf Grooks	Fugazi	6.2333	5.08292	.671	-6.1836	18.6502
	Abba	-60.6333(*)	5.08292	.000	-73.0502	-48.2164

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FINAL EXAMINATION

PS 471: COUSSELLING THEORIES

TIME: THREE HOURS

INSTRUCTIONS:

THIS EXAMINATION CONSISTS OF THREE SECTIONS. ANSWER ALL QUESTIONS FROM SECTION A ;ONE QUESTION FROM SECTION B AND ONE QUESTION FROM SECTION C ANSWER EACH SECTION IN A SEPARATE BOOKLET

SECTION A (Compulsory)

Answer all questions from this section

1. Define the term theory and briefly outline the role played by theories in counselling. Describe the major tenets of the psychoanalytic theory and comment on the relevance of this theory in counselling.
2. Mrs Roydah Taiwana has been married for seven(7) years and she has never had serious problems with her husband. Last week her husband informed her that he wanted a divorce because he had found a more beautiful woman to marry. Mrs Taiwana was shocked as the news was unexpected. She actually thought her husband was joking. She has now realised that he is serious and she is enraged, bitter and feels helpless. She is also worried about how she will take care of her two children as her husband is threatening to throw them out also. Mrs Taiwana is an accountant in a reputable company but she is scared that if her husband divorces her, she may lose her job.

Discuss how you would counsel this client using Solution Focused Brief counselling in four sessions. Refer to the case in your discussion.

SECTION B

Answer one question from this section

a) If you were to write a book about your life “what **title** would you give to your life and **why**? Narrate your low moment in the book (Max 1 page) when you felt life was not worth living. **Using the existential counselling approach, bringing out clearly its assumptions and goals, describe how you can counsel a client undergoing a similar experience**

OR

b) Jane cried..... I feel so angry towards him-it is so strong, it is persistent, and yet it is not just appropriate for the simple reason that it has nothing to do with him. It is my own horror of being a partner to a man like him who treats his wife like furniture .I can't see his loving, his softness, or his fear, while I am blocked by his own fear

Using a theory of your choice, outline its assumption and motivate the reason for your choice of theory. Explain how Jane acquired psychological problem using the chosen theory and describe how you would counsel Jane?

SECTION C

Answer only one question in this section

1. Define counseling and state what being ethical in counseling mean? Explain seven (7) ethical guidelines for beginning counselors.

OR

2. What in your view and from what you have learnt is the value of ethical codes of conduct for counselors? Many ethical codes stress the importance of six basic ethical principles in counseling. With the aid of an applied example, give a description of each of them.

END OF EXAM!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PS 951: FINAL EXAMINATION

TIME: THREE HOURS

SECTION A

Answer any TWO questions from this section

1. Define abnormal behaviour and describe the various viewpoint or criterion of defining abnormal behaviour? In your view which criterion do you think defines abnormal behaviour better and why?
2. Briefly trace the development and history of abnormal behaviour. Describe the various myths associated with mental illness
3. What is case history? List the different parts of the case history and outline the importance of taking a case history. Briefly comment on **DSM-IV-TR** as multi axial system for diagnosis

SECTION B

Answer TWO questions from this section

1. Jane is very depressed following her break-up with her boyfriend Chisomo. She is withdrawn, lacks energy and cannot command the motivation to continue school. She seems to require a lot of effort to take a shower; her appetite has vanished; and she is failing to get out of bed preferring to sleep for many hours. She is convinced that no one will ever be interested in her again and that she would be alone forever.

Using a therapeutic approach of your choice, discuss how you would help Jane recover from her depression.

Or

Suppose that psychopathologists have discovered a new psychological disorder. Several psychologists have been consulted and they have all come up with some suggested interventions. You have been funded by the government to try out three of the suggested treatments.

- a) Is this research ethical? Explain your answer.
- b) Would you participate in this research? Briefly discuss your answer
- c) What type of study would you design? Describe your study design.

2. Describe the causes of abnormal behaviour according to biological perspective.

Write short notes on neuropsychological assessment

OR

During your clinical practice at Chainama Hospital, you notice that when you walk into the ward with your uniform on, the children begin to cry. However, when you walk in the ward without the uniform the children do not cry. Outline and explain using a theory of your choice that would account for this behaviour? Outline how you assess these children using grids.



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

PS991: FORENSIC AND LEGAL PSYCHOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS

THIS PAPER HAS THREE SECTIONS: A, B AND C.

CAREFULLY READ THE INSTRUCTIONS UNDER EACH SECTION

SECTION A: Attempt all questions in this section.

Answer with one word, short phrase or brief explanation as dictated by the question in each case.

1. State the central theme of classical criminology with reference to criminal behavior.
2. According to classical criminology, what is the most effective way of controlling crime?
3. What do you understand by the assertion that research in forensic psychology does not adhere to the old age principle that “the end justifies the means”?
4. Eysenck’s theory of criminality states that offenders generally demonstrate low levels of ----- but high levels of ----- and are more tough-minded in a psychotic sense.

5. In ----- liability cases, the aim of taking legal action is to put right a wrong which has occurred often by means of an award of compensation.
6. Why is flexibility such an important requirement when conducting forensic research?
7. Identify two broad categories of research in the penal system.
8. State the relationship that exists between the research question and the nature of the data that can be collated in respect of such a question.
9. Kasonde intends to contest for the position of republican president in the forthcoming parliamentary and presidential elections. She tells you that if she loses, she will petition the elections. Which court in the Zambian judicature would you expect her to bring her action in and why?
10. The core aspect of classical criminology is the belief that criminals engage in rational and shrewd decision making about how to commit crime. Identify one of the assumptions that underpin this view.
11. State one way in which direct observation study of crime differs from crime surveys.

SECTION B: Write brief notes of not more than a page on any four of the following.

1. What is the function of research in your view?
2. Outline the four steps in a civil trial.
3. Outline the social conflict theory of criminal behavior and bring out any three concerns of conflict theorists.
4. What do you understand by research fraud and research plagiarism with reference to forensic psychology? Give one example in each case.

3. Outline the social conflict theory of criminal behavior and bring out any three concerns of conflict theorists.
4. What do you understand by research fraud and research plagiarism with reference to forensic psychology? Give one example in each case.
5. Within the rational choice theory, there are three models of criminal behavior. Outline these models, stating how each model proposes the control of criminal behavior.
6. Briefly discuss any three ethical principles in forensic psychology practice, giving suitable illustrations in each case.

SECTION C: Attempt only one question in this section.

1. Discuss each of the following in detail: a) children in forensic research. b) Dangerous population in forensic research.
2. Show how the psychodynamic theory, social process theory and the trait theory have helped to shed some light on the concept of criminality.
3. The ministry of justice is in the process of introducing psychological services to the Zambian court system. For this purpose, they have organized a two-day workshop to discuss the logistics and modalities of establishing a permanent psychological unit in the ministry. As a forensic psychologist, the DPP has invited you to present a paper on "the role of psychologists in civil litigation". Prepare the paper that you will present at this important occasion.
4. Discuss the following criminological theories in detail and identify any similarities and differences between the two theories: a) strain theory of criminology b) Marxist criminology.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

S211: CLASSICAL SOCIOLOGICAL THEORY

TIME: Three Hours

INSTRUCTIONS: This Examination has two Sections. Answer all questions in section (A) Each question carries two marks. Answer Two (2) Questions only in Section (B). Each question carries 15 marks.

SECTION (A)

1. What did Durkheim mean by the cult of the individual?
2. Give a practical example of any type of suicide.
3. Is it equality or fair treatment Martineau's feminism advocates? Briefly explain.
4. Give one criticism against Comte's normative theory.
5. In Cooley's view, what does public opinion signify in relation to the social process?
6. Among Cooley's arguments, which one has been described as 'small-town doctrine' by some critics?
7. In what way do the factors of production and relations of production influence the process of social evolution according to Karl Marx?
8. Distinguish sociological theory from every day speculations?
9. Why did Spencer argue that survival of the fittest is a moral issue in addition to being a natural process?
10. Mention any two forms of derivations according to Pareto.

SECTION (B)

1. Do you agree with Harriet Martineau's views on marriage, women's education, work and political equality? State your position on each of the above issues and clearly explain 'why'.

2. What are the major differences if any, between Auguste Comte's and Karl Marx's ideas in relation to the following: Methodological approach in the study of society; main subject of interest; factor(s) accounting for change in society; and stages in the evolution of society?
3. Using Emile Durkheim's notion of anomie, assess the extent to which:
(a) labour laws (b) rules guiding the conduct of civil servants with regard to public resources, and (c) electoral laws, are effective in Zambia at present.

End of Examination

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010-2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION
S 421-SOCIAL RESEARCH METHODS

Time: 3 hours

Instructions

This paper is composed of two sections. Read carefully the instructions under each section.

SECTION A

1. Write **short notes on five** of the following:
 - (a) Martin Heidegger and Dasein. (4 Marks)
 - (b) Inductive strategy. (4 Marks)
 - (c) Case Study Research. (4 Marks)
 - (d) Significance. (4 Marks)
 - (e) Uses of Literature Review. (4 Marks)
 - (f) Monists. (4 Marks)
 - (g) Methodology. (4 Marks)
 - (h) Limitations. (4 Marks)

SECTION B

Answer ALL Questions

Given the research topic answer **ALL** the questions that follow.

Preventing HIV transmission in adolescents: A Health Behaviour School-aged Children Intervention Study.

Questions

2. Develop (i) research questions (ii) objectives (iii) a justification for your study and (iv) select and justify an appropriate research strategy or strategies that could guide your inquiry (20 Marks).

3. The research strategy or strategies that you have selected in guiding your inquiry has or have notable limitations.
 - (a) Outline these limitations **(20 Marks)** and
 - (b) Why have you selected it or them in spite of the limitations? **(20 Marks)**
 4. Draw a research design matrix linking your research questions, objectives, sampling unit and data collection tool to show the logic of your methodology **(20 Marks)**.
 5. Using clues from your research design matrix, describe how you would go about analyzing your findings in a research design like yours? **(20 marks)**
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS (NOV. 2010)

S 901: INDUSTRIAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

1. There are two sections in this paper. You are required to answer questions from each section as instructed.
 2. Write your computer number as required
 3. All your answers should be in the prescribed examination answer books
-

SECTION A

Define and write brief notes on ten of the following (40 marks)

- (a) Guild system
 - (b) Mergers and joint ventures
 - (c) Board of Directors
 - (d) Directors fiduciary duties
 - (e) Difference between line and staff functions
 - (f) Articles of association and dividends
 - (g) Core functions of Finance Director vis a vis those of Commercial Director and Company Secretary
 - (h) Economic value and Surplus value
 - (i) Departmentalization
 - (j) B.F Skinners Reinforcement theory
 - (k) Total Persons approach to human relations vis a vis theory Z
 - (l) Stages of decision making
-

SECTION B: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS;

1. Outline the features of Bureaucracy and critically discuss the extent to which bureaucracy is useful to Development. (20 marks)
2. (a) Give an analytical outline of F.W Taylor's theoretical principles and indicate the contribution of scientific management to Management theory and to industry in general. (20 marks)
(b) The function of Management is a process of achieving an organisation's goals through the coordinated performance of five specific functions, that is, planning organizing, staffing, directing and controlling. Describe these functions and outline the general benefits that can be derived from them. (10 marks)
3. Give an account of the birth and sustained growth and spread of the factory system of production. (20 marks)

4. Describe the following principles /philosophies/ theories and indicate the extent to which they are useful to industry. (20 marks)
- (a) Decision making.
 - (b) Participative leadership.
 - (c) Motivation.
 - (d) Theories X and Y.
 - (e) Quality circles.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

S911: REFUGEES IN A CONTEMPORARY WORLD

TIME: THREE HOURS

INSTRUCTIONS: This Examination has two Sections. Answer all questions in section (A) Each question carries two marks. Answer Two (2) Questions only in Section (B). Each question carries 15 marks.

SECTION (A)

1. While statelessness may cause displacement, it can also be a consequence of displacement. Elaborate.
2. In situations of displacement, those who flee to neighbouring countries are often more than those who remain within their national borders. Is this statement true?
3. Mention any two responsibilities UNHCR has in relation to refugee protection and assistance.
4. Distinguish persecution from prosecution.
5. How does the OAU Convention governing the specific aspects of refugee problems in Africa treat the issue of persecution?
6. Tiwonge Chimbalanga or 'aunt Tiwo' as he has come to be known, is seeking asylum in Canada after making headlines in Malawi for publicly engaging in gay marriage with Steven Monjeza. Homosexuality is illegal in Malawi. (Nyasa Times, 1 October, 2010)

Is 'aunt Tiwo' justified in seeking asylum? Explain in a short paragraph.
7. What approach does Van Hear take in defining forced migration? Mention one of the implications his definition has?
8. People who acquire land without following the right procedure should not be assisted if they are evicted. Do you agree? Briefly explain 'why'.
9. Of the four root causes of displacement according to UNHCR, which one(s) seem to be common in the following situations of displacement: Sudan, DRC and Somalia?

Briefly explain.

10. Considering the limited role humanitarian action can play in situations of forced displacement, more assertive forms of action are being suggested to safeguard the physical security of vulnerable populations, especially when they are confronted by forces which deliberately flout international and humanitarian law. An example of such suggestions is the military approach. Mention two challenges associated with the military approach.

SECTION (B)

1. Outline the characteristics of protracted situations of displacement in Africa, and examine the achievements and limitations of humanitarian assistance and protection (world wide).
2. Identify five differences between customary and leasehold tenure in Zambia and explain how the governance or administration of land may be a source of displacement in both rural and urban Zambia.
3. Trace the development of the international refugee regime and that of IDPs. Whose plight is worse between refugees and IDPs? Explain.

End of Examination

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

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

S 925 CRIMINOLOGY

TIME : THREE (03) HOURS

INSTRUCTIONS:

- a) Section A is compulsory.
- b) Answer ANY three (03) questions from Section B.
- c) ALL questions carry equal marks of (25) each.

SECTION A: Attempt ALL questions

- 1. Explain briefly with clear examples where possible the following concepts:
 - a) The “**Propinquity Hypothesis**” and what crimes are mostly associated with this theory.
 - b) Incapacitation as one form of penal philosophy!
 - c) The “**Parens Patriae principle**” has been found to be devoid of what it professes. Briefly discuss.
 - d) Lombroso is associated with the positivist era. Discuss his contribution to the understanding of criminology as a branch of sociology.

SECTION B: Attempt ANY three (03) questions only.

- 2. Almost all criminologists are unanimous in supporting the notion that “**the dark figure**” is a tip of the ice berg when it comes to analyzing the nature and scope of crime occurrence. Critically discuss why this is so.
- 3. Gender plays a very significant role when analyzing crime. Critically discuss.
- 4. The Death Penalty generates a lot of debate among most scholars of criminology. Critically discuss the **merits** and **demerits** of this debate citing very clear examples in your discourse.
- 5. The Police enjoy so much discretionary powers that most of the times they abuse them. Critically discuss the ramifications of this notion.
- 6. Discuss the development of criminology through the past three centuries.

----- **END OF EXAMINATION** -----

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

S931: SOCIAL CHANGE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: This Examination has two Sections. Answer all questions in section (A) Each question carries two marks. Answer Two (2) Questions only in Section (B). Each question carries 15 marks.

SECTION (A)

1. Spencer's general theory of social evolution involves the progress of society towards seemingly contradictory processes of differentiation on one hand and integration on the other hand. How is this possible?
2. Point out one flaw in Comte's normative theory.
3. The recent global recession is an indication that Karl Marx's prediction about the fall of capitalism should not be dispelled yet. Comment.
4. Describe one of the characteristics of modern society according to Castells.
5. What does Castells mean by the notion 'fourth world'?
6. Why does Giddens perceive modernity as a double-edged or paradoxical phenomenon?
7. In a short paragraph, show how physical factors bring about change in society.
8. Cyclic and one-directional changes may be observed simultaneously. Explain briefly.
9. Explain why the scope of analysis is important when looking at social change.
10. Give two reasons why it is difficult to apply patterns of social change to social reality?

SECTION (B)

1. Compare and contrast formal and informal organizations.

2. The following scholars examined modern society in terms of the following characteristics: increase in formal rationality for Max Weber and the rise of capitalism for Karl Marx. To what extent are both theories applicable to contemporary African society?
3. Distinguish the cyclic from the one-directional pattern of social change and identify the pattern Auguste Comte, and Marx Weber each bring out in their theories on social change.
4. Contrast Castells and Giddens' views on the characteristics of modern society.

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DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2010 /2011 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATION

S951 – SOCIOLOGY OF ORGANIZATION IN THEORY

INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN SECTION A AND ONLY THREE QUESTIONS IN SECTION B

TIME: THREE HOURS

SECTION A

1. Briefly discuss the key criticism for classical organizational theory
2. Share the assumptions of Theory X and Y briefly.
3. What type of power(s) is required to deal with different of involvement in organizations?
4. State briefly why Sociology of organizations is important today?
5. Discuss the four categories of groups which benefit from organizations.

SECTION B

1. Describe the contingency approach and outline its usefulness to the study and practice of management in organizations.
2. Why could the human relations approach be called a significant turning point organizations' history? How did McGregor help focus needed attention on the "human factor"?
3. Compare and contrast the culture and mission of an organization with clear examples.
4. Describe the system theory and how it contributes to organization theory
5. With reference to any African Civil Service that you are familiar with, critically discuss the alleged dysfunction of bureaucracy.
6. Decisions are dependent on the amount and kind of information available and the expectations of those involved. Discuss
7. Briefly outline Weber's Ideal type of organization. How useful is this type of organization in explaining and improving organizations in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
2010/2011 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATION
S961 - RURAL SOCIOLOGY

**INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN SECTION
A AND ONLY THREE QUESTIONS IN SECTION B**

TIME: THREE HOURS

SECTION A

1. Briefly discuss the concept of social process.
2. Briefly discuss the difference between the rural and urban people.
3. State five basic social institutions you know.
4. State briefly the following terms: cooperation, assimilation, and accommodation
5. Define a peasant.

SECTION B

1. What is modernization? Does it impede or foster rural and national development? Discuss.
2. Discuss the main characteristics of rural sociology
3. What are the advantages and disadvantages of culture in the life of people in the rural areas in Zambia?
4. Discuss factors that contribute to social change in rural areas.
5. Examine and discuss whether Zambia has a peasantry class in rural areas.
6. Discuss rural sociology, its origin and how it contributes to nation development.
7. Discuss the various rural sociological processes you know.


END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010-2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION
S975-MEDICAL SOCIOLOGY**

Time: 3 hours

Instructions

This paper is composed of two sections. Read carefully the instructions under each section.

Section A

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

- a) Complimentary health care **(6 Marks)**
- b) Martin Fishbein **(6 Marks)**
- c) Sickness **(6 Marks)**
- d) Lifestyle by Max Weber **(6 Marks)**
- e) Medical Deviance **(6 Marks)**
- f) Activity Passivity Model **(6 Marks)**
- g) Stigma **(6 Marks)**

Section B

Read the three scenarios below and answer the corresponding questions

Scenario 1

In the Zambia, premature death and disability results mainly from chronic diseases such as heart disease, stroke, and HIV. Many of these illnesses have been characterized as resulting largely from "accumulated, multiple indiscretions" (Westberg and Jason 1996, p. 145) and linked to habitual, and sometimes harmful, ways of living. It follows that considerable morbidity and premature mortality could be reduced if individuals practiced certain preventive health behaviors.

2. Describe what preventive behaviours you could practice for you not to have any of the illness mentioned in the text **(20 Marks)**.

There was a time when you were unwell and you sought medical help. Some of the reasons could be explained using Mechanic and Volkart's general theory of help seeking. They duo suggest that whether a person will seek medical care, this seeking behaviour is based on ten determinants.

3. List these ten determinants **(20 Marks)**.

4. Out of the ten determinants, some of the factors were critical for you to seek help and others were not critical. Using a table, show the determinants that were critical and those that were not **(10 marks)**.

Scenario 2

Mrs Jennifer Sinadabwe Kasongo was diagnosed to have had cancer of the cervix four years ago. Since she was diagnosed to have this condition, at no time did she have relief from pain. She had incessant bleeding and had two to three transfusions in a month. She had lost all hope of living and she once asked her doctor to give her sleeping pills to take her life. At one of her review times she did not ask for the pills for she had lost hope to live longer and asked Dr. Mwanza Jacob to help her rest by going home. Dr Mwanza gave her an injection to pass on. Jennifer lay in coma for two days and miraculously recovered.

Seven months later she was brought in severe pain and crying that she needed someone to end her life. Dr Lifwekelo understood her request and requested her to consent. Jennifer was given Sodium Thiopental and passed on. When this matter was picked by the media, it attracted so much intense discussion and it needed a medical sociologist to have an input. You are that medical sociologist

5. Was this active or passive Euthanasia? Justify your answer **(5 Marks)**.
6. Do you agree with Dr. Lifwekelo's actions? Justify your answer using any one applied ethical theories or argumants for or against euthanasia **(15 Marks)**.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
S 985: DEVELOPMENT PROJECTS AND PROGRAMS IN DEVELOPING
COUNTRIES

INSTRUCTIONS: ANSWER A TOTAL OF THREE QUESTIONS FROM THE FOLLOWING. QUESTION ONE IS COMPULSORY.

TIME: THREE (3) HOURS

1. You are a Project Manager working for one of the International NGOs dealing in girl child education in Zambia. In your situation analysis of basic education in the rural areas you have come to learn that the girl is still lagging behind the boy child in education in the rural areas, despite the Government's successful efforts to open thousands of primary and basic schools across the country. In addition, following a needs assessment exercise your project team identifies a number of factors that could be responsible for perpetuating this problem. Some of these factors include: *long distances to school; harmful cultural and traditional practices such as early marriage; sexual and physical abuse; poor reproductive health; water and sanitation; teacher-pupil classroom interaction; and gender socialization*. Having stated this, you are now required to select any of the factors that have been identified and carry out the following tasks **(40 Marks)**:
 - (i) Stakeholder analysis
 - (ii) Problems analysis
 - (iii) Derive five SMART objectives
 - (iv) Derive five SMART outcome indicators
 - (v) Project implementation

2. What important components are included in each of the following areas in project planning? Use practical examples, if possible base them on question one **(30 Marks)**.
 - (i) Logical Framework
 - (ii) Concept note
 - (iii) Project Appraisal
 - (iv) Baseline study

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010-2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION
S 995-SOCIAL IMPACT ASSESSMENT

Time: 3 hours

Instructions

This paper is composed of two sections. Read carefully the instructions under each section.

SECTION A

1. Write short notes on five of the following:
 - (a) Martin Heidegger and Dasein. **(4 Marks)**
 - (b) Inductive strategy. **(4 Marks)**
 - (c) Case Study Research. **(4 Marks)**
 - (d) Significance. **(4 Marks)**
 - (e) Uses of Literature Review. **(4 Marks)**
 - (f) Monists. **(4 Marks)**
 - (g) Methodology. **(4 Marks)**
 - (h) Limitations. **(4 Marks)**

SECTION B

Given the statement below answer all the questions that follow.

THE Media Liaison Committee (MLC) has exposed contents of the Media Council Bill engineered by Vice-President George Kunda. Addressing the press at Lusaka's Mulungushi International Conference Centre yesterday, MLC chairperson Henry Kabwe said Vice-President Kunda's manoeuvres to censor and control the entire media in Zambia through his proposed draconian Media Council law ranks as one of the most blatant acts against media freedom and freedom of expression in Zambia since independence.

Kabwe disclosed that the contents of the Bill include, among others, Vice-President Kunda's own definition of journalism. There are prescriptions in the Bill and these include:

- (a) "Punitive criminal sanctions of three years imprisonment and or a fine of K300, 000 or both for perceived violations only determined by his government officials; A 15-member Media

Council board appointed by the Minister of Information (majority of them non-journalists); Empowers the Minister of Information to make regulations any time to change the Act in consultation with only three of government-appointed Media Council members,” Kabwe explained.

- (b) “Empowers the Minister of Information to choose two 'representatives' from electronic media of his choice; Provides that citizens may have access to information held by public officials subject to laws of secrecy, confidentiality and security; Establishes practicing licenses for journalists which media practitioners will be required to hold each time they are on duty, failure to which they face an arrest and/or other criminal sanctions.”
- (c) The Bill also, “ Establishes the Zambia Institute of Journalists (ZIJ) to be the policy advisory group to government on media issues; Appointment to both the Media Council of Zambia and the ZIJ requires one to be at least a university degree holder.”
- (d) It further proposes that, “For any media outlet to employ an editor, the employer must register that editor with the Media Council and ZIJ and the registration is subject to the minister's approval. This means that the Minister of Information will effectively be responsible for appointing editors whether in private or public media by passing a verdict on their appointments.”
- (e) The Bill, “Prohibits media owners and those 'linked' to owners from appointment to the council. The Council shall be funded by the State and 'may' receive donations from donors approved by the minister; Media Council can at any instance suspend practicing license of an individual journalist or of the media outlet; And to take care of any matters incidental to the above or related matters.”
- (f) The committee vowed to face Vice-President Kunda head-on because he was singlehandedly pushing for the legislation.
- (g) “We have resolved that in order to face him squarely, we shall appropriately declare him the most hostile public official towards the media and the number one enemy of the media freedom since the end of single party dictatorship some two decades ago. Media groups have resolved to face George Kunda head-on because a thorough investigation and wide consultation in government and Parliament has shown that he is single handedly determined to push this draconian media law.”

Following from these, Kabwe stated “As earlier stated, we shall treat the Vice-President as the number one enemy of the media in Zambia,” said Kabwe. “We shall notify the police this afternoon yesterday to inform them of a mass protest to register our grievance against the Vice-President's intention to violate Article 20 of the Constitution and trample on media freedom. We have resolved to challenge the matter in the High Court at an appropriate time. We shall lobby progressive civil society groups, MPs and the international community to challenge this obnoxious law driven by one man's hatred of certain individuals. Depending on the manner this matter will be handled, media groups may review its cooperation with

government in various ways. Media groups will continue with its own self-regulation mechanism development.”

1. *Using impact typology, what types of problems are likely to crop up if the government went ahead? (10 Marks)*
2. *Using one of the impact classification frameworks, who are likely to suffer when this Media Council Bill is passed? (10 Marks)*

You are called to present a speech and provide justification to the donor community so that the Zambian government should not be given funds to ensure the Bill is passed. One of the areas you want to hit out is the use of the 12 leading international environmental principles from International Agreements.

3. *List these principles and argue side by side by showing how these 12 principles have not been applied by the government in this case. (24 Marks)*
4. *What approaches are being used by the government and the Media Liaison Committee? (6 Marks)*
5. *What are the advantages of the approaches being used by the government and the Media Liaison Committee? (10 Marks)*
6. *THE Media Liaison Committee wants to take on the government in a very serious way. However, the committee did not state its methodology to apply in engaging whom they want to partner with. Identify potential partners and choose an appropriate stakeholder communication strategy. (10 Marks)*
7. *What mitigation strategy is appropriate in this case? Justify your answer. (10 Marks)*

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SS 241: RESEARCH METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A AND SECTION B, AND ONE FROM SECTION C.

SECTION A

ANSWER ALL QUESTIONS (50 POINTS)

1. Give three important reasons why exploratory studies are necessary.
2. Which of the following represent the three components of a research design, i) control, ii) manipulation, iii) comparison, iv) none:
 - a) Ruling out competing or rival explanations as a way of establishing causality between X and Y.
 - b) Comparison of the frequency of pass rates between male and female students in a physics test.
 - c) Demonstrating causality by measuring y, then introducing x, and then remeasuring y.
3. Match the statements given below with the four aims of the social sciences – description, explanation, etc.
 - a) A researcher studying AIDS concludes that the more promiscuous one's behaviour, the greater is the probability of contracting AIDS.
 - b) The same researcher states that due to the unchanging sexual behaviour of Zambians, he foresees an increase in the number of AIDS victims in the next 10 years.
 - c) At the start of his analysis, the researcher finds that 65% of AIDS cases are among prostitutes and 35% among the rest of the population.
 - d) A research learns about the problems experienced by AIDS sufferers by interacting with them for six months.
 - e) A social scientist investigating the increasing levels of recidivism among juvenile delinquents concludes, after an exhaustive study, that this is due to breakdown of the family in Zambia.

- f) A social scientist gives a breakdown of the percentage of juvenile delinquents from broken families, their sex and their average ages.
 - g) A social scientist joins a group of juvenile delinquents at the Inter-City Bus Terminal and tries to learn more about their way of life.
 - h) After his study of juvenile delinquents, the social scientist suggests, on the basis of the increasing divorce rates among Zambian couples, that in ten years time one out of every youth will be a juvenile delinquent.
4. Demonstrate your understanding of hypotheses by answering the following questions very briefly
- a) List the characteristics of what constitutes a good hypothesis
 - b) Indicate what is wrong with the hypotheses below:
 - i. There is a relationship between education and job success
 - ii. The more religious an individual is, the greater is the likelihood of being saved
 - iii. The higher educational level of an individual, the better the chances of job success
 - iv. Female students are less likely to succeed in more demanding jobs
 - v. There is a relationship between social class and performance in examinations.
5. Indicate which of the following statements refer to popular modes of knowledge or characteristics of the scientific method:
- a) Separation of values and prejudices from influencing the researcher's judgement
 - b) Believing that all valid knowledge resides in the divine
 - c) Basing research on observations and experiences
 - d) Reducing data into a more ordered form using existing analytical tools such as statistics
 - e) Believing something will happen on the basis of a premonition
 - f) Coming to a conclusion on the basis of widely held opinions in society
 - g) Basing one's judgement on the advice of a witchdoctor
 - h) Using reasoning and logic to come to a conclusion
 - i) Applying the findings of research to the whole population and socioeconomic contexts

- j) Making a judgement on the basis of what is traditionally taken to constitute the truth.
6. Indicate the appropriate levels of measurement-interval/ratio, nominal, and ordinal for the following variables. Fill the answer in the space provided.
- a) Your father's car model.
 - b) Your mother's favourite colour
 - c) Your uncle's money in the account
 - d) Your brother's performance in the Grade 12 exams
 - e) The religious affiliations of UNZA students
 - f) The ranking of workers in terms of an occupational prestige scale
 - g) The amount of time spent doing the SS241 exam
 - h) The classification of a group of Zambians in terms of their degree of religiosity
7. Supposing you are given two concepts, sociability and racial prejudice, indicate which of the following are conceptual or operational definitions.

PREJUDICE

- a) Racial bigotry
- b) Prefers to marry someone from his tribe
- c) Ethnocentric
- d) Does not mix with people from other tribes

SOCIABILITY

- a) Gregarious
 - b) Likes attending parties
 - c) Affable predisposition
 - d) Number of friends one has
8. Indicate which of the following statement best defines a paradigm, theory, model:
- c) The rules and procedures for conducting research
 - d) A representation of patterns of social interaction
 - e) A relationship between the subject of inquiry and a set of interrelated factors
 - f) A school of thought or perspective
 - g) A purported attempt to explain an existing relationship between X and Y

- h) A computer simulation of the behaviour of two antagonistic neighbours in a neighbourhood of Lusaka

9. Briefly discuss:

- a) Two advantages and two disadvantages of a questionnaire
- b) Two advantages and two disadvantages of an interview

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

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

11. Researchers use both open-ended and closed-ended questions to collect data. Which of the following statements is true?

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

12. Indicate what sort of questions are being referred to here:

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

SECTION B

ANSWER THIS QUESTION. IT IS COMPULSORY (25%)

1. Explain the difference between:

- a) Linear and circular systematic sampling
- b) Proportionate and disproportionate sampling
- c) Under what circumstances do you use :
 - i. Simple random sampling
 - ii. Cluster sampling
 - iii. Snowball sampling
- d) Given below are data on UNZA students, you are required to do the following:
 - a) Select a sample of 100, the criteria for stratification being sex and social class.
 - b) Indicate the type stratification method you have used.

Social class	Sex	
	Male	Female
Low	400	200
Middle	300	500
Upper	500	100

SECTION C

ANSWER ANY ONE QUESTION (25%)

1. You are carrying out research on drug abuse:
 - a) What measures would you take to ensure that your research findings are valid?
 - b) What problems are you likely to encounter?
 - c) How would you deal with these problems so that your findings are valid?
2. Answer the following questions as briefly as possible:
 - a) Discuss three conditions to constitute a problem for investigation
 - b) Discuss the criteria for prioritization of a research problem.
 - c) Discuss four important reasons for undertaking literature review.
3. Identify and describe the designs below and comment on their advantages and disadvantages:
 - a)

R	O1	X	O2
R	O3		O4

b)

O1	X	O2
O3		O4

c)

O1	X	O2
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- a) Give two important strengths of experimental designs
 - b) Give three important weaknesses of experimental designs.
 - c) Give some strengths of quasi-experimental designs.
-

END OF EXAMINATION

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

PS451: PSYCHOLOGY OF THE WORK ENVIRONMENT

TIME: THREE (3) HOURS

INSTRUCTIONS

THIS EXAMINATION CONSISTS OF TWO SECTIONS: SECTION A AND SECTION B. THESE SECTIONS CARRY EQUAL MARKS. ANSWER ANY TWO QUESTIONS FROM EACH SECTION.

SECTION A: ANSWER ANY TWO QUESTIONS FROM THIS SECTION

1. Explain what you understand by the concept of accident and bring out four (4) personal and four (4) environmental factors in accident causation. Further, propose how you can mitigate against accident occurrence in a mining company.
2. Discuss in detail the development of organizational counseling from its earlier form to its present state.
3. Discuss the concept of participation management as well as three models of participation.
4. Explain in detail what you understand by the concept of industrial relations and bring out any three theories of industrial relations.

SECTION B: ANSWER ANY TWO QUESTIONS FROM THIS SECTION

1. You are the Human Resource Manager at Konkola Copper Mine. Lately the employees in the organization have not been meeting their targets. They seemed to have lost their morale and motivation to work. Management has asked you to conduct a research, which will help establish why the employees are performing poorly. Using your knowledge on research methods, explain how you would go about conducting the research.
2. Chewe's job at MTN was to receive and deliver mail both within and outside the organization. It also included stamping incoming mail and indicating when it was received, who and where it was received from. After several years of performing this job, Chewe began to make serious mistakes, like delivering mail to the wrong people and delivering mail very late, indicating the wrong date on mail received

and delivered. Both her employers and customers began to complain about her general performance. Management decided that they needed to redesign her job.

- (a) Explain any two reasons why, according to Hackman, job redesign is important. Use the case of Chewe to explain your answer.
 - (b) If management decided to redesign Chewe's job through job enrichment, using examples how they would enrich Chewe's job.
 - (c) Describe the Job Characteristic model of job re-designing, as proposed by Hackman and Oldham.
3. (a) What is job analysis? Explain any four reasons why organizations conduct job analysis.
- (b) ZAIN would like to recruit an assistant legal counsel. Explain how the Human Resource Manager would go about conducting the process of job analysis for this position.
- (c) Describe any two methods that could be used to collect job analysis information for the above position. Highlight the advantages and disadvantages of these methods.
4. Imagine you are the Human Resource Manager for Zambia Breweries. You need to recruit for the position of customer service representative.
- (a) Briefly explain any two methods of recruitment that you could use.
 - (b) After the recruitment process has taken place, explain the various stages of the selection process you would have to follow.
 - (c) After undergoing the above selection process, you finally short list 5 potential candidates for the position. These five candidates are called for interviews. Highlight any five (5) questions you would want to ask the candidates and explain how this information would be important.

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
SOCIAL WORK DIVISION

First Semester Examination

SW 231: Introduction to Interpersonal Social Work Practice Methods

Please answer only **three questions** out of the FIVE below.

Time: Three Hours

Question 1: Human services recognize problems of clients as problems in living. As part of this recognition, the focus is not on the past, but rather on improving the present and changing the future.

Explain this statement in full giving relevant examples where necessary (5-7)

Question 2:

Unlike other professions like medicine, law, teaching etc. the definition of social casework is problematic.

Please explain why this is so.

Suggest a definition that you think may describe the practice.(43-44)

Question 3

Social caseworkers have seemed reluctant to engage in research that would strengthen the scientific base upon which their practice rests.

What do you think are the reasons for caseworkers' perceived fear?

Ascertain your position with regard to this fear.(94-98)

Question 4.

Said to be of therapeutic value, groups are often thought of as providing a refuge for the desperate, who are attempting to secure personal protection from the pressures of life and society and better still those who desire to save themselves from mental or physical decline.

Using your knowledge of social group-work, discuss in practical terms the merits of this statement.

Question 5. (A story)

'Let me see if I understand you correctly,' Mr. Banda said, 'I am HIV positive and you want me to tell my wife?'

'That's correct,' said Ms Mwale. 'It would be good if you disclosed your status to your wife!'

Mr. Banda shook his head and continued 'You are such a joker, madam social worker. Don't you see that my marriage is at stake here. What do you think people will say about me?'

'Well then I suggest you do not have intercourse with your wife until you can calmly discuss this matter with her. 'said Ms. Mwale.

'Oh please, it will be obvious, she will begin to suspect me. I cannot risk that', Mr. Banda said.

'oh, then', Ms. Mwale said, 'I will tell your wife about this whether you like it or not.'

'And who gave you the right to decide what is good for me?' demanded Mr. Banda in a harsh voice. 'Go right ahead and I will sue you!'

In light of social casework practice what principles are primarily at stake here?

Is Ms. Mwale the Social caseworker right or wrong? Strongly support your case for or against.

END OF EXAMINATION

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

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

SW 311 SOCIAL POLICY ANALYSIS

TIME: THREE (03) HOURS

INSTRUCTIONS:

- a) Section A is compulsory
- b) Answer ANY (03) three questions from Section B.
- c) ALL questions carry 25 marks each.

SECTION A

- 1.
 - a) Human rights play a very important role in Social work. Briefly discuss its basic constituent elements.
 - b) Mention any five basic negative and five positive contributions of Social Science to Social Policy Analysis.
 - c) How would you explain the idea of a “changing economy” when discussing the triggers that revolve around the analysis of social policies.
 - d) Briefly compare the traditional definition of social policy with those of the current understanding.
 - e) What are the main **objectives** of the African Framework for development?

SECTION B: Answer ANY three (03) questions only.

- 2. In the formulation of policies a number of difficulties are encountered and resolved.” Critically discuss the above statement citing concrete examples as regards what issues are likely to make it difficult to realize these goals.
- 3. Provide a critical analysis of the development of social policy of your choice in Zambia.
- 4. With a very clear examples from the Zambia situation, give a critical analysis of what Martin Rein means by the statement that “Social phenomena can not be understood without taking into account peoples influences on policy formulation.”
- 5. **Compare and contrast** any frameworks which appear to fall within the range of the “new initiatives” which are viewed as being spring boards for Africa’s development. In analyzing them, indicate their seeming **strengths** and **criticisms** leveled against them.

----- **END OF EXAMINATION** -----



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/2011 ACADEMIC YEAR, FIRST SEMESTER FINAL EXAMINATION

SW 321: SOCIAL RESEARCH METHODS

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

DURATION: THREE HOURS

SECTION A

1. Formulate an explanatory study question and explain what is involved in this type of study by giving practical examples of your choice. (10 marks)
2. Any research process has three main attributes. Outline these attributes by giving example of your choice. (20 marks)

SECTION B

3. The formulation of the research problem is the most crucial part of the research journey on which the quality of the entire project depends. List and explain by citing examples the seven steps involved in the formulation of the research problem. (30 marks)
4. Write short notes on the following:
 - i. Collective administration
 - ii. The difference between a concept and variable
 - iii. Internal validity
 - iv. Five disadvantages of an interview
 - v. Extraneous variable (30 marks)
5. Ethical issues are cardinal in research to all stakeholders, state five ethical issues relating to the researcher. (30 marks)



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/2011 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS

-
1. Discuss the view that 'problem solving,' initially introduced by social work pioneer Helen Harris Perlman in 1957, essentially refers to the same process as planned change.
 2. Rationalise the view that the term 'change' may have more positive implications despite the fact that most social work intervention deals with problem situations.
 3. Examine how the diagnosis process in social casework should emphasise strengths, weaknesses and needs of the client. Support your answer with relevant examples.
 4. "Social casework though heavily criticised for individualising problems, is still the ideal method of dealing with problems at individual level." Do you agree with this assertion? Justify your response citing relevant examples.
 5. Identify **three** similarities between the normative re-educative strategy and the Perlman model of Social Casework.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SW 411: SOCIAL PLANNING

TIME ALLOWED: THREE HOURS

INSTRUCTIONS:

1. All questions in Section I are compulsory. Answer only two (2) questions from Section II.
2. Read and understand the programme description given in the **situation** before you proceed to answering the examination questions.

CASE SITUATION:

The Japanese Government has given Zambia a grant to redesign the city of Lusaka and develop it into a Greater City of Lusaka, befitting a central city in the region. The geographical area will incorporate parts of the current Chibombo, Chongwe and Kafue Districts. The action plans include construction of ring and connecting roads, street lighting, new shopping areas other public utilities, and upgrading utilities in the current squatter compounds that are within the boundaries of the intended modern city. In some places the works will require demolishing structures that are in the routes of planned roads and other utilities. Some of the people with properties within the squatter compounds have title deeds for the pieces of land they are occupying while others do not have authentic documents. You are the social planner among the team of experts re-designing and executing the plan for the Greater City of Lusaka.

SECTION I: COMPULSORY- ANSWER ALL QUESTIONS. (50 MARKS)

1. Discuss the first five considerations you as a social planner will want to ensure are taken care of in the action above. (20 marks)
2. Copy the table below and fill in the missing information. (14 marks)

Public Interest	Sources of Authority	Planner's Roles
..... (2 marks)	Professional Values and expertise..... (1 marks) (2 marks)
Unitary-Communal (2 marks) (2 marks)
..... (2 marks) (2 marks)	Advocate: (1 marks)

3. Pick and discuss the combination of the conception of public interest, source of authority and planner's role that will best describe your position in the above project. (16 marks)

SECTION II: ANSWER ANY TWO QUESTIONS (50 MARKS)

4. List the key stakeholders in the above action and show what role each will play in bringing the plan to fruition and use that to demonstrate the importance of stakeholder consultation and participation (25 marks)
5. Technomethodological process and the socio-political process are two extreme ends towards which a social planner should guard against gravitating. Outline the characteristics of each approach and list the advantages of the technomethodological approach? (25marks)
6. The planning environment in Zambia is quite challenging. Discuss (25 marks)
7. Demonstrate how you will apply your skills as a planner using Neil Gilbert and Harry Specht's dimensions of professional planning as your analytical framework. (25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SW 421: EVALUATIVE RESEARCH

TIME: THREE (3) HOURS

INSTRUCTIONS: ALL QUESTIONS IN SECTION I ARE COMPULSORY.
ANSWER ONLY TWO (2) QUESTIONS FROM SECTION II.

SECTION I: COMPULSORY QUESTIONS (60 MARKS)

1. Define an M&E System; illustrate the key steps in setting up an M&E System and explain what it takes to have an effective M&E System. (20 marks).
2. The number of indicators is expected to reduce as you move from input to impact but the level of effort for collecting data increases. Explain. (10 marks)
3. Define data quality and illustrate the characteristics of quality data? (10 marks)
4. Define routine and none routine data and provide a list of examples of routine and none routine data variables for a programme you are most familiar with. (10 marks)
5. List and explain five common pitfalls in indicator selection. (10 marks)

SECTION II: ANSWER ONLY TWO QUESTIONS (40 MARKS)

6. Discuss the challenges of evaluation research and suggest possible resolutions. (20 marks)
7. Explain the value of an M&E Plan and list the key components thereof. (20 marks).
8. List and discuss five leadership roles M&E can play in programme management. Discuss. (20 marks)
9. The basis of an M&E system is the project strategy. Discuss (20 marks).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
2010/2011 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATIONS
SW 475: COMMUNITY CHANGE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS EXAMINATION. READ THE INSTRUCTIONS IN EACH SECTION.

PART (A): Answer three (3) questions only (20 points each = 60 points)

1. Discuss the following concepts of community:
 - A) Spatial- based community
 - B) Community of interest
 - C) Social capital
 - D) Social empowerment

2. Give operational definitions and major characteristics of each of the following types of residential neighbourhoods. Illustrate your answer by giving examples in the Zambian context.
 - a) Anomic Neighbourhood
 - b) Stepping-stone Neighbourhood
 - c) Integral Neighbourhood
 - d) Parochial Neighbourhood

3. Discuss the basic assumptions, strength, and limitations of the following community theories:
 - a) Social systems theory
 - b) Community power theory
 - c) Human behaviour theory