

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 FIRST SEMESTER EXAMINATION**

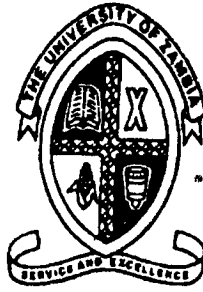
1. D 311 TRADITIONAL AFRICAN DRAMA
2. DE 111 INTRODUCTION TO DEMOGRAPHY
3. DE 211 MAIN SOURCES OF DEMOGRAPHIC DATA
4. DE 401 RESEARCH METHODS IN DEMOGRAPHY
5. DE 411 INDIRECT TECHNIQUES IN DEMOGRAPHIC ANALYSIS
6. DE 901 POPULATION CHANGES AND DEVELOPMENT
7. DE 915 REPRODUCTIVE HEALTH
8. DS 101 INTRODUCTION TO DEVELOPMENT STUDIES
9. DS 101 INTRODUCTION TO DEVELOPMENT STUDIES(DEFERRED)
10. DS 301 AGRICULTURE AND RURAL DEVELOPMENT IN DEVELOPING NATIONS
11. DS 411 RESEARCH METHODS IN SOCIAL SCIENCES
12. DS 401 TECHNOLOGY AND DEVELOPMENT
13. DS 401 TECHNOLOGY AND DEVELOPMENT (DEFERRED)
14. DS 911 WOMEN AND DEVELOPMENT
15. DS 912 WOMEN AND DEVELOPMENT: POLICIES AND STRATEGIES
16. DS 915 CIVIL SOCIETY AND DEVELOPMENT
17. DS 925 PROJECT APPRAISAL AND IMPLEMENTATION IN DEVELOPING COUNTRIES
18. DS 935 INDUSTRIAL POLICY AND DEVELOPMENT
19. DS 935 INDUSTRIAL POLICY AND DEVELOPMENT (DEFERRED)
20. DS 945 GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

21. DS 955 ENVIRONMENTAL AND DEVELOPMENT IN DEVELOPING COUNTRIES
22. DS 965 ECONOMIC POLICY, GROWTH AND DEVELOPMENT
23. E 121 INTRODUCTION TO PROSE FICTION AND WRITING SKILL IN LITERATURE
24. E 221 17<sup>TH</sup> AND 18<sup>TH</sup> CENTURIES ENGLISH LITERATURE
25. E 231 CLASSICAL AND LITERARY CRITICISM
26. E 351 AFRICAN FICTION UP TO THE 1900'S
27. E 401 EARLY MODERNIST LITERATURE FROM 1900 TO 1930
28. E 911 PSYCHOLINGUISTICS
29. E 981 ROMANTIC LITERATURE
30. EC 115 INTRODUCTION TO MICROECONOMIC THEORY
31. EC 125 INTRODUCTION TO MACROECONOMIC THEORY
32. EC 221 MATHEMATICS FOR ECONOMICS 1
33. EC 225 INTERMEDIATE MACROECONOMIC THEORY
34. EC 315 PUBLIC FINANCE
35. EC 411 INTERNATIONAL TRADE AND PRACTICE
36. EC 431 LABOUR ECONOMICS
37. EC 445 ENVIRONMENTAL ECONOMICS
38. EC 925 INDUSTRIAL ORGANISATION
39. EC 935 AGRICULTURAL ECONOMICS
40. EC 955 HEALTH ECONOMICS
41. ELL/LAL111 COMMUNICATION AND STUDY SKILLS
42. ELL 421 RESEARCH METHODS IN LINGUISTICS
43. ELL 935 ENGLISH DISCOURSE ANALYSIS
44. ELL 941 SOCIOLINGUISTIC
45. FR 111 FRENCH LANGUAGE 1 (PARALLEL DEGREE PROGRAMME)
46. FR 211 FRENCH LANGUAGE 2 (PAPER 2)
47. FR 311 INTERMEDIATE FRENCH LANGUAGE (PAPER 2)
48. FR 321 INTERMEDIATE AFRICAN LITERATURE IN FRENCH
49. FR 411 ADVANCED FRENCH LANGUAGE (PAPER 1)

50. FR 421      ADVANCED AFRICAN LITERATURE IN FRENCH (MA PROGRAMME)
51. FR 431      ADVANCED TRANSLATION ANALYSIS AND TECHNICAL TRANSLATION
- ✓52. H 231      HISTORY OF MODERN AFRICA: 1750-1900
- ✓53. H 321      NINTH CENTURY EUROPE
54. H 335      HISTORY OF MODERN INDIA: 1857-1947
55. H 411      HISTORY OF LAND AND LABOUR TO 1890
56. H 421      AFRICAN ARCHAEOLOGY
57. H 435      SURVEY OF AMERICAN HISTORY
58. H 491      HISTORICAL RESEARCH AND METHODOLOGY
59. H 911      PRE-COLONIAL HISTORY OF ZAMBIA
60. H 945      THEMES IN WEST AFRICAN HISTORY SINCE 19<sup>TH</sup> CENTURY
61. H 961      ARCHAEOLOGICAL PRINCIPLES AND TECHNIQUES
62. H 971      HISTORY OF LATIN AMERICA 1825
63. LAL 111      STUDY SKILLS IN AFRICAN LANGUAGES
- ✓64. LAL 211      THE STRUCTURE OF BANTU LANGUAGES
65. LAL 221      INTRODUCTION TO LITERARY STUDIES
66. LAL 321      THE PHONOLOGY AND MORPHOLOGY OF SELECTED ZAMBIAN LANGUAGES
67. LAL321/951      APPROACHES TO AND RESEARCH METHODS IN AFRICAN ORAL LITERATURE
68. LAL 431      RESEARCH METHODS IN LITERATURE IN ZAMBIAN LANGUAGES
69. LAL 915      TRANSLATION
70. MC 101      HISTORY OF MASS COMMUNICATION
71. MC 125      INTRODUCTION TO MEDIA ETHICS
72. MC 215      INTRODUCTION TO RADIO PRODUCTION
73. MC 221      THEORIES OF MASS COMMUNICATION
74. MC 235      FEATURES WRITING
75. MC 361      RADIO AND TELEVISION PRODUCTION

76. MC 371 COMPUTER ASSISTED REPORTING
77. MC 401 EDITORIAL WRITING
78. MC 901 PRINIPALS OF ADVERTISING
79. MC 911 PRINCIPALS OF PUBLIC RELATIONS
80. MC 912 PUBLIC RELATIONS PRACTICE
81. MC 921 PRINCIPAL OF PHOTOGRAPHY
82. MC 921 PRINCIPALS OF PHOTOGRAPHY (DEFERRED)
83. MC 951 BUSINEES AND ECONOMIC REPORTING
84. PA 201 NATIONAL GOVERNMENT AND ADMINISTRATION ✓
85. PA 311 ORGANISATION DESIGNAND MANAGEMENT
86. PA 411 THEORIES OF DEVELOPMENT ADMINISTRATION
87. PA 421 PRICIPALS OF PUBLIC POLICY ANALYSIS
88. PA 441 PROJECT MANAGEMENT
89. PA 951 PUBLIC FINANCIAL ADMINISTRATION
90. PA 955 STRATEGIC MANAGEMENT
91. PH 101 INTRODUCTION TO PHILOSOPHY
92. PH 201 PHILOSOPHY OF SCIENCE
93. PH 305 ETHICS
94. PH 345 PHILOSOPHY, GENDER AND LAW
95. PH 934 PHILOSOPHY OF GOOD GOVERNMENT
- ~~96.~~ PL 115 INTRODUCTION TOPOLITICAL SCIENCE
97. PL 251 COMPARATIVE POLITICS 1
98. PL 311 LIBERAL POLITICAL THEORY
99. PL 321 REGIONAL INTERGRATION AND INTERNATIONAL  
COOPERATION
100. PL 331 INTERNATIONA LPOLITICS
101. PL 421 POLITICS AND INTERNATIONAL PEACE AND SECURITY
102. PL 451 SOCIALIST POLITICAL THEORY 1
103. PS 101 INTRODUCTION TO PSYCHOLOGY
104. PS 241 CHILD DEVELOPMENT
105. PS 311 SOCIAL PSYCHOLOGY

106. PS 341 PSYCHOLOGICAL TESTING
107. PS 461 RESEARCH METHODS IN PSYCHOLOGY
108. PS 951 ABNORMAL PSYCHOLOGY
109. PS 995 APPLIED FORENSIC PSYCHOLOGY
110. S 111 INTRODUCTION TO SOCIOLOGY
111. S 111 INTRODUCTION TO SOCIOLOGY PARALLEL PROGRAMME
112. S 311 URBAN SOCIOLOGY
113. S 421 SOCIAL RESEARCH METHODS
114. S 901 INDUSTRIAL SOCIOLOGY
115. S 921 THEORETICAL APPROACHES TO SOCIOLOGY OF  
DEVELOPMENT
116. S 925 CRIMINOLOGY
117. S 951 SOCIOLOGY OF ORGANISATION IN THEORY
118. S 961 RURAL SOCIOLOGY
119. S 985 DEVT. PROJECTS PROGRAMS IN DEVELOPING COUNTRIES
120. S 995 SOCIAL IMPACT ASSESSMENT
121. SS 241 RESEARCH METHODS IN THE SOCIAL SCIENCES
122. SS 915 HUMAN DEVELOPMENT
123. SW 231 INTRODUCTION TO INTERPERSONAL SOCIAL WORK PRACTICE
124. SW 311 SOCIAL POLICY ANALYSIS
125. SW 321 SOCIAL RESEARCH METHODS
126. SW 331 ANALYSIS OF SOCIAL WORK INTERVENTION
127. SW 411 SOCIAL PLANNING
128. SW 421 EVALUATION RESEARCH



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**FIRST SEMESTER EXAMINATIONS – NOV 2009**

**D311: TRADITIONAL AFRICAN DRAMA**

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**INSTRUCTIONS:** Answer three questions. **One** from section A and **two** from Section B

**TIME: 3 hours**

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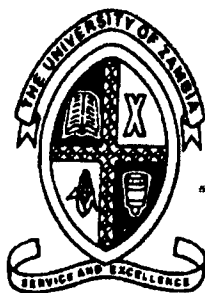
**SECTION A:**        Answer **one** question from this section (40 marks)

1. From your study and understanding of TAD, show how TAD qualifies to be labelled “drama”. You may illustrate your view by analysing the elements of a TAD event from your culture.
2. Discuss functions of Traditional African Drama.
3. It is said that the origins of TAD lie in man’s desire to control his world. Discuss the view with reference to one form of TAD you are familiar with.

**SECTION B:** Answer **two** questions from this section. Each question carries (30 marks)

4. Discuss the notion that “dance is the space-time movement of the human body disciplined by rhythm of sound and locomotion.”
5. Demonstrate the relationship between the characteristics of the African oral narrative and folk tale of your choice, preferably a Zambian one.

6. Relate the theories regarding the origins of the *Gule wa M'kulu* to the Chewa cultural setup.
  7. What do you understand by *dance drama*? How does it occur in a performance of your choice within the sphere of TAD?
  8. Discuss the relevance of the **mask** in growing up as evidenced in *Makishi*.
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**DEPARTMENT OF LITERATURE AND LANGUAGES**

**FIRST SEMESTER EXAMINATIONS – NOV 2009**

**D411: RESEARCH METHODS IN DRAMA**

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

**TIME: 3 hours**

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**Question 1**

“Marriages of convenience” are on the increase at UNZA. Imagine that you are the leader of a Campus based group that uses Theatre for Development (TFD) to tackle issues of social concern. On the basis of your knowledge of UNZA, **explain** how you would:

- a) Use the transient walk and the focused group discussion to gather data?
- b) Involve the UNZA student community to conduct further in-depth research on the issue?
- c) Create a suitable play from the collected data?
- d) Tackle the likely obstacles to the implementation of your work?

## **Question 2**

Problem analysis and prioritisation are critical activities in the success of a Theatre for Development project. Outline 4 qualitative parameters for the analysis of community problems your project might collect. On what basis would you prioritise the collected problems?

## **Question 3**

There are various options in the performance stage of the TFD project. Write brief notes on the 5 forms that performance of plays can take in Theatre for Development.

## **Question 4**

What is meant by *Literature Review* in project proposal writing? How relevant is it in the Theatre for Development project?

## **Question 5**

What do you understand by participatory research methodology and why is it appropriate for use in TFD?

## **Question 6**

Shauna Butterwick and Jan Selman observe that "*Social justice work is hard work and the arts can help to satisfy a hunger to be playful, creative and to celebrate our collaboration.*" To what extent would you agree or indeed disagree with this view in relation to Theatre for Development work among communities.

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009 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.

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SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION.

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 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. Given the following scenarios, explain what is likely to happen by selecting the correct answer out of the bolded, underlined, and italicised portions.
  - a) Mortality and fertility decline thus increasing/decreasing a woman's opportunities outside resulting in lower/higher probability herself and thus improving/not improving her social status.
  - b) Fertility declines while mortality improves resulting in a younger/older population and prevalence of conservative/progressive ideas more receptive/resistant to change thus resulting in greater/less adaptability to technological innovations.
  - c) The economy develops rapidly resulting in greater/reduced access to health facilities resulting in higher/lower mortality.
  - d) Rapid rate of population reduces/increases economic growth thus increasing/reducing investable surpluses required for further investment in development of the country

- e) A population size **grows/declines** beyond/below its optimum, it exhausts increases the available resources, thus exceeding/falling below its carrying capacity.
- f) High fertility and low mortality leads to an older/younger population thus increasing/decreasing the dependency burden resulting in consumption exceeding/falling below savings thus resulting in decreased/increased investment and therefore slow/rapid economic growth.

3. Briefly discuss the following terms:

- a) Population dynamics
- b) Population momentum
- c) Morbidity
- d) Incidence rate
- e) Prevalence rate
- f) Emigration
- g) Immigration
- h) In-migration
- i) Out-migration
- j) Replacement level fertility
- k) Contraceptive prevalence rate

4. On the basis of the data given below, compute the following:

- a) The crude birth rate

**Chile (1962)**

Births	288,884
Population	8,029,000

Briefly interpret the result.

- b) The crude death rate

**Costa Rica (1960)**

Deaths	10,063
Population	1,171,000

Briefly interpret the result.

- c) The sex ratio

**Morocco (1960)**

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

Briefly interpret the result.

- 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

Briefly interpret the result.

5. Indicate the age classifications of individuals with the following ages:

- a) A 23 year old Evelyn Hone student
- b) A 76 year old peasant farmer
- c) A 50 year old primary school teacher
- d) A 9 year old Grade 3 pupil.

6.

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

7.

Briefly, what do you understand by these two terms in relation to human resource planning?

- a) Internal demographics
- b) External demographics

8. Demonstrate your knowledge of current affairs in population matters by answering the questions below:

- a) Who between John Graunt and Thomas Malthus was a clergyman?
- b) What were the full names of Marx and of Engels?
- c) Who between Halley, Malthus, and Graunt came up with the first life table?
- d) Which two demographers did some ground – breaking work on the logistic curve?
- e) What was one major contribution of Alfred Lotka to demography?
- f) Who pioneered the use of statistical methods in evaluating demographic data?
- g) Who established the Population Council?
- h) What acronym does the United Nations Population Fund use?

**SECTION B**

**ANSWER ANY ONE QUESTION FROM THIS SECTION**

1. Discuss with, relevant examples, the factors that influence levels of fertility.
  2. How and in what ways can demographic information be useful and relevant in political planning?
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**SECTION C**

**ANSWER ANY ONE QUESTION FROM THIS SECTION**

3. *Ths*
    - a) What is the main difference between a census and a sample survey?
    - b) Discuss how a typical population register operates.
  4. Discuss how the following may be **helpful or harmful** to economic development?
    - a) Population growth rate ✓
    - b) Population size ✓
    - c) The population age structure ✓
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**END OF EXAMINATION**

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

**2009/2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**DE 211: MAIN SOURCES OF DEMOGRAPHIC DATA**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.**

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**SECTION A**

- Q1. A comparison of DHS data in Zambia shows that the percentage of women aged 15-49 experiencing physical violence increased from 23.5 percent in 2001/2002 to 32.5 percent in 2007. As a researcher, you have been tasked by the Ministry of Community Development and Social Services (MCDSS) to design a nationally representative sample of up to 10,000 respondents using a multi-stage sampling procedure. Demonstrate how you would go about performing this task.

**SECTION B**

- Q2. Measuring HIV/AIDS prevalence is always a big challenge in Zambia. Assess the strength of each of the following data sources on aspects of HIV/AIDS data quality using the following scale: 1 (strong); 2 (moderate); and 3 (weak)

Data source/Criteria	Topical detail	Accuracy	Timeliness of data	Geographical detail (subgroup, etc...)	Obtaining information on population at risk	Precision (absence of sampling error)
Census						
Survey						
VSRS						
VCT Centre						

**SECTION C**

- Q3. Assuming you are a Census Manager with the Central Statistical Office and have been invited to give a paper on the stages of the 2010 Census of Population and Housing. Discuss all the aspects of census you would have to plan for.

**OR**

- Q4. Discuss all steps you would undertake in investigating prostitution in Zambia.

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**END OF EXAMINATION**

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

2009/2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 401: RESEARCH METHODS IN DEMOGRAPHY

TIME: THREE HOURS

**INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.**

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**SECTION A**

- Q1. A comparison of DHS data in Zambia shows that the percentage of women aged 15-49 experiencing physical violence increased from 23.5 percent in 2001/2002 to 32.5 percent in 2007. As a researcher, you have been tasked by the Ministry of Community Development and Social Services (MCDSS) to design a questionnaire to investigate this problem. In doing so, you are expected to come up with a set of objectives to guide your questionnaire design. Demonstrate how you would go about performing this task. [Note: your objectives should not be more than five (5) and your questionnaire should not exceed 50 questions].

**SECTION B**

- Q2. Discuss all attributes of a well conducted qualitative study.

OR

- Q3. Discuss all attributes of a good research report.

**SECTION C**

- Q4. Discuss any ten "dos and don'ts" during a research interview.

OR

- Q5. Discuss all threats to validity and explain how you would minimize their effect.
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END OF EXAMINATION

UNIVERSITY OF ZAMBIA  
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SOCIAL DEVELOPMENT STUDIES DEPARTMENT  
DEMOGRAPHY DIVISION

2009/2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 411: INDIRECT TECHNIQUES OF DEMOGRAPHIC ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

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Q1. According to the Coale-Trussel fertility model:

$$r(a) = M \cdot n(a) \cdot e^{m \cdot v(a)}$$

- (i) Define the terms  $r(a)$ ,  $M$ ,  $n(a)$ ,  $m$  and  $v(a)$
  - (ii) Discuss the gist of this model and its applicability to fertility analysis in Zambia.
- Q2(a) Zambia's total life expectancy is expected to increase to 53.4 years in 2010 from the 2005 estimate of 53.0 years. Using the information provided below apply the King-Karup Formula (mid-panel interpolation) to estimate Zambia's female life expectancy as of June 30 2009. [Note: life expectancy for females was 1 percent higher than the total life expectancy].
- (b) If life expectancy was 51.9 in 2000, what would have been the life expectancy as of mid-2002?
  - (c) Use an appropriate graph to illustrate change in Zambia's life expectancy between 2000 and 2010. What factors might be critical in influencing this change?

$$N_{2+x} = m_1 N_{1.0} + m_2 N_{2.0} + m_3 N_{3.0} + m_4 N_{4.0}$$

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FOR INTERPOLATION BETWEEN GIVEN POINTS AT INTERVAL OF 0.2				
Interpolated point	Coefficients to be applied to:			
	N <sub>1.0</sub>	N <sub>2.0</sub> *	N <sub>3.0</sub>	N <sub>4.0</sub>
First interval				
N1.0	+1.000	.000	.000	.000
N1.2	+.656	+.552	-.272	+.064
N1.4	+.408	+.856	-.336	+.072
N1.6	+.232	+.984	-.264	+.048
N1.8	+.104	+1.008	-.128	+.016
Middle interval				
N2.0	.000	+1.000	.000	.000
N2.2	-.064	+.912	+.168	-.016
N2.4	-.072	+.696	+.424	-.048
N2.6	-.048	+.424	+.696	-.072
N2.8	-.016	+.168	+.912	-.064
Last interval				
N3.0	.000	.000	+1.000	.000
N3.2	+.016	-.128	+1.008	+.104
N3.4	+.048	-.264	+.984	+.232
N3.6	+.072	-.336	+.856	+.408
N3.8	+.064	-.272	+.552	+.656
N4.0	.000	.000	.000	+1.000

- Q3(a) What data inputs do you require in order to estimate fertility using Brass' P/F ratio method? What are the weaknesses of this method?
- (b) Discuss the two types of demographic models?
- (c) Characterize the following model life tables:  
 (i) North model  
 (ii) Chilean model  
 (iii) Latin American model

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END OF EXAMINATION



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

**UNIVERSITY EXAMINATIONS**

**2009/2010 FIRST SEMESTER EXAMINATIONS**

**DS 101: INTRODUCTION TO DEVELOPMENT STUDIES**

**DURATION: THREE HOURS**

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**SECTION A (40 MARKS)** Write brief notes on **any five (5)** of the following:

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- 1. MDGs
- 2. Neo-liberalism
- 3. Sex role stereotypes
- 4. Political dimensions of development
- 5. Capability perspective of poverty
- 6. Sustainable Development
- 7. Underdevelopment

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**SECTION B (30 MARKS)** Answer only **one** question in this section

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- 8. Corruption can be both a cause and effect of poverty. Discuss how the two reinforce each other.
- 9. Does Zambia need local culture for her development? If yes, for what and if no, why not?
- 10. Both Modernisation and Dependency theories of development have a lot of inadequacies in informing development on the African continent. Discuss.

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**SECTION C (30 MARKS)** Answer only **one** question in this section

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- 11. Assess the efforts that the Zambian government has put towards achieving gender equality. In your opinion, is gender equality attainable in Zambia? Justify your answer.
  - 12. Critically analyse the relationship between rapid population growth and development?
  - 13. Highlight and discuss challenges that developing countries are facing in fostering national development as a result of globalisation.
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**UNIVERSITY OF ZAMBIA**  
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2009/2010 FIRST SEMESTER EXAMINATIONS

**DS 101: INTRODUCTION TO DEVELOPMENT STUDIES (DEFERRED)**

**SECTION A - 40 MARKS;** Write brief notes on **any five (5)** of the following concepts.

1. MDGs
2. Gender
3. Globalisation
4. Economic development
5. Poverty
6. Conflict
7. Intra-generational equity

**SECTION B (30 MARKS)** Answer only **one** question in this section

8. What is corruption? Explain the extent to which it has affected development in Zambia. How would you deal with the problem of corruption in Zambia?
9. Local culture has no place in development? Discuss.
10. Between Modernisation and Dependency theories, which one seems to offer a better explanation on factors affecting development of the African continent?

**SECTION C (30 MARKS)** Answer only **one** question in this section

11. What is rural poverty? Assess the efforts the Zambian government has put towards address rural poverty?
12. Critically analyse the relationship between the environment and development.
13. Highlight and discuss challenges that developing countries are facing in fostering national development as a result of globalisation.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF DEVELOPMENT STUDIES**  
**DS 102 SECOND SEMESTER EXAMINATION**  
**April 2009**

**Duration: Three Hours**

**Instructions:**

1. There are five questions
  2. Choose and answer any three questions of your choice
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1. Africa Tanzania, a battle hardened political activist with a long goatée who had survived countless police beatings, cursed as he joined demonstrating UNZA students. "Things must change", he shouted as he aimed a stone at a rampaging paramilitary officer. "Politicians must not be eating alone, or appointing their relatives and friends to government positions. This is why Africa will not develop. We demand that the state should strengthen its ability to set goals". As a DS 102 student, what would be your comment on Africa's complaint.
2. "This is not good! Why can't the government support creative and innovative local people like Dyololo, the owner of *Tyola Mutengo* shop?" complained Malisawa Mulya Kunona, as he turned to face his loyal friend, Mudywa Weka. "You are right, Malisawa, every time it is just the Chinese, Indians, or *bazungu*". Based on what you learnt in DS 102, what were Malisawa and Mudywa talking about?
3. "Without help from outside, Zambia cannot prosper", shouted the Minister of High Consumption, Hon. Kudya Bwino Vimbombo Mafuta. "Shut up!" retorted an angry and hungry looking, thin young man from the back of the campaign rally. "You are just plain ignorant. We don't need help! We need to increase our capacity to exchange goods and services with other countries in order to prosper". As a DS 102 student, what would be your comment on the exchange between Hon. Vimbombo Mafuta and the angry young man?
4. "I hate these small organisations that come here", complained the village headman, Njala Ipusika Nsomba, to his subjects, as a powerful 4x4 laden with blankets and food passed by, leaving a crowd of dust. "They should be closed. The government is better than these organisations in helping us". As a DS 102 student, what would you say about the headman's views?
5. When Mpilipili Dobo Makali heard that the Zambian government was going to launch NEPAD and something called APRM, which he mistook for two new brands of beer, he got very excited. He told himself that, at least, the prices of Mosi and Castle would fall due to competition. Based on what you learnt in DS 102, what would be your advice to Dobo Makali?

**All the best in your future academic work and career!**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES  
DS 301-: AGRICULTURAL AND RURAL DEVELOPMENT DEVELOPING  
COUNTRIES**

**FIRST SEMESTER EXAMINATIONS - 2009/2010 ACADEMIC YEAR**

**TIME-: THREE (3) HOURS**

**INSTRUCTIONS**

- A) Question one (1) is compulsory
- B) In addition to question one (1) which is compulsory answer any other two (2) questions. In all three (3) questions should be answered taking into account specific instructions given.
- C) Write in concise clear good English for which credit will be given

- .....
1. From an agricultural perspective, outline and discuss the Project Cycle giving practical examples as much as possible.
  2. Define the concept of Structural Adjustment Program (SAP) and by so doing discuss its major objectives and standard components.
  3. Define the concept of an Agricultural Marketing Policy and in the process give reasons why government intervention in agricultural markets is necessary.
  4. What is Rural Development and why are small holder farmers the focal point of any growth oriented rural development strategy?
  5. Define and write short notes on any five (5) of the following concepts drawing practical examples from Zambian experience as much as possible -:
    - A) Agricultural Pricing Policy
    - B) Agricultural (Subsidized) Credit
    - C) Buffer Stock Operations
    - D) Agricultural Subsidy
    - E) Agricultural Development
    - F) Sustainable Development

**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.

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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!!**

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

UNIVERSITY DEFERRED 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.

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1. With the help of examples, explain in detail the characteristics of appropriate technology. To what extent is appropriate technology useful in Less Developed Countries?
2. Write **short notes** on the following:
  - (a) Technological Dependence (b) Technical Cooperation
  - (c) ZARI (d) NSTC
3. As a DS 401 student, you have just been invited by the Minister of Science and Technology and Vocational Training to attend a meeting where you will have an opportunity to advise the government on how they can maximize the contribution of science and technology to the development process of Zambia. What would be your advice?
4. Describe and discuss the process of technological choice in developing countries.
5. Critically analyze the different infrastructures and institutions that can be useful in the LDC's technological innovations and inventions.
6. By using a case study of appropriate technology drawn from the *communication* 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.

**END OF EXAMINATION**

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

**END OF SECOND SEMESTER EXAMINATION**

**DS 912: WOMEN AND DEVELOPMENT: POLICIES AND STRATEGIES**

**DATE: 17<sup>TH</sup> APRIL 2009**

**TIME: 09.00 HOURS – 12 00 HOURS**

**VENUE SPORTS HALL**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

**Answer Any Three (3) Questions. In clear, concise grammatically correct English and legible handwriting. Do not use an Example in more than one answer.**

- 
1. Women in the Western Countries especially the United States and Scandinavian countries have gained protection from abuses stemming from traditional and patriarchal systems of law. Compare and contrast the experiences of the Northern Women under law to those of the Southern countries, such as Zambia, Zimbabwe and Swaziland with regard to :-
    - Political Rights
    - Economic Rights
    - Social Rights
    - Property Rights
    - Civil Rights
  2. Training in African Countries had previously focused on imparting skills intended for employment in the formal sector, writing, reading and Arithmetic. Under changing economic circumstances different and more diverse skills are required. Review some of the training systems that have been adopted to train entrepreneurs (men and women) in Zambia and other third world countries.
  3. Due to the boom and bust of the capitalist system which affects the price of copper on the World Market. Agriculture remains the sector with sustainable potential as the backbone of the country's economic growth. Discuss some of the policy measures that governments has and could take to promote agricultural development from which women can benefit.

4. Government funding for the fertilizer support programme has been increased in this year's budget. Review government policy towards Maize production and assess its impact in alleviating poverty among rural women, suggesting ways in which this programme can be transformed into an effective instrument for sustainable inclusive development.
5. "Water is Life, Safe disposal of solid waste is Health" The water and sanitation sector is one of the important sectors for quality of life and well being. Consider the provision of water and sanitation services in urban and rural areas. How does the provision of this important resource impact the lives of women and girls in Zambia and other countries in the Southern African region?
6. The population of African cities is increasing, putting pressure on resources such as roads, housing, transport and market spaces. As a development planner outline strategies that can be put in place to address the problems indicated above in a manner that will address women's interests.
7. The budget is a major instrument for the distribution of the nation's resources. To what extent has the budget in Zambia addressed the issues of women including education, women's health, food security and personal dignity.

**End of Examination**



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

**UNIVERSITY EXAMINATIONS**

**2009/10 FIRST SEMESTER EXAMINATIONS**

**DS 915: CIVIL SOCIETY AND DEVELOPMENT**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- a) **ANSWER QUESTION ONE AND ANY OTHER TWO (2) QUESTIONS**  
b) **ALL QUESTIONS CARRY EQUAL MARKS**
- 

1. Civil society has emerged as one of the prominent actors in the development discourse. Highlight the factors that led to the development of civil society in Zambia. What have been the main challenges?
2. Critically discuss the various Ideological underpinnings of social capital, empowerment, participation and social partnership in the context of civil society in the contemporary world.
3. Giving practical examples, critically discuss the relationships that exist between Non-governmental Organizations (NGOs) in the North and those in the South. How have Northern NGOs contributed to the development of NGOs in the South?
4. Briefly describe the different types of civil society organisations that currently exist in Zambia. What are the main strengths and weaknesses for each one of them?
5. While giving examples, briefly trace the growth of civil society activism in Zambia to date. How does civil society as it is in Zambia today differ from that which existed in the period before 2001?

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

**SEMESTER I - EXAMINATION 2009**

**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**

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**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.

Cost of Capital 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 -

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

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

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	0.8621	0.8547	0.8475	0.8403	0.8333	0.8264	0.8197	0.8130	0.8065	0.8000	0.7937	0.7874	0.7812	0.7752	0.7692	1
2	0.7432	0.7305	0.7182	0.7062	0.6944	0.6830	0.6719	0.6610	0.6504	0.6400	0.6299	0.6200	0.6104	0.6009	0.5917	2
3	0.6407	0.6244	0.6086	0.5934	0.5787	0.5645	0.5507	0.5374	0.5245	0.5120	0.4999	0.4882	0.4768	0.4658	0.4552	3
4	0.5523	0.5337	0.5158	0.4987	0.4823	0.4665	0.4514	0.4369	0.4230	0.4096	0.3968	0.3844	0.3725	0.3611	0.3501	4
5	0.4761	0.4561	0.4371	0.4190	0.4019	0.3855	0.3700	0.3552	0.3411	0.3277	0.3149	0.3027	0.2910	0.2799	0.2693	5
6	0.4104	0.3898	0.3704	0.3521	0.3349	0.3186	0.3033	0.2888	0.2751	0.2621	0.2499	0.2383	0.2274	0.2170	0.2072	6
7	0.3538	0.3332	0.3139	0.2959	0.2791	0.2633	0.2486	0.2348	0.2218	0.2097	0.1983	0.1877	0.1776	0.1682	0.1594	7
8	0.3050	0.2848	0.2660	0.2487	0.2326	0.2176	0.2038	0.1909	0.1789	0.1678	0.1574	0.1478	0.1388	0.1304	0.1226	8
9	0.2630	0.2434	0.2255	0.2090	0.1938	0.1799	0.1670	0.1552	0.1443	0.1342	0.1249	0.1164	0.1084	0.1011	0.0943	9
10	0.2267	0.2080	0.1911	0.1756	0.1615	0.1486	0.1369	0.1262	0.1164	0.1074	0.0992	0.0916	0.0847	0.0784	0.0725	10
11	0.1954	0.1778	0.1619	0.1476	0.1346	0.1228	0.1122	0.1026	0.0938	0.0859	0.0787	0.0721	0.0662	0.0607	0.0558	11
12	0.1685	0.1520	0.1372	0.1240	0.1122	0.1015	0.0920	0.0834	0.0757	0.0687	0.0625	0.0568	0.0517	0.0471	0.0429	12
13	0.1452	0.1299	0.1163	0.1042	0.0935	0.0839	0.0754	0.0678	0.0610	0.0550	0.0496	0.0447	0.0404	0.0365	0.0330	13
14	0.1252	0.1110	0.0985	0.0876	0.0779	0.0693	0.0618	0.0551	0.0492	0.0440	0.0393	0.0352	0.0316	0.0283	0.0254	14
15	0.1079	0.0949	0.0835	0.0736	0.0649	0.0573	0.0507	0.0448	0.0397	0.0352	0.0312	0.0277	0.0247	0.0219	0.0195	15
16	0.0930	0.0811	0.0708	0.0618	0.0541	0.0474	0.0415	0.0364	0.0320	0.0281	0.0248	0.0218	0.0193	0.0170	0.0150	16
17	0.0802	0.0693	0.0600	0.0520	0.0451	0.0391	0.0340	0.0296	0.0258	0.0225	0.0197	0.0172	0.0150	0.0132	0.0116	17
18	0.0691	0.0592	0.0508	0.0437	0.0376	0.0323	0.0279	0.0241	0.0208	0.0180	0.0156	0.0135	0.0118	0.0102	0.0089	18
19	0.0596	0.0506	0.0431	0.0367	0.0313	0.0267	0.0229	0.0196	0.0168	0.0144	0.0124	0.0107	0.0092	0.0079	0.0068	19
20	0.0514	0.0433	0.0365	0.0308	0.0261	0.0221	0.0187	0.0159	0.0135	0.0115	0.0098	0.0084	0.0072	0.0061	0.0053	20
25	0.0245	0.0197	0.0160	0.0129	0.0105	0.0085	0.0069	0.0057	0.0046	0.0038	0.0031	0.0025	0.0021	0.0017	0.0014	25
30	0.0116	0.0090	0.0070	0.0054	0.0042	0.0033	0.0026	0.0020	0.0016	0.0012	0.0010	0.0008	0.0006	0.0005	0.0004	30
35	0.0055	0.0041	0.0030	0.0023	0.0017	0.0013	0.0009	0.0007	0.0005	0.0004	0.0003	0.0002	0.0002	0.0001	0.0001	35
40	0.0026	0.0019	0.0013	0.0010	0.0007	0.0005	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0001	0.0000	0.0000	40
45	0.0013	0.0009	0.0006	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	45
50	0.0006	0.0004	0.0003	0.0002	0.0001	0.0001	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	50

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

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF DEVELOPMENT STUDIES**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER EXAMINATIONS OCTOBER TO NOVEMBER 2009**  
**DS 935: INDUSTRIAL POLICY AND DEVELOPMENT**

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*CHOOSE*  
**INSTRUCTIONS; CHOOSE AND ANSWER ANY (3) QUESTIONS FROM THE**  
**FOLLOWING:**

1. Many African Countries are exporters of basic primary commodities in form of Agricultural products, Mineral products and Oil. What can the African countries do to industrialize using the export led industrialization strategy. What constraints are they bound to face? Suggest how they can overcome such constraints.
2. There are many changes that tend to characterize a society as it moves to become an industrial society. What changes are these. Explain and illustrate the changes using any model you know.
3. It is said that Agriculture plays a central role in the industrialization process of any country. Discuss.
4. Different countries have taken different paths to industrialization. From both the historical or contemporary industrialized or industrializing countries pick one or two countries and illustrate their path to industrialization.
5. Zambia has experienced both import substitution industrialization and structural adjustment programs. Discuss the pros and cons of both programs with regard to industrialization in Zambia.
6. Using China, or indeed any other country as an example, explain Kaldor's model of industrialization and development.

**END OF EXAM.**

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

DEFERRED EXAMINATIONS

**DS 935: INDUSTRIAL POLICY AND DEVELOPMENT**

**INSTRUCTIONS**

Choose and answer any three (3) questions from the following.

1. Explain Kaldor's Model of industrialization and Development.
2. Outline and discuss the import Substitution industrialization Strategy, Give example of its successes and failures.
3. What constitutes industry? Outline and explain.
4. Explain the role played by Agriculture in the industrialization process. Give two historical or contemporary examples.
5. The manufacturing sector is said to be a leading sector within the industrial sector. Justify why this is so.
6. Illustrate the relationship between profits, savings, capital accumulation and industrialization.

**END OF EXAM**

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

**UNIVERSITY EXAMINATIONS**

**2008/2009 END OF SEMESTER DEFERRED EXAMINATION**

**DS 945: GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

**TIME: 3 HOURS**

**INSTRUCTIONS:**

THIS PAPER CONTAINS **SIX** QUESTIONS ANSWER ANY **THREE**

1. Critically discuss the causes and impacts of global warming. What international instrument(s) and measures have been put in place to address this threat? Suggest additional measures that can be used to address global warming.
2. Mention some of the ways through which International Trade impacts the environment, especially in Less Developed Countries. How can the LDCs maximize on the benefits of International Trade while minimizing the costs?
3. Why is reducing the energy and resource content of growth an essential condition of SD?
4. In the theoretical perspective to environmental issues, theories have tried to explain the causes, consequences and possible solutions to environmental problems. Briefly discuss the arguments advanced by **TWO** theories.

5. What are some of the difficulties associated with natural resources management? Why are the Less Developing Countries experiencing more difficulties than the developed countries?
  
6. Write brief answers to the following:
  - (a) Using real life situations, briefly explain how Third World poverty put pressure on the environment.
  - (b) What is the relationship between Third World debt and environmental conservation?



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

**UNIVERSITY EXAMINATIONS**

**2009 FIRST SEMESTER EXAMINATIONS**

**DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

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

1. Discuss the rationale behind community based natural resources management (CBNRM) and explain the main challenges that promoters of this approach have to overcome in order to successfully conserve natural resources.
2. What is an EIA? Discuss its significance as a development planning tool. What are some of the major challenges associated with the process?
3. Compare and contrast the Malthusian theory with Boserup's perspective on the role of population growth on the environment. Of what significance are the two positions in understanding environmental degradation?
4. Identify and critically discuss the four principal causes of land degradation in developing countries.
5. Describe and discuss the different types of property rights regimes common in developing countries and analyse the challenges to natural resource management associated with each of them.
6. Identify and discuss the major milestones of environmental policy formulation in Zambia from the 1980s to date.
7. Critically discuss the opposing views on the role of structural adjustment programmes on the environment. Which view do you support and why?

**END OF EXAMINATION**

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

**FIRST SEMESTER EXAMINATIONS 2009**

**DS 965: ECONOMIC POLICY, GROWTH AND DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: THE QUESTION IN SECTION A IS COMPULSORY. FROM SECTION B AND C ANSWER ONLY ONE QUESTION.**

**Section A**

- 1 “Poor performers” among the developing countries have been advised to pursue Adjustment policies as the means of achieving better development outcomes. Identify and define **THREE** of the adjustment policies. What impact have these had on the Economy of Zambia and what implications does this situation have on improved development performance?

**Section B . Answer (only one!)**

1. What is associated with and / or responsible for rural poverty in Zambia? Does land reform provide the means to eradicate rural poverty – by itself; if not, what other policies are required?
2. What are the dimensions of macroeconomic crises in developing countries? What causes such crises to occur; are the causes always and everywhere the same? What is required to restore macroeconomic balance sufficient to insure a healthy process of economic development thereafter?

**Section C. Answer (only one!)**

1. With respect to the Agriculture Sector in Zambia, What are the elements of Successful development; how can it be achieved – what are the ingredients for its achievement?
2. Given the impressive Economic growth of the Zambian Economy in the recent past. How would you analyze the impact of the Current Economic crisis on Zambia’s dream of achieving the Millennium Development Goals?

**Answer Using illustrations from comparative development experience, drawing on cases of both success and failure.**

**GOODLUCK!**



# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009/10 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

E121 – INTRODUCTION TO PROSE FICTION AND WRITING SKILLS IN  
LITERATURE

TIME: THREE HOURS

**INSTRUCTIONS:**

- (i) Section A should be answered in a separate answer booklet. Each of the answers in Section B should be written in a separate answer booklet. Anyone who ignores this instruction will attract a penalty.
- (ii) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.

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**SECTION A (40 marks)**

Answer ALL questions in this section. Each question carries 10 marks. Your answers should be brief (not more than a page long)

1. A moralist approach to *The Necklace* would tell us that Guy de Maupassant is encouraging the readers to be content with what they have. Make a brief comment.
2. In *Neighbours*, how does the author create suspense? Briefly demonstrate.

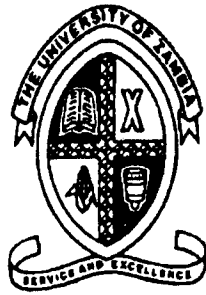
3. 'Alice Walker's story *Everyday Use* makes it difficult to choose who we like between Maggie and Dee because both of them have their strengths and weaknesses.' Briefly discuss this statement, making reference to the text.
4. 'Mathilde and Atalanta are two very different women.' Briefly explain.

### SECTION B (60 marks)

Answer Question 1 **AND** any other **TWO** questions of your choice. Question 1 is compulsory. Each question carries 20 marks.

1. Identify any three characters in any of the texts you have studied in the course whose behaviour would qualify to be called 'strange'. Demonstrate why the characters of your choice have 'strange' behaviour.
  2. Relate the phrase 'everyday use' to events in Alice Walker's short story, *Everyday Use*. Explain how the phrase highlights the conflicting values in the story.
  3. 'When Mary Helen interviewed Alice Walker, the latter identified three cycles of historical black women characters who she felt were missing from the then contemporary writing. *Everyday Use* contains women of all three cycles of history.'
- Discuss Maggie's, Dee's and their mother's character. Why does the mother snatch the disputed quilt from Dee and give it to Maggie?
4. Explain how the differences in the characters of Mathilde and Loisel affect events in *The Necklace*.
  5. Discuss the irony in the title 'Neighbours' in relation to the kind of relationship that exists between the Millers and the Stones.

**END OF EXAM**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**FIRST SEMESTER EXAMINATIONS – NOV 2009**

**E221:**

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**INSTRUCTIONS:**

Answer four questions in all, **one** from each section.  
Dictionaries and Primary texts are allowed in this examination.  
Each answer should be presented on a separate answer booklet

**TIME: 3 hours**

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**SECTION A**

**Either**

**Question 1**

“Aspiring to higher heights has been the preserve of man/woman beginning with the period of Adamic man”. Discuss with regard to the tragedy of *Dr. Faustus* by C. Marlowe.

**Or**

**Question 2**

“Both the Renaissance period scholar and the contemporary one may discern a dichotomy in the tragedy of *Dr. Faustus* by Christopher Marlowe.” In this dichotomy what have you identified as commendable elements on one hand and condemnable elements on the other hand?

## SECTION B

### Question 3

What do you consider to be the major strengths of John Milton's *Paradise Lost* that present hope for modern man?

### Question 4

Discuss the role of women in Samson's down fall in *Samson Agonistise*.

## SECTION C

Answer **one** of the following poems. For your chosen text i.e. poem identify rhyme scheme, theme/s, subject, mood and rhetorical devices. Your answer should not be more than three pages long.

### Either

### Question 5

NO longer mourn for me when am dead.  
Than you shall hear the surly sullen bell  
Give warning to the world that I am fled  
From this rile world, with vilest worms to dwell:

Nay, if you read this line, remember but  
The hand that writ it, for I love you so,  
That I in you sweet thoughts would be forgot,  
If thinking on me than should make you woe.  
Oh, if (I say) you look upon this verse  
When I (perhaps) compounded am with clay;  
Do not so much as my poor names 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.

(William Shakespear).

Or

**Question 6**

What needs my Shakespeare for his honored bones?  
The labor of an age in piled stones,  
Or his hallowed relics should be hid  
Under a star-pointing pyramid?

Dear son of memory, great heir of fame  
What needs't thou such weak witness of thy name  
Though in our wonder and astonishment  
Has built thyself a life long monument.  
For whilst to th' same slow- endeavoring art

The easy numbers flow, and that each heart  
Hath from the leaves of thy unvalued book  
Those Delphic lines with deep impression took,  
Then thou, our fancy of itself bereaving,  
Dost make us marble with too much conceiving,  
And so sepulchered in such pomp dost lie,  
That kings for such a tomb would wish to die.

(John Milton)

**SECTION D**

Either

**Question 7**

Justify how far we can hold Macbeth fully responsible for the evil deeds committed in the play.

OR

**Question 8**

Shakespeare uses many contrasting ideas in *Macbeth*. " How is the notion of contrast used to develop the central themes and motifs in the play?

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

E231: CLASSICAL AND LITERARY CRITICISM  
FIRST SEMESTER DEFERRED EXAMINATION-2009/2010

INSTRUCTIONS: Answer **four** questions in all. Candidates may bring into the examination room the prescribed texts and an English Dictionary  
TIME: 3 Hours

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1. To His Coy Mistress

Discuss the form, symbols, allusions, themes contained in the poem To His Coy Mistress by Andrew Marvell. (Poem attached)

2. Mark Twain, The Adventures of Huckleberry Finn

Explain Huck's dilemma of following the rules of right and wrong taught to him by the widow Douglas and Miss Watson versus his own conscience of whether or not to betray Jim in a three-page essay.

3. Nathaniel Hawthorne, "Young Goodman Brown"

Discuss why "Young Goodman Brown" is often generalized as an allegory the discovery of evil, the true nature of humanity, in a three-page essay.

4. William Shakespeare, Hamlet

Is Hamlet unrealistic in his view of women's contribution to evil, can it be justified?  
Discuss

5. Alice Walker, Everyday Use

Describe the narrator's daughters. How are they different physically and mentally?  
How have their lives been different?

6. Mary Shelley, Frankenstein

Discuss the character of Victor Frankenstein.

Or

7. Ambition and thirst for knowledge play an important role in the novel Frankenstein. How important are these elements in the development of the plot? Discuss

## Appendix A

### Andrew Marvell TO HIS COY MISTRESS

Had we but world enough, and time,  
This coyness, Lady, were no crime.  
We would sit down and think which way  
To walk and pass our long love's day.  
Thou by the Indian Ganges' side  
Shouldst rubies find; I by the tide  
Of Humber would complain. I would  
Love you ten years before the Flood,  
And you should, if you please, refuse  
Till the conversion of the Jews.  
My vegetable love should grow  
Vaster than empires, and more slow;  
An hundred years should go to praise  
Thine eyes and on thy forehead gaze;  
Two hundred to adore each breast,  
But thirty thousand to the rest;  
An age at least to every part,  
And the last age should show your heart.  
For, Lady, you deserve this state,  
Nor would I love at lower rate.  
But at my back I always hear  
Time's wingèd chariot hurrying near;  
And yonder all before us lie

Deserts of vast eternity.  
Thy beauty shall no more be found,  
Nor, in thy marble vault, shall sound  
My echoing song; then worms shall try  
That long preserved virginity,  
And your quaint honor turn to dust,  
And into ashes all my lust:  
The grave's a fine and private place,  
But none, I think, do there embrace.  
Now therefore, while the youthful hue  
Sits on thy skin like morning dew,  
And while thy willing soul transpires  
At every pore with instant fires,  
Now let us sport us while we may,  
And now, like amorous birds of prey,  
Rather at once our time devour  
Than languish in his slow-chapped power.  
Let us roll all our strength and all  
Our sweetness up into one ball,  
And tear our pleasures with rough strife  
Thorough\* the iron gates of life:  
Thus, though we cannot make our sun  
Stand still, yet we will make him run.

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\*thorough: through



# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009/10 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

E461– EARLY MODERNIST LITERATURE FROM 1900 TO 1930

TIME: THREE HOURS

## INSTRUCTIONS:

- (i) Section A should be answered in a separate answer booklet. Each of the answers in Section B should be written in a separate answer booklet. Anyone who ignores this instruction will attract a penalty.
  - (ii) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.
- 

## SECTION A (40 marks)

Answer ALL questions in this section. Your answers must be brief (not more than a page long).

With reference to any of the texts studied in the course, briefly discuss the following:

- (a) Alienation (10)
- (b) Disillusionment (10)

(c) Paralysis (10)

(d) Pastiche (10)

## SECTION B

Answer any three questions in this section. Each question carries 20 marks. Each question must be answered in a separate answer booklet.

1. 'Fiction here is likely to contain more truth than fact.' The quote is taken from Virginia Woolf's essay *A Room of One's Own*. Demonstrate how, in this essay, Woolf blends fact and fiction to put her opinion across?
2. 'A way of controlling, of ordering, of giving a shape and a significance to the immense panorama of futility and anarchy which is contemporary history.' In the light of this statement, discuss the various narrative strategies employed by Eliot in *The Wasteland*.
3. Why is Eliot so fascinated with the death imagery? What does the recurring imagery of drowning symbolise?

### IV. DEATH BY WATER

*Phlebas the Phoenician, a fortnight dead,  
Forgot the cry of gulls, and the deep sea swell  
And the profit and loss.*

*A current under sea  
Picked his bones in whispers. As he rose and fell  
He passed the stages of his age and youth  
Entering the whirlpool.*

*Gentile or Jew  
O you who turn the wheel and look to windward,  
Consider Phlebas, who was once handsome and tall as you.*

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4. Answer only one of the questions that follow the passage:

'The reader is clearly meant to sympathise with what Sarty is undergoing and with the decision he makes at the end, and this decision is not only counter to his father's will, but seems to result in the latter's death. Snopes' motivation for his actions is left entirely unexplained, mysterious, unaccountable, bizarre - at least on the explicit plane - hence (apparently) irrational, even mad. Yet there are some features of Faulkner's portrait of Abner Snopes that warn us it would be a mistake to appreciate him only as a simple villain.'

Write an essay on aspects of the character description of Abner Snopes that are impressive, even admirable.

OR:

Write an essay on aspects of the character description of Abner Snopes that are unsympathetic, irrational, even mad.

5. Analyse the title of the novel 'Sons and Lovers' written by D H Lawrence. Analyse the character of Paul Morel in this context.
6. 'James Joyce uses an experimental style in *The Dead*.' Discuss.
7. 'Franz Kafka's *Metamorphosis* can be subjected to various interpretations, both academically and philosophically.' Discuss.

**END OF EXAM**

UNIVERSITY OF ZAMBIA

Department of Literature and Languages

E 911 PSYCHOLINGUISTICS I

Time: Three Hours

**Instructions:** Answer all questions.

All questions carry equal marks

Marks will be awarded for correct use of the English Language.

Where possible give examples, including diagrams where thought necessary, should be included to support the answer. Certainly examples must be used.

1. Describe who is a true bilingual? Is a Haugen's bilingual truly a bilingual? Is someone who is diaglossic really a bilingual?
2. Discuss the critical period and the sensitive period. How do Chelsea, Genie and Isobel throw light onto these periods?
3. Describe fully what one knows about a possible model of the whole human memory. Do not concentrate only on the long term memory.
4. How does one believe that the mental lexicon is organized?
5. How can the brain be divided into various sections and what are these various sections supposed to do?

*Library*

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**E981: ROMANTIC LITERATURE**

**FIRST SEMESTER EXAMINATION 2009/10**

**INSTRUCTIONS:** Answer three questions in all. Candidates may bring into the examination hall the prescribed poems and an English Dictionary. Question number ONE is compulsory.

**TIME:** 3 Hours

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1. To what extent can we as scholars associate Shelley with the Romanticist movement?

Or

“Poetry is the image of man and nature” (Preface to Lyrical Ballads-1802) .This statement depicts the naturalism of the Romantic Poetry, discuss.

2. William Blake (1757-1827)

Read the following poem and answer the question which follows:

*I wander thro' each charter'd street,*

*Near where the chartered Thames does flow,*

*And mark in every face I meet*

*Marks of weakness, marks of woe.*

*In every cry of Man,*

*In every Infant's cry of fear,*

*In every voice, in every ban,*

*The mind forg'd manacles I hear:*

*How the Chimney-sweeper's cry*

*Every blacking Church appals,*

*And hapless Soldier's sigh*

*Runs in blood down Palace walls.*

*But most thro' midnight streets I hear*

*How the youthful harlot's curse*

*Blasts the youthful Harlot's curse*

*Blasts the new-born Infant's fear,*

*And blights with plagues the Marriage hearse.*

Question: Briefly comment on any two issues that emerge in the above poem.

3. Discuss the life of Shelley and state how you feel/ or not feel that his poem '**Ode to the West Wind**', encapsulates his "personal myth". (Poem attached)

4. "**THE WORLD IS TOO MUCH WITH US**"

*The world is too much with us; late and soon,*

*Getting and spending, we lay waste our powers:*

*Little we see in Nature that is ours;*

*We have given our hearts away, a sordid boon!*

*This Sea that bares her bosom to the moon;*

*The winds that will be howling at all hours,*

*And are up-gathered now like sleeping flowers;*

*For this, for everything, we are out of tune;*

*It moves us not .- Great God! I'd rather be*

*A Pagan suckled in a creed outworn;*

*So might I, standing on this pleasant lea,*

*Have glimpses that would make me less forlorn;*

*Have sight of Proteus rising from the sea;*

*Oh hear old Triton blow his wreathed horn.*

Wordsworth encapsulates power of innocence and the might of nature. Discuss

5. Discuss Keats as a poet with particular reference to his 'To Autumn' (1856). .  
(Poem Attached)

**END OF EXAMINATION**

For ever panting and for ever young;  
All breathing human passion far above,  
That leaves a heart high-sorrowful and cloy'd,  
A burning forehead, and a parching tongue.

Who are these coming to the sacrifice?  
To what green altar, O mysterious priest,  
Lead'st thou that heifer lowing at the skies,  
And all her silken flanks with garlands drest?  
What little town by river or sea shore,  
Or mountain-built with peaceful citadel,  
Is emptied of its folk, this pious morn?  
And, little town, thy streets for evermore  
Will silent be; and not a soul to tell  
Why thou art desolate, can e'er return.

O Attic shape! Fair attitude! with brede  
Of marble men and maidens overwrought,  
With forest branches and the trodden weed;  
Thou, silent form, dost tease us out of thought  
As doth eternity: Cold Pastoral!  
When old age shall this generation waste,  
Thou shalt remain, in midst of other woe  
Than ours, a friend to man, to whom thou say'st  
'Beauty is truth, truth beauty,' - that is all  
Ye know on earth, and all ye need to know,

#### TO AUTUMN

SEASON of mists and mellow fruitfulness,  
Close bosom-friend of the maturing sun;  
Conspiring with him how to load and bless  
With fruit the vines that round the thatch-eaves  
To bend with apples the moss'd cottage-trees,  
And fill all fruit with ripeness to the core;  
To swell the gourd, and plump the hazel  
With a sweet kernel; to set budding more,  
And still more, later flowers for the bees,  
Until they think warm days will never cease,  
For Summer has o'er-brimm'd their clamor

Who hath not seen thee oft amid thy store?  
Sometimes whoever seeks abroad may find  
Thee sitting careless on a granary floor,  
Thy hair soft-lifted by the winnowing wind;  
Or on a half-reap'd furrow sound asleep,  
Drowsed with the fumes of poppies, while thy hook  
Spare the next swath and all its twined flowers:  
And sometimes like a gleaner thou dost keep  
Steady thy laden head across a brook;  
Or by a cyder-press, with patient look,  
Thou watchest the last oozings hours by hours.

Where are the songs of Spring? Ay, where are they?  
Think not of them, thou hast thy music too, -  
While barred clouds bloom the soft-dying day,  
And touch the stubble-plains with rosy hue;  
Then in a wailful choir the small gnats mourn  
Among the river sallows, borne aloft  
Or sinking as the light wind lives or dies;  
And full-grown lambs loud bleat from hilly bourn;  
Hedge-crickets sing; and now with treble soft  
The red-breast whistles from a garden-croft;  
And gathering swallows twitter in the skies.

#### ODE ON MELANCHOLY

O, no, go not to Lethe, neither twist  
Wolf's-bane, tight-rooted, for its poisonous wine;  
Nor suffer thy pale forehead to be kiss'd  
By nightshade, ruby grape of Proserpine;  
Make not your rosary of yew-berries,  
Nor let the beetle, nor the death-moth be  
Your mournful Psyche, nor the downy owl  
A partner in your sorrow's mysteries;  
For shade to shade will come too drowsily,  
And drown the wakeful anguish of the soul.

When the melancholy fit shall fall  
Upon you from heaven like a weeping cloud,  
That fosters the droop-headed flowers all,  
And hides the green hill in an April shroud;

For the sword outwears its sheath,  
And the soul wears out the breast,  
And the heart must pause to breathe,  
And love itself have rest.

Though the night was made for loving,  
And the day returns too soon,  
Yet we'll go no more a roving  
By the light of the moon.

SHELLEY

ODE TO THE WEST WIND

O WILD West Wind, thou breath of Autumn's being,  
Thou, from whose unseen presence the leaves dead  
Are driven, like ghosts from an enchanter fleeing,

Yellow, and black, and pale, and hectic red,  
Pestilence-stricken multitudes: O thou,  
Who chariotest to their dark wintry bed

The wingèd seeds, where they lie cold and low,  
Each like a corpse within its grave, until  
Thine azure sister of the Spring shall blow

Her clarion o'er the dreaming earth, and fill  
(Driving sweet buds like flocks to feed in air)  
With living hues and odours plain and hill:

Wild Spirit, which art moving everywhere;  
Destroyer and preserver; hear, oh, hear!

Thou on whose streams, mid the steep sky's curving  
Loose clouds like earth's decaying leaves are shed,  
Shook from the tangled boughs of Heaven and

Angels of rain and lightning: there are spread  
On the blue surface of thine æery surge,  
Like the bright hair uplifted from the head

Of some fierce Maenad, even from the dim verge  
Of the horizon to the zenith's height,  
The locks of the approaching storm. Thou dirge

Of the dying year, to which this closing night  
Will be the dome of a vast sepulchre,  
Vaulted with all thy congregated might

Of vapours, from whose solid atmosphere  
Black rain, and fire, and hail will burst: oh, hear!

Thou who didst waken from his summer dreams  
The blue Mediterranean, where he lay,  
Lulled by the coil of his crystalline streams,

Beside a pumice isle in Baiae's bay,  
And saw in sleep old palaces and towers  
Quivering within the wave's intenser day,

All overgrown with azure moss and flowers  
So sweet, the sense faints picturing them! Thou  
Whose path the Atlantic's level powers

Leave themselves into chasms, while far below  
The sea-blooms and the oozy woods which wear  
The sapless foliage of the ocean, know

Thy voice, and suddenly grow gray with fear,  
And tremble and despoil themselves: oh, hear!

If I were a dead leaf thou mightest bear;  
If I were a swift cloud to fly with thee;  
If I were a wave to pant beneath thy power, and share

Thy impulse of thy strength, only less free  
Than thou, O uncontrollable! If even  
I were as in my boyhood, and could be

Comrade of thy wanderings over Heaven,  
When, to outstrip thy skiey speed  
I seemed a vision; I would ne'er have striven

Thus with thee in prayer in my sore need.  
Lift me as a wave, a leaf, a cloud!  
I would upon the thorns of life! I bleed!

Shelley

A heavy weight of hours has chained and bowed  
One too like thee: tameless, and swift, and proud.

Make me thy lyre, even as the forest is:  
What if my leaves are falling like its own!  
The tumult of thy mighty harmonies

Will take from both a deep, autumnal tone,  
Sweet though in sadness. Be thou, Spirit fierce,  
My spirit! Be thou me, impetuous one!

Drive my dead thoughts over the universe  
Like withered leaves to quicken a new birth!  
And, by the incantation of this verse,

Scatter, as from an unextinguished hearth  
Ashes and sparks, my words among mankind!  
Be through my lips to unawakened earth

The trumpet of a prophecy! O, Wind,  
If Winter comes, can Spring be far behind?

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**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EC 125: INTRODUCTION TO MACROECONOMIC THEORY**

**TIME: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS.**

**QUESTION ONE**

Write brief notes on the following:

- a) The Balance of Payments equilibrium?
- b) Every loan creates a deposit.
- c) Use of trade policy to correct a balance of payment disequilibrium.
- d) Major differences between the Classical economists and the Keynesians in the determination of income.
- e) The three economic problems economists try to solve. Also indicate which one of the three relates to technical efficiency and which one relates to allocative efficiency?
- f) The fallacy of composition. Give an example.

**QUESTION TWO**

As a new employee at the Ministry of Finance, your first assignment is to complete the information in the table below so that it can be included in the economic report that is being prepared.

- a) Complete the three columns and indicate how you get the figures for these columns.
- b) What is real GDP and why is it superior to nominal GDP as a measure of economic activity in the country.
- c) While watching TV last night, you head the Minister of Misinformation saying that the standard of living in the country has improved since his government came to power because nominal GDP has increased by 6%. Do you agree with the Minister?

Year	Units of output	Price per unit In Kwacha	Price Index Year 1=100	Nominal GDP	Real GDP
1	7	10	100		
2	9	20	100		
3	13	25	100		
4	17	30	100		
5	25	33	100		

### QUESTION THREE

As a trade advisor to the government of Zambia, consider the information in the table below and;

- Use the concept of comparative advantage to advise government as regards to which commodity the country should produce and which one should be imported from Jamaica.
- Calculate total production with and without trade and indicate by how much the production of Tobacco and Marijuana increase when the two countries decide to specialise and start trading?
- What is free trade?
- Indicate why some policy makers may be opposed to the idea of free trade?

Table 1: Labour cost of producing tobacco and marijuana in Zambia and Jamaica

	1 Kg Tobacco	1 Kg of Marijuana
Zambia	80 labour hours	90 labour hours
Jamaica	120 labour hours	100 labour hours

### QUESTION FOUR

The Global Financial crisis has had a lot of negative effects on the economy of Zambia. The more tangible effect has been the increase in unemployment levels in mining areas as some mines closed while others laid off some workers as a way of cutting production costs.

- Classify the resultant unemployment.
- It is argued that even when the global recession has subsided, the new mines may not re-employ the workers that lost their jobs at the peak of the global recession because these mines are capital intensive as opposed to the old mines that are labour intensive. What kind of unemployment will result?
- What is the natural rate of unemployment and how can it be eliminated?
- Many countries are suffering cyclical unemployment because of the global economic crisis. What remedies would you prescribe for these countries?

### QUESTION FIVE

Melinda has just received K1, 000, 000 from her brother who stays in the Diaspora. She deposits the entire K1, 000, 000 in Soweto Bank (Ltd). Given that the required reserve ratio is 10%:

- a) Calculate the deposit and credit multiplier
- b) If Soweto Bank and all the other commercial banks in the country are profit maximising banks which do not keep excess reserves, by how much will credit grow in the economy as a result of Melinda's deposit of K1, 000, 000
- c) What factors will limit the credit creation process?
- d) What two aspects about the Central Bank (BOZ) differentiates it from Commercial Banks?
- e) Is inflation good?

**END OF FINAL EXAMINATION**

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THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2009 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS

**EC 221: MATHEMATICS FOR ECONOMICS I**

**TIME: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS.**

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**QUESTION ONE**

Define the following terms and provide **ONE** example for each term.

- a) Technical functions
- b) Auxiliary diagonal
- c) Augmented objective function
- d) Continuity of a function
- e) Linearly homogenous function
- f) Second order partial derivative
- g) Linear dependence of vectors
- h) Improper integrals
- i) Total differential

**QUESTION TWO**

a) Compute the marginal products of the following production functions

i)  $Q = AK^\alpha + BK^\beta$

ii)  $Q = \alpha L^\beta + \frac{1}{L^{2/3}}$

b) A country M has the following export function defining the demand for its exports:

$$X = \frac{1}{P^2} + Y_f^{1/3}$$

Where  $P$  = the price level of country M

$Y_f$  = foreign income

- i) Find the partial elasticity of foreign demand of exports with respect to  $P$  for  $P = 4$  and  $X = 200$
- ii) Find the partial elasticity of  $X$  with respect to  $Y_f$  for  $Y_f = 1000$  and  $X = 200$

- c) The short-run production function for a firm using labour as the only factor input is given by the following:

$$Q = 8L^2 - 0.2L^3$$

- i) Find the amount of labour force that maximises output
  - ii) What is the maximum output?
  - iii) Find the amount of labour that maximises the average product of labour (APL) and the marginal product of labour (MPL).
  - iv) Calculate the APL and the MPL at the point of maximum APL.
- d) Find the present value of the following:
- a) An annuity of \$300 for 7 years
  - b) A perpetuity of \$600.

### QUESTION THREE

- a) Given that **A** and **B** are non-singular matrices, show that;
- i)  $(A^{-1})^{-1} = A$
  - ii)  $(A')^{-1} = (A^{-1})'$
  - iii)  $(AB)^{-1} = B^{-1}A^{-1}$
  - iv) If matrix **A** does have an inverse, then that inverse is unique.
- b) A firm using capital **K** and labour **L**, for production has the following production function:

$$Q = 6K^{1/2} + 2L^{2/3}$$

The firm sources its inputs from a perfectly competitive market and as a result, the input prices are exogenously determined with labour being paid a wage rate of 4 and capital is paid a rental of 3. The firm sells its output at a price of 20 per unit.

- i) Find the total revenue and total cost functions facing the firm
- ii) What is the profit function?
- iii) What is the optimum level of inputs that the firm should use? Check the second order condition.

- c) Determine the equilibrium income and interest rate by Cramer's rule given the following information about an economy.

The commodity market

$$C = 100 + 0.8Y$$

$$I = 800 - 2r$$

The money market

$$L_1 = 0.2Y$$

$$L_2 = 2000 - 25r$$

$$M_s = 2500$$

#### QUESTION FOUR

- a) Consider the following consumption and tax functions.

$$C = 120 + 0.7Y^d$$

$$T = t_0 + t_1Y$$

$$Y = 400$$

$t_0 = \text{autonomous tax rate}$

$t_1 = \text{tax rate or marginal propensity to tax}$

- i) Compute the level of consumption if no taxes are levied.
  - ii) What is the level of consumption expenditure if a lump sum tax of 10 is levied on income?
  - iii) What will consumption expenditure be if a proportional tax rate of 0.2 (20%) is imposed on income and autonomous tax is given as 20?
- b) A consumer has the following utility function:

$$U(x, y) = \ln(x^{1/2}y^{1/2})$$

He has an allocation of \$80 for purchasing the two goods,  $x$  and  $y$  at the respective prices of \$2 and \$4.

- i) Set up the Lagrangian function associated with this problem
- ii) Find the values of  $x$  and  $y$  that satisfy the first order condition for optimisation
- iii) Check the second order condition using the Hessian approach.

- c) The volume of air pollution at time  $t$ ,  $P(t)$ , is postulated to be related to the volume of industrial output  $Q(t)$  according to the following function:

$$P(t) = 0.4Q(t)e^{-0.03t}$$

The volume of industrial output  $Q(t)$  is given by the following exponential function:

$$Q(t) = 600e^{0.08t}$$

If the volume of air pollution in the atmosphere at the *time* = 0 is **100 million** kilograms, find

- i) The additional volume of air pollution in the atmosphere between  $t = 0$  and  $t = 20$
- ii) The total volume of air pollution in the atmosphere at the end of  $t = 20$ . ( $e = 2.71828$ )

#### QUESTION FIVE

- a) State and prove Euler's theorem
- b) State the homogeneity of the following production function and demonstrate Euler's theorem

$$Q = AK^\alpha L^\beta$$

- c) A profit maximising monopolist has the following demand function:

$$P = 100 - Q^2$$

The marginal cost facing the monopolist is given by:

$$MC = 2 + 3Q$$

Find the consumers surplus at the profit maximising price and quantity

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**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
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**2009 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EC 225: INTERMEDIATE MACROECONOMIC THEORY**

**TIME: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS IN TOTAL. QUESTIONS ONE AND TWO ARE COMPULSORY.**

**QUESTION ONE**

Consider the following structural representation of a closed economy with a government sector:

- i)  $Y = F(K, N); F_K, F_N > 0$  .....Production function
- ii)  $\frac{W}{P} = F_N(K, N); F_{NN}, F_{KK} < 0$ .....Labour Demand Function
- iii)  $N = N\left(\frac{W}{P}\right), N' = \frac{\partial N}{\partial \left(\frac{W}{P}\right)} > 0$  .....Labour supply Function
- iv)  $Y = C + I + G$  .....GNP Identity
- v)  $C = c'(Y - T); 0 < c' < 1$  .....Consumption Function
- vi)  $I = I(r); I' < 0$ .....Investment Function
- vii)  $\frac{M}{P} = M(r, Y); M_Y > 0, M_r < 0$ .....Money Market Equilibrium

where

$Y =$  GNP (real output),  $K =$  capital input,  $N =$  Labour input,  $\frac{W}{P} =$  real wage,  $C =$  Consumption,  $I =$  Investment,  $G =$  Government spending,  $T =$  Tax revenue,  $\frac{M}{P} =$  Real money demand,  $r =$  nominal interest rate. The usual assumptions apply.

(a) What economic model or school of thought does the system of equations represent?

- (b) Derive the aggregate supply and aggregate demand curves of the economic system given above.
- (c) Determine and interpret the slopes of the curves derived in (b) above.
- (d) Explain the policy importance of representing an economy using this model.

## QUESTION TWO

Given your understanding of the importance of macroeconomic stabilization, consider the following:

- (a) Monetary economists argue that the classical model of aggregate demand and aggregate supply shows a long-run (full employment) phenomenon. Suppose there is an increase in the stock of money in the economy (with constant velocity of money).
  - i. Is the resulting change a reflection of government policy change? Please explain
  - ii. Show the short run fluctuation that this introduces and explain how this fluctuation gradually adjusts back to a long-run equilibrium position.
- (b) Fully explain the importance of getting the timing right when using macroeconomic policy to protect the economy from wide swings of the business cycle.

## QUESTION THREE

- (i) The following questions are from a national income determination perspective:
  - (a) Illustrate three variants of the consumption function and explain which version is the most realistic.
  - (b) In the national income determination equation, what is the meaning and economic importance of assuming that marginal propensity to consume (MPC) plus marginal propensity to save (MPS) will always equal one? Please explain.
- (ii) In the IS-LM model framework:
  - (a) Illustrate a situation in which fiscal policy will not lead to crowding out.
  - (b) Illustrate the economic importance of the crowding out effect of fiscal policy.

## QUESTION FOUR

(i) Consider the following questions in the context of national income determination:

- (a) Derive the economy's saving function from an appropriate consumption function that captures autonomous consumption.
- (b) In the national income determination equation, what is the meaning and economic importance of the multiplier? Please explain

(ii) In the IS-LM model framework:

- (a) Using the necessary assumptions about money supply and money demand, derive the money market equilibrium conditions.
- (b) Explain the three main properties of the LM curve.

**END OF FINAL EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA  
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2009 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**EC 341: ECONOMETRICS I**

**TIME: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY ONE QUESTION IN SECTION B.**

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**SECTION A**

**QUESTION ONE**

- a) State and explain the ten classical linear regression model assumptions (*use algebra were appropriate to attract full marks*).
- b) Suppose you are faced with the following two-variable regression model:

$$Y_i = \beta_1 + \beta_2 X_{2i} + U_i$$

Derive the Ordinary Least Squares (OLS) estimators for the population parameters

- c) Given the following time-series data for Zambia on the variables defined:

Year	Copper Exports (US\$ Mn.) – $Y$	Real Exchange Rate – $X_2$	Investment as a share of GDP (%) – $X_3$
1985	716	4088	15
1986	639	6534	24
1987	890	7188	13
1988	1102	5925	11
1989	1299	4925	11
1990	1224	4882	17
1991	894	4628	11
1992	941	4536	12
1993	836	3529	15
1994	832	4062	8
1995	856	4903	16
1996	633	3765	13
1997	692	3278	15
1998	377	2711	16
1999	600	2621	18
2000	502	3111	19
2001	489	2590	20
2002	436	2496	23
2003	603	2577	26
2004	1363	3546	26

- i.) Regress Copper Exports on the Real Exchange Rate (call this *Model 1*).
- ii.) Regress Copper Exports on the Real Exchange Rate and on Investment as a share of GDP (call this *Model 2*).
- iii.) How would you choose between Model 1 and Model 2? *Do not perform the actual calculations – Just explain.*

## QUESTION TWO

The density function for a normally distributed variable is given as:

$$f(y|\mu, \sigma^2) = \frac{1}{\sqrt{2\pi\sigma^2}} e^{-\frac{(y-\mu)^2}{2\sigma^2}}$$

- a) Show that  $\hat{\mu} = \bar{y} = \frac{\sum y_i}{n}$  (where  $\hat{\mu}$  is the maximum likelihood estimator for the population mean).
- b) Show also that  $\hat{\sigma}^2$  (the maximum likelihood estimator for the population variance) is given by:

$$\hat{\sigma}^2 = \frac{1}{n} \sum_{i=1}^n (y_i - \bar{y})^2$$

## SECTION B

### QUESTION THREE

- a) Given the following data:

Commodity	1990		1995	
	Price	Quantity	Price	Quantity
<b>A</b>	20	15	30	20
<b>B</b>	15	10	20	15
<b>C</b>	30	20	25	10
<b>D</b>	10	5	12	10

Calculate the price index number by;

- i) Laspeyre's method
- ii) Paasche's method
- iii) Fisher's ideal index method

- b) Calculate Fisher's ideal index for the following data. Also test whether it satisfies the time reversal test and the factor reversal test.

Commodity	Price		Quantity	
	2000	2002	2000	2002
A	6	35	10	40
B	10	25	12	30
C	12	15	8	20

- c) Calculate the cost of living index from the following data (use 2008 as the base year and 2009 as the current year).

Items	Price		Weight
	2008	2009	
Food	30	45	4
Fuel	10	15	2
Clothing	15	20	1
House Rent	20	15	3
Miscellaneous	25	20	2

#### QUESTION FOUR

- a) Most economic time-series data are said to be non-stationary. Explain what this means and also explain weak stationarity. Further explain the importance of stationarity in time series analysis.
- b) Suppose;

$$Y_t = Y_{t-1} + U_t$$

Where  $Y_t$  is a time-series variable and  $U_t$  is a white noise error term. Show that  $Y_t$  is non-stationary.

- c) Suppose also;

$$Y_t = \rho Y_{t-1} + U_t;$$

where  $-1 \leq \rho \leq 1$  and  $U_t$  is a white noise error term.

Show how you would employ the Dickey-Fuller test to test the stationarity of  $Y_t$ .

**END OF FINAL EXAMINATION**

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2009 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**EC 431:                   LABOR ECONOMICS**

**TIME:                    TWO HOURS**

**INSTRUCTIONS:   ANSWER ALL QUESTIONS**

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**QUESTION ONE**

Briefly explain how the following programmes would affect the elasticity of demand for labour in the steel industry:

- a) An increased tariff on steel imports
- b) A law making it illegal to lay off workers for economic reasons
- c) A boom in the machinery industry (which uses steel as an input) – causing production in that industry to rise.
- d) A decision by the owners of steel mills to operate each mill longer than has been the practice in the past
- e) An increase in the wages paid by employers in the steel industry
- f) A tax on each ton of steel produced

**QUESTION TWO**

Suppose that the supply curve for economists is  $L_S = 20$  and the demand curve is  $L_D = 100 - 2W$ , where  $L$  = the number of economists and  $W$  = the hourly wage.

- a) Graph both the demand and supply curves.
- b) Now suppose that the government imposes a tax of K1 per hour per worker on companies hiring economists. Draw the new after tax demand curve in terms of the employee wage. Comment on the effect on wages and employment level of economists.

### QUESTION THREE

- a) Suppose you are a labour economist in the Ministry of Labour and Social Security. The government is faced with a strike action from civil servants. You are provided with the following information:
- the employer concession schedule is  $W = 1 + 0.02S$
  - union resistance curve is  $W = + 0.02S - 0.01S^2$ ,

Where  $W$  = percentage wage increase and  $S$  = expected strike length in days.  
Use Hicks simple model, to determine the length of the strike and the percentage wage increase

- b) Suppose the unionized workers in the medical profession earn K10 per hour and non-unionized workers in the industry earn K8 per hour. What can be said about the relative wage advantage of unionized workers and the absolute effect of the union on its members' real wage?

### QUESTION FOUR

- a) Suppose that initially the Copperbelt economy is in equilibrium with no unemployment:  $L_S = -1,000,000 + 200W$  and  $L_D = 19,000,000 - 300W$ , where  $W$  = annual wages and  $L$  = number of workers. Then structural unemployment arises because the demand for labour falls on the Copperbelt but wages there are inflexible downward and no one moves of the province. If labour demand falls to  $L_D = 18,000,000 - 300W$ , how many workers will be unemployed on the copperbelt? What will be the unemployment rate?
- b) The unemployment insurance system for Zambezi is structured so that  $B_{\min} = K200, B_{\max} = K500$ , and  $B = 0.5W + 100$  in between, where  $W$  = previous weekly wage and  $B$  = weekly unemployment insurance benefits. Graph this benefit formula and calculate the benefits and replacement rate for workers whose weekly wages are K100, K500 and K2, 000.

**END OF FINAL EXAMINATION**

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2009 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**EC 445: ENVIRONMENTAL ECONOMICS**

**TIME: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**QUESTION ONE**

Given your understanding of environmental policy, consider the following:

- a) Describe three (3) instruments used in implementing *direct alteration* economic incentives (EIs).
- b) Explain why economist generally favour direct alteration EI instruments over indirect alteration instruments.
- c) Assuming a monopolistic competitive firm supplying a differentiated product and operating in the short-run, illustrate the economic distortions in terms of the amount of consumer surplus and producer surplus lost if the government applied product-specific tax to reduce supply.
- d) What type of EI does the tax in c) above describe?

**QUESTION TWO**

Assume a simple economy with two consumers, X and Y, and two commodities, maize (a good) and garbage (a bad):

- a) Use indifference curve analysis to explain how consumer X's consumption of maize would be affected by the presence of garbage. Briefly explain the main features of the consumers indifference map.
- b) Use an Edgeworth Box analysis to illustrate a full Pareto improvement from an initial inefficient position. Why is this described as a "full" Pareto improvement? Show that a movement from an initial inefficient position to an efficient point on the contract curve does not always imply that a Pareto improvement has takes place.

### **QUESTION THREE**

- a) What is an externality? Give practical examples of one positive and one negative externality.
- b) Illustrate two (2) functional ways in which externalities can be transmitted to an individual consumer, giving clear practical explanations of what the functional relationships mean.
- c) Given the assumption that externalities are direct interactions that do not go through the market system, illustrate how the government might intervene to encourage a large amount of a positive externality to be consumed.

### **QUESTION FOUR**

A United Nations developmental project has built an estate of commercial offices on the outskirts of Dafoe and is considering putting them on the market for sale:

- a) What method would be most appropriate for the project to use in estimating the price of the estate?
- b) In the method you have chosen, explain the step you would undertake to implement this method.
- c) In the step that deals with empirical estimation, describe particularly the variables/factors (or groups of variables/factors) that would be considered in estimating the price.
- d) What are six (6) limitations of the above method?

**END OF FINAL EXAMINATION**

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**UNIVERSITY OF ZAMBIA**  
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**2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**EC 925: INDUSTRIAL ORGANISATION**

**TIME: TWO HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS IN ALL. ANSWER QUESTION ONE AND TWO AND ANY OTHER ONE QUESTION.**

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**Question One**

- a) Regulators can curtail the excessive number of products in a monopolistically competitive industry by placing a lump-sum tax on each firm.
- b) When the marginal cost increases for one firm in a Cournot duopoly both firms produce less at the new Nash Equilibrium.
- c) By differentiating their products and promoting brand-name loyalty, firms in monopolistic competition can raise prices without losing all their customers.
- d) Mixed bundling occurs when goods are sold as individual products.
- e) Monopoly offers more incentives in promoting research and development under large cost saving innovations.

**Question Two**

- a) Consider a market of a certain (homogenous) product described by the list of firms with market shares above 2 percent as shown the table below. Using this data compute the upper and lower bounds of the Herfindahl index for this market.

<b>Firm 1</b>	<b>Share</b>	<b>Firm</b>	<b>Share</b>
1	14.19	8	2.60
2	12.71	9	2.54
3	11.02	10	2.50
4	10.56	11	2.14
5	9.50	12	2.10
6	7.92	13	2.03
7	3.00		

b) The following table gives a hypothetical market share Data in percentages for the three paper product markets in 2011. Using this data calculate the four-firm concentration ratio for each industry, herfindahl Index for each industry.

Facial Tissue		Toilet paper		Paper Towels	
Company	% share	Company	% share	Company	% share
KM	48	PMC	30	PMC	37
PMC	30	TM	20	TM	18
TM	7	BM	16	BM	12
AM	6	AM	12	AM	11
Other	9	KM	5	KM	4
		other	16	other	18

### Question Three

Suppose that Nabwala a valley town in the Northern Province of Zambia town can only be reached by Air (no roads or rails are located in the area). GBC is the only provider of passenger service to the area and thus behaves as a monopolist. Suppose that the demand for round-trip tickets is given by  $P = 50 - \frac{1}{2} Q$ . GBC faces a marginal cost of \$20 per passenger (in the provision of services (food and labor)). Additionally, assume that a private firm with no marginal costs owns the Airports, and no other airstrip exists. As a result, the private firm charges GBC “Landing” fee  $P_r$  per passenger.

- If the fee is set at \$15, how many passengers take the trip? What is the ticket price?
- What is the demand curve faced by the private rail firm? In other words, what quantity will Amtrak demand given a royalty fee  $P_r$ ?
- Find the private rail firm’s profit-maximizing royalty fee and the ticket price charged by Amtrak. What are the combined profits? Why is this referred to as “double marginalization”?
- If Amtrak purchases the rail, what are the new ticket prices? How has combined profits changed? Will this improve consumer welfare? Explain.

#### Question Four

Consider a market in which two firms produce a homogenous product. Market demand is given as:  $P = 100 - 0.5(q_a + q_b)$ , where  $q_a$  and  $q_b$  are the levels of output of firm A and firm B respectively. The cost functions of each firm are also given as:

$$Tc_a = 5q_a \text{ and } Tc_b = 5q_b^2$$

(a) What is the Pareto optimal market price ( $P$ ) and output level of each firm ( $q_a$  and  $q_b$ ), and what would be the profit that each firm makes at the Pareto Optimal price and output levels?

(b) Suppose that these two firms recognize their mutual interdependence and agree to act in unison in order to maximize the total profit of the industry. Both output levels are then under a single control and the industry is, in effect, a monopoly. What are  $q_a$  and  $q_b$ , market price ( $P$ ) and profit of each firm?

(c) Now consider the Cournot solution where each firm maximizes its profits on the assumption that the quantity produced by its rival is invariant with respect to its own quantity decision.

Again calculate the market price, output and profit for each firm.

(d) Compare total output, price and total profit in (a) with (b) and (c). Do they make sense?

**END OF FINAL EXAMINATION.**

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**2009 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EC 935:                    AGRICULTURAL ECONOMICS**

**TIME:                    TWO (2) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS**

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**QUESTION ONE**

- a. Credit institutions play a critical role in agricultural development. Discuss the importance and main sources credit and credit institutions in the promotion of agriculture in less developed countries. What are the advantages and disadvantages of each type of credit institution?
- b. Explain the diffused model of agriculture development. What are its limitations when applied to the least developed countries like Zambia?

**QUESTION TWO**

Discuss the main sources of technological changes in least developed countries. With an aid of an appropriate diagram, explain why the adoption of technologies developed in developed countries may not be appropriate to a developing country like Zambia

**QUESTION THREE**

The problem of marketing agricultural products has transited from being merely national problems to global problems. List and explain in detail the main problems encountered by farmers in marketing their agricultural products in both the domestic and global markets.

**QUESTION FOUR**

If the American government provides an ad valorem subsidy to its exported cotton to support its farmers. With the aid of a diagram, explain the economic impact of such a policy on America. How does this policy affect cotton producing West African Countries that do not subsidise their cotton? What measures have been proposed under WTO to mitigate the use of such subsidies?

**END OF FINAL EXAMINATION**

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2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

ELL/LAL 111 COMMUNICATION AND STUDY SKILLS

**Time:** Three Hours

**Instructions:** Answer all questions.

Marks will be awarded for correct use of the English Language.

Where possible give examples, including diagrams where thought necessary, should be included to support the answer.

Certainly examples must be used.

**SECTION ONE: NOTE TAKING (30 marks)**

Take a formal set of notes from the passage below on the beginnings of the Swahili language.

**The Diffusion of Swahili Up-Country**

*... the importance and value of the Swahili language with reference to future work can scarcely be over-estimated. It appears to be, indeed, the trade language of Eastern Africa, so that a person, possessing an acquaintance with it would be able to make himself understood even far away in the interior of the country.*

*U.M.C.A. Report for 1868, p. 11*

1. The expansion of Swahili inland from the coast, falls into two phases: in the first, from about 1800 to 1850, the country was gradually opened up by trading caravans, who took the language with them in the form of a Swahili-speaking "managerial" core; during the second phase, from around 1850, until the advent of the Colonial Powers, the first systematic studies of the language were made and used as a basis for teaching others.
2. At the outset of the century Swahili was still essentially a language of the coast, serving, one may suppose, as a means of communication for the network of trading communities along the coast, from Mikindani in the south to Lamu and Pate in the north. At the northern end on the islands of Faza and Lamu, it was additionally, the medium for a sophisticated literature in the Arabic script, devoted to praise of the Prophet, and to the propagation of his teaching. About this time the verse tradition began to spread southwards to Mombasa, taking on a more secular role in the process.
3. Further south still, a combination of factors was contributing to the development of a new

situation in which a language was required not for communication along the sea routes but for communication along the inland trade routes. The initial development of these inland routes as a response to the increased demand for ivory was made possible by the existence of Zanzibar as a long established trading centre for the coastal trade in ambergris, gum-copal, hides and so on. Writing in 1828 the American trader Edmund Roberts noted that:

... there were at Zanzibar, exclusive of (military) transport, dhows, upwards of two hundred and fifty sail of dhows, *bagalas* and other craft with pilgrims, drugs, fish, coffee, water etc. from Suez, Mocha, Jedda, the seaport of Mecca, and the island of Berbera in the Red Sea, the ports in the Persian Gulf, the coast of Africa as far south as Mozambique, and I saw but a small part of their commerce.

4. Equally important was the gradual accumulation there of expertise and capital derived from custom dues. This latter fact had been noted in the previous century by the Frenchman Morice, who regarded it as one of the reasons in favour of setting up a base on the mainland.

5. In none of these early accounts of East African traders is there any direct evidence for the use of Swahili, but we do know that the trading caravans usually included a number of people from the coast who were certainly Swahili speakers. In Macqueen's account of Lief ben Saied's journey into the interior in the early thirties, Lief had about 500 people with him, including "about seventy" of his own followers. This again constitutes no more than evidence that Swahili would be spoken within the caravan, but in view of the linguistic diversity of the areas through which the caravan passed, it is reasonable to suppose that Swahili proved itself a most useful medium of communication, at least in the trading context. The point is explicitly confirmed by Burton:

My principle being never to travel where the language is unknown to me. I was careful to study Swahili at once on arriving at Zanzibar; and though sometimes in the interior question and answer had to pass through three and even four media, immense advantage has derived from the modicum of direct intercourse.

6. Perhaps the best testimony for the increasing utility of the language comes from the increased sophistication of the material collected on it, all at the coast it is true, but then this was the starting point of the caravans and the centre of the Swahili speaking world. By the late 1840s European knowledge of Swahili was being systematically extended by amongst others the C.M.S. missionaries. These works did include a number of vocabularies. These vocabularies reflect the lack of any linguistic training or sophistication; the orthography is usually unexplained and no indication is given of the place of collection nor of the informants used. Yet it is interesting to see the state of our knowledge at this time, not least because these fragmentary word lists represent all out-direct historical knowledge of the language.

7. As the country passed the half way point. Missionaries added their number to the Arab caravans and European explorers who increasingly crisscrossed East Africa. During this period Swahili penetrated south-westwards into what is now Zambia and westwards into what would become the Congo republic. There are still residual communities in Zambia and along the Congo river as well as the much larger settlements in Ujiji, Bujumbura (Usumbura) and Tabora. Yet it is

important for the subsequent history of the language to note that it was predominantly in what is now Tanzania that the most effective expansion of the language took place.

8. As the Missions penetrated into areas away from the trade routes they found Swahili was not always so useful, while other Missions avoided the use of a lingua franca on principle as being unfitted to reach the innermost thoughts of those undergoing conversion to Christianity. This was particularly true of the German Moravians in the Southern Highlands of Tanganyika and the Lutherans in the Usambaras, to the west of Tanga. This view has been widely held, particularly in Kenya and Uganda, but it is worth noting that the two great pioneers of Swahili studies, Krapf and Steere, had no such doubts. Steere describes Swahili as "... a language which, through its Arabic relations, has a hold on revealed religion and even on European thought while, through its Negro structure, it is exactly fitted to serve as an interpreter of that of that religion and those whose thoughts to men who have not yet even heard of their existence". A more typical view of the relationship between Swahili and the local languages was that expressed by U.M.C.A. Missionary, H.W. Woodward, "A large number of men, however, can talk Swahili fairly well. Still for many years to come, it will be necessary for missionaries Boondei, if they would understand and be understood by the people generally". Such views notwithstanding, published material in Swahili especially from the U.M.C.A. in Zanzibar: not merely studies of the language but readers and religious material.

## **SECTION TWO: MISCELLANEOUS (20 marks)**

(a) Construct tree diagrams for the following sentences:

- (i) The boy struck the ball
- (ii) It could have happened in the morning
- (iii) The girl is feeling ill
- (iv) The boy was injured by the car
- (v) We are being held in the house

(b) Paraphrase the following sentences:

- (i) The long story was not very interesting
- (ii) The last stage of the journey is always the most difficult
- (iii) The only fault with this solution is that it is not possible to carry it out.
- (iv) What was found was a most careful painting of the subject.
- (v) This animal was found in the road near the station.

(c) Write an essay describing, with examples, what a bibliography is.

**SECTION THREE: READING COMPREHENSION (50 Marks).**

You are advised to spend a maximum of ONE hour on this section.

1. In not more than two pages, discuss the following observation: "Reading is a complex activity which involves a lot of sub-skills. It also involves a text and the reader's body and soul". **(10 Marks)**
2. Based on the text on "The Diffusion of Swahili Up-Country, answer the following questions:
  - (a) For each of the following words used in the passage, give a synonym  
(i) phases (par. 1) (ii) At the outset (par.2), (iii) Sophisticated (par. 2), (iv) Verse (par. 2)  
(v) essentially (par. 2) **(5 Marks)**
  - (b) State the class of each of the underlined words. **(10 Marks)**
  - (c) Summarise the role of Swahili as presented in paragraph 2. **(5 Marks)**
  - (d) State the reading skills you used to answer Question 1 and Question 3. **(5 Marks)**
  - (e) Giving examples from the passage, discuss briefly the following:
    - (i) Complex sentence (ii) Subject (iii) Transitive verb (iv) Object (v) Subordinate clause. **(5 Marks)**
  - (f) Discuss clearly how the author has achieved cohesion and coherence in the text. **(10 Marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 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. Show how you would apply each of the three components of research: Control, Manipulation, Comparison to a research topic of your choice.
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**

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS  
DATE OF EXAMINATION: 20<sup>TH</sup> NOVEMBER, 2009

ELL 941: SOCIOLINGUISTICS I

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**INSTRUCTIONS** Answer both Section A and Section B as required.

**SECTION A: (COMPULSORY) :Answer both Question 1 and Question 2.**

1. Compare and contrast two studies on language variation. In your answer, include information about the researchers, the objectives of the studies, the variables studied, the subjects and the findings of the studies.
2. 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.

(a) Suggest a title for the study.

(b) In relation to the suggested title, define and identify the following variables:

- (i) Dependent Variable
- (ii) Independent Variable.
- (iii) Moderator Variable
- (iv) Control Variable
- (v) Intervening Variable

**SECTION B: Answer ONE question from this section.**

3. Perform an ethnographic analysis of a named communicative event in a named Zambian ethno-linguistic group. In your analysis apply Dell Hymes' theory of the Ethnography of Speaking.
4. Present a detailed account of the major theoretical positions in sociolinguistics. In your answer also show clearly the possibilities that may exist in the interaction between language and society.
5. Giving relevant examples, explain how what you have learned about the relationship between language and gender has either enhanced or changed your perception of women and men in a speech community of your choice.

**END OF EXAMINATION**



## THE UNIVERSITY OF ZAMBIA

### SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER EXAMINATIONS 2009

**FR 411 PAPER 1 : ADVANCED FRENCH LANGUAGE**

**TIME : THREE HOURS**

#### **INSTRUCTIONS**

Dictionaries are not allowed.

Answer all questions of both sections on the answer sheet provided. Be neat and tidy.

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1. Analysez en détails la fonction de l'expression il y a dans les énoncés suivants:

1. Tu penses qu'il y a un voleur dans la chambre?
2. Oui, il y a réfléchi longuement.
3. Cet enfant a pris une douche il y a trois jours.
4. Alors, dis-moi, il y a trouvé?
5. Je crois qu'il y a quelqu'un qui frappe à la porte.

2. Quelle est la différence entre « l'homophone » et « l'homographe »?  
Donnez cinq homophones grammaticaux et cinq homographes. ( en pair !)

3. Caractérissez la nature de l'ambiguïté dans les énoncés suivants, et puis désambiguïsez-la pour rendre les énoncés plus claires à comprendre.
- On a trouvé l'homme coupable.
  - La pensée que tous regrettent nous rend tristes.
  - La petite brise la glace.
  - Il vole la nuit.
  - Je blesserai le bandit avec un fusil.
4. Copiez et accordez le verbe entre parenthèses au passé composé, si nécessaire.
- Les enfants (effrayer) par l'orage n'arrivent pas à dormir.
  - (Approuver) par tous, cette mesure (s' imposer).
  - Ci-(joindre) la lettre que je (recevoir) hier.
  - Voici les romans dont je vous ( parler).
  - Nos voisins, je les ( entendre) arriver cette nuit.
  - La fille comme le père ( venir).
  - Les portes que je ( voir) repeindre.
  - L'as-tu assez (regarder) cette voiture avant de l'acheter?
  - Ce facteur, il en (connaître) des boîtes aux lettres dans sa vie.
  - Julianne et Paul ( s' aider).
5. Faites une liste des verbes suivis :
- de la préposition à (4)
  - suivis de la préposition de (4)
  - construits sans préposition. (2)

### **SECTION B: LA COMPOSITION**

Imaginez que vous tenez une entreprise qui dépend énormément du pétrol et du diesel. A cause de la pénurie actuelle à Lusaka , vous avez beaucoup de problèmes. Ecrivez une lettre au ministre de l'énergie exprimant vos sentiments . ( 250 mots)

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

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF LITERATURE AND LANGUAGES

END OF FIRST SEMESTER FINAL EXAMINATIONS

MA PROGRAMME: FR 421 ADVANCED AFRICAN LITERATURE IN FRENCH

ANSWER THREE QUESTIONS; TWO QUESTIONS FROM SECTION A AND ONE QUESTION FROM SECTION B; OR TWO QUESTIONS FROM SECTION B AND ONE QUESTION FROM SECTION A.

SECTION A: POETRY

1. Dans le poème « In Memoriam » de Senghor, il est clair que malgré l'hostilité du monde blanc à Paris, il prône que ceux-ci sont « ses frères ». Analysez le poème ci-joint.

2. Dans le poème « Au Guelones » ci-joint ; étudiez l'ironie qui s'établit dans les vers suivants :

« Nous sommes des petits d'oiseaux sans ailes

Des soldats sans armes....

Comment analysez-vous ce poème par rapport au poète prisonnier ?

SECTION B « La carte d'identité » de J-M. Adiaffi

1. Examinez le conflit entre Méléoudouman et le commandant Kakatika.
2. Étudiez le voyage de Méléoudouman et sa petite fille Ebah Ya
3. Explication de texte  
Pp101 L'École, l'école des Blancs....  
Pp102 La vie, cette belle petite chose fragile....

FIN DE L'EXAMEN !

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

**FIRST SEMESTER EXAMINATIONS 2009**  
**FR 431: ADVANCED TRANSLATION ANALYSIS AND TECHNICAL**  
**TRANSLATION**

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**INSTRUCTIONS: ANSWER ALL QUESTIONS UNDER SECTION A AND SECTION B**

**NB: Dictionaries are allowed**

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**SECTION A**

Read each text and its translation and identify tense mistakes, translation problems and suggest ways of correcting them.

**TEXT 1**

**Demande de prêt**

Le Directeur de G.T. discute maintenant avec son banquier des conditions de prêt.

*Directeur.* Nous avons besoin de 50.000 livres, disponibles à la fin du mois de mars. Le prêt devrait avoir une période de 5 ans avec un premier remboursement au bout d'un an.

*Banquier.* D'après la visite de Monsieur Seymour, j'ai compris que l'emprunt couvrirait une partie des frais de construction d'un nouvel entrepôt.

*Directeur.* Oui, comme vous le savez, nous agrandissons nos locaux et il nous faut nous procurer un espace de stockage supplémentaire.

*Banquier.* J'ai dit à Monsieur Seymour qu'il n'y avait pas de possibilité de vous accorder un découvert. Mais un prêt à moyen terme peut être facilement monté. Bien sur, il nous faudrait une sorte de garantie.

*Directeur.* Je ne l'ignore pas.

*Banquier.* Cela peut se faire sous la forme d'une hypothèque... Vous pourriez nantir certains de vos actifs.

*Directeur.* Ne pourriez-vous accepter comme garantie les titres que nous avons en dépôt chez vous?

*Banquier.* Effectivement, nous serions prêts à envisager ces valeurs comme garantie. Quelle est leur valeur actuelle? Je peux vérifier tout de suite.

*Directeur.* Cela constituerait une couverture adéquate pour le prêt. Quant à la l'intérêt, nous vous ferions payer le taux habituel basé sur le taux interbancaire qui est maintenant de 9 %.

## TRANSLATION

### Applying for a Loan

The Manager of Global Tools is now discussing with his banker the terms of the loan.

*Manager:* We'd need £ 50,000, available at the end of March. The loan would have to be for a period of 5 years with a first installment repaid after one year.

*Banker:* From Mr. Seymour's visit, I understand the loan would cover part of the costs of having a new warehouse erected

*Manager:* Yes. As you know, we are enlarging our premises and we have to provide for additional storage space.

*Banker:* I told Mr. Seymour there was no possibility of lending on overdraft. But a medium-term loan can easily be arranged. Of course we'd need some sort of security against it.

*Manager:* I'm aware of that.

*Banker:* It may be in the form of mortgage. You might pledge a certain part of your assets.

*Manager:* Wouldn't you accept the securities we have deposited with you as a guarantee?

*Banker:* Indeed we'd be prepared to consider such stocks and bonds as collateral. What's their present value? I can check right away.

*Manager:* That won't be necessary. I know for sure they are currently worth £ 100,000.

*Banker:* That would constitute adequate coverage for the loan. As for interest, we'd charge you the usual percentage based on the Interbank rate which is now of 9%.

## TEXT 2

### Prêts personnels et facilités de découvert

Les prêts personnels diffèrent des autorisations de découvert sous deux angles importants, en plus du taux d'intérêts plus élevé auquel ils donnent lieu. Tout d'abord, ils ne nécessitent pas de gage. Ensuite, un plan de remboursement précis est établi d'emblée, en sorte que l'emprunteur connaisse exactement le coût mensuel de l'emprunt. D'une façon plus générale, on tendra à proposer des prêts personnels plutôt que des facilités de découvert dans le cas de sommes relativement élevées et de longues périodes de remboursement, bien que cette règle souffre de nombreuses exceptions.

Il s'ensuit que le client qui a le plus de chance d'obtenir un découvert est celui qui peut proposer à sa banque un gage quelconque. Des certificats de titres ou d'actions, des polices d'assurance et des titres de propriété sont les formes les plus communément admises de garantie, bien que la banque n'aille pas nécessairement jusqu'à prendre ses dispositions pour s'en assurer la propriété juridique.

## TRANSLATION

### Personal loans and overdrafts

Personal loans differ from overdrafts in two important respects, apart from the higher interest charged on them. First, no security is required. Second, a fixed repayment schedule is laid down at the outset, so that the borrower knows exactly how much the loan will cost him each month. More generally, personal loans will tend to be offered in preference to overdrafts when relatively large sums and protracted repayment periods are involved, though there are plenty of exceptions to that rule.

It follows from this that the customer with the best chances of securing an overdraft is the one who can offer his bank some security in exchange. Stock or share certificates, life assurance policies and property deeds are the most acceptable forms of security, though the bank will not necessarily go through the motions of taking up formal legal title to them.

## SECTION B

Translate the following sentences into English:

1. Le taux de l'escompte vient d'être relevé.
2. Vous feriez mieux d'ouvrir un compte courant.
3. Comment aurais-je pu savoir qu'il émettait des chèques sans provision ?
4. La banque a refusé de renouveler son découvert.
5. Quel est le montant du prêt qui vous a été consenti ?
6. Il sera plus prudent de barrer le chèque de façon à ce qu'il puisse seulement être versé dans votre compte.
7. Tirez sur nous après trois mois.
8. La traite arrive à échéance la semaine prochaine.
9. Vous êtes sûr que le tireur a déjà fait escompter la traite ?
10. Je ne peux plus rien emprunter à ma banque. Il faut que je trouve un prêteur sur gages.



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

**FIRST SEMESTER EXAMINATIONS – 19<sup>TH</sup> NOVEMBER, 2009**

**H 321: NINETEENTH CENTURY EUROPE**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

**TIME: THREE HOURS**

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1. Discuss the view that the 1789 French Revolution was essentially a class conflict.
2. Why would anyone consider 18<sup>th</sup> century Europe as having been an age of Progress?
3. Critically discuss why England was the first major European power to experience an Industrial Revolution.
4. Examine the factors that made it possible for Italy to emerge as a nation-state in 1870.
5. Compare and contrast the unification of Italy and Germany.
6. Critically discuss Napoleon Bonaparte's legacy in 19<sup>th</sup> Century Europe.
7. Examine the genesis and significance of Anarchism in 19<sup>th</sup> century Europe.
8. In your view, what factors best account for European imperialist expansion in the last quarter of the 19<sup>th</sup> century?
9. Was the outbreak of the First World War inevitable?

**END OF EXAMINATION**

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

**2009 ACADEMIC YEAR END OF FIRST SEMESTER EXAMINATIONS in H 411**  
**(History of Land and Labour to 1890)**

**VENUE: SPORTS HALL**

**DATE: 16 NOVEMBER 2009**

**TIME: 14.00 -17.00**

**INSTRUCTIONS: Answer THREE questions from the following:**

1. Examine the importance of the varying resources in the settlement of societies in Central Africa.

2. What factors contributed to the rise of sedentary agriculture before 1600?

3. Discuss why that in a number of activities and in crafts, the organisation of labour based on gender?

4. What was the function and role of three important metals the political and economic activities in the communities of Central; Africa?

OR

Before the rise of the Atlantic trade, slavery was humane and largely incorporative. This changed after 1600. Highlight the differences.

5. Trade was an activity that created opportunities to acquire what you did not have but also to interact with other traders and learn from new skills and ideas. Discuss the organisation of trade in Central Africa in the Nineteenth Century.

OR

Highlight the function and role of the Chikunda from the lower Zambezi in the trade

OR

Critically appraise the role of the Portuguese, Luso-African and Mambari traders from the West Coast.

6. In your view, give some positive points that emerged from the trade with Arabs and Swahili from Mrima Coast.

OR

After 1500, The Portuguese worked extra hard to snatch the trade from the Arabs and Muslims in Mwenemutapa's Kingdom. Why were they not ready to "partner" with the pioneers in this trade?

7.. What were the advantages and disadvantages of the introduction of firearms among the Central African societies after 1600?

8. In the pre-colonial period, there were many natural and human –made calamities and disasters. What strategies were developed to cope with these phenomena. Give specific examples.

OR

What were the advantages of promoting legitimate trade in Central Africa in the Nineteenth Century?

9. Between 1851 and 1873, Dr. Livingstone visited many areas of Central Africa. Were these visits purely philanthropic? What else was he looking for?

10. Choose either diseases affecting human beings or diseases affecting livestock. How did the disease you choose affect the Central African Communities?

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

**FIRST SEMESTER UNIVERSITY EXAMINATIONS, NOVEMBER 2009**

**H421: AFRICAN ARCHAEOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

1. Answer all questions in Part One
2. Answer Three (3) questions in Part Two

**PART ONE**

1. Match the following sets of corresponding items – 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 basis unit in biological classification
  - G - Refers to 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. Ethnoarchaeology
  10. Quaternary
2. Briefly, what makes the following sites significant? (NB. One or two words only)  
Olduvai Gorge, Isimila  
Mwanganda, Kalambo Falls

3. Tuffs are major correlation horizons at Koobi Fora sites. Which Formation is associated with Suregei, Tu Bor, KBS and Okote Tuffs?
- Kubi Algi Formation
  - Galana Boi Beds
  - Koobi Fora Formation
  - Guomde Formation
  - None of the above
4. The cultural sequence at Olduvai Gorge has six recognizable beds. Which ones represent the MSA horizon?
- Bed I
  - Beds II and III
  - Bed IV
  - Masek Beds and Bed IV
  - Ndutu, Naisiusiu and Masek Beds
5. Which Australopithecus is associated with footprints dated to 3.5 million years ago?
- A boisei
  - A africanus
  - A afarensis
  - A robustus
  - A aethiopicus
6. Variability in stone tool assemblages is explained in terms of the following:
- That there were distinct ethnic groups
  - That there were different traditions
  - That cultures were transmitted by distinct hominids with defferent cultural lineages
  - All the above
  - (a) and (b) only
7. Which characteristic is not important in the characterization of hominids?
- Large face
  - A large reorganized brain
  - Bipedal locomotion
  - Long arms and small body
  - None of the above
8. Which one of the following is not a South African hominid site?
- Sterkfontein
  - Border Cave
  - Taung
  - Montagu Cave
  - Makapansgat
9. When did Developed Oldowan industries appear at Olduvai Gorge?
- 1.5 million years ago
  - Between 2.0 and 1.7 million years ago
  - Between 1.5 and 1.0 million years ago
  - After 1.0 million years ago
  - None of the above

10. What kind of information can we hope to obtain from the study of stone tools?
- Level of craftsmanship
  - Complexity of method of manufacture
  - Morphological type
  - (a) and (b)
  - (a), (b) and (c)
11. Which is the oldest hominid belonging to genus Homo?
- H sapiens
  - A afarensis
  - H erectus
  - A africanus
  - H habilis
12. Name the archaeologist who studied stone tool assemblages from Isimila, Olorgesailie and Kalambo Falls and concluded that their patterning was due to activity differences, division of labour, seasonal and stylistic differences.
13. Why are Gorillas and Orangutans compared to Chimps less useful as models in studying ancient hominid behaviour?
14. Cite Four chimpanzee characteristic behaviours used by archaeologists as useful models of ancestral hominid populations.
15. Which one of the following sites is not found in southern Africa? Klaasies River Mouth, Montagu Cave, Gwisho, Melka Kontoure, Blombos Cave and Mapungubwe.

## PART TWO

16. What would you consider to be some of the most important interpretations in human quest to explain the origins of food production?
17. Why are Chimpanzees a good model in the study of ancestral hominid populations in Africa?
18. What would you consider to have been the most significant social impact of food production and metallurgy on African societies?
19. Considering that human cultural development is closely associated with stone tool making, what can we hope to learn from the study of stone tools?
20. What aspects of human behaviour were significant in human development during the Plio-pleistocene period?

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

**FIRST SEMESTER UNIVERSITY EXAMINATIONS – 2<sup>ND</sup> NOVEMBER, 2009**

**H 435: SURVEY OF AMERICAN HISTORY**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

**TIME: THREE HOURS**

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1. Examine the link between the settlement of the United States of America and the Modern Era in Europe.
2. What was the new deal and how successful was it in dealing with the effects of the Great Depression on the American society and economy?
3. What were the achievements and limitations of Progressivism in late 19<sup>th</sup> and early 20<sup>th</sup> century America?
4. Was the American Civil War inevitable?
5. Why did the United States of America stay out of the First World War up to 1917? Why did it eventually join the conflict?
6. Critically discuss the American Civil Rights Movement taking into account its nature and successes.
7. With specific examples, assess to what extent the United States of America has been successful in trying to unilaterally bring about world peace.
8. Critically examine the nature and significance of the relationship between the United States of America and Africa since 1981.
9. Why did the American colonies seek independence from Britain in the 18<sup>th</sup> century?

**END OF EXAMINATION**

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

**FIRST SEMESTER UNIVERSITY EXAMINATIONS – NOVEMBER, 2009**

**H491                      HISTORICAL RESEARCH AND METHODOLOGY**

**INSTRUCTIONS:    ANSWER ONLY THREE QUESTIONS**

**TIME:                THREE HOURS**

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1. Discuss the significance of a research proposal in historical research.
2. What criticisms have been levelled against oral history?
3. Why are archives considered so important in historical research and what are their demerits?
4. Explain how you would carry out an oral interview.
5. What is literature review and what is its significance in historical research?
6. How useful is linguistics in historical research?
7. How important are photographs and art in reconstruction of history?

**END OF EXAMINATION**

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

**2009 FIRST SEMESTER DEFERRED UNIVERSITY EXAMINATIONS  
26 NOVEMBER 2009**

**H 911: PRE-COLONIAL HISTORY OF ZAMBIA**

**INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS**

**TIME ALLOWED: THREE HOURS**

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1. Oral Traditions are an important source of pre-colonial history of Zambia. Discuss.
2. Analyse the relationship between the Portuguese in Mozambique and the Chewa of Undi's Kingdom.
3. Were there poor people in pre-colonial Zambia?
4. Msiri, the Overlord of Katanga was responsible for the decline of the Lunda Kingdom of Mwata Kazembe. Discuss.
5. Examine the implications of ecological disasters in South Africa on the Lozi Kingdom of the nineteenth century.
6. Discuss the Ndebele factor in nineteenth century Southern Province of Zambia.

**END OF EXAMINATION**

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

**H945. THEMES IN WEST AFRICAN HISTORY SINCE 19<sup>TH</sup> CENTURY  
FIRST SEMESTER UNIVERSITY EXAMINATIONS -17 NOVEMBER, 2009.**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY, AT LEAST  
ONE QUESTION FROM EACH SECTION.**

**TIME: THREE HOURS**

**SECTION 1.**

1. How did ecology and environment influence political and economic development of West African countries in the 19<sup>th</sup> century? Give examples to illustrate your point.
2. The 19<sup>th</sup> century is considered a century of crisis. This crisis is credited with the emergence of Islamic Revival. Discuss.
3. Assess British -Asante relations in the 19<sup>th</sup> century.
4. Discuss the development of West African civilisations in the 19<sup>th</sup> century.

**SECTION 2**

5. Imperialism and underdevelopment are twin pillars of the same process. Discuss this statement in the context of West African History.
6. Why and how was West Africa colonised?
7. Account for the Rise of anti colonial resistance in West Africa. In what way did this contribute to the dawn of independence?
8. The crisis of African independence is unequivocally linked to the colonial era. Discuss.
9. Compare and Contrast British and French imperialism in West Africa.

**END OF EXAMINATIONS**

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

**FIRST SEMESTER UNIVERSITY EXAMINATION, NOVEMBER 2009**

**H961: ARCHAEOLOGICAL PRINCIPLES AND TECHNIQUES**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

1. Answer all questions in Part One
2. Answer Three (3) questions in Part Two

**PART ONE**

1. What is meant by Diletanti?
2. Name two features that are used to distinguish archaeological strata.
3. What is ANALOGY in Archaeology?
4. The Holocene Period refers to the timeframe:
  - a) 10,000 years to 1.0 million years
  - b) 19<sup>th</sup> century to 1.0 million years
  - c) Up to 10,000 years
  - d) 1.0 million years to 1.5 million years
  - e) None of the above
5. Name Four types of cultural material remains likely to be found in a Rockshelter with cultural deposits dating to 35,000 years old.
6. Define the following terms:
  - a) Faunal analysis
  - b) Use-wear analysis
  - c) Uniformitarianism
  - d) Ethnoarchaeology
7. Which one of the following statements reflects the New Archaeology of the 1960s?
  - a) was associated with archaeologists who were frustrated with their own achievements and demanded change in the way it was practised.
  - b) had problems with the new conclusions of the period on human behaviour and how they were being arrived at.
  - c) did not want to have anything to do with wrong questions such as when, how, where, and why certain cultures came into being.
  - d) was associated with Lewis Binford, David Clarke, Ian Hodder and others who did not approve the use of traditional approaches in data interpretation.
  - e) was made possible due to new trends such as new techniques in material recovery, introduction of problem- oriented research, computers ,carbon-14 dating etc.
8. Name Four methods employed to discover archaeological sites.
9. Cite Four achievements made by early European Archaeologists working on the African continent.

10. Who developed a conceptual model based on Stone, Bronze, and Iron and established that the artifacts excavated by peasants were man-made and that they belonged to ancient times?
11. Cite Four important contributions made by Lewis Binford in his quest for a new paradigm in archaeological thought.
12. Match people with events/ or activities associated with them; e.g A1
  - A. Calculated that creation took place in 4004 B.C.
  - B. His/ their books were publicly burnt by the church in 1655.
  - C. Developed research methods that were problem-oriented in nature.
  - D. Published the theory of Uniformitarianism in a book "Theory of the Earth".
  - E. Was/were antiquarian(s) with great interest in economic gains from ancient antiquities.
  - F. Constructed a model of the human, social and cultural past that had a profound effect on archaeology.
  - G. Formulated a theory aimed at reconciling the great diversity of fossils with the bible.
  - H. Argued that various forces such as erosion, wind and volcanic activity operated in uniform fashion in the past as they did in the present.
    1. James Hutton
    2. Heinrich Schliemann
    3. Sir Charles Lyell
    4. E.B.Taylor and L.H.Morgan
    5. Isaac de la Peyrere
    6. James Ussher
    7. Giovanni Battista Belzoni
    8. Baron Georges Cuvier
13. What is meant by "Culture-historical Approach"?
14. Cite two dangers inherent in poor planning during archaeological fieldwork.
15. Give two reasons that motivated Europeans to establish prehistoric studies on the African continent.

## PART TWO

16. How has the radiocarbon dating method revolutionized the study of archaeology and contributed to the interpretation and understanding of africa's past?
17. How genuine and real are the differences and similarities that characterize the disciplines of archaeology and history?
18. Discuss the significance and meaning of faunal and floral evidence to the interpretation of the prehistoric past.
19. What are the basic premises of New Archaeology? How was the New Archaeology a break from previous archaeological approaches?
20. What kind of information do archaeologists hope to obtain from the study of modern hunter-gatherers such as the San of Botswana and what is its contribution to our understanding of prehistoric lifeways?

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

**2009 ACADEMIC YEAR END OF FIRST SEMESTER EXAMINATIONS in H 971**  
**(History of Latin America to 1825)**

**VENUE: SPORTS HALL**

**DATE: 20 NOVEMBER 2009**

**TIME: 9.00 -12.00**

**INSTRUCTIONS: Answer THREE questions from the following:**

1. During the period of the **reconquista**, the Iberians developed a number of characteristics which they exported to the New World. Discuss how these characteristics were used in the New World.
  
2. In your view what role did the varying ecological and environmental factors play in the settlement of the Amerindian groups before the Colombian period.

OR

Highlight the differences and similarities among the Maya in Central America and the Inca in South America.

3. Why was the reward of the land grant –“**Encomienda**”, so important to the emergence of the Iberian culture and society in the New World?

4. Discuss

the complementary aspects of the European and Amerindian agriculture in enriching and improving nutrition in both worlds.

OR

Much of the Spanish Empire in Central and South America was referred to as the “**El Dorado**”. Why?

5. Highlight the role and function of “**miscegenation**” in the creation of a new social structure in the Spanish and Portuguese colonial societies.

OR

Why was the labour of the African slaves preferred over that of Amerindians?

6. How do you characterise the administrative structures put in place to administer the in the Spanish Empire after 1545?

7. What were the reasons for the monopolisation of trade between Iberia and the American colonies?.

OR

Discuss the flow of trade between Iberia and the American colonies. Who benefitted most?

8. Why were the ideas brought about by Enlightenment, liberty, fraternity and the rights of man censured to prevent their flow to the Spanish colonies?

9. Account for the reasons for the outbreak of the wars of independence in the Spanish colonies?

OR

Pick one revolutionary leader and highlight his successes and failures in the War of Independence?

10. In your view, what were the reasons that contributed to Brazil taking a different route to its independence ?

^^^^^^^^^^^^^^^^^**END OF THE EXAMINATION**^^^^^^^^^^^^^^^^^^

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

**PARALLEL PROGRAMME**

**FIRST SEMESTER EXAMINATIONS 2009**

**LAL 111: STUDY SKILLS IN AFRICAN LANGUAGES**

**TIME : 3 HOURS**

**INSTRUCTION TO CANDIDATES**

- (a) Attempt all questions
  - (b) Examination counts 50% of course work
- 

1. When attending a lecture there are significant issues the student should pay attention to. Write three points on each of the following facts.
  - (a) Lexical set
  - (b) Use of markers and sign-posts
  - (c) Emphasis and Repetition
  - (d) Content and non-content words in note-taking
2. (a) In any language there are traditional 8 parts of speech. There are three provided here. Supply the 5 others.

Noun, adjective, interjection, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_.

(b) In the following Chitonga text there are underlined words. Indicate what they are e.g verb, pronoun, etc.

‘Kwakali musankwa ku muswangano wa kwabanya nyika akati kamikowa mipati-pati yakasyupene. Kwakali bayinde, Balcya a Basanka. Ooyu muswangano wakabeda amatongo aamwami mutaaanzi akati ka milonga mipati, maaze a sigombela. Ooyu wakaka muswaangano mupati ncobeni. Amuswaangano oyu kwakali kadaala kapati kakazwide kunkuta yamwami. Aaka kanene kakabagwasya kupandulula nyika mbo yakabede. Balombe bamisela mbobakali kuumuna kuswiilila kanene aaka. Aaka kadaala kakali kajwa kumwami mupati. Mibuzyo miyumu, kakayingula mukulaba kwaliso.

3. Write down 2 link words or phrases for each of the following situations.
  - (a) Result
  - (b) Explanation of cause
  - (c) Purpose
  - (d) Condition
4. List down the 18 noun class prefixes and give two words in each class.

5. The noun class system determines the concord or grammatical agreement of words in a sentence. E.g plural, prefix or adjectival prefix class 7. ci-kantu, ci-lameka maningi. In the same way construct five sentences and indicate the prefixes controlled by the class prefix in Chitonga. Show the class as well.
6. (a) Translate into Chitonga  
 (i) Collective noun  
 (ii) Herd of cattle  
 (iii) Flight of birds  
 (iv) Team
- (b) Give four compound words in Chitonga e.g simwenda-like
7. (a) How do reference work and bibliography differ?  
 (b) In which book do we find the yellow pages?  
 (c) What are the purposes of yellow and whites pages in that book?  
 (d) The shortest way of writing notes is called abbreviated style. List the full words of the abbreviated symbols hereunder.
- (i) i.e.=                      (ii) e.g. =                      (iii) . . .                      (iv) # =
- (v) cos =                      (vi) c.f.=                      (vii) etc =                      (viii) C/O
- (ix) p.t.o =                      (x) pp =
8. Every language borrows words from other languages. There are many words that have been borrowed into Chitonga and such words have entered into the noun-class system. List 10 such words and show the class each word has entered. E.g. 'bbuku' has come from the English word 'book' and bbuku is in class 9.  
 Thus: bbuku – class 9.
9. Give the meanings of the following terms:  
 (a) Paraphrasing  
 (b) Quotation  
 (c) Paragraph  
 (d) Plagerism
10. By examples give affixations that indicate tenses in Chitonga past, present and future tenses in 2 sentences of each tense.

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2009 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.**

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1. Discuss the steps that one carrying out a phonological study of a particular language would take.
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. Write brief notes on the following;
  - a. Minimal pair
  - b. Segment and suprasegment
  - c. TBU
  - d. Syllabic nasal
4. Morphology and phonology interacts giving rise to different morphophonological effects. With examples, give some of these effects of this interaction.
5. Explain the difference between a phoneme and a phone. Give examples to your answer.
6. There are many characteristics of Bantu languages that distinguish them from English, however one characteristic is major. Mention it and explain how peculiar it is from other features.
7. In Tonga, we distinguish between definite and indefinite stabilized nouns. Explain and exemplify.
8. There are two ways of stabilizing a word in Bemba. Explain and give examples.
9. Adjectives are very few in Zambian languages. Explain how these languages go round in solving this problem. Give examples.
10. Give the possible morphological structure of adjectives in Lozi.
11. Give the morphological structure of personal pronouns and possessives in any Zambian language of your choice.
12. 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.

**END OF EXAMINATION**

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

**LAL 211: THE STRUCTURE OF BANTU LANGUAGES 2009/1 EXAMINATION**

**TIME ALLOWED:** TWO HOURS (09 .00 to 11.00 hours)

**INSTRUCTIONS:** THERE ARE TWELVE QUESTIONS IN THIS EXAMINATION PAPER, ANSWER ANY TEN (10). ALL QUESTIONS CARRY EQUAL MARKS

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**QUESTIONS**

1. Write brief notes on the following:
  - a. African languages
  - b. African linguistics
  - c. Bantu languages
  - d. Bantu linguistics
2. 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
3. Compare and contrast Guthrie's and Greenberg's theories on the origin and spread of Bantu languages.
4. Briefly discuss Greenberg's criteria of classifying the African languages.
5. Modern Bantu languages are said to come from proto-Bantu language. Briefly discuss this assertion by giving clear examples to support your argument.
6. Explain and exemplify the following concepts:
  - a. Common Bantu
  - b. Starred form
  - c. Comparative series
7. If modern day Bantu languages' phonemes are derived from Proto Bantu, how would you account for the existence of semi-vowels which are not there in Proto Bantu?
8. Write brief notes on the following:
  - a. Spirantisation

- b. Lateralization
  - c. Nasal assimilation
  - d. Penultimate vowel lengthening
  - e. Stopping
9. Distinguish between Bantu and English syllable structure. Provide examples.
10. With examples provide the morphological structure of Bantu nouns and adjectives.
11. Bantu languages are very distinct from English language in their use of prefixes. Explain
12. With examples, define the following:
- a. Root
  - b. Stem
  - c. Prefix
  - d. Derivational affix
  - e. Inflectional affix

**END OF EXAMINATION**

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

**FIRST SEMESTER EXAMINATIONS 2009**

**LAL 221: INTRODUCTION TO LITERARY STUDIES**

**TIME : 3 HOURS**

**INSTRUCTION TO CANDIDATES**

1. Answer **all** questions in this paper
  2. Please take note of the marks allocated to each question to plan time well
  3. Clearly indicate the numbers of the questions you have attempted on the answer book cover.
- 

1. What are the three kinds of statements we make when criticizing? (3)
2. What do you understand by the term literary truthfulness? (2)
3. Name the five fictional modes you have learned in this course and explain briefly on each more (10)
4. Write and explain five methods of character revelation taught in this course (5)
5. What is meant by deriving the author's opinion? (4)
6. What is the greatest weakness of Leavism? (1)
7. Discuss the central characters of satire and romance on one hand and those of the other modes, (10)
8. Name and exemplify the types of feet you have met in this course (5)
9. Write two proverbs in your language with a cross parallelism and the other with simple form (show translation in English from your languages. (2)
10. Give three characteristics of riddles. (3)
11. Name five types of poems you have met in this course and exemplify.(3)

**END OF EXAM**

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

**FIRST SEMESTER EXAMINATIONS 2009**

**LAL 321/LAL 951: APPROACHES TO AND RESEARCH METHODS IN AFRICAN  
ORAL LITERATURE**

**TIME : 3 HOURS**

**INSTRUCTION TO CANDIDATES**

- (a) Answer **3 (three)** questions in all, one from each section. NB Question no 1 is compulsory.
  - (b) All texts given in any Zambian Language should be translated into English.
- 

**SECTION A**

1. (a) Analyse the following story using the theories, of functionalists, formalists and structuralists e.g. Vladimir Propp's morphological analysis, Denise Paulme's story patterns and Herald Scheub's expansible image.
- (b) Going by the themes, characterization, setting of this story, the story is designed for desired realities in the society. Comment on this statement.

**STORY**

**MY HORSE**

Hare and Hyena who lived in the same neighbourhood were good friends. Although they were such good friends, Hare was in the habit of gossiping about his friend.

One day, Hare met an extremely beautiful girl, "Tomato of a girl, so fair in complexion," he chuckled to himself.

"Honey has dropped on my chin today," he muttered to himself, looking down. "Hullo!" he greeted.

"Yes, Hare, don't you know me that you should just say "Hullo" the girl asked.

"No, my friend, remind me,"

"Hare, you are pretending who would say is Mazala's daughter." Said the girl with a smile

"There you are young lady. Hare, shake my hand daughter of the island. This is how you have grown. Indeed it has been long. "Commented Hare adding "you are the girl my uncle was telling me about,"

"What was your uncle saying about me?" asked the girl.

"That when I felt ready to marry, I should go for you." Hare replied.

"Don't smear me with taboos, Hare, "said the girl with a grass straw in her mouth.

"What is your name beautiful one with milky eyes. We wish to address you by name in line with our practice as "Ba Nsanje". Hare said in praise of his clan tradition.

"My name is Eni" replied the girl looking down.

“Look here Eni, if it were possible for you to split me open to view the heart, you could see...no words can say it.”

“What is it that words cannot say?” Eni asked.

“That I am not myself. What you see here is a mere shadow of myself. My heart is already gone with you.” Confessed Hare holding with hands on chest.

“Look, Hare, I’ve already told you not smear me with taboo,” replied the girl.” Supposing we hadn’t met? If you have any feelings for me come home. But no, I am worried you might end up fighting,” she explained

“End up fighting! Who with?” Hare answered showing surprise.

“My man of course.” That is how the girl replied.

“And who is that one?” asked Hare.

“He is there. Do you want me to mention his name?” Eni asked.

“Is it taboo to mention his name? I don’t mind. I am only scared of one who can swallow live coals.” Hare praised himself.

“It is Hyena. What can you do to him?”

“Please, please, please! Hyena is actually my horse!” said Hare intending to undermine his friend.

“What?” Eni exclaimed.

“My horse.” Hare repeated confidently.

“I am off. I won’t hear anymore of that,” she said in anger.

“You may go. But remember Hyena is my horse. You will confirm this some day.” Hare said boastfully while walking away, too.

The girl was so upset that she even felt sunset was delaying to come. Soon Hyena also arrived to see his woman.

“Odini Eni”, Hyena hailed his full chest out.

“You are welcome. Is it really you? Replied the girl.” Give me a moment, let me gather my items together. I will be with you shortly.” Eni went to lay the table for a meal before going back to joining her man.

“I can’t believe, is it really you? Do you know Hare?” she asked with surprise

“Yes, I know him. “Hyena answered.

“Who is he to you? Tell me! “Eni asked Hyena.

“Nothing. Anything?” he asked

“I can’t believe. I didn’t know otherwise I should not have accepted being your girl. Is it true that you are Hare’s horse?

“Who? I?” Hyena asked angrily.

“Yes, you!”

“What have you noticed? Do you think this is a laughing matter, Eni? Some of us have no tempers!” Hyena was truly angry.

“Don’t vent your anger on me. This is what Hare told us when he came over. That is what everyone knows. If this be true then it is over between us. “The girl emphasized.

“Eni if you cease to love someone you do no discredit them ok!” Hyena said waving a finger at her. Me as Hare’s horse. Hare the child only of yesterday! I’ll bring the little brat of yours in broad light tomorrow for you to see how I will flog him in front of you.

“Hyena promised angrily.

“I will be very happy to see that happen because I wasn’t for the idea that our relationship ends because of Hare’s lies!”

Hyena and Eni separated after this. Early in the morning Heyna set off for Hare's – immediately Hare realized it was Hyena's outside, he pretended to be ill. "Hare, Hare!" Hyena entered very angry – in a very faint voice Hare answered "Wooo" "What, woo! Come out here! Come out! Today you will see where the partridge got its red colour on the face from. "No big one. I am dying. My legs and tummy are killing me." Hare mourned. Hyena entered the house, "Get down from the bed! Look at him." Said Hyena pulling Hare down to the floor. "You have a big case to answer. Your lying mouth will cause your death today. What did you tell my girl? Don't you know I am Hyena the thrift one! I am the debt collector. I will eat you up today! In his endless wit, Hare said, "I can't even walk, Big one. Cant we go some other day when I have recovered?" "I will put you on my back! What I want is to resolve this matter once and for all now. He said angrily. And there, Hare carrying his walking stick climbed on to Hyena's back. Hyena galloped to Eni's home. With this Hare was smiling to himself and enjoying everything. Meanwhile he was preparing to whip Hyena when they get closer to Eni's home. As they entered the village where Eni was, Hare hit Hyena hard in the ribs using the stick. Before Hyena could do anything, another stick landed in the neck. As he tried to turn, another stick by the jaw, was more than Hyena could take. He took off at a speed he had never done before. Hare now straightened up his rider's posture showing for everyone to watch him on his horse. Then the Hare jumped off and because of embarrassment, Hyena could not pursue him. He just ran on. From that very moment, the affair ended and Eni married Hare.

*A translation of "Bbiza Lyangu" in Maanu a Sulwe by Bruno Mwiinga (1971) ZEPH*

## SECTION B

2. (a) Which 3 linguistic forms do proverbs take? Give your answer by 2 examples from your own language and translate them into English.  
 (b) From your own experience about proverbs and their functions give both the surface and deeper meaning of 2 proverbs in each of the following situations.  
 (i) Reconciliatory (ii) Judiciary (iii) Hospitality (iv) Unity (v) Marriage arrangement
3. What is culture and elaborate each of the following terms  
 (i) Mass culture  
 (ii) Popular Culture  
 (iii) Sociofacts and artifacts – give 5 examples of each  
 (iv) Civilization

## SECTION C

### Riddles

4. (a) Define what a riddle is and which are the four main types of riddles and in each type give an example from the language of your choice and translate it into English.  
(b) Give five functions played by riddles in any society and elaborate each function by examples in your own language.
  
5. (a) Give the format of riddling in your society  
(b) In the language of your choice with a translation in English, give a riddle that deals with only 5 of the following situations.  
(i) Marriage (ii) Secret affair (iii) Sterility or barrenness (iv) Poverty (v) Famine  
(vi) Love (vii) Stingy (viii) Beauty

**END OF EXAMINATION**

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

**FIRST SEMESTER EXAMINATIONS 2009**

**LAL 431 RESEARCH METHODS IN LITERATURE IN ZAMBIAN  
LANGUAGES**

**TIME: 3 HOURS**

**INSTRUCTION TO CANDIDATES**

- (a) Answer **3 (three)** questions in all, one from each section. NB Question no 1 in Section A is compulsory.
  - (b) Examination counts 50% of the whole course work
- 

**SECTION A**

1. (a) After you have read the incomplete story below translate it into your own language.  
(b) Complete the story in any plausible or suitable way. The story and translation should cover three pages only.  
(c) Suggest the title of the story

**STORY**

Suddenly I felt the ground under my feet trembling. Trees and plants trembled in the same rhythm I felt. Some plants at the seashore began to fall into water. An Indian boy shouted, "a glittering high mountain is coming, dad come and see! "I knew that we were in trouble because the 'sunami' chilbrium is now covering the leisure island we were at. The mountain was sea water wave leading towards our hotel. The security guards alarmed us, 'sunami, take cover!" We scampered into all directions to safer places. Part of the charlottes and hotel rooms tumbled down and some people were killed. I ran fast to where I did not know.....

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

**SECTION B**

2. Give brief explanation on the following about research:
  - (a) What is research itself?
  - (b) Importance of research
    - (i) Misconceptions
    - (ii) Decision making
    - (iii) Qualitative and quantitative research
    - (iv) Use of statistics in research

- (v) Participatory research
3. When research process is mounted there are steps or stages it takes and followed. Briefly tabulate the seven main ones before one comes to the conclusion.

### SECTION C

4. Write briefly on the following facts about creativity.
- (a) Creativity has made human life what it is
  - (b) Creativity is sometimes regarded as madness
  - (c) Elaborate the four phases in the creative process – preparation, incubation, illumination and verification
5. (a) Trace writing from its beginning by early Egyptians and its development to today's alphabet.
- (b) Mention four nationalities who were mainly involved in the development of writing and the name of each writing these nations developed.
  - (c) Give the instruments used in writing
  - (d) What is orthography?
  - (e) Briefly comment on the following:
    - (i) Phonetic spelling – advantages and disadvantages
    - (ii) Phonemic spelling – advantages and disadvantages
    - (iii) Morphophonemic spelling – advantages and disadvantages
    - (iv) Conjunctive and disjunctive types of spelling

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**DEPARTMENT OF LITERATURE AND LANGUAGES**

**LAL 915: TRANSLATION – 2009 1<sup>ST</sup> SEMESTER FINAL EXAMINATION**

**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS.**

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**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) Conceptual translation
  - (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.

**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 examples briefly explain two (2) guidelines for the translation process, one(1) with reference to the text and the other one with reference to the community.

**QUESTION THREE**

- (a) Name and explain any two (2) translation techniques.
- (b) Outline any two (2) weaknesses for each of the techniques.

- (c) Provide a detailed outline of all the steps in the correct order of the procedure you would have to follow when undertaking the translation of any given text.

#### **QUESTION FOUR**

Consider the iciBemba and English texts given below and answer the questions that follow:

- (a) Using appropriate citations or examples from the two texts attached, provide a **DETAILED** explanation on the techniques that have been used in the translation of the text from English to iciBemba.
- (b) How has the translator dealt with the issue of untranslatable words?

**REMEMBER** marks will **ONLY** be awarded if the techniques you identify are accompanied by an explanation and appropriate examples.



# STATE NEWS

## Ilyashi Iya Calo

August/Akasaka Ntobo, 2006

Free/Ya bupe

# Government To Spend K10bn On Kitwe Roads

## Rehabilitations

Vice President Lupando Mwape says Government would spend over K10 billion on the rehabilitation of roads in Kitwe's three peri urban areas whose roads were in a deplorable state.

Speaking when he toured Government Road earmarked for rehabilitation at a cost of K8 billion in Kamatipa today, Mr Mwape said the Zambian Government in conjunction with the Japanese International Cooperation Agency (JICA) were currently working on the traffic count and mobilising equipment before they move on site in April next year.

He told residents who had gathered to welcome him in the area that Government would work on the roads to ensure that development came to the area.

He said he had decided to visit the area on a fact finding mission in Kawama, Kamatipa, Kapoto, Bulangililo, Chimwemwe's Nakadoli, Mindola and race course.

Mr Mwape also took time to visit clinics and some Kitwe markets currently under rehabilitation by the European Union at a cost of more than K12.6 billion.

He said the markets that were being rehabilitated are Ndeke at K637 million, Buchi at K3 billion and Nakadoli at K9 billion.



*Roads like this one are earmarked for rehabilitation*

The Vice President also visited Ipusukilo market, Bulangililo and Mindolo.

At Nakadoli, Zambia National Marketeers Chairman General Elvis Nkandu told Mr Mwape that marketeers throughout the country have pledged their support for President Levy Mwanawasa.

Mr Nkandu said it was important that the Vice President had taken time to visit the area to familiarise himself with the problems that marketeers were

facing to ensure that Government worked on them when elected again.

He also said that changing leadership and defecting to various opposition parties was not a good practice as it deterred development.

He added that the new deal administration had promised to revisit all by laws working against marketeers in the country hence the need to support them.

The Vice President also visited the Funeral House of a Prominent

*Continued on page 2*

Kitwe businessman Mbachi Kwazi whose wife died on Saturday in a road accident.

Two of Mr Mbachi's children who survived the accident were currently admitted to Wusakile mine hospital.

Meanwhile, Government on July 28, 2006, signed a contract with China Henan International Cooperation limited (CHICL) for the construction of the long awaited Chembe bridge across the Luapula river at a cost of over K46 billion.

Works and Supply Permanent Secretary, Lieutenant-Colonel Bizwayo Nkunika said the contract was for 18 months and that government had so far raised K16.5 billion towards the project.

funds would be provided in the 2007 budget in order to complete the project within the stipulated time.

Col. Nkunika pointed out that the construction of the bridge was important development as it would stimulate economic development between Zambia and the Democratic Republic of Congo, DRC.

He said the bridge would also enhance the movement of people, goods and services between Luapula and Copperbelt.

Col. Nkunika urged the contractor to quickly mobilise and move on site because the people of Luapula province were anxious to see the commencement of the project.

Speaking at the same ceremony, China Henan International Chief Representative, Zhang Chengping assured the government that the construction of the bridge will be done within the specified time.

Project Supervising Consultant Henry Musonda of Kiran and Musonda Associates said his firm will ensure the construction of the bridge is carried out with due diligence and to the highest standards and specifications within the agreed time frame and cost.

Mr. Musonda added that they will ensure the construction is consistent with the expectations of all stakeholders.

# Indalama K10 Billion Shili Noku Poswa Muku Wamyam Imisebo

**NKOKANI yaba Kateeka mukalamba ba Lupando Mwape batile nombaline fye ati Ubuteko buli noku posa indalama mpendwa K10 billion Kwacha muku wamyam imisebo yamu musumba wa Kitwe iyo yaonauka nganshi.**

Basosele aya mashiwi nombaline fye ilyo batandalile abena Nkana, ku Kamatipa mu musebo ukalamba witwa Government Road uyo na wena uli noku bombelwapo, ba Mwape batile Ubuteko bwa Zambia ukubombela pamo na kabungwe ka Japanese International Cooperation Agency (JICA), bale bomba pafya malaiti yamu misebo elyo bacili bale ipekanya nefyo baka bomba uyu mulimo uuli nokwamba uyu mwaka uleisa mmu mweshi wa Katumpu.

Baebale cinkupiti waishile muku bapokele ukutula Ubuteko buli noku wamyam iyi misebo ngeshila yaku letela mo ubuyantashi muli iyi ncende. Batile batandalile incende sha Kawama, Kamatipa, Kapoto, Bulangililo, Nakadoli mu Chimwemwe, Mindolo elyo naku Race Course ukuti baimwene abene ifyo iyi misebo yaonauka.

Ba Mwape baile pitila ko naku fipatala finono ifya mu Kitwe pamo maliketi ayo yale kulwa pa ndalama mpendwa K12.6 billion yalekulwa naba European Union. Batile nokutula ama mailketi yale kulwa ni Ndeke pa ndalama impendwa K637 million, Buchi K3 billion elyo na Nakadoli pali K9 billion, baile pitila ko naku fisankano fyaku Bulangililo, Ipusukilo naku Mindolo.

Aba kumupando pa chisankano ca ku Nakadoli ba General Elvis Nkandu baebale ba Mwape ukutula bana maliketi bonse muno calo balisapo ukubombela pamo na Kateeka mukalamba ba Levy Mwanawasa, ba Nkandu batotele ne nkokani yaba Kateeka mukalamba ba Mwape paku sanga ko inshita yakuba tandalila nokuma ifyo bena maliketi balepita mo, pakweba ati Ubuteko bwinga bombela po nga cakuti baisa salwa muli uku kusala kwa chinkupiti kuli noku bako.

Balundilepo nokuti imisango yaku pilibula intungulushi noku kwingila mufilonganino fyalekana lekana takwama elyo kuleta fye ubuyantashi panuma. Inkokani yaba Kateeka mukalamba wa calo ba Mwape, *Twalilileni pe bula lyakonkapo*



# STATE NEWS

## Ilyashi Iya Calo

August/Akasaka Ntobo, 2006

Free/Ya bupe

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*Continued on page 2*

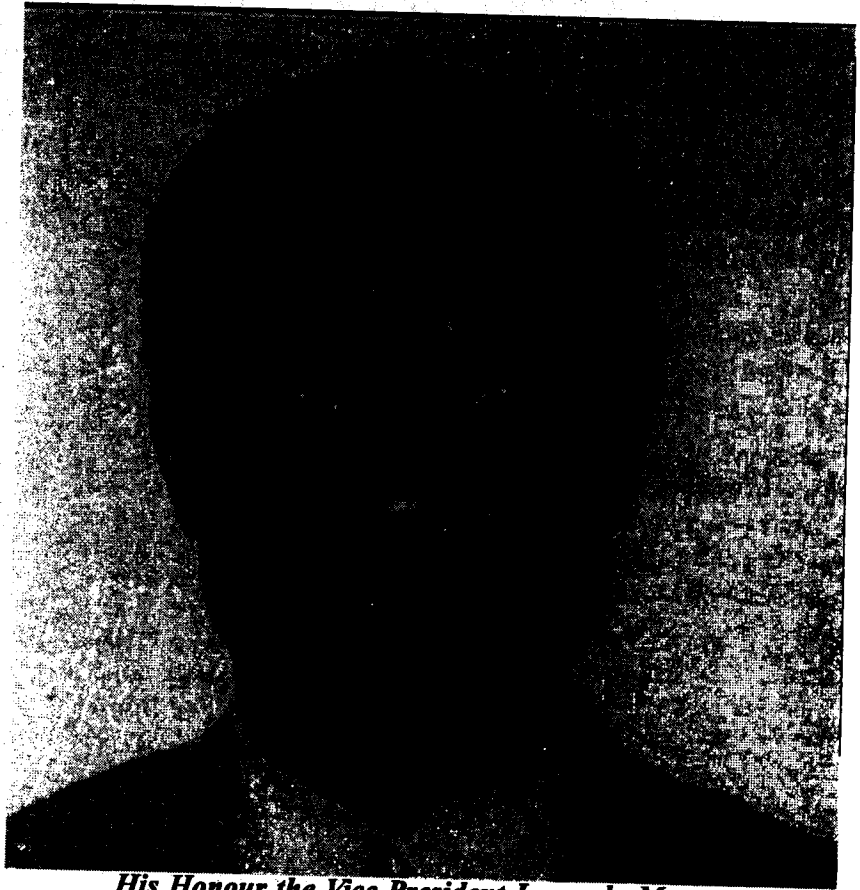
# Government Releases K800m For Construction Of Theatre At Nyimba Hospital

Government has released K800 million for the construction of a theatre at Nyimba district hospital in the eastern province.

Vice President Lupando Mwape announced the release of the funds in Nyimba today at a public rally.

He said the successful implementation of the intended project at Nyimba hospital is expected to assist in efforts of improving the quality of health of the people in the district.

The vice president cited some of the major developments initiated by the new deal administration such as the improvement of the agriculture, roads and health sector.



*His Honour the Vice President Lupando Mwape*

## Ubuteko Bwa Fumyako Indalama Shaku Kula Icikulwa Pa Cipatala Ca Pa Nyimba

UBUTEKO bwali fumyako indala impendwa K800 million ishaku kulila mo icikulwa ca filonda pa cipatala ca Nyimba mu muputule wa Eastern.

Abasosele aya mashiwi ni nkokani ya ba Kateeka mukalamba ba Lupando Mwape nomba line fye mu musumba wa Nyimba kuli cinkupita wa ishile muku mfwa ifyo bale landa.

Batile nga cakutula aya mapange yali noku bomba pali ici cipatala kuti ca afwilisha abena Nyimba nokumona ukuti ubwikashi bwabena Nyimba bwaya pantanshi.

Panshita imo ine ba Lupando Mwape bali lombamba nabena Nyimba ukwisa sala icilonga nino ca MMD muli uku kasala kwa cinkumba wile kule bako uno mweshi, mukumona ukuti ici cilonganino cali leta ubuyantashi muli uyu muputule.

Iyi nkonkani yaba Kateeka mukalamba ya lumbwilepo nenshila sha buyantashi isho Ubuteko bwa New deal bwaleta ko kwati ngo bulimi, imisebo elyo no bumi.



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION  
HISTORY OF MASS COMMUNICATION  
MC 101 Examination 2009/1  
5<sup>th</sup> November 2009 (Upper Dinning Hall)

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**Instructions:**

**Duration:** Three hours

**Answer all questions in Section A and choose three from Section B**

**Numbers of marks allocated to each question are indicated at the end in []**

**SECTION A [40]**

**Question one**

The Mutende was the first government newspaper:

- a. List five reasons that led to its establishment. [2.5]
- b. List five reasons that made it unpopular [2.5]

**Question two**

Write brief notes on the following:

- a. African Times [1]
- b. African Life [1]
- c. African Mail [1]
- d. Pennsylvania Gazette [1]
- e. The New English Courant [1]

**Question three**

Give a brief background on the origins of newspapers [5]

**Question four**

The coming of independence to northern Rhodesia in 1964 meant a shift in the editorial policies of the media. Discuss this sentence. [5]

## SECTION B [60]

### **Question five**

In his concluding remarks in his book, "The Press in Zambia", Professor Kasoma argues the question of press freedom is closely connected with the state ownership of the press. Discuss this statement with specific reference to both the pre-and post independence era in Zambia. [10]

### **Question six**

Give a detailed comparison of the Central African Mail and the Northern News. State their origins, editorial policies and other pertinent issues. [10]

### **Question seven**

Discuss the developments that took place between 1972 and 1973 in Zambia that reshaped the practice of journalism. [10]

### **Question eight**

The press in Zambia has not been spared by the legislature. Analyse the state press struggle for press freedom from 1975 to 1983. [10]

*Ends*

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

**FIRST SEMESTER EXAMINATION**

**FINAL EXAMINATION**

**INTRODUCTION TO MEDIA ETHICS (MC 125)**

**DATE: 9<sup>TH</sup> NOVEMBER 2009**

**INSTRUCTIONS:**

**ANSWER ALL QUESTIONS IN SECTION A AND CHOOSE THREE QUESTIONS FROM SECTION B**

**DURATION: THREE (3) HOURS**

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**SECTION A: ANSWER ALL QUESTIONS (40 MARKS)**

- (1) Explain the features that determine whether the matter should be considered as an applied ethical issue? (5 marks)**
- (2) Should the words ethics and morals be used interchangeably? (4 marks)**
- (3) Examine the stages in the process of ethical decision making? (5 marks)**
- (5) What are the three branches of moral philosophy that are relevant to the practice of journalism? (3 marks)**
- (6) Why do journalists sometimes face huddles in their quest to gather news? (8 marks)**
- (7) Why are deontologists referred to as non consequentialists? (3 marks)**
- (8) Why is the issue of anonymity such a crucial ethical consideration in journalism? (5 marks)**
- (9) Write brief explanatory notes on conflict of interest in journalism? (7 marks)**

**SECTION B: ANSWER THREE QUESTIONS FROM THIS SECTION (60 MARKS)**

**(10)**

Why should news reporters and photojournalists be concerned about the following issues?

- (a) public interest versus the right to privacy
- (b) Integrity and independence
- (c) Coverage of nakedness
- (d) Handling the bereaved
- (e) Human suffering **(20 marks)**

**(11)**

What is moral reasoning? Discuss the ethical theories in moral reasoning? **(20 marks)**

**(12)**

Discuss the ethical issues associated with sources of news? **(20 marks)**

**(13)**

Analyse both the MECOZ and PAZA codes of ethics? **(20 marks)**

**END OF EXAMINATION, ENJOY YOUR VACATION!!!!!!**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2009 FIRST SEMESTER FINAL EXAMINATIONS MC 215: INTRODUCTION TO  
RADIO PRODUCTION**

**TIME: THREE HOURS**

**INSTRUCTIONS: There are two sections in this paper. Answer all questions in section A and only Eight, in section B.**

**Section A. Answer all questions in this section.**

1. A wildly careering Cressida car hurtled through the side rail of a bridge, eight kilometers east of Kabwe on the Great North Road at eight o'clock tonight plunging 50metres to the boulder-strewn Mulungushi river-bed below . The crash caused the instant deaths of Masautso T Mwale, 73, president of the local National Commercial Bank and two members of his family, with critical injuries sustained by three other occupants of the Cressida. Write this news item in a cleaner radio style. (20marks)
2. Write two incidental news stories for the morning and afternoon bulletins from your previous evening's main bulletin. (20marks)
3. Discuss the three major types of interview. Give examples of situations when you can use them.(10marks)
4. 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 Luanshya town council and state police scheduled operation to remove street vendors from the town centre. The operation is on NOW as you go on air to read the news. (10marks)

**Section B. Attempt Eight questions only.**

5. Explain the consequences of engineers not considering the claustrophobic effect, when constructing a studio? (5marks)
6. Explain how you use the pleasure principle in interviews. Give an example. (5marks)
7. Why are the 'how and why' considered as cornerstones of interviews? (5marks)
8. How would you as a broadcaster use your knowledge of geography and history? (5marks)

9. What problems does cassetting cause to researchers of listenership? (5marks)
10. In your own view, what should radio stations do to attract old people to listen more to their stations? (5marks)
11. Give examples of two tongue twisters; explain how they can affect a radio announcer. (5marks)
12. Why are dynamic microphones preferred over condenser microphones for outdoor performances? (5marks)
13. In your own understanding what is pleasant distraction? (5marks)
14. State the difference between good acoustics and sound isolation. (5marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

2009 FIRST SEMESTER FINAL EXAMINATION MC 221: THEORIES OF MASS COMMUNICATION

TIME: 3HRS

INSTRUCTIONS: There are two sections in this paper. Answer all questions in section A and four only, in section B.

**Section A. Answer all questions.**

1. Explain how social upheavals affect media effects on audiences (20marks)
2. The premise of media effects has two main thrusts and these are:
  - i) That media construct social formations and history itself by framing images of reality in fiction as well as news, in a predictable and patterned way.
  - ii) That people in audiences construct for themselves their own view of social reality and their place in it.
    - a. Explain how the media construct social formations and history itself.
    - b. Explain how people construct for themselves the social reality and their place in it. (20marks)
3. As media expert give examples of occasions when you would recommend the use of a media campaign which has a boomerang effect. (10marks)
4. Explain how you can use the high fear appeal to get your desired response from an audience. (10marks)
5. When Waluka saw her neighbour's house catch fire she initially did nothing about it until after some 50 seconds or so, did she decide to call the fire brigade. Explain what could have made Waluka react in the manner she did. (10marks)
6. Explain what a metaphor is, and how you would use it as an editor in an opinion column of your national newspaper. (10marks)

**Section B Attempt four questions only in this section.**

7. What made mass communication researchers conclude that the two step-flow model was more appropriate than the magic bullet model when it came to the dissemination of information to the masses through the mass media?(5marks)
8. Why do individuals have to construct meanings 'anew' individually, from media symbols each time they receive media messages? (5marks) \*
9. Any of the five senses of human perception may serve as channels in the communication process. Discuss.(5marks)
10. State the effect of a two-sided against a one-sided message on an audience. (5marks)
11. Why should the media avoid stereotyped messages? (5marks)
12. 7. The Dsing pao newspaper is said to be the forerunner of the modern day newspaper. Why do you think the paper is compared to the modern day newspaper? (5marks)

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER**  
**EXAMINATION**

**MC235: FEATURE WRITING**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**SECTION A (60 Marks)**

You are a reporter working on the features desk. Write an **OBITUARY** of a **REMARKABLE** close friend, colleague, associate or relative. Your obituary should **QUALIFY** to be published in any local paper.

Observe all rules about writing features and make sure you edit your story and watch out for spelling and grammatical errors.

Ensure your computer number is above the slug of your article and periodically save your work as you type.

**(LOSS OF WORK RESULTING FROM FAILURE TO SAVE IS NOT AN EXCUSE)**

**SECTION B (40 MARKS)**

1. What is a feature? **(1 mark)**
2. What are the advantages of feature writing as compared to other forms of writing? **(4 marks)**
3. Explain the significance of primary and secondary sources in feature writing. **(4 marks)**
4. Give three conditions that aide the actual writing of a feature story. **(3 marks)**
5. Define the theme of a feature story by giving its significance. **(4 marks)**
6. Distinguish a “potted” biography from a profile. **(4 marks)**
7. Name five types of features and explain the role for of each. **(10 marks)**

8. Discuss the steps to good feature writing. (10 marks)

\*\*\*\*\*

**END OF EXAM**

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

**FIRST SEMESTER EXAMINATION**

**DATE: MONDAY 16<sup>TH</sup> NOVEMBER 2009**

**MC 361: RADIO AND TELEVISION PRODUCTION 1**

**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. What are the disadvantages of having a director with neither technical –know how nor the desire to acquire it? (5 marks)
2. What is your personal description of a documentary? (3 marks)
3. Write brief explanatory notes on the following terms:
  - a) Anchorman
  - b) Newscaster
  - c) Newsreader (6 marks)
4. Evaluate the characteristics of a good spot? (5 mark)
5. Discuss the points to keep when managing the “floor”? (10 marks)
6. What hand signal is used for taking a level? What is required of a talent when asked to take a level? (10 marks)
7. What should the television documentary writer bear in mind? (5 marks)
8. Analyse the following aspects relating to presentation of television news?

- a) Rapport
- b) Knowing your material
- c) Ad libs
- d) Making a swift recovery
- e) Relaxation (10 marks)

9. What is the role of the assistant director? (3 marks)

10. What is involved in documenting an event or process? (3 marks)

**SECTION B: ANSWER TWO QUESTIONS ONLY (40 MARKS)**

11.

- a) Examine the common documentary types? (5 marks)
- b) What qualities must be possessed by a newscaster? (5 marks)
- c) What is the role of the floor manager? (5 marks)
- d) What is involved in the presentation of spots? (5 marks)

12.

- a) Write brief explanatory notes on the following aspects of documentary writing:
  - i) Concept
  - ii) Treatment
  - iii) Notes and scripts (6 marks)
- b) Compare and contrast a radio documentary and television documentary? (5 marks)
- c) What is your understanding of rising action in a radio documentary? (5 marks)
- d) How can you generate emotional response in a documentary? (4 marks)

13.

- a) What does the following statement mean; "A portrait of a director displays many colours"? (2 marks)
- b) Discuss the basic guidelines for working and communication with everyone involved in the production of radio or television programs? (8 marks)
- c) Why should the director possess the qualities of a parent and a psychiatrist? (5 marks)
- d) Briefly describe the areas of focus in the pre-production phase? (5 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF MASS COMMUNICATION**

**2009 First Semester Examinations**

MC 401: Editorial Writing

TIME: THREE HOURS

November 12, 2009

**SECTION A**

Read the story in the box and answer all the questions that follow. This Section carries 40 marks.

**Media Bodies Given Six-Month Ultimatum**

*On August 6, 2009, Vice –President George Kunda challenged media bodies in Zambia to come up with a draft Bill for self-regulation within six months failure to which the Government will introduce one in Parliament. He told a meeting of some media representatives in Lusaka that the Government already had a draft policy on the matter, as it could not sit idle while some journalists were violating their professionalism. He said currently, there was a lot of irresponsible reporting in Zambia and, therefore, there was need to change the scenario.*

*"The ball is in your court, as soon as possible give us a draft of your blueprint on self-regulation. Otherwise, know that we have a draft legislation which we can present to Parliament any time. "Come up with a document on self-regulation; let us say within the period of six months. Let us see what you will come up with," he said, adding that the Government would look at the media's blueprint and compare it with what it had and then proceed from there.*

1. Write an editorial based on the story above and discuss the following:
  - a. The implications of statutory regulation on the media
  - b. Whether or not it's true there is a lot of irresponsible reporting in Zambia.

## **SECTION B**

**There are 16 questions in this section. Attempt only 12. Each question carries 5 marks. Total marks are 60.**

1. What is an editorial and how do you distinguish it from other editorial items in print or electronic media?
2. A good editorial should always make a case. Explain.
3. What is meant by double-truck size editorial arrangement?
4. Should editorials always be for or against? Explain.
5. Describe the Op-Ed Page in a newspaper.
6. Writing an editorial is an intellectual exercise. Describe the steps you take to write an editorial.
7. Explain the importance of imageries in an editorial.
8. Give at least four types of leads you can use to write your editorial.
9. How do you ensure as an editor that the audience has no problem following your line of argument in an editorial?
10. Many newspaper editors and broadcast managers insist that opinion pieces should be brief to save space and time. Discuss whether you agree with them or not.
11. What is the importance of evidence in editorial writing?
12. What device does one use to draw the reader's attention to an editorial?
13. Explain the advantages, if any, which a picture editorial has over the prose type of editorial.
14. Give two editorial pitfalls. How can they be avoided?
15. From a historical perspective, briefly explain how the editorial page came into being
16. It takes a certain amount of courage and conviction to write an editorial. Explain.

ENDS

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

**FIRST SEMESTER FINAL EXAMINATIONS**  
**NOVEMBER 2009**

**MC 901: PRINCIPLES OF ADVERTISING**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A**  
**ANSWER QUESTION FOURTEEN (14) AND ANY OTHER**  
**THREE (3) IN SECTION B**

-----

**SECTION A**

1. Define Marketing (2)
2. Distinguish between covert advertising and subliminal advertising (4)
3. Explain how the cognitive theory of learning can be applied in advertising (4)
4. One of the disadvantages of radio as a medium of advertising is that it is ephemeral. Explain. (2)
5. Distinguish between rebate and short rate. (4)
6. Given the following:

<u>Column inches</u>	<u>Contract rate</u>
1 – 39, 000	K5.00 per col. Inch
40, 000 – 59, 000	K4.50 per col. Inch
60, 000 – 100, 000	K3.00 per col. Inch

Calculate the short rate where you contract for 70, 000 col. Inches but use on 50, 000 col. Inches by the end of your advertising campaign. (4)

7. Compare and contrast between generic advertising cooperative advertising. (4)
8. State the difference between demographics and psychographics. (4)
9. Write brief notes on each of the following: (4)
  - (a) Infomercial
  - (b) Advertorial
  - (c) Virtual agencies
  - (d) APAZ

10. List the three factors that form a basis for media selection. (2)
11. Explain the effects of culture on consumer buying behaviour. (2)
12. State two advantages of outdoor advertising. (4)

**SECTION B (QUESTION FOURTEEN (14) IS COMPULSORY)**  
**15 MARKS EACH**

14. You are an advertising manager for Orange Communications Services Ltd, a company that has taken over ZAMTEL, and you are tasked with the responsibility of creating awareness of the company's products and brand identity in Zambia. With a creative imagination of the company's line of business, develop a comprehensive advertising campaign plan to help you execute the company's advertising programme.
15. "Effective advertising starts with an understanding of consumer needs and wants." Discuss, with reference to Maslow's Hierarchy of Needs.
16. (a) "Advertising is a 'mockery' to media freedom." Discuss this statement using relevant examples from the Zambia situation.
17. A media scholar once defined advertising as: 'you can know it when you see it'. Discuss at least three recognised definitions of advertising, and in your final analysis choose the one you think is best and explain why.
18. Discuss the roles and impact of advertising in a free market economy.

**END OF EXAM**

**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.**

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**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**

# **THE UNIVERSITY OF ZAMBIA**

## **UNIVERSITY SECOND SEMESTER EXAMINATIONS 2009**

### **MC 912: PUBLIC RELATIONS PRACTICE**

**TIME:** THREE HOURS

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

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#### **SECTION A**

##### **CASE STUDY: MONGU COUNCIL TENDER**

1. The Mongu District Council recently invited an open tender for the rehabilitation, extension and refurbishment of the conference room. At the time of tender opening, three bids were received. The Purchasing and Supplies Officer (PSO) immediately contacted Contractor X to submit a bid to enhance competition, whose bid was received three days later.

After evaluation, Contractor X was awarded the contract as the lowest evaluated bidder. The other bidders have protested and requested the Council to cancel the tender.

#### **QUESTIONS**

- i. From a public relations perspective, what is your opinion of the whole saga?
- ii. What do you think of the other bidder's reactions and how would you advise the situation be handled?
- iii. Are there any legal ramifications that are likely to befall the PSO? Why or why not?
- iv. As Public Relations Officer of the Council, prepare a brief for the Town Clerk on what action you recommend the Council take with regard to the whole issue? (40)

#### **SECTION B**

2. It is often stated that "Public opinion is somewhat elusive and extremely difficult to measure at any given moment." Discuss this statement. (20)

3. Public relations serve different institutions or organisations in many different ways. How different is the public relations practiced in non-profit organisations, from that practiced in profit making organisations or institutions? (20)
4. Many professionals argue that “writing lies at the heart of the public relations equation.” Critique this statement. (20)
5. Whether you work for the largest multinational company, or the poorest politician, if you are engaged in public relations work, state and discuss the one area of work you will definitely be involved in. (20)

**End of Examination.**

University of Zambia  
Department of Mass Communication  
First Semester Examination November 12, 2009  
MC 921  
Principles of Photography

**TIME: THREE HOURS**

**SECTION A:**

**ANSWER ALL QUESTIONS IN THIS SECTION. THIS SECTION CARRIES 60 MARKS.**

1. The Darkroom has two sides; explain what the two sides are and their function in photo processing. *(10 marks)*
  
2. State the functions of the following:- *(10 marks)*
  - a. The lens
  - b. The shutter speed
  - c. The aperture
  - d. The Hot Shoe Mount
  - e. The camera body
  
3. What are the functions of the following parts of the enlarger:- *(10 marks)*
  - a. The height control knob
  - b. The condenser
  - c. The vertical support column
  
4. What is a test strip and why is it necessary when printing pictures? *(10 marks)*
  
5. What are the main stages of the photographic process? Explain what happens at each stage. *(10 marks)*
  
6. During the printing process, what changes can be made to improve the tone and contrast of your prints? *(10 marks)*

**SECTION B:**

**ANSWER THREE QUESTIONS IN THIS SECTION. QUESTION ONE IS COMPULSORY AND CARRIES 20 MARKS. THE REST OF THE QUESTIONS CARRY 10 MARKS EACH. TOTAL MARKS ARE 40.**

1. What are the following people famous for? *(20 marks)*
  - a. William Fox Talbot
  - b. Joseph Nicephore Niepci
  - c. Louis Jacques Mande Daguerre
  
2. Explain the development of the camera from the Camera Obscura to the present day camera. *(10 marks)*
  
3. What do you understand by tone and contrast in a photograph? *(10 marks)*
  
4. What do you understand by the following terms? *(10 marks)*
  - a. Latent image
  - b. Virtual image

ENDS

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER**  
**BUSINESS AND ECONOMIC REPORTING**  
**EXAM**

**MC951:**

**November 2009**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**SECTION A: MULTIPLE CHOICE**

**(10 MARKS)**

1. If you want to learn the kinds of assets a company is buying, you can find them on the balance sheet.
  - a) True
  - b) False
  
2. Which of the following is not a current asset?
  - a) Accounts receivable
  - b) Inventory
  - c) Cash equivalents
  - d) Stock
  
3. The resources that a firm buys are not considered assets unless they are believed to provide economic benefits.
  - a) True
  - b) False
  
4. When assets outweigh liabilities and shareholder equity on a balance sheet, the sheet has not been constructed correctly
  - a) True
  - b) False
  
5. How do you know when a document is a balance sheet?
  - a) It provides financial figures
  - b) It provides stock performance
  - c) Its assets equal its liabilities and shareholder equity
  - d) It includes assets and liabilities
  
6. Shareholder equity is the sum of company assets

- a) True
  - b) False
7. How long must the useful life of an asset be for it to be treated as a fixed asset?
- a) One month
  - b) One year
  - c) More than one year
  - d) At least two years
8. The company E-Publisher owns exclusive rights to its material. This copyright is an asset.
- a) True
  - b) False
9. Current assets are called “current” because they are usually converted to cash
- a) Any time
  - b) Within one year
  - c) Within two years
10. Which of the following information does a balance sheet not provide?
- a) The stock quote of the company
  - b) The company’s debt
  - c) The amount of money invested in the company
  - d) The nature of the assets the company buys

## **SECTION B: SHORT ANSWER**

**(20 MARKS)**

- 11. Give four possible angles of a business story. (4 marks)
- 12. Why should a business reporter read a company’s income statement and the balance sheet? (4 marks)
- 13. How can the budget be used to generate business/economic stories? (4 marks)
- 14. What is the Mid-term expenditure framework? Give three of its functions. (4 marks)
- 15. Discuss the relevance of research and backgrounding of stories in business reporting. (4 marks)

## **SECTION C: ANSWER ONLY 1 QUESTION**

- 16. Discuss, using examples, the steps to better economic reporting (20 marks)

17. Discuss the Zambian budgetary process outlining the different roles that each stakeholder plays at every crucial stage (20 marks)

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**END OF EXAM**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER, 2009 FINAL EXAMINATION**

**PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION**

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

1. Un-package the 1993 Public Service Reforms introduced by the Chiluba government and explain how each component was meant to improve the performance of the national administrative machinery.
2. What did the British mean by Indirect Administration during their colonial tenure and what reasoning was behind its use in Northern Rhodesia and elsewhere?
3. To what extent is separation of power observed in Zambia? Provide practical examples for your answer.
4. Use a diagrammatic illustration to demonstrate how governments make decisions in their process of governance.
5. What is your understanding of Power and Authority, and how do governments use various sanctions and symbols to compel the followers' obedience?
6. What are the functions of those who conduct state administration from time to time?
7. Why is state administration referred to as public?
8. Explain the rationale for referring to the President as the Chief Executive of the Zambian civil service.

**END OF EXAMINATION**

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

**2009 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**
- 

1. Discuss the views by Karl Emil Maximillian Weber on the ideal type Bureaucracy. In addition, state the arguments presented by any one of the following scholars on bureaucracy and/or public administration: Martin Landau, Peter Blau, Alvin Gouldner or Amitai Etzioni.
2. It has been argued that, in essence management science theory is a contemporary extension of scientific management, which, as developed by Taylor, also took a quantitative approach to measuring the worker-task mix to raise efficiency. Discuss.
3. If Frederick Winslow Taylor is considered the father of scientific management thought, Mary Parker Follet serves as its mother. Discuss.
4. While the mechanistic model seeks to maximise efficiency and production, the organic model seeks to maximise satisfaction, flexibility and development. Discuss.
5. Tom Burns and G. M. Stalker, in Britain, proposed two basic ways in which managers can organise and control an organisation's activities to respond to the characteristics of its external environment. Paul Lawrence and Jay Lorsch, in the United States of America (USA), also had their own views on the same issue. Discuss.
6. Describe Henry Mintzberg's structure in fives and state what each structure is most appropriate for.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**  
**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**PA 411: THEORIES OF DEVELOPMENT ADMINISTRATION**

**INSTRUCTIONS**

- 1. Time allowed is THREE (3) Hours.**
  - 2. Attempt any THREE (3) questions.**
  - 3. All questions carry equal marks.**
- 

- 1. With the use of appropriate examples, critically contrast Development Administration from Administrative Development. As a development expert, would you say that in Zambia there had been a hare-tortoise improvement pattern of one over the other? Give reasons for your answer.**
- 2. Using appropriate examples and correctly citing the foremost proponents, discuss the core tenets of the Structural Change Models of development. Should Zambia adopt these models? Give reasons for your answer.**
- 3. With examples drawn from Zambia, discuss the efficacy of Public Service Reforms to national development. Further, capture the development roles of the bureaucrats at all tiers of the public service.**
- 4. What is a Representative Bureaucracy? How can a Representative Bureaucracy help Zambia to achieve its social, economic and political development objectives?**
- 5. 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.**

**GOOD LUCK!!!**

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

**2009 ACADEMIC YEAR FIRST SEMESTER  
DEFERRED FINAL EXAMINATION**

**PA 421: PRINCIPLES OF PUBLIC POLICY ANALYSIS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO  
QUESTIONS**

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1. According to Road Transport and Safety Agency (RTSA) (November, 2009), “there is an increase in road traffic accidents and lives of many people are being lost on public roads in the country.” Can you transform this information into an advocative claim using the structure of value-critical argument?

**(14 Marks)**
  
2. Considering that most policy problems are ill-structured, to what extent can policy-makers and policy analysts be held politically and morally responsible for their decisions and/or actions? Give reasons to support your answer.

**(18 Marks)**
  
3. Identify three (3) policy alternatives to deal with the problem of HIV/AIDS in Zambia, and explain how you will select the most appropriate alternative using each of the following forms of rationality:
  - a) Technical rationality
  - b) Economic rationality
  - c) Legal rationality
  - d) Social rationality.

**(18 Marks)**
  
4. Women in Zambia usually complain of the problem of unequal social and economic opportunities between men and women. Using the Policy Delphi technique, explain how you would proceed to forecast policy alternatives of this problem. Your answer should be supported by appropriate examples.

**(18 Marks)**

**[Total = 50 Marks]**

**END OF EXAMINATION**

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

**2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PA 441: PROJECT MANAGEMENT**

- INSTRUCTIONS:** a) Answer question one and two (2) other questions.  
b) The time allowed is three (3) hours

1. The following are activities and the duration for a Research Project on the Quality of Health Services in Zambia:

Activity Number	Activity Description	Duration (in days)
1	Project Start	0
2	Develop Data Collection Instruments	4
3	Select Districts to be Researched	2
4	Train Research Assistants	5
5	Select Respondents	7
6	Pre-test the Instruments	8
7	Interview Management Officials	10
8	Interview Local People	15
9	Data Coding	5
10	Develop Data Entry Template	4
11	Data Entry	10
12	Data Analysis	4
13	Report Writing	18
14	Submission of Report	1
15	Project Finish	0

- a) Draw the network of this project using Precedence Notation.  
b) Show the Critical Path using bold links.
2. Identify and describe the four basic project leadership styles. In addition, state the conditions under which each of them can be effective and ineffective.
3. With the use of a diagram/s discuss, in detail, the basic project life-cycle.
4. Project management organisational structures can take numerous forms, and be mapped using a Organisational Breakdown Structure (OBS). Summarise the main characteristics of functional project and matrix organisational structures, and for each structure give an example of the type of organisation for which the structure may be applicable.
5. a) Develop a Work Breakdown Structure (WBS) to represent the digging of a well in a village.  
b) Develop a WBS to represent the setting up of an Administration Block for a basic school.
6. The project environment may be summarised by the four Cs. Discuss these with the aid of diagram/s.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 951: PUBLIC FINANCIAL ADMINISTRATION

INSTRUCTIONS

1. Time allowed is THREE (3) Hours.
  2. Attempt any ALL questions.
  3. All questions carry equal marks.
- 

1. With the aid of a correctly labeled diagram,
  - a) Show the Marginal Social Sacrifice (MSS) and Marginal Social Benefit (MSB) that can result from a given size of public budget.
  - b) Draw the Net Social Benefit (NSB) line, and explain how it is derived.
  - c) Plot the points where:
    - i)  $MSS=MSB$
    - ii)  $MSS>MSB$
    - iii)  $MSS<MSB$
  - d) What does the horizontal line that separates MSS from MSB represent?
2.
  - a) Define the law of Equimarginal Utility.
  - b) Use a diagram to plot:
    - i) The point where total utility on public expenditure is maximum. Give reasons for your answer.
    - ii) The point where total sacrifice from taxation is minimum. Give reasons for your answer.
  - c) Show the resulting loss in social benefit if public expenditure was at a point where total utility is not maximum.
  - d) Show the resulting increase in social sacrifice if taxation was at a point where total sacrifice is not minimum.
3. Write scholarly notes on the following:
  - a) Quid Pro Quo
  - b) Special Assessment

- c) Escheat
- d) **Expansionary Fiscal Policy**

• **END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR, FIRST SEMESTER**

**FINAL EXAMINATIONS**

**PA 955: STRATEGIC MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) IN SECTION A AND ANY TWO OF THE QUESTIONS IN SECTION B**

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**SECTION A**

1. Write an essay in which you trace the evolution of the “Quality Management Movement” Include, in your essay, the names, the books, and the key ideas of the leading proponents of quality management theory you learnt about in PA 955.

**SECTION B**

2. What are the factors that shape the strategy of an organization? And once formulated, what are the characteristics of a strategy that are conducive to organizational success?
3. (a). Business enterprises create value by carrying out their activities more efficiently than their competitors do. Discuss.  
(b). What are the limitations, failures, or disadvantages of “competitive strategies” in minimizing the threats posed by “competitive forces.”
4. (a). Discuss the connection between “strategy” and “Structural Configurations.”  
(b). Andrew S. Grove, the Chairman of Intel Corporation, once said: “You have no choice but to operate in a world shaped by globalization and the information revolution. There are two options: Adapt or die.” Explain, following Grove’s advice, why companies expand into foreign markets. What pitfalls should a company watch for when pursuing a global strategy?

5. (a). Henry Mintzberg's overview of the work of many writers on strategy suggests five ways in which the term strategy is used. Identify and comment briefly on each of these ways, and give an example in each case.

(b). The Managing Director of Hermes Telecommunications plc is interested in corporate strategy. Hermes has invested a great deal of money in establishing a network which competes with that of Telecom UK, a recently privatized utility. Initially, Hermes concentrated its efforts on business customers in the South East of England, especially the city of London, where it offered a lower cost service to that supplied by telecom UK. Recently, Hermes approached the residential market (i.e., domestic telephone users) offering a lower cost service on long-distance calls. Technological developments have resulted in the possibility of a cheap mobile telecommunication network, using microwave radio links. The franchise for this service has been awarded to Gerbil Phone, which is installing transmitters in town centres, stations, and many other places.

**What issues of competitive strategy have been raised in the above scenario, particularly in relation to Hermes Telecommunications plc?**

**END OF EXAMINATION**

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

**2009 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PH 305: ETHICS**

**TIME: THREE HOURS**

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

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**SECTION A**

1. (a) Explain the difference between normative and non-normative ethics.
- (b) Evaluate the relationship between principle based ethics and virtue ethics.
- (c) Discuss critically the nature of the relationship between ethical theories and value theories.
- (d) Compare and contrast monist and pluralist theories of value.
- (e) Critically evaluate whether or not hedonism and eudemonism are opposed to each other.

**SECTION B**

2. Explain natural law theory and critically discuss its significance to the debate between universalism and relativism.
3. Critically discuss the assertion that ethical egoism is opposed to morality and is thus not a moral theory.
4. Critically analyze whether or not there are any fundamental differences between consequentiality and non-consequentiality theories in practical terms.
5. With the help of relevant practical examples illustrate the differences and similarities between enlightened egoism and utilitarianism.
6. (a) Explain the strength and weaknesses of Kantian ethics.
- (b) Discuss why Kantian ethics would be opposed to enlightened egoism.

**END OF EXAMINATION**

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

**2009 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PH 345: PHILOSOPHY, GENDER AND LAW**

**TIME: THREE HOURS**

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

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**SECTION A**

1. (a) Explain the relationship between gender and feminism.
- (b) Outline the major dichotomies in philosophy that have been associated with the discrimination between male and female attributes.
- (c) State the different qualities of character expected from men and women as illustrated by Sheila Ruth.
- (d) Briefly explain the factors that have traditionally influenced compliance with the law as opposed to obedience to the law.
- (e) Explain the two major factors that would hinder men from knowing the true nature of women even in the context of the relationship involving husband and wife.

**SECTION B**

2. Critically discuss the strengths and weaknesses of the ethics of care in view of some of the issues raised by radical feminists.
3. Clearly explain the merits and demerits associated with the assertion that women's moral experiences are different from men's moral experiences.
4. Critically evaluate the conflict paradigm of law in the context of the Zambian situation.
5. (a) Critically evaluate the nature of the relationship between law and morality.  
(b) If one followed all the laws, would that make one a moral person?
6. Does gender equality between men and women imply that they should act in the same way given that men and women have different attributes? Discuss critically.

**END OF EXAMINATION**

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

**2009 ACADEMIC YEAR FIRST SEMESTER  
FINAL 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.**

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**SECTION ONE (20 marks)**

**(Answer all questions as elaborately as you can)**

1. Explain two criticisms given by D.D. Raphael when he claims 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 reduced to merely being aspects of liberal democracy.
3. Do you think Plato's idea of proposing mechanisms to prevent abuse of authority by the rulers makes his theory inconsistent? If so how?
4. Explain Aristotle's *natural law* foundation of rights.
5. What criticisms have been made against the distinction between *Self-regarding* and *Other -regarding* activities that was suggested 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.

7. 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 (i.e attribute each component of good governance to some philosopher).

**SECTION THREE (40 marks)**  
**(Choose one question)**

8. (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 regional self-government.
9. 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**

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

**2009 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 critical notes on any four (4) of the following:
  - (a) Political System
  - (b) Constitutionalism
  - (c) Compromise
  - (d) Popular sovereignty
  - (e) Use Value of Labour Power

**SECTION B**

2. Outline the Pluralist theory of the state and assess the extent to which it is useful in understanding the nature of the state in African countries.
3. Using the concept of power and authority discuss the Rupiah Bwezani Banda presidency citing specific examples.
4. Critically analyse the view that conflict is inherent in human beings.
5. How did John Locke explain the phenomenon of war? In what important ways did his views differ from those of Thomas Hobbes and Jean Jacques Rousseau? What arguments did he offer in support of his thesis?

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

**2009 ACADEMIC SECOND SEMESTER  
FINAL EXAMINATIONS**

**PL 251: COMPARATIVE POLITICS I**

**TIME ALLOWED: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS: AT LEAST ONE QUESTION  
FROM EACH SECTION**

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**Section A**

1. Outline the main tenets of David Easton's Systems Approach to comparative politics. In the process of making this outline critically evaluate the usefulness of this approach in comparing different political systems.
2. Drawing largely from the American political system, outline and discuss interest articulation and interest aggregation functions of a political system.
3. Critically analyse the extent of the usefulness of Samuel Huntington's institution building approach in the study of comparative politics in comparison to the political modernization approach.

**Section B**

4. Discuss the nature and form of interest group participation in the American political system. In so doing show in what important ways this participation is different from that in the French political system and what factors may account for such differences.
5. Critically analyse the nature and functioning of the political party systems in France and the USA. In so doing critically analyse which of the two factors do you consider to be the major factor accounting for the differences in the party systems of the two countries: their different historical developments or the nature of their electoral systems
6. Assess the successes and failures of the Fifth Republic in France in promoting political stability and liberal democracy in comparison to those of the Third and Fourth Republics.

End of examination

The University of Zambia

School of Humanities and Social Sciences

2009 Academic Year First Semester Examinations

PL 311: Liberal Political Theory

INSTRUCTIONS

ANSWER THREE QUESTIONS

TIME: THREE HOURS

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1. In *The Prince* Machiavelli states that in statecraft “the ends justify the means”. Discuss the meaning and significance of this statement, with special reference to the notion of power.
  2. It has been claimed that in his political theory Thomas Hobbes justified monarchy. Critically evaluate this point of view.
  3. Analyse the contributions of John Locke to liberal political theory.
  4. In his *Social Contract* Rousseau was critical of absolute rule as a solution to the insecurity of the state of nature. Analyse the extent to which his solution avoided absolute rule.
  5. The Republic described by Plato in his political theory may be said to be an undemocratic solution to the problems of democracy as understood by him. Discuss the validity of this statement.
- 

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PL 321: REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION.

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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1. Critically assess the challenges and opportunities of regional integration in Africa.
  2. Discuss each of the following variants of integration in the context of the development debate in Africa.
    - i) Open regionalism
    - ii) The WIDER approach
    - iii) Regionalism from below
    - iv) External guarantor's model (EGM)
  3. Critically examine the view that "the process of economic globalization has centralized Africa's resources but marginalized its peoples."
  4. Discuss the merits and demerits of Economic Partnership Agreements (EPAs) within the context of the Zambian economy.
  5. Distinguish the following forms of economic integration.
    - i) Free trade area
    - ii) Customs union
    - iii) Common market
    - iv) Monetary union
  6. Analyze and discuss the role played by the World Trade Organization in promoting international cooperation.
  7. Assume that you are the advisor on regional integration at the African Union, what possible lessons can you draw from the European Union model of integration and international cooperation?
- 

END OF EXAM

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

**2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PL 331:                   INTERNATIONAL POLITICS**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:   ANSWER ANY THREE QUESTIONS**

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1. Write critical notes on any four (4) of the following:
  - (a) Structure of International Systems
  - (b) System Level Causes of War
  - (c) Idealism
  - (d) Balance of Power
  - (e) Arbitration
2. Critically assess the significance of grasping human nature for understanding International Politics?
3. Critically analyze the arguments for and against the role of Multinational Co-operations (MNCs) as non state actors in World Politics.
4. Each International System can be analyzed from five (5) different aspects. Identify and discuss the five (5) aspects. In so doing relate them to any international System you have studied.
5. Discuss the various explanations about the causes of War. In your view which one seems most plausible? Explain your answer.
6. Critically analyze the performance of the United Nations (UN) in the post cold war era.
7. Discuss the causes and outcomes of International conflicts.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PL 421: POLITICS OF INTERNATIONAL PEACE AND SECURITY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

- 
1. Examine the factors that may explain the shift from international wars of the 19<sup>th</sup> century to internal wars in recent times.
  2. Give a critique of the state security model.
  3. "The world is more secure, safer and politically stable in the post cold war era." Discuss.
  4. Assess the advantages of the United Nations over regional security groups in maintaining peace and security around the world.
  5. Evaluate the justification for global concerns on the use of nuclear weapons.
  6. Assume that you are Zambia's permanent representative to the United Nations. Discuss aspects of the United Nations Security Council that you would propose to reform in order to make it more broadly representative and reflective of the geo-political realities of the international community.
  7. The United Nations (UN) high level panel on threats, challenges and change appointed by former Secretary General Kofi Annan proposed five criteria for authorization of force by the UN Security Council to counter threats to collective security. Identify and discuss these criteria.

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**END OF EXAMS**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**PL 451: SOCIALIST POLITICAL THEORY I**

**INSTRUCTIONS**  
**ANSWER THREE QUESTIONS**  
**TIME: THREE HOURS**

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1. Analyse St. Simon's proposal for a new religion and the rationale behind it.
  2. In his critique of Proudhon's work, *What is Property?* Karl Marx stated that Proudhon criticized society from the perspective of the French peasant, while applying standards he had inherited from socialists. Assess the extent to which this is an accurate interpretation of the work.
  3. Assess the extent to which Karl Marx's theory of scientific socialism is free from utopian elements.
  4. Critically analyse the theory of the permanent revolution and evaluate its significance to the advancement of the socialist revolution of 1917 in Russia.
  5. Discuss the contributions of Mao Zedong to socialist ideas.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 FIRST SEMESTER EXAMINATIONS**

**PS 331: COGNITIVE DEVELOPMENT AND CULTURE I**

**TIME: THREE HOURS**

**DATE: 3 NOVEMBER 2009**

**INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO SECTIONS. ANSWER TWO QUESTIONS FROM SECTION A AND ANOTHER TWO QUESTIONS FROM SECTION B. USE A SEPARATE BOOKLET FOR EACH SECTION. All questions carry the same marks**

**SECTION A: WRITE LONG ESSAYS ON TWO QUESTIONS OF YOUR CHOICE**

1. Discuss phonology, morphology, syntax, semantics and pragmatics, giving an example for each concept to illustrate your answer.
2. Discuss Piaget's and Vygotsky's positions on children's' cognitive development and acquisition of knowledge.
3. Show the relationship between language and thought. Give practical examples to support your argument.

**SECTION B: WRITE LONG ESSAYS ON TWO QUESTIONS OF YOUR CHOICE**

4. Educating teachers about cognitive styles/learning styles is a waste of time. Discuss.
5. Discuss the relationship between socialization and field dependence – field independence with reference to:
  - (a) Dawson's study among the Temne and the Mende
  - (b) Susan Britain's study entitled: "Field Independence: A function of sex and socialization in Cuban American adolescents"

Comment on the samples that were selected in the two studies.

6. Why do some instructors and students of introductory psychology courses in the USA experience frustrations when they read introductory textbooks of psychology? Discuss in relation to

- (a) the way in which the “truths” in psychology have been produced
- (b) emics, etics and ethnocentrism

What can be done to make psychology relevant to the students who experience these frustrations and what are the implications of your suggestions?

In your view, are Zambian students who are studying psychology likely to experience frustrations as well? Explain.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATION**  
**FINAL EXAMINATION**

**PS341: PSYCHOLOGICAL TESTING**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**THIS EXAMINATION CONSISTS OF TWO SECTIONS. SECTION A CONSISTS OF ONE COMPULSORY QUESTION. SECTION B HAS FOUR QUESTIONS. ANSWER THREE (3) FROM THIS SECTION.**

**SECTION A: COMPULSORY QUESTION**

1. Describe 6 phases involved in the development of a psychological measure and explain the specific steps involved in each phase.

**SECTION B**

**Answer three (3) questions from this section**

1. Define the term intelligence and briefly state the types of Wechsler Intelligence Tests that are used to measure intelligence. Describe the two broad categories of the three Wechsler scales, each containing a number of sub-tests which are administered to calculate person's results
2. Compare and contrast individual tests and group tests.
4. Discuss at least five methods of estimating reliability.
5. Discuss ways of expressing norms. Clearly show the type of statistics that would be appropriate for each type of normative data
6. Critically analyse theories of intelligence and discuss how these theories influenced the nature of items that were in the first intelligence test.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATION**  
**FINAL EXAMINATION**

**PS951: ABNORMAL PSYCHOLOGY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**THIS EXAMINATION CONSISTS OF TWO SECTIONS. ANSWER FOUR(4) QUESTIONS IN SECTION A AND THREE(3) IN SECTION B.**

**SECTION A: SHORT ESSAYS**

**Write short notes on any three(4) of the following questions.**

1. Greco- Roman Era explanation of abnormal behaviour.
2. Predisposing factors versus maintaining factors (use examples).
3. Ways of gaining a client's trust.
4. The importance of correlational methods of research in the study of abnormal behaviour.
5. Biological methods of assessing psychopathology.
6. Challenges faced by psychologists in classifying abnormal behaviour.

**SECTION B: LONG ESSAYS**

**Answer three (3) questions from this section.**

1. Define abnormal psychology and describe the different perspectives associated with the definition of abnormal behaviour.
2. John has just been diagnosed with psychiatric condition and the doctor believes biology could be the cause of John's condition. Describe what could have caused John's condition using the doctor's insight.

3. Critically analyse Carl Rogers' person-centred approach to psychotherapy. Do you agree with Rogers that effective therapy depends on the three core conditions only?
4. Discuss the process of assessing a client/patient in psychopathology. Use examples to help you illustrate how a clinician proceeds from one step to the next.
5. Describe some of the psychological factors relevant to criminal responsibility as well as the psychological tools used to assess them.

**END OF EXAMINATION**

**DEPARTMENT OF PSYCHOLOGY  
APPLIED FORENSIC PSYCHOLOGY (PS 995)  
EXAMINATION, 2009/1**

**INSTRUCTIONS:**

**TIME: THREE ( 3 ) HOURS.**

**THIS PAPER HAS THREE SECTIONS. CAREFULLY READ THE INSTRUCTIONS UNDER EACH SECTION.**

**Section I:**

Attempt all questions in this section. Answer with one word, short phrase or brief explanation as the question may dictate in each case.

1. Modern systems of criminal procedure are divided into two basic models. Name the two models.
2. Name the rule, relevant to the criminal justice system, which states that a person is not criminally liable or responsible if at the time of the crime he or she did not know the nature and quality of the act the did.
3. What is the basic premise of criminal profiling?
4. Name any two approaches to criminal profiling.
5. Give the reason why courts are generally reluctant to prohibit the use of lying and trickery by police during interrogations.
6. Name the scale used to measure family violence.
7. Give one reason why as a forensic psychologist you should be concerned with the general hostility towards paedophiles and other sexual offenders.
8. State the forensic term used to describe reoffending behaviour.
9. Give one reason why it generally takes long to detect a paedophile.
10. State one way in which research in forensic psychology differs with research in other disciplines of knowledge.

## **Section II:**

Write brief notes of not more than half a page on any four of the following:

- i. Explain the concept of malingering in forensic psychology.
- ii. Outline any four functions of forensic psychology in the prison context.
- iii. Identify four reasons why the media has tended to ignore the media as a cause a factor in crime causation.
- iv. State any four problematic parenting behaviour regarded as criminogenic factors in childhood.
- v. State any four criticisms leveled against the polygraph procedures.
- vi. What is the relevance of narrativation to the criminal justice system.
- vii. Outline any three types of false confessions.

## **Section III:**

Attempt only one question in this section:

- i. What do you understand by “counting” crimes? Identify any four methods of counting crimes, and state the shortcomings of each method identified.
- ii. Identify five goals of imprisonment and any five ways of measuring the success or failure of the prison system.
- iii. Discuss the concept of rape from a forensic perspective, and bring out its essential elements, patterns and nature of offenders.
- iv. Explain homicide according to psychological disposition theories

**END OF EXAM.....**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**S 111: INTRODUCTION TO SOCIOLOGY**

**INSTRUCTIONS:** THERE ARE THREE SECTIONS IN THE PAPER (A), (B), AND (C). READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION.

**TIME:** THREE (3) HOURS

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**SECTION A: Multiple Choice. Answer all the questions (30 Marks)**

1. The social role theory suggests that:
  - a) As individuals mature physically and develop, they pattern their behaviour on that of significant others
  - b) Human beings can be moulded into any type of character on the basis of their interactive roles with the family and the environment
  - c) The self in individuals emerge through interactive symbols and interpretations of meaning attached to symbols
  - d) Human beings play their roles effectively by achieving an understanding of themselves through the eyes of others
  - e) Roles are effectively played on the basis of training and experience
  
2. One of the following philosophers and scientists believes that human development is the result of both biological maturation and increasing social experience
  - a) George Herbert Mead
  - b) Jean Piaget
  - c) Sigmund Freud
  - d) Charles Horton Cooley
  - e) Max Weber
  
3. A society with high levels of integration is likely to enlist
  - a) Egoistic suicide
  - b) Fatalistic suicide
  - c) Anomic suicide
  - d) Altruistic suicide
  - e) Assisted suicide
  
4. In computing averages each type of average can give us a slightly different picture of the group of people we are studying. However, what will determine the average to be used in such a situation is:
  - a) The type of population under study

- b) The range of variation
  - c) The varying sampling techniques
  - d) The proportion of the total population falling into each category under our study
  - e) The proportion size of the sample to the population under study
5. Empirical generalisation grows out of scientific law and theory
- a) True
  - b) False
6. The famous early sociologists Auguste Comte and Max Weber were peers
- a) True
  - b) False
7. All of the following are research methods for gathering data except:
- a) Ethnomethodology
  - b) Surveys
  - c) Unobtrusive measures
  - d) Secondary analysis
8. A computer can be used for literature review
- a) True
  - b) False
9. Freud's Id and Superego is similar to Mead's theory of the emerging self
- a) True
  - b) False
10. \_\_\_\_\_ is well known for the theory of looking Glass theory
11. According to Robert Merton, people who have given up struggle to succeed in life and are neither interested in the goals nor the means, are referred to as:
- a) Ritualists
  - b) Retreatists
  - c) Rebels
  - d) Cowards
12. Societal reaction approach is the same as \_\_\_\_\_
13. Social deviation occurs less in societies
- a) Which are highly complex
  - b) Where status is achieved rather than ascribed
  - c) Which are underdeveloped
  - d) Where there is a highly complex division of labour
14. Freud referred to the Id as the
- a) Conscience
  - b) Primitive instincts
  - c) Rational controls
  - d) Death wish

15. Which of the following individuals would best characterise primary deviance?
- a) The convicted burglar
  - b) The occasional speeder
  - c) The overt homosexual
  - d) The gang leader
16. Which of the following statements is most true?
- a) Some individuals are deviant in all ways
  - b) Most individuals are deviant in no ways
  - c) Many individuals are deviant in some ways
  - d) None of the above

***In each of the following research situations which software would be appropriate?***

17. Literature review:
- a) MS – Word
  - b) SPSS
  - c) Internet
  - d) MS – Excel
  - e) MS – power point
18. Sampling:
- a) MS – power point
  - b) MS – Excel
  - c) MS – Word
  - d) Google
  - e) SPSS
19. Data processing and analysis:
- a) MS – Word
  - b) SPSS
  - c) Yahoo
  - d) Google
  - e) Internet
20. Presentation of findings:
- a) MS – power point
  - b) Strata
  - c) SPSS
  - d) Yahoo
  - e) Email

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**SECTION B: Write brief notes on fifteen of the following concepts (30 Marks)**

- 1. Karl Marx
- 2. John Locke
- 3. Egoistic suicide

4. Anthropology
5. Significant Test
6. Deductive explanation
7. Social structure
8. Norm of disinterestedness
9. White collar crime
10. Scientific law
11. Value free sociology
12. Cultural Universalism
13. Folkways
14. Labelling theory
15. Cultural transmission approach
16. Mid life crisis
17. Resocialisation
18. Anomie
19. Hypothesis
20. Social system

---

**SECTION C: Answer any two questions from the following**

1. Outline the broad contrast between traditional and modern industrial societies and explain the sustained change to modernity.
2. Explain Robert Merton's theory of deviance and show how it can be applied to the Zambian society.
3. Socialisation is important for both society and the individual. Discuss

***END OF EXAMINATION***

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**S 111: INTRODUCTION TO SOCIOLOGY**  
**PARALLEL PROGRAMME**

**INSTRUCTIONS:** THERE ARE THREE SECTIONS IN THE PAPER (A), (B), AND (C). READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION.

**TIME:** THREE (3) HOURS

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**SECTION A: Multiple Choice. Answer all the questions (30 Marks)**

1. The role of the circulatory system in the body is to nourish the tissues with nutrients and oxygen as well as to carry off waste products. From a sociological point of view this is akin to and a typical example of
  - a) The conflict perspective
  - b) The order perspective
  - c) The interactionist perspective
  - d) The socio-biological perspective
  - e) Value concerns and restoration
  
2. One of the following philosophers and scientists believed that human development and knowledge pass through three stages
  - a) George Herbert Mead
  - b) Auguste Comte
  - c) Sigmund Freud
  - d) Charles Horton Cooley
  - e) Max Weber
  
3. From a social standpoint, someone is not a criminal unless caught and convicted. Which of the following best represents this statement?
  - a) Time
  - b) labelling
  - c) learning
  - d) differential association
  - e) legal defence
  
4. Countercultures and the mainstream culture are related in that
  - a) Both are aspects of a subculture
  - b) Both focus on social relationships
  - c) Both focus on norms and values
  - d) None of the above

5. Empirical generalisation grows out of scientific law and theory
  - a) True
  - b) False
6. The famous early sociologists Auguste Comte and Max Weber were peers
  - a) True
  - b) False
7. All of the following are research methods for gathering data except:
  - a) Ethnomethodology
  - b) Surveys
  - c) Unobtrusive measures
  - d) Secondary analysis
8. Mead's "I" differs from his "me" in that
  - a) The "I," but not the "me," is based on symbolic interaction
  - b) The "me," but not the "I," refers to unique aspects of the self
  - c) The "I" gives the sense of freedom, the "me" the sense of responsibility
  - d) The "I" is conflict-oriented, the "me" is oriented towards cooperation
  - e) All of the above
9. Freud's Id and Superego is similar to Mead's theory of the emerging self
  - a) True
  - b) False
10. \_\_\_\_\_ is well known for the theory of looking Glass theory
11. According to Robert Merton, people who have given up struggle to succeed in life and are neither interested in the goals nor the means, are referred to as:
  - a) Ritualists
  - b) Retreatists
  - c) Rebels
  - d) Cowards
12. Societal reaction approach is the same as \_\_\_\_\_
13. Social deviation occurs less in societies
  - a) Which are highly complex
  - b) Where status is achieved rather than ascribed
  - c) Which are underdeveloped
  - d) Where there is a highly complex division of labour
14. Freud referred to the Id as the
  - a) Conscience
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  - c) Rational controls

- d) Death wish
15. Which of the following individuals would best characterise primary deviance?
- a) The convicted burglar
  - b) The occasional speeder
  - c) The overt homosexual
  - d) The gang leader
16. Which of the following statements is most true?
- a) Some individuals are deviant in all ways
  - b) Most individuals are deviant in no ways
  - c) Many individuals are deviant in some ways
  - d) None of the above
17. Forgery and embezzlement best illustrates
- a) White collar crime
  - b) Victimless crime
  - c) Index crime
  - d) Professional crimes
  - e) None of the above
18. \_\_\_\_\_ describes the impact of moving from a familiar culture to one which is unfamiliar.
- a) Cultural shock
  - b) Cultural relativism
  - c) Cultural universalism
  - d) Cultural change
  - e) None of the above
19. Symbolic interactionism focuses on
- a) Macro-level structures
  - b) Social institutions
  - c) Social classes
  - d) Micro-level social settings
  - e) Non-material culture
20. During the process of socialization we so completely absorb culture that it's said to be:
- a) Centralized
  - b) Socialized
  - c) Absorbed
  - d) Internalized
  - e) Focalized

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**SECTION B: Write brief notes on fifteen of the following concepts (30 Marks)**

1. Karl Marx
2. Howard Becker
3. Taboo
4. Anthropology
5. Global Culture
6. Informal Sanctions
7. Social structure
8. Mechanical solidarity
9. White collar crime
10. Renaissance
11. Value free sociology
12. Cultural Universalism
13. Folkways
14. Labelling theory
15. Cultural transmission approach
16. Mid life crisis
17. Re-socialisation
18. Anomie
19. Written Language
20. Agents of socialisation

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**SECTION C: Answer any two questions from the following (40 Marks)**

1. With reference to classical sociologists, discuss the emergency of sociology and the difficulties associated with its establishment as a science.
2. Explain Robert Merton's theory of deviance and show how it can be applied to the Zambian society.
3. Socialisation is important for both society and the individual. Discuss

***END OF EXAMINATION***

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2009-2010 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**

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

- (a) Reliabilism.
- (b) Abductive strategy.
- (c) Triangulation.
- (d) Epistemology.
- (e) Reliability.
- (f) Correlation.
- (g) Research Project Justification.
- (h) Solomon Four Group Design

**SECTION B**

**Answer ALL Questions**

Given the statement of the following problem answer the questions that follow.

*Over the years, there have been no student who has expressed happiness in the manner GT 451 has been taught. There have been complaints submitted to the Dean of the School of Humanities and Social Sciences. The problems necessitating the review are said to many. From day to day conversations students have over the years rated their lecturers' abilities more negative than positive. There are claims about the manner of teaching which leaves much to be desired with some of the students citing specific competency problems, which they have seen in their lecturers. There are unsubstantiated claims too that the current syllabus is outdated and that students' performance is extremely low. There is a positive comparative reference to a similar course PTY 451 which is offered in the school of medicine that all is well.*

*The University of Zambia Senate wants to review the GT 421 syllabus, a course which is offered in the School of Humanities and Social Sciences and has tasked a special committee of senate comprising senior lecturers to undertake this task of review on condition that they conduct a study to ascertain the claims.*

## Questions

1. 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)**.
2. The research strategy that you have selected in guiding your inquiry has notable limitations.
  - (a) Outline these limitations **(20 Marks)** and 70%
  - (b) Why have you selected it or them in spite of the limitations? **(15 Marks)**
3. Describe the research design that will allow you to compare GT 451 and PTY 451? Justify your answer. Symbolically show this research design **(10 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. What statistical tests would you consider to be appropriate in a comparative research design like yours? **(15 marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**  
**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 describing the following:

- (a) Development
  - (b) Quality circles
  - (c) Managerial roles
  - (d) Departmentalization
  - (e) Relationship between levels of management and span of control
  - (f) MBO
  - (g) Bureaucracy
  - (h) Line and staff personnel
  - (i) Fiduciary duties of directors to the company
  - (j) Budget and budgetary control
  - (k) Path-goal model of management and Expectancy theory
  - (l) Classical decision theory in relation to the contingency theory of management.
- 

**SECTION B: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS:**

1. Define the five main functions of Management and indicate the functional relationships between them necessary for the undertaking to operate optimally as a social system. (20 marks)
2. (a) Define social system and outline the important principles of the social systems concept. (8 marks)  
(b) There are two types of understanding the systems theory, one is the open systems approach and the other is the closed systems approach. Differentiate the two approaches from the point of view of an organization and indicate their possible challenges. (12 marks).

3. (a) Describe leadership and indicate what good leadership entails. (8 marks).  
(b) As leaders are human beings, their actions are infinitely varied. The patterns of leadership in management also differ. Describe the different types of leadership and their relative values and difficulties. (12 marks)
4. Describe the organisation of the Guild System of production and explain its demise vis a vis the emergence of the factory system of production. (20 marks)

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**S 925: CRIMINOLOGY**

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER TWO  
QUESTIONS FROM THE FOLLOWING. READ THE  
QUESTIONS CAREFULLY

TIME: THREE (3) HOURS

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1. What is penology? What is punishment? Explain the *common ground* of the theories of punishment. With examples, explain the major components of the criminal justice system? **(40 Marks)**
2. Compare and contrast **(30 Marks)**
  - (i) Criminal Justice and Criminal law
  - (ii) Positive Criminology and Classical Criminology.
3. In his differential association theory, Edwin Sutherland argued that criminal behaviour is *learned behaviour*. Discuss his major propositions regarding how an individual comes to internalise the values of criminal behaviour **(30 Marks)**.
4. Explain the major categories of crime in criminology. Mention two types crime from each category and explain them with practical examples from the Zambian context **(30 Marks)**.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCE**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2009 ACADEMIC YEAR**  
**FIRST SEMESTER FINAL EXAMINATION**

**COURSE: S961 - RURAL SOCIOLOGY**

**INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN  
SECTION ONE AND ONLY THREE  
QUESTIONS IN SECTION B**

**TIME: THREE HOURS**

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**SECTION A**

1. Briefly discuss the difference between the rural and urban people?
2. State briefly the role of social change in rural areas?
3. Why is culture important to any a nation?
4. State briefly why rural sociology is an applied science?
5. Briefly discuss the concept of social process?

**SECTION B**

1. Examine and discuss whether Zambia has a peasantry class in rural areas.
2. What is modernization? Does it impede or foster rural and national development? Discuss.
3. More people in most countries live in rural areas. True or false. Discuss
4. Discuss the main characteristics of rural sociology
5. Discuss the consequences of rural-urban migration on both the source and destination areas. Use the Zambian experience.
6. Discuss factors that contribute to social change in rural areas.
7. Is it true that a study of rural sociology is not complete without looking at culture? Discuss.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCE**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2009 ACADEMIC YEAR**  
**FIRST SEMESTER FINAL EXAMINATION**

**COURSE: S951 – SOCIOLOGY OF ORGANIZATION IN  
THEORY**

**INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN  
SECTION ONE AND ONLY TWO QUESTIONS  
IN SECTION B AND ONE QUESTION IN  
SECTION C**

**TIME: THREE HOURS**

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**SECTION A**

1. Briefly discuss the mission and culture of an organization?
2. State briefly the role of formal organizations?
3. What is nature and functions of organizations?
4. State briefly why Sociology of organizations is an applied science?
5. Briefly mention what the contingency approach to management is based on?

**SECTION B**

1. The Human Relations School developed as a reaction to Classical Organization theory. Demonstrate the similarities and differences of the two schools of thought.
2. With reference to any African Civil Service that you are familiar with, critically discuss the alleged dysfunction of bureaucracy.
3. Assess the validity of the claims of the Universal school of management.
4. Critically assess the assertion that formal organizations in Africa are mere organizations and not institutions. Give practical examples where necessary.
5. Justify the significance of Herbert A. Simon's bounded rationality and satisficing in organization theory.
6. Discuss the different types of organization you know and illustrate this by giving examples in Zambia.

## SECTION C

1. Mr. Kapelwa Pandamano was soon to be given the responsibility of his work group. He was a little apprehensive at the prospect of being “the boss” to the people he had worked with side by side for four years. Some of the workers were much older than he was and had considerable experience than him. Nonetheless, Pandamano’s boss recommended him for the position because he thought had good management potential to do the job. Pandamano discussed this with his wife and laid down all the fears that he had. She pointed out that he was an effective boy scout troop leader, Head boy at his school and currently as an elder at Church, she thought that being a supervisor would probably involve the same kind of organization abilities. Pandamano was not sure. Some fellows he worked with could be pretty rough at times, and they were not beyond giving him a hard time just to see how he would handle it. He decided that the best approach for him to follow would be not to throw his weight around, but just act pretty much the same as he always had. However, when something happened that required him to get people to work together he would act as a leader. At that time he would get the fellows to do what was necessary, either by friendly persuasion or, if that did not work, by telling them directly to do – giving them orders and making sure they do the job as required.

### Question

Assessing the effectiveness of Pandamano’s approach and what kind or organization theories would he be applying here?

2. Amanita oil company has one or two cleaners in each department who clean around the machines and also take care of the offices, washrooms and other rooms. The cleaning job has the lowest status of any job in the plant, although the pay is fairly good because the plant has found it difficult to get enough cleaners. There are thirty cleaners in all. They report to the foreman of the departments in which they work, but the foremen are very dissatisfied with most of them. A common complaint is that as soon as a man knows what is expected of him and learns to do it right he quits. Moreover, the cleaners are frequently absent and come late.

Elton Mayo and Fredrick W. Taylor are engaged as Consultants to work on this problem. They work independently and each makes a separate report with recommendations.

Question

What do you think their recommendations would be like? Identify and discuss any new problems that acceptance of each of the solution might cause? What would be your recommendations?

END EXAMINATION

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2009 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**S 921: THEORETICAL APPROACHES TO SOCIOLOGY OF DEVELOPMENT**

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2)  
QUESTIONS FROM THE FOLLOWING.

TIME: THREE (3) HOURS

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1. Social capital is a form of asset like any other type of capital. However, one major downside of social capital is that it can be used in ways that can hinder rather than promote economic development in society. Discuss this statement with practical examples from the Zambian context (**40 Marks**).
2. (i) Define the concept of development in all its manifestations (**15 Marks**).  
(ii) Write brief notes on all of the following concepts (**15 Marks**)
  - (a) Standard of living and quality of life
  - (b) Immanuel Wallerstein
  - (c) Davis – Moore thesis
  - (d) Political economy
  - (e) W. W. Rostow
3. Some scholars argue that term globalisation should in fact be called triadisation (***an economic network and trade of three blocks: that is USA, Europe and the Far East Asia***). With practical examples, discuss this argument in line with the current process of globalisation. To what extent do you agree with this argument? (**30 Marks**)
4. “Development seeks to improve the welfare of people living in conditions of economic and social poverty.” Two interesting theories are usually used to examine development in the world, particularly in the global south. Which one is better, modernisation or dependency theory in explaining the process of development in the global south? (**30 Marks**)
5. Explain what is meant by good governance from the political sociology point of view. What is the role of political culture in society in as far as good governance is concerned? (**30 Marks**)

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS  
**S 985: DEVT. PROJECTS AND PROGRAMS IN DEVELOPING COUNTRIES**

**INSTRUCTIONS:** ANSWER QUESTION ONE AND ANY OTHER TWO  
QUESTIONS FROM THE FOLLOWING.

**TIME:** THREE (3) HOURS

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1. Assume that you are a project manager working for an International NGO dealing in health issues among adolescents in Zambia. You have been tasked to address the problem of *poor access among adolescents to reproductive health care in Zambia*. With the help of a problem tree conduct a problem analysis of the problem that has been identified and derive 5 effective objectives and their respective indicators **(40 Marks)**.
  2. (i) With the help of a diagram, state the main stages on the project cycle and explain in detail what is involved at each stage **(15 Marks)**.  
  
(ii) Write brief notes on all of the following concepts **(15 Marks)**
    - (a) Normative needs
    - (b) Counterfactual
    - (c) Objectively verifiable indicators (OVIs)
    - (d) Stakeholder Analysis
    - (e) "If-then" causality
  3. What is meant by a log frame? With the help of a diagram and any practical example outline and explain the components that constitute a log frame. What is meant by "*the 'if – Then' test*"? Why is it important in the log frame? **(30 Marks)**
  4. Explain in detail the process of project evaluation by taking into consideration the following items: (i) Prototypes of evaluation (ii) Types of evaluation (iii) Categories of evaluation. State differences between project monitoring; project review; and project evaluation **(30 Marks)**
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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2009 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

SS 241:

RESEARCH METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

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SECTION A

ANSWER ALL QUESTIONS

1. Which form of reasoning is the process of drawing a specific conclusion from a set of premises?
  - a) Rationalism
  - b) Deductive reasoning
  - c) Inductive reasoning
  - d) Probabilistic
  
2. Research that is done to examine the findings of someone else using the "same variables but different people" is which of the following?
  - a) Exploration
  - b) Hypothesis
  - c) Replication
  - d) Empiricism
  
3. Which of the following is not a form of nonrandom sampling?
  - a) Snowball sampling
  - b) Convenience sampling
  - c) Quota sampling
  - d) Purposive sampling
  - e) They are all forms of nonrandom sampling
  
4. Which of the following best describes quantitative research?
  - a) The collection of nonnumeric data

- b) Research involving the use of statistics
  - c) Research that is exploratory
5. A condition or characteristic that can take on different values or categories is called \_\_\_\_\_.
- a) A constant
  - b) A variable
  - c) A cause-and-effect relationship
  - d) A descriptive relationship
6. A variable that is presumed to cause a change in another variable is called a(n):
- a) Categorical variable
  - b) Dependent variable
  - c) Independent variable
  - d) Intervening variable
7. Sources of researchable problems can include:
- a) Researchers' own experiences as educators
  - b) Practical issues that require solutions
  - c) Theory and past research
  - d) All of the above
8. A review of the literature prior to formulating research questions allows the researcher to do which of the following?
- a) To become familiar with prior research on the phenomenon of interest
  - b) To identify potential methodological problems in the research area
  - c) To develop a list of pertinent problems relative to the phenomenon of interest
  - d) All of the above
9. The feasibility of a research study should be considered in light of:
- a) Cost and time required to conduct the study
  - b) Skills required of the researcher
  - c) Potential ethical concerns
  - d) All of the above
10. What is the opposite of a variable?
- a) Constant
  - b) An extraneous variable
  - c) A dependent variable
  - d) A data set
11. An ordinal scale is used to rank order people, objects, or characteristics.
- a) True
  - b) False
12. Which scale is the simplest form of measurement?

- a) Nominal
  - b) Ordinal
  - c) Interval
  - d) Ratio
13. Which of the following terms best describes data that were originally collected at an earlier time by a different person for a different purpose?
- a) Primary data
  - b) Secondary data
  - c) Experimental data
  - d) Field notes
14. 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
15. The researcher has secretly placed him or herself (as a member) in the group that is being studied. This researcher may be which of the following?
- a) A complete participant
  - b) An observer-as-participant
  - c) A participant-as-observer
  - d) None of the above
16. Which of the following can best be described as a nominal variable?
- a) Age
  - b) Annual income
  - c) Grades point average
  - d) Religion
17. Which of the following sampling techniques is an equal probability selection method in which every individual in the population has an equal chance of being selected?
- a) Simple random sampling
  - b) Systematic sampling
  - c) Proportionate stratified sampling
  - d) Cluster sampling
  - e) All of the above are give an equal chance of selection.
18. Mr. Banda is giving a breakdown of the characteristics of the students who participated in a research on drug abuse at CBU. Which of the following methods does he appear to be using?

- a) Prediction
  - b) Description
  - c) Explanation
  - d) Exploration
19. In a research on drug abuse among students at NORTEC, a researcher selects 100 students randomly from a population of 1,500. After collecting and analyzing the data, he concludes, without controlling for all other potential rival explanations, that the socioeconomic status of a student is the main factor responsible for the increase in drug abuse. This study has:
- a) External validity
  - b) Internal validity
  - c) Both external and internal validity
  - d) No external and internal validity
20. In which of the following nonrandom sampling techniques does the researcher ask the research participants to identify other potential research participants?
- a) Snowball
  - b) Convenience
  - c) Purposive
  - d) Quota

## SECTION B

### ANSWER ALL QUESTIONS IN THIS SECTION

1. Briefly explain what you understand by the following:
- a) Research
  - b) Pure research
  - c) Applied research
2. Briefly explain what you understand by these terms:
- a) Sampling fraction
  - b) Sampling interval
  - c) Blank foreign element
  - d) Incomplete frame
3. Given below are data on UNZA students, you are required to do the following:
- a) Select a sample of a sample of 100, the criteria for stratification being sex and social class using proportionate stratified sampling.

	<b>Sex</b>
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Social class	Male	Female
Low	400	200
Middle	300	500
Upper	500	100

4. Briefly, in a sentence or two, answer the questions below:
- a) Define a hypothesis.
  - b) Give the characteristics of what constitutes a good hypothesis.
  - c) 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
5. Briefly, without examples in one sentence only, describe what these terms related to research design mean:
- a) Manipulation
  - b) Control
  - c) Comparison
6. In one or two sentences only, explain one significant way in which probability sampling is superior to non-probability sampling.
7. Briefly, in a sentence only, describe the following methods of data collection:
- a) Primary methods
  - b) Secondary methods
8. In framing questions for research, certain pitfalls that have to be avoided. Identify the pitfalls in the questions below:
- a) You don't think the government is fighting inflation strongly, don't you?
  - b) Do you watch cinemas and play video games in your spare time?
  - c) Are you of the view that diminishing returns in agriculture account for the exponential decline in Zambia's gross national product?
  - d) Are you in support of the gross abuse of human rights by the current regime?
  - e) Do you participate in sports because you are a fit?
  - f) Is your father an alcoholic?
9. Briefly, without any examples, your understanding of the three aspects of questionnaire editing.

10. Indicate which of the following statements reflect popular modes of knowledge and/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 or a hunch.
  - 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.
- 

### **SECTION C**

#### **ANSWER ANY TWO QUESTIONS.**

1. Answer the following questions briefly:

- a) In carrying out research, what measures would you take to ensure that your research findings are valid?
- b) Describe the problems you are likely to encounter.
- c) How would you deal with the problems encountered in such a situation

2. Answer the following questions briefly:

- a) Describe the link between measurement and the question are.
- b) Describe in the correct sequence, the stages in questionnaire construction.

5. Answer the following questions as briefly as possible:

- a) Give three conditions that are necessary for a problem to be worthy of investigation.
  - b) Give four important reasons for undertaking literature review
  - c) Give the criteria for prioritizing a research problem.
- 

**END OF EXAMINATION**



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

UNIVERSITY EXAMINATIONS  
END OF FIRST SEMESTER 2009/2010 EXAMINATIONS

SS915: HUMAN DEVELOPMENT

TIME: THREE HOURS

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**INSTRUCTIONS:**

1. There are THREE sections. Section One is COMPULSORY.
2. Chose ONE question from Section TWO and ONE question from Section THREE

**SECTION ONE**

There are TEN questions in this Section. Answer ALL of them.

1. Write BRIEF answers to each of the following TEN questions;
  - (i) Briefly define Human Development
  - (ii) State briefly why GDP is not an adequate measure of Human Development
  - (iii) Mention at least four forms of Liberalism
  - (iv) State briefly how Liberalism is related to the concept of Human Development
  - (v) Give at least three reasons why according to radical scholars, developing nations cannot achieve human development in their present social economic state
  - (vi) Mention at least Four of Nussbaum's Capabilities
  - (vii) Briefly explain how concepts of Empowerment and exclusion are related to Human Development
  - (viii) Briefly state the differences between Gender and Sex Roles
  - (ix) Briefly state why Gender concerns ought to be an integral part of modern development thinking
  - (x) Mention at least four Millennium Development Goals.

## **SECTION TWO**

There are four questions in this section. Select ONE and write an ESSAY on it

2. Present the structural features of developing countries and show how such features affect their ability to achieve Human Development.
3. Define Economic Globalisation and discuss its effects on the attainment of Human Development in Developing Nations
4. Give a detailed definition of the Capability Approach and comment on its effectiveness in achieving Human Development.
5. Give a detailed definition of the Basic Needs Approach and comment on its effectiveness in achieving Human Development

## **SECTION THREE**

There are four questions in this section. Select ONE and write an ESSAY on it.

6. Explain what is meant by Good Governance and discuss the relationship between Good Governance and Human Development
7. Give the various dimensions of Human Rights and discuss how human rights in general are related to Human Development
8. Present and explain the Millennium Development Goals and give some of the major problems developing nations are facing in achieving these goals by the year 2015.

**END OF EXAMINATIONS**

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

First Semester Examination

SW 231: Introduction to Interpersonal Social Work Practice Methods

Please answer only **three questions** out of the six below.

Time: Three Hours

**Question 1:** (Compulsory)

With a paragraph or two, please explain the following:

- i A Social Casework process
- ii A dysfunctional Social Relationship
- iii Problems in Living
- iv A Social Work Agency
- v A Case Record

**Question 2:**

Adequately define Social Case work Process.

A person who comes to a social work agency for assistance must be undergoing some personal problems.

Explain what are 'problems in living' and how these affect individuals in life.

**Question 3:**

The roles of both client and caseworker are critical in a social casework treatment process.

Please compare and contrast these different roles.

**Question 4:**

The elements of the casework process, while they may be stated with relative simplicity, are in reality matters of considerable complexity.

Analyze the above statement and argue for either its validity or its fallacy.

**Question 5:**

Define a "group", and explain major factors that influence the formation of the following types of groups:

A natural group

A recreational group

A socialization group

A therapeutic group

**Question 6:**

The Family unit provides physical and emotional support for its members and shape their identity.

Explain the above statement, and describe some of the problems a family may encounter in its day-to-day relationships.



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009/2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**SW 321: SOCIAL RESEARCH METHODS**

**THURSDAY, 19/11/2009**

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A AND ONE QUESTION  
FROM SECTIONS B AND C**

**DURATION: THREE HOURS, 14:00-17:00 Hrs**

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**SECTION A**

1. Most evaluations have a number of stakeholders, ranging from consumers to experts in the area, including service providers and managers. Clearly outline the six (6) step process for involving stakeholders in an evaluation study. **(30 marks)**
2. Human research ethics rest on three (3) basic principles that are considered the foundation of all regulations or guidelines governing research ethics. Outline and clearly explain these principles by citing examples of your choice. **(20 marks)**

**SECTION B**

3. For the process to qualify as a research process it should be able to possess certain characteristics. Critically discuss five (5) of these and cite practical example where necessary. **(30 marks)**
4. Write short notes on all the following:

- I. Non-maleficence
- II. Exploratory research
- III. Snowball sampling
- IV. Hawthorn effect
- V. Collective administration **(30 marks)**

### **SECTION C**

5. The selection between the interview schedule and a questionnaire should be based upon three (3) paramount issues. Discuss. **(20 marks)**
  
6. List and discuss four (4) ethical issues concerning research participants. **(20 marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2009/2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION**

**TIME:** THREE (3) HOURS.

**INSTRUCTIONS:** ANSWER ANY FOUR QUESTIONS.

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1. "The rational-empirical and normative re-educative strategies emphasise experience-based learning as an ingredient of all changes in human systems." Discuss.
2. "Not only do external (objective) and internal (subjective) aspects of the problem co-exist, but either one may be the cause of the other" Discuss this statement citing relevant examples from your SW 363 fieldwork experience.
3. Identify any four differences between the Perlman and Hollis models.
4. Discuss Perlman's view that the policies, procedures, range and flexibility of programmes of social agencies are affected in many ways by their sources of support. Use relevant examples to support your discussion.
5. Rationalise, using specific examples, the assertion that a theory like psychoanalysis can be used to explain and predict human behaviour.

**END OF EXAMINATION**

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THE UNIVERSITY OF ZAMBIA

FIRST SEMESTER EXAMINATIONS- NOVEMBER 2009

SW 411: SOCIAL PLANNING

TIME ALLOWED: THREE HOURS

INSTRUCTIONS:

1. Read and understand the programme description given in the **situation** before you proceed to answering the examination questions.
  2. All questions from Section I are compulsory. Attempt all of them.
  3. Answer only two (2) questions from Section II.
- 

**SITUATION:**

The European Commission (EC) has given Zambia a grant to implement the **Market Orientated Rural Enterprise (MORE) in Western Province**. This project will target a total of 2,500 households directly (1,500 households in Kaoma and 1,000 households in Senanga district). With each household having an average family size of six people; 15,000 people will benefit from the project. At least half the direct project beneficiaries will be women. The project will work with 'less poor' households that are less constrained by land and labour. Typically these households targeted will depend on agriculture as their main livelihood activity but also undertake off-farm activities in order to generate income. Such activities include honey and wax production, timber processing, carpentry, production of crafts and small-scale trading (groceries, second-hand clothes etc.).

The overall objective of MORE Project is to improve the livelihoods of 2,500 households or 15,000 people in Kaoma and Senanga Districts, Western Province of Zambia through increased incomes and improved food security. The specific objective is to increase household income diversification through profitable and sustainable agricultural and off-farm ventures for 2,500 small-scale farming households. The expected results are:

- Increased better quality production from a wider range of agricultural and off-farm activities.
- Improved access to and understanding of local, regional, national and export markets by households/groups, communities.
- Increased knowledge and skills in small scale farming households, groups and communities to engage in profitable market-oriented activities
- Greater capacity and coordination of institutions and service providers to support smallholder producers to develop successful agriculture and off-farm activities on a sustainable basis
- Efficient and effective project management

**SECTION I- COMPULSORY. (50 MARKS)**

1. Using Paul Davidoff and Thomas Reiner's three classes of planning objectives as your analytical framework, demonstrate which aspects of the project best demonstrates each of the three planning objective. (30 marks)
2. Identify and explain the objective elements (purpose) of social planning in the above project. (20 marks)

**SECTION II: ANSWER TWO QUESTIONS ONLY. (50 MARKS)**

3. How would you ensure that the characteristics of planning are embodied in the planning and implementation of the MORE Project described above? (25 marks)
4. Provide succinct responses to the following:
  - (a) Explain the significance of planning values (3 marks).
  - (b) Explain the three-way relationship between values and facts (12 marks)
  - (c) Outline Diana Conyers' five steps of the planning process and explain three implications of this conception of planning. (15 marks)
5. Use the above project to illustrate Neil Gilbert and Harry Specht's dimensions of professional planning. (25 marks)
6. We cannot separate planning from implementation without increasing the risk of failure. Discuss (25 marks)

**END OF EXAMINATION**