

THE UNIVERSITY OF ZAMBIA SCHOOL OF HUMANITIES

2007 SECOND SEMESTER

1. D211- INTRODUCTION TO DRAMA
2. D212- INTRODUCTION TO THEATRE
3. D311- TRADITIONAL AFRIVAN DRAMA
4. DE112- INTRODUCTION TO SOCIAL, ECONOMIC AND DEMOGRAPHIC STATISTICS
5. DE212- INTRODUCTION TO POPULATION THEORIES
6. DE312- COMPONENTS OF POPULATION CHANGE
7. DE322- INTRODUCTION TO DEMOGRAPHIC ANALYSIS
8. DE412- ADVANCED METHODS OF EVALUATION, ADJUSTMENTS AND ESTIMATION
9. DE902- POPULATION POLICY AND PRIGRAMMES
10. DE915- REPRODUCTIVE HEALTH
11. DS201- THEORIES OF SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES
12. DS201- THEORIES OF SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES
13. DS202- POLITICAL ECONOMY OF DEVELOPMENT
14. DS401- TECHNOLOGY AND DEVELOPMENT 1
15. DS915- CIVIL SOCIETY AND DEVELOPMENT
16. DS925- ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES
17. E212- THE STRUCTURE OF MODERN ENGLISH 11; MORPHOLOGY AND SYNTAX

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18. E222- 19 AND 20 CENTURY ENGLISH LITERATURE
19. E222- 19 AND 20 CENTURY ENGLISH LITERATURE
20. EC222- MATHEMATICS FOR ECONOMICS 11
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EC322- INTRODUCTION TO ECONOMETRICS AND APPLIED STATISTICS
22. EC355- ADVANCED MACROECONOMIC THEORY
23. EC445- ENVIRONMENTAL ECONOMICS
24. EC935- AGRICULTURAL ECONOMICS
25. EC955- HEALTH ECONOMICS
26. MC222- MEDIA AND SOCIETY
27. MC225- INTRODUCTION TO TELEVISION PRODUCTION
28. MC352- COMMUNICATION FOR DEVELOPMENT
29. MC412- MEDIA MANAGEMENT 11
30. MC902- ADVERTISING PRACTICE
31. MC912- PUBLIC RELATIONS PRACTICE
32. PA125- INTRODUCTION TO PUBLIC ADMINISTRATION
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34. PA202- COMPARATIVE ADMINISTRATION
35. PA442- PROJECT EVALUATION
36. PL115- INTRODUCTION TO POLITICAL SCIENCE
37. PL312- UTILITARIANISM AND CONTEMPORARY LIBERALISM
38. PS102- INTRODUCTION TO PSYCHOLOGY 11
39. PS242- PSYCHOLOGY OF ADOLESCENCE
40. PS312- THEORIES OF PERSONALITY
41. PS312- THEORIES OF PERSONALITY
42. PS322- COGNITIVE DEVELOPMENT AND CULTURE 11
43. PS342- TESTS AND MEASUREMENTS

44. PS472- COUNSELLING PRACTICE AND APPLICATIONS
45. PS952- PSYCHOPATHOLOGY
46. S112- INTRODUCTION TO SOCIOLOGY
47. S212- CONTEMPORARY SOCIOLOGICAL THEORIES
48. S322- SOCIOLOGY OF CONTEMPORARY SOCIAL PROBLEMS
49. S912- REFUGEES AND SUSTAINABLE LIVELIHOODS
50. S925- INTRODUCTION TO CRIMINOLOGY
51. S932- FACTORS OF SOCIAL CHANGE
52. S975- MEDICAL SOCIOLOGY
53. S995- SOCIAL IMPACT ASSESSMENT



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

D211 - INTRODUCTION TO DRAMA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTIONS IN SECTIONS A AND B

NO TEXTS ALLOWED APART FROM A DICTIONARY

SECTION A: This section carries 40 marks

1. Briefly explain the difference between the following:
 - (i) Balance of forces and conflict (4)
 - (ii) Catharsis and anagnorisis (4)
 - (iii) Peripeteia and climax (4)
 - (iv) Rising action and falling action (4)
 - (v) Parody and comedy (4)

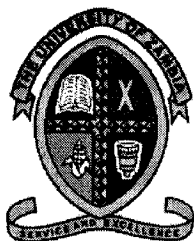
2. Explain the following terms by relating them to any of the three texts studied in the course.
 - (i) Inciting incident (5)
 - (ii) Dramatic irony (5)
 - (iii) Resolution (5)
 - (iv) Point of attack (5)

SECTION B:

Answer question 1 **and** any other TWO questions. Each of the questions carries 20 marks.

1. Macbeth and Oedipus are both tragic heroes. Compare and contrast the factors leading to their downfall.
2. Relate the title 'The Lion and the Jewel' to events in Soyinka's play. Demonstrate how the relationship between the 'lion' and the 'jewel' contributes to the conflicts in the play.
3. Lady Macbeth is the main cause of Macbeth's downfall. Do you agree or disagree. Elaborate.
4. Suppose you were a judge presiding over Oedipus' case of parricide and incest. Would you declare him guilty or not guilty on the two counts? Give reasons.
5. Explain Lakunle's understanding of 'civilisation'. Show how his understanding of civilisation contributes to his failure to marry Sidi.
6. Demonstrate how the Elizabethan concepts of Nature and Order affect the behaviour of characters in the play?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007/8 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

D212 – INTRODUCTION TO THEATRE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTIONS IN SECTIONS A AND B

TEXTS ARE ALLOWED INTO THE EXAM ROOM

SECTION A: This section carries 40 marks

1. Briefly explain the difference between the following terms:
 - (i) Stage craft and stage directions (3)
 - (ii) The 'inside out' and 'outside in' approaches to acting. (3)
 - (iii) Popular theatre and mainstream theatre (3)
 - (iv) Theatre of the oppressed and theatre for development. (5)
 - (v) Psychodrama and playback theatre. (3)
 - (vi) Stage manager and costume manager. (3)
 - (vii) Intercultural and intracultural adaptations. (4)
 - (viii) Upstage and downstage. (3)
 - (ix) Backstage and centre stage. (2)

2. Briefly explain each of the following:
 - (i) Role of the set designer (1)
 - (ii) Ensemble acting (1)
 - (iii) Naturalistic production (1)
 - (iv) Blocking (2)
 - (v) Director's licence (2)
 - (vi) Stageability of a play (2)
 - (vii) Suspension of disbelief (2)

SECTION B: This section carries 60 marks

Answer Question 1 AND any other two questions. Question 1 carries 30 marks, the rest carry 15 marks each.

1. Discuss the dichotomy of appearance and reality in *A Doll's House* and *The Trials of Brother Jero*.
2. Compare and contrast 'female rebellion' in *Lysistrata* and *A Doll's House*.
3. 'Nora is not a true heroine because she abandons her family to pursue selfish interests.' Do you agree or disagree with this statement? Give textual reasons for your answer.
4. With reference to the text of *The Trials of Brother Jero*, discuss the various ways in which hypocrisy manifests itself in the life of Jero.
5. '...never must we allow ourselves to be overcome by women.' These words are spoken by the Commissioner in *Lysistrata*. Discuss the statement in the context of what eventually happens in the conflict between men and women in the play.
6. Is Jero's fear of the 'curse of the old prophet' justified? Discuss with specific reference to events in the text.

- END OF EXAMINATION -



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

D311 - TRADITIONAL AFRICAN DRAMA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTIONS IN SECTIONS A AND B

NO TEXTS ALLOWED APART FROM A DICTIONARY

SECTION A: This section carries 30 marks. Each question carries 3 marks.

Explain each of the following terms, giving examples:

- (i) Call-and-response structure
- (ii) Narrative drama
- (iii) Communal authorship
- (iv) Ritual drama
- (v) Children's play songs
- (vi) Epic saga
- (vii) Social function of African traditional drama
- (viii) African dance as therapy
- (ix) Earth-centredness of African dance
- (x) Masquerade

SECTION B: This section carries 70 marks.

Answer question 1 and any other two. Question 1 carries 30 marks while the others carry 20 marks each.

1. Compare and contrast the characteristics of the African art forms of dance and storytelling.

2. Compare and contrast the history and main events of the Zambian ceremonies of 'Likumbi Iya Mize' and 'Umutomboko'.
3. Explain the significance of masks and the graveyard in traditional African drama. Give examples.
4. Give an example of a narrative that has both etiological and moralistic features. Write a brief summary of it and demonstrate how it is both etiological and moralistic with specific reference to the story.
5. Giving examples from the stories you know, demonstrate the qualities of Kalulu that qualify him to be classified as a trickster hero.

END OF EXAMINATION

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

2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

**DE 112: INTRODUCTION TO SOCIAL, ECONOMIC AND DEMOGRAPHIC
STATISTICS**

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS.

Q1 The Zambia 1990 Census of Population, Housing and Agriculture revealed that the Copperbelt Province had the largest population (1,427,545) compared with other regions. Data for this region are presented in the table below:

Age	Population	Age	Population	Age	Population	Age	Population	Age	Population
00	47,694	18	42,115	36	14,902	54	5,368	72	1,110
01	42,341	19	31,254	37	11,579	55	5,347	73	326
02	42,761	20	38,331	38	15,290	56	3,875	74	405
03	43,249	21	31,216	39	8,922	57	2,928	75	548
04	44,315	22	32,518	40	13,760	58	4,945	76	1,048
05	42,785	23	23,502	41	10,422	59	2,749	77	207
06	43,834	24	24,136	42	12,526	60	5,241	78	394
07	42,204	25	24,231	43	10,008	61	2,157	79	260
08	45,431	26	28,946	44	7,351	62	2,722	80	556
09	41,148	27	19,920	45	10,958	63	1,605	81	192
10	45,418	28	22,399	46	6,755	64	1,612	82	163
11	37,715	29	15,422	47	6,200	65	2,155	83	74
12	42,487	30	24,989	48	10,561	66	1,624	84	92
13	37,799	31	15,180	49	5,292	67	938	85+	830
14	41,267	32	20,522	50	9,237	68	1,736	N/St	1,578
15	41,301	33	14,972	51	5,570	69	1,368	-	-
16	40,587	34	15,248	52	6,419	70	2,380	-	-
17	37,031	35	15,801	53	4,412	71	779	-	-

†Not stated

Using information from the table above, perform the following tasks:

- (a) Redistribute the population whose age was unknown. [10 marks]
- (b) Use Whipple' index to determine digit preference and comment on your result.
(Tip: $WI = \frac{P_{25}+P_{30}+\dots+P_n}{P_{23}+P_{24}+\dots+P_{62}}$). [10 marks]
- (c) Recode your data into five-year age categories and smoothen your data in order to overcome the problem of digit preference. (Tip: $S_0 = 1/4(\mu_{-1}+2\mu_0+\mu_1)$). [10 marks]

(d) Use a population pyramid to present your results in (c) and comment on your results. [10 marks]

Q2(a) Mrs. Mulenga is Programme Manager of the Matantala Orphans and Vulnerable Children (OVC) Project in Mazabuka District. Among the various activities, the programme also focuses on condom distribution and HIV/AIDS related education among workers at Kangila Farm in order to reduce HIV prevalence in the area. Mrs. Mulenga had many objectives and used various types of indicators to monitor and evaluate the performance of the project. Using information in the table below, identify the type of indicator by ticking in the appropriate box per programme component.

Program result/component	Type of indicator				
	Input	Process	Output	Outcome	Impact
Number of condoms distributed					
Decrease in HIV morbidity & mortality					
Increased access to condoms					
Decrease in STI cases seen at local clinic					
Increased demand for condoms					
Distribution of educational materials on condoms					
Condoms					
Funding from CDC's Global AIDS Program					
Increased knowledge of HIV prophylaxis					
Health centre staff					

[15 marks]

(b) During the project cycle, Mrs. Mulenga hires you as a consultant and has certain questions for you to clarify. What would be your response to the following [her] questions:

- (i) Compare and contrast a statistic and an indicator? [2 marks]
- (ii) How would you determine the targets for this project? [3 marks]

(iii) What does it entail to have SMART indicators? [10 marks]

Q3(a) One Dr. Chichy of the African Social Research Institute conducted a study on the determinants of infants' intelligence quotient (IQ) and found that there was a relationship between the number of times an infant cries per week with its IQ. This study was conducted on 10 infants and the results are in the table below:

Number of times infant cried	Intelligence Quotient
10	87
12	97
9	103
16	106
18	109
15	114
12	119
20	132
16	136
33	159

Use the above information to perform the following tasks:

- (i) Plot these results on an appropriate graph. [4 marks]
 - (ii) Using linear regression, determine the gradient of the straight line and the y-intercept. [4 marks]
 - (iii) Interpret your results in (ii). [4 marks]
 - (iv) What would be the IQ score for an infant who cries once a week? [4 marks]
 - (v) Determine the modal number(s) of crying per week. [4 marks]
- (b) Define the following concepts:
- (i) Population pyramid [2 marks]
 - (ii) Proportion [2 marks]
 - (iv) Ordinal scale [2 marks]
 - (v) Ratio [2 marks]
 - (vi) Census [2 marks]

END OF EXAMINATION

SECTION B (ANSWER ANY TWO QUESTIONS)

3. a, With the aid of a diagram, briefly describe the Demographic transition theory, showing all the stages of the process. (20)
- b, Explain factors behind the onset of demographic transition of a society? (10)
4. a, Outline Davis and Blake's "intermediate variables" of fertility. (17)
- b, List the Bongaarts' proximate determinants and explain the terms. (13)
5. a, Explain the key issues in the Intergenerational wealth flows theory as expounded by Caldwell. (20)
- b, Briefly describe the Easterlin's synthesis of fertility. (10)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2008/2009 ACADEMIC YEAR SECOND SEMESTER

DE 312: COMPONENTS OF POPULATION CHANGE

TIME: THREE HOURS

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

SECTION A (COMPULSORY, 20 marks)

Q1. Define the following concepts:

- i) Human trafficking
- ii) Population momentum
- iii) Child mortality
- iv) Live birth

SECTION B (COMPULSORY, 40 marks)

Q2. Briefly explain the following:

- i) Built in population momentum and high fertility
- ii) The least effort hypothesis
- iii) The social component of fertility
- iv) Factors affecting accuracy of mortality data

SECTION C (ANSWER ANY 2 (TWO) QUESTIONS, 40 marks)

Q3. Explain the likely factors behind varying fertility levels of any two populations in the world.

Q4. Discuss the theoretical causes and consequences of migration

Q5. As a policy maker under the Ministry of Health in Zambia, what policies would you put in place to reduce infant and child mortality and morbidity levels further.

Q6. Using Zambia as an example, critically analyze Ravenstein's laws of Migration.

END OF EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2007/8 ACADEMIC YEAR
SECOND SEMESTER FINAL EXAMINATIONS**

DE 322: INTRODUCTION TO DEMOGRAPHIC ANALYSIS

TIME: 3 HOURS

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

SECTION A (70 MARKS) – ANSWER ALL QUESTIONS

1.

Table 1 A.1

AGE	CALENDAR TIME (YEARS)						
	1960-64	1965-69	1970-74	1975-79	1980-84	1985-89	1990-94
15-19	0.04	0.049	0.045	0.03	0.03	0.031	0.033
20-24	0.175	165	0.13	0.095	0.095	0.094	0.088
25-29	0.183	164	0.135	0.127	0.127	0.125	0.12
30-34	0.105	0.9	0.067	0.075	0.075	0.084	0.087
35-39	0.049	0.04	0.025	0.024	0.024	0.03	0.033
40-44	0.015	0.01	0.007	0.005	0.005	0.005	0.006
45-49	0	0	0	0	0	0	0

Table 1 A.1 gives age specific fertility rate for Luapula and Northern Provinces. Use the data to answer the following questions:

- a. Calculate the period Total Fertility Rate for each of the five-year periods between 1960-64 and 1990-94
- b. Use these data to estimate cohort total fertility rates for women born during the following periods: 1943-47, 1948-52 and 1953-57. State any assumptions you are making.
- c. Calculate the proportion of all births which take place to women aged under 30 years for each of the five-year periods between 1960-64 and 1990-94
- d. What do the results tell you about the interpretation of period and cohort total fertility rates?

2 (a) You are given data in Table 1 A.2, find

- a. The TFR
- b. The GRR
- c. The NRR

Table 1 A.2

AGE GROUP	MID-YEAR FEMALE POPULATION	NUMBER OF LIVE BIRTHS		PROBABILITY OF SURVIVAL
		MALE	FEMALE	
10-15	870050	109	101	0.99043
15-20	939600	11090	10362	0.98897
20-25	1121895	47503	45412	0.98691
25-30	1176520	73542	70021	0.98486
30-35	1101880	41587	39844	0.9824
35-40	1015120	11607	10812	0.97907
40-45	803785	1313	1225	0.97381
45-50	655915	42	44	0.96496

2 (b) The following information in Table 1 A.2 (a) is given for a certain species of cat, calculate:

- a. The GRR
- b. The NRR

Table 1 A.2 (a)

AGE LAST BIRTHDAY	ASFR	PROBABILITY OF SURVIVAL
0	0	0.85
1	2	0.665
2	3	0.567
3	1.5	0.358
4	0	0.101

3. The abridged life table in Table 1 A.3 refer to the female population of Chiefs Mapanza and Nalubamba's area in 1980-82. They are based on an assumed 100,000 births, and have been abridged from a full life table, which used information by single years of age.

Table 1 A.3

EXACT AGE	ACTUAL SURVIVORS TO AGE (X)	WOMEN YEARS LIVED ABOVE EXACT AGE (X), T_x
0	100,000	7700187
1	99016	7601014
10	98746	6711410
20	98497	5725004
30	98105	4741877
40	97346	3764073

Using these data, calculate:

- a. The probability that a woman aged exactly 20 years will survive until her 40th birthday
- b. The IMR, (q_0)
- c. The life expectation at birth and at exact age 1 year
- d. The probability that a girl who survives until her first birthday will die between her 10th and 20th birthdays
- e. The expected age at death of those who die between their 20th and 30th birthdays
- f. The expected age at death of those who die when they are aged under 1 year
- g. What do the results of (e) and (f) tell about the validity of assuming that deaths are evenly distributed across each group?

4. Table 1 A.4 shows the female population of Kamanga and Chibolya classified by marital status in various years, and the number of live births classified by marital status in the same years. Use these data to calculate the general legitimate and illegitimate fertility rates for the years in question.

Table 1 A.4

YEAR	MID YEAR FEMALE POPULATION AGED 16-44 (000)			BIRTHS (000)	
	NEVER MARRIED	MARRIED	WIDOWED/ DIVORCED	TOTAL	TO MARRIED WOMEN
1971	2434	6419	200	783.2	717.5
1981	3196	6235	523	634.5	553.5
1991	4093	5780	829	699.2	487.9

SECTION B (30 MARKS) – ANSWER ONLY ONE QUESTION

5. Data in Tables 1 B.5 and 1 B.6 were taken from the DHS in Jordan, a predominantly Islamic Country. Use them to estimate C_i , C_c and C_m in the Bongaarts – Potter Model of the proximate determinants of fertility, and hence estimate the TMFR, TN and TF. Note that the average length of post-partum infecundability in Jordan, according to the DHS data is about eight months.

Table 1 B.5

AGE GROUP	ASMFR	PROPORTION OF WOMEN CURRENTLY MARRIED
15-19	0.471	0.104
20-24	0.492	0.445
25-29	0.416	0.712
30-34	0.307	0.86
35-39	0.211	0.893
40-44	0.087	0.908
45-49	0.022	0.883

Table 1 B.6

METHOD (m)	Um	em
Pill	0.05	0.9
Female Sterilization	0.06	1
Intra-Uterine Device	0.15	0.95
Periodic Abstinence	0.04	0.8
Other modern methods	0.01	0.9
Other traditional methods	0.08	0.7

6. Someone proposes calculating an infant mortality rate using the number of births in a given calendar year t in the denominator and the average number of deaths of persons aged under 1 year in the two calendar years t and $t+1$ in the numerator, arguing that this would better reflect the mortality experience of this birth cohort than the conventional method of calculating an *m-type* infant mortality rate.
- Use a Lexis Chart to illustrate the rationale behind this argument
 - Why might the suggestion not work as well in practice as in theory?
 - Suggest a modification to the proposal, which should lead to an infant mortality rate that better reflects the experience of the births occurring in year t .

END OF EXAMINATION

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- Use a Lexis Chart to illustrate the rationale behind this argument
 - Why might the suggestion not work as well in practice as in theory?
 - Suggest a modification to the proposal, which should lead to an infant mortality rate that better reflects the experience of the births occurring in year t .

END OF EXAMINATION

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

2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

DE 412: ADVANCED METHODS OF EVALUATION, ADJUSTMENT AND ESTIMATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

Q1 The table below contains information about the population of Mporokoso District in 2005. Use the information below to answer the subsequent questions:

Age group	Population		Survival ratio	Average # of women (2005-2010)	Annual ASFR per 1000	Annual births
	Male	Female				
0-4	9,892	9,669	.940			
5-9	6,685	6,544	.975			
10-14	5,668	5,569	.981			
15-19	4,887	4,960	.978		146	
20-24	3,952	4,168	.974		274	
25-29	2,799	3,058	.970		263	
30-34	2,325	2,493	.966		240	
35-39	2,083	2,057	.961		191	
40-44	1,716	1,564	.956		90	
45-49	1,189	1,102	.947		29	
50-54	934	1,013	.931			
55-59	698	870	.903			
60-64	670	751	.857			
65-69	566	497	.786			
70-74	440	365	.688			
75-79	267	211	.428			
80+	290	195				

- (a) Project the population of Mporokoso District to the year 2010. [9 marks]
- (b) Calculate the average number of women in each reproductive age group. [9 marks]
- (c) Estimate the number of annual births per woman in each reproductive age group. [9 marks]

- (d) What will be the size of the under-five population for Mporokoso District at midnight of 31st December 2010 given that the survival ratio of .881 applies among the newly born? **[9 marks]**
- (e) Calculate the expected population size of Mporokoso District by 31st December 2010? **[9 marks]**
- (f) Assuming that the population of Mporokoso District will be stable by 2010, what will be its intrinsic rate of growth? **[Note: $b = r + 1/e$] [9 marks]**

Q2(a) According to Lotka, a stable population can be represented by the following equation: $\int_0^{\infty} e^{-rx}f(x)p(x)dx=1$. Lotka's stable population is also known as the Malthusian population because Malthus dealt with a constantly increasing population. Briefly discuss the four properties of Lotka's stable population model. **[8 marks]**

- (b) Discuss the uses and limitations of the stable population model. **[7 marks]**
- (c) What distinguishes a stationary population from a stable population? **[7 marks]**
- (d) Using the stable population model, the age structure of some female population was observed to vary with change in the gross reproduction rate as long as mortality remained constant. The observation was follows:

Scenario 1: GRR = 1.0; $P_{<15}$ = 17.8%; P_{60+} = 23.2%

Scenario 2: GRR = 3.5; $P_{<15}$ = 48.2%; P_{60+} = 3.9%

- (i) Using the above information, what would be the proportion of the population aged below 15 years if each woman had an average of two (2) daughters by menopause? **[4 marks]**
- (ii) What does your result in (i) entail about the effect of fertility on the age structure? **[4 marks]**

- Q3(a) How does a projection differ from a forecast? **[5 marks]**
- (b) Using appropriate examples, discuss any four uses of population forecasts. **[10 marks]**
- (c) Using appropriate pyramids, discuss the three models of population structure. **[10 marks]**

END OF EXAMINATION



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2007/2008 ACADEMIC YEAR

SECOND SEMESTER FINAL EXAMINATION

DE 902: POPULATION POLICY AND PROGRAMMES

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT QUESTION 1 AND ANY OTHER TWO
QUESTIONS

1. Recently (January, 2008) Zambia launched the Revised National Population Policy (NPP) in the which emerging issues such as gender, Reproductive Health (including HIV and AIDS), rapid urbanisation and brain-drain have to be addressed and resolved within the framework of an explicit, comprehensive and multi-sectoral population policy. Prescribe:
 - (i) How the revised policy was formulated;
 - (ii) Mechanisms for the implementation of the policy; and
 - (iii) The envisaged roles of international organisations.
 2. During the recent meeting on Africa Union, the Republican President, Levy Patrick Mwanawasa, SC, tasked you to write his speech to address the delegates on Law, Human Rights and Socio-economic Development. Provide the speech for marking.
 3. Is Zambia having Population influencing or Population Responsive Policies?
 4. Perceptions of Population Problems and Failure to Formulate comprehensive Policies and not so much the failure to effectively implement proposed programmes has exacerbated population-related problems. Discuss this view with relevant examples from Africa.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007/2008 ACADEMIC YEAR SECOND SEMESTER

DE 915: REPRODUCTIVE HEALTH

TIME: THREE HOURS

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

SECTION A (COMPULSORY, 20 MARKS)

Q1. Define the following concepts:

- i) Live birth
- ii) Unmet need for Family planning
- iii) Maternal Morbidity
- iv) Young people

SECTION B (COMPULSORY, 30 MARKS)

Q2. Explain the following:

- i) The importance of male involvement in family planning in Africa
- ii) The difference between Indirect causes and non-obstetric causes of maternal deaths
- iii) The difference between a sexual right and a reproductive right

SECTION C (COMPULSORY, 5 MARKS)

Q2. Identify the following acronyms:

- i) NGO
- ii) AIDS
- iii) VD
- iv) FP
- v) HIV

SECTION D (ANSWER ANY TWO QUESTIONS, 50 MARKS)

- Q1. Discuss the factors that may affect the safety that Sai F.T. and Nassim J. mentioned in their definition of Reproductive health in a developing country like Zambia
- Q2. Discuss how the Zambian government is ensuring the Reproductive Health of its citizens
- Q3. Citing examples, discuss the how Information Education and Communication can be used in the achievement of Reproductive health among adolescents in Zambia
- Q4. Every year, more than half a million women between 15 and 49 years die as a result of complications arising from pregnancy and child birth. Identify and discuss:
- a) The main direct and indirect causes of these deaths
 - b) The international initiative aimed at reducing maternal mortality in the regions most affected

END OF EXAMINATION

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

UNIVERSITY EXAMINATIONS

END OF SEMESTER 2007 EXAMINATIONS

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

Time: 3 Hours

INSTRUCTIONS:

This paper is divided into THREE sections. Section ONE is COMPULSORY. Answer only ONE question from section TWO, and only ONE question from section THREE.

SECTION ONE

There are TEN questions in this section. Answer ALL of them.

1. Give BRIEF answers to each of the following questions. Present your answers in outline form. As much as possible avoid giving unnecessary details.
 - (i) Give at least two reasons why, according to liberals and two reasons why according to radical scholars, Developing nations are not developing at a desirable pace.
 - (ii) State the fundamental Difference between Neo Marxists and Classical Marxists with regard to the analysis of the role of Imperialism in Developing Nations.
 - (iii) Define neo Colonialism according to Achie Mafeje and briefly state why Kwame Nkrumah called it the last stage of Imperialism.
 - (iv) Define a Social Formation and briefly explain the Law of Correspondence between the Mode of production and the Superstructure.
 - (v) Define the concept of class according to (a) Marx Weber and according to (b) Karl Marx and Frederick Engels. Briefly state also how according to Marx and Engels Class struggle is responsible for the development of productive forces in Human Society.
 - (vi) Give at least three reasons for Imperialism according to Liberal Scholars and three reasons for Imperialism according to radical Scholars.

- (vii) Explain the role of the State in human Society according to Marxist Scholars and contrast this view with that of liberal Scholars.
- (viii) Define Nationalism and give at least three reasons why according to Dr. Peter Matoka's Lecture, Africans in the then Northern Rhodesia decided to fight for the liberation of their country from British colonial rule.
- (ix) What according to radical view are classes that influence the post colonial state in Africa? Mention where these classes are and the interest they have in the post colonial societies.
- (x) Define the concept of relative autonomy as it applies to the post Colonial State in Africa. Briefly state also its necessity in post colonial societies.

SECTION TWO

Chose only one question from this section and write an Essay on it.

- 2. Describe pre colonial social formations in Africa and explain how they became distorted by long distance trade with Europe, the Atlantic Slave Trade, Colonialism, Neo Colonialism and Finally Globalisation.
- 3. What does the Christian Religion say is responsible for the failure of development in countries that fail to develop and what solutions does this religion provide? In your own assessment is the Christian approach valid? Give good reasons for your answer.
- 4. What do liberal scholars say is the reason behind present economic problems developing nations face? Is there view a correct analysis of the objective reality in developing nations? Give good reasons for your answer.

SECTION THREE

Chose only one question from this section and write an Essay on it.

- 5. Explain Liberal Democracy in Classical Marxian terms and state the specific role it plays in the capitalist society. Also explain in detail how liberal democracy performs this role. In your answer, give examples from any county of your choice.
- 6. Are Developing nations that were under direct colonial rule truly liberated today? Answer this question in relation to current international economic trends such as economic liberalism and globalisation.
- 7. Describe in detail the type of economic crisis Developing countries are facing today and identify root causes of this crisis.

END OF EXAM



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

DIRECTORATE OF DISTANCE EDUCATION

UNIVERSITY EXAMINATIONS

END OF 2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

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

Time: Three hours.

INSTRUCTIONS

This examination paper has THREE SECTIONS. Section ONE has FIVE brief answer questions. Answer ALL of them. Section TWO and THREE contain essay type questions. Answer only ONE question from section TWO and only ONE question from section THREE.

SECTION ONE

There are FIVE questions in this section. Answer ALL of them.

1. Write BRIEF answers to each of the following questions
 - (i) “I dreamed I was a fly. My worry now is that I do not know whether I am actually a fly dreaming I am a man.” What view of reality does this quotation represent? Mention also the other views of reality it is opposed to.
 - (ii) Briefly Explain the Structural Functionalist Approach to social Change. How does this view explain development problems in human society?
 - (iii) Define a Social Formation and mention a Social formation that is said to have been absent in Africa prior to the continent’s contact with Europe.
 - (iv) Define Underdevelopment according to the Radical perspective and mention at least four factors that are responsible for Underdevelopment in Africa from ancient times to the present.
 - (v) Define Nationalism and mention at least four reasons why Africans found it necessary to fight for their Independence.

SECTION TWO

There are THREE questions in this section. Select ONE ONLY and write an Essay on it.

2. Define Imperialism according to (a) Liberal Scholars and (b) Radical Scholars. Discuss also the benefits and costs imperialism has had and continues to have on the development of African countries.
3. Define the State according to the radical perspective and show by using examples how the state in Africa is said to serve the interests of the foreign capitalists.
4. Define the concept of articulation of modes of production and explain the distortions of the of the African pre colonial Social formations through this concept.

SECTION THREE

There are THREE questions in this section. Select ONE ONLY and write an Essay on it.

5. Define liberal Democracy. Giving examples from any country or group of countries of your choice, show how liberal democracy is used to maintain the capitalist relations of production
6. Define Colonialism and show how and why African countries were differently incorporated in the world capitalist economy.
7. What are Social Classes according to the Radical View? Show also the relevance of Class and Class struggle to the understanding of the development of Human Society from lower stages to higher stages. Do so by describing how societies through class struggle are able to move from one stage to another.

END OF EXAMINATIONS.



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

DIRECTORATE OF DISTANCE EDUCATION

UNIVERSITY EXAMINATIONS

2007 END OF SECOND SEMESTER EXAMINATION

POLITICAL ECONOMY OF DEVELOPMENT: DS 202

TIME: THREE (3) HOURS

INSTRUCTIONS

- You are required to answer three (3) questions
 - Question one (1) in section A is compulsory
 - Choose the rest of the questions from section B
-

SECTION A

1. Raul Prebisch's analysis of the deterioration of the terms of trade deals both with the demand and supply conditions of the commodity markets. On the supply side, it is argued that the capitalist economic system evolves in a cyclical fashion and that there is a differential impact of the world economic cycles between the center and periphery. Clearly articulate the behavioral aspects of the cycles while explaining the differential impact.

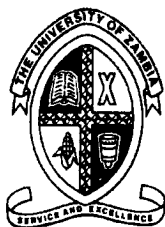
SECTION B

2. Identify and discuss the recommendations made by the Structuralist/Neo-Structuralist approaches to overcome Third World poverty. How practicable are these recommendations?
3. The crisis of development in Developing Countries has been conditioned by two different sets of factors (i.e. internal and external factors). Clearly identify and

discuss the both sets of factors causing development crisis in Sub-Saharan Africa. Which set of factors do you think is more responsible for the crisis and why?

4. Zambia has been one of the major recipients of foreign aid. Give your opinion about the impact of aid on Zambia, given that two-thirds of the country's population is still wallowing in poverty. In your opinion, is aid desirable for the development process?
5. Clearly identify and discuss the major elements of the IMF and World Bank Structural Adjustment Programmes (SAPs) whilst identifying the positive and negative aspects of each element.
6. Is democracy a necessary condition for economic development? Give examples to illustrate your answer.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF DEVELOPMENT STUDIES

2007 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

DS 401: TECHNOLOGY AND DEVELOPMENT I

TIME: 3 HOURS

INSTRUCTIONS:

There are **FOUR** questions in this paper. Pick **ANY THREE** questions of your choice and write brief essays on them.

1. In the context of technology choice, you have two decision-makers (a government official and an Executive of a private MNC) desiring to import technology from a developed country. Advise these decision-makers on the challenges they are likely to face and how their selection mechanisms are likely to differ and why?
2. Discuss three main aspects in which developed country technologies are bound to be out of touch with less developed countries' needs and conditions. How can less developed countries ensure that the technologies they use are appropriate for their needs and conditions?
3. Technical assistance has been flowing from the developed countries to the less developed countries of Africa since the early 1960s. In spite of this, not much progress has been achieved in science and technology development in most less developed countries. Critically discuss the concept of technical cooperation and its role in the transfer of scientific and technological innovations from developed to the less developed countries.
4. Dependence has been cited as a major hindrance to indigenous scientific and technological development in most less developed countries. To what extent do you agree? Recommend the most effective options out of dependence for a country like Zambia.

END OF EXAMINATION



UNIVERSITY OF ZAMBIA

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY EXAMINATIONS
SEMESTER II 2007/8**

CIVIL SOCIETY AND DEVELOPMENT: DS 915

Instructions

Answer any three (3) questions. All questions carry equal marks.

Duration: 3 hours.

1. '[W]hile any aid programme will experience a level of waste and corruption, funds sent straight to the field, often in relatively small amounts via NGOs are far more likely to be better spent than those flowing into treasuries of countries...'
Critically analyse the statement above.
2. One of the ideological basis for civil society is empowerment. However, it is argued that true empowerment is supposed to come from within or among affected people themselves. Discuss some of the factors that would justify civil society intervention in poor peoples' lives.
3. In Zambia, a weak legal framework stand among most cited problems affecting civil society effectiveness. However, recent attempts by government to introduce an NGO bill received a lot of apprehension. Discuss some of the reasons why the Zambian government was so keen to pass the NGO bill and why there was a lot of resistance on the part of civil society.
4. Basing on what you have known about civil society, how convincing is the argument that civil society should stand wholly apart from the state?
5. Among popular explanations of success of social movements has been the "resource mobilization" perspective. Clearly explain with examples how this helps the rise of social movements? In your examples, be specific about what resources contribute to what mobilization.
6. In a workshop in Kamanga, Mundia, a civil society activist stood up to make a contribution concerning the plight of the people in the area but before she could say anything, Honourable Tafule, the area Member of Parliament quickly raised a concern over Mundia's legitimacy to speak on behalf of the people, and a quarrel arose. As someone who understands what civil society is, what advice would you give to Tefule?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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

2nd Semester Examinations 2007/2008

Course: DS 955 – Environment and Development in Developing Countries

Duration: Three (3) Hours

Instructions: Answer any three (3) questions from the 7 questions listed below. All questions carry equal marks.

1. Critically analyze the link between poverty and environmental degradation in Developing countries and propose measures to promote poverty reduction and environmental protection.
2. "African's rapid drive towards industrialization poses serious danger to the environment." Critically analyze this statement.
3. Describe and discuss the different types of property rights regimes common in developing countries and analyze the challenges of environmental protection associated with each one of them.
4. Discuss the rationale behind Community Based Natural Resources Management (CBNRMs) and explain the challenges that promoters of this approach have to overcome in order to successfully conserve natural resources.
5. Briefly outline the key stages involved in carrying out an Environmental Impact Assessment (EIA) and explain the rationale for using this tool in promoting economic development.
6. Describe and discuss the evolution of environment policy and legislation in Zambia.
7. The link between population and environment has been a contentions one. Compare and contrast the "Limits to Growth" model and the "Boserup Model" in your opinion, which of the two models offers greater explanatory power regarding the relationship between population and environment?

END OF EXAM

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
2007/2008 SECOND SEMESTER FINAL EXAMINATIONS

E 212: THE STRUCTURE OF MODERN ENGLISH II:
MORPHOLOGY AND SYNTAX

TIME: THREE HOURS

INSTRUCTIONS: Answer both Section A and Section B as required. The sections carry equal marks.

SECTION A: MORPHOLOGY

Attempt TWO questions from this Section

1. Making reference to the list of words below, discuss the following morphological terms.

- (a) Base
- (b) Stem
- (c) Root
- (d) Morph
- (e) Allomorph
- (f) Inflection
- (g) Derivation
- (h) Word
- (i) Word form
- (j) Lexeme

The words: clearly, creation, mangoes, interrupt, wording, linguistics, summarise, intimidation, shipment, uprisings, elections, sheep, computers, docks, admiring, admirables, infrastructure

2. The following words contain affix(es). In each case identify the affix(es) and state the type.

e.g. "forewarned": Fore- (prefix of time), -ed (inflectional suffix)

- (a) misjudge
- (b) unfair
- (c) unilateral
- (d) insane

- (e) antichrist
- (f) materialistic
- (g) youngsters
- (h) autopilot
- (i) boyhood
- (j) autopilot

3. Discuss in detail the following morphological processes. You need to define each concept, identify its types and/or sub-types and give relevant examples.

- (a) Conversion
- (b) Compounding
- (c) Back formation

SECTION B: SYNTAX

Attempt TWO questions from this section

4. Discuss clearly the notions of Tense and Aspect in English and show clearly the relationship between them. Give relevant examples.

5. With relevant examples, discuss the following:

- (a) Function units in a clause
- (b) Function units in a phrase.
- (c) Functions of the Noun phrase

6. Present a detailed discussion of the nature, types and functions of **EITHER** the verb or the adjective in English.

END OF TEST



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

2007/08 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E222: 19TH AND 20TH CENTURY ENGLISH LITERATURE

INSTRUCTIONS: Answer **ONE** question from each section. Section A is compulsory. Dictionaries and prescribed texts are allowed into the examination hall.

SECTION A (Compulsory Question)

1. "Humanity has eternally been bewildered by the splendour of Nature – therefore the pantheism that is associated with the romantic period can be said to be universal and perpetual." Discuss the statement with reference to a romantic poet you have studied.

SECTION B:

2. ***EITHER***
Discuss elements of "Frost at Midnight" that show that indeed S.T. Coleridge believed in the power of fancy and creative imagination for his poetic composition.

OR

"Frost at Midnight" is the poet's retreat into the inner self showing a very exact and vividly realized observation of his surroundings. Discuss.

3. ***EITHER***

"Tintern Abbey is a poem of reflection and recollection" Discuss.

OR

Discuss the major elements of Wordsworth's poetry.

SECTION C

4. ***EITHER***

“To a certain extent the novel Silas Marner depicts the converging of forces of redemption.”

OR

How pivotal are the roles played by the following characters in the novel Silas Marner:

- (a) The Cass brothers
- (b) William Dane
- (c) Nancy Lameeter

5. ***EITHER***

Discuss briefly the Biblical overtones of the following characters

- (a) Moby Dick
- (b) Captain Ahab
- (c) Ishmael
- (d) Elijah

OR

Discuss briefly how the quest for Moby Dick maybe equated to the quest for the Grail.

6. ***EITHER***

Heredity and environment play an important role in growth of a character. “Great Expectations” by Charles Dickens shows the growth of Pip’s character. Discuss.

OR

“Great Expectations” depicts women of negative traits, discuss the character of :

- (a) Miss Havisham
- (b) Estella.

END OF EXAM



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007/8 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

E222 – 19TH AND 20TH CENTURY ENGLISH LITERATURE

(DISTANCE)

TIME: THREE HOURS

TEXTS ARE ALLOWED INTO THE EXAM ROOM

SECTION A: This section carries 40 marks

Make a comparative analysis of the two Romantic poems below in terms of:

(i) Topic (ii) Context (iii) Themes (iv) Style and technique

If Thou Must Love Me, Let it be for Nought

Elizabeth Barrett Browning

If thou must love me, let it be for nought
Except for love's sake only. Do not say
"I love her for her smile her look her way
Of speaking gently, for a trick of thought
That falls in well with mine, and certes brought
A sense of ease on such a day"
For these things in themselves, Beloved, may
Be changed, or change for thee, and love, so wrought,
May be unwrought so. Neither love me for
Thine own dear pity's wiping my cheek dry,
A creature might forget to weep, who bore
Thy comfort long, and lose thy love thereby!
But love me for love's sake, that evermore
Thou may'st love on, through love's eternity

A Red Red Rose

Robert Burns

O my Love's like a red, red rose
That's newly sprung in June;
O my Love's like the melody
That's sweetly played in tune.

As fair art thou, my bonny lass,
So deep in love am I;
And I will love thee still, my dear,
Till all the seas run dry.

Till all the seas run dry, my dear,
And the rocks melt with the sun;
I will love thee still, my dear,
While the sands of life shall run.

And fare thee well, my only Love,
And fare thee well awhile!
And I will come again, my Love,
Though it were ten thousand mile.

SECTION B: This section carries 60 marks.

Answer **TWO** questions. Question 1 (which is **compulsory**) and one other of your choice. Question 1 carries 40 marks, the rest each carry 20 marks.

1. Compare and contrast the characters and experiences of Silas Marner and Pip.
2. Relate the concept of social mobility to the life and experiences of Pip.
3. Demonstrate how events in Charles Dickens' *Great Expectations* relate to the title of the novel.
4. With reference to the text, show how events transform the character of Silas Marner.
5. Discuss the theme of betrayal in *Silas Marner*.

- END OF EXAMINATION -

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

EC222: MATHEMATICS FOR ECONOMICS II

TIME: TWO HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS.

Question 1.

Define/state/explain the following:

- a) Mixed strategy;
- b) Diagonalization of a matrix;
- c) Positive semi-definite matrix;
- d) Semi-positive matrix;
- e) Perron-Frobenius Theorem;
- f) Completely decomposable technology;
- g) Adjustment coefficient in a market model.

Question 2.

An individual proposes to divide 60 hours between work, for which he is rewarded \$16 per hour, and leisure. His utility of earning \$W and taking l hours of leisure is:

$$U(W, l) = W^{3/4} l^{1/4}$$

How should he do so optimally?

Question 3.

a) Check the sign-definiteness of the following quadratic form:

$$Q = 2U^2 + 3V^2 - W^2 + 6UV - 8UW - 2VW$$

b) Find the general solution to the following differential equation:

$$dY/dt - Y = 2 + 4t$$

Question 4.

Due to large-scale mining activity on the Copperbelt, there are opportunities for small companies to do business by way of providing a variety of ancillary services to the large-scale mining companies. At any time, there are 10,000 small business companies that are actually engaged in business or are seeking to do business. From past data, we know that: the probability that a company that is doing business this year will remain in business next year is 0.8; and the probability that the company will lose its business next year is 0.2; the probability that a company that is seeking to do business this year will find business next year is 0.6; and the probability that it will not find business next year is 0.4. Find the equilibrium number of small companies that will be engaged in business with the large companies.

Question 5.

Consider the following cobweb model:

$$\begin{aligned}D(t) &= \alpha - \beta P(t) \\Q(t+1) &= \gamma + \delta P(t) \\ \alpha > 0; \beta > 0; \gamma > 0; \delta > 0.\end{aligned}$$

It is assumed that supply (Q) and demand (D) are in equilibrium.

- (a) Obtain the solution for the price.
- (b) Under what condition will the solution:
 - i. Converge to the equilibrium price?
 - ii. Diverge from the equilibrium price?
- (c) Draw graphs showing convergence and divergence.

Question 6.

Two companies A and B are promoting two competing products. Each product currently controls 50% of the market. Because of recent modifications in the two products, the two companies are now preparing to launch a new advertisement campaign. If no advertisement is made by either of the two companies, the present status of the market shares will remain unchanged. However, if either company launches a stronger campaign, the other company will certainly lose a proportional percentage of its customers. A survey of the market indicated that 50% of the potential customers can be reached through television, 30% through newspapers, and the remaining 20% through radio. The objective of each company is to select the appropriate advertising media.

- a) Formulate the problem as a two-person zero-sum game.
- b) Does the problem have a saddle point?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 312: CORPORATE FINANCE

TIME: TWO (2) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A AND ANY ONE (1) QUESTION FROM SECTION B.

SECTION A

Question 1

- a) The market value of a firm with USD 500,000 of debt is USD 1.7 million. The pre-tax interest rate on debt is 10% per year, and the tax rate is 34%. The company expects USD 306,000 of earnings before interest and taxes per year in perpetuity.
- i. Calculate the present value of the tax shield.
 - ii. What would the value of the firm be if it were financed entirely with equity?
 - iii. Assume that r_0 , the cost of capital for the all-equity firm is 13.2%. What does Modigliani-Miller Proposition II (Corporate Taxes) predict with respect to the required return on equity r_E and r_{WACC} for the levered company? Give a short explanation.
 - iv. Calculate r_E and r_{WACC} for the levered company. Are your results in line with MM-Proposition II (Corporate Taxes)?
- b) ABC is an unlevered firm with expected annual earnings before taxes of USD 30 million in perpetuity. The required return on the firm's unlevered equity, r_0 , is 18%, and the firm distributes all of its earnings as dividends at the end of each year. ABC has 1 million shares of common stock outstanding and is subject to a corporate tax rate of 34%. The firm is planning a recapitalisation under which it will issue USD 50 million of perpetual 10% debt and use the proceeds to buy back shares.
- i. Calculate the value of ABC before the recapitalisation plan is announced. What is the value of ABC's equity before the announcement? What is the price per share?
 - ii. Use the APV method to calculate the value of ABC after the recapitalisation plan is announced. What is the value of ABC's equity after the announcement? What is the price per share?
 - iii. How many shares will be repurchased? What is ABC's equity value after the repurchase has been completed? What is the price per share?
 - iv. Use the flow to equity method to calculate the value of ABC's equity after the recapitalisation.

Question 2.

a) The XYZ Company has a debt-to-equity ratio of $2/3$. The required return on the firm's unlevered equity is 16%, and the pretax cost of the firm's debt is 10%. Sales revenue for XYZ is expected to remain stable indefinitely at USD 19,740,000. Variable costs amount to 60% of sales. XYZ is taxed at a corporate tax rate of 40%. The firm distributes all its earnings as dividends at the end of each year.

- i. If XYZ were financed entirely by equity, how much would it be worth?
- ii. What is the required return on the firm's levered equity r_E ?
- iii. Use the WACC method to calculate the value of XYZ. What is the value of the firm's equity? What is the value of the firm's debt?
- iv. Use the FTE method to calculate the value of XYZ's equity.

b) A company is financed entirely by common stock and has a beta of 1.0. The stock has a price-earnings multiple of 10 and is priced to offer a 10% expected return. The company decides to repurchase half of the common stock and substitute an equal value of debt. Assume that the debt is risk-free and yields a 5% return. Give the beta of the stock after the refinancing, the beta of debt, and the beta of the company (stock and debt combined). Continue calculating the required return on the stock before and after refinancing, the required return on the debt and the required return on the company. Finally, assume that the earnings of the firm are expected to remain constant and calculate the percentage increase in earnings per share as well as the new price-earnings multiple.

SECTION B

Question 3

A company has EPS of USD 10 at the end of the first year, a dividend-payout ratio of 40%, a discount rate of 16%, and a ROE of 20%. Because the firm retains 60% of its earnings each year, it is selecting growth opportunities each year and earns the ROE on these investments in perpetuity. Calculate the price per share using a) the dividend-growth model and b) the NPVGO model. For the NPVGO model calculate first the NPV of a single growth opportunity, then the NPV of all growth opportunities and finally the value of the firm when acting as a cash cow. Use perpetuity and growing Perpetuity formulas.

Question 4

You are offered the following opportunity: Invest USD 100,000 today, and, depending on the state of the economy at the end of the year, you will receive USD 80,000 if the economy is slump, USD 110,000 if the economy is normal or USD 140,000 if the economy is booming. You expect the economy to perform normal and expect to achieve USD 110,000. Since the Payoffs are risky you are not sure what discount rate is appropriate. However, you have a look at the stock market and find a stock that currently trades at 95.65 and has an expected payoff of USD 110, given a normal economy, USD 80 if the economy is slump and USD 140 in a booming economy. Determine the opportunity cost of capital and calculate the NPV of your investment opportunity. Do you invest in the project? Suppose your banker is calling you and says: "You are a fine and safe customer. My bank will lend you the USD 100,000 that you need for the project at 8%." Are you investing now? Explain.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 322: INTRODUCTION TO ECONOMETRICS AND APPLIED STATISTICS

TIME: TWO HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO
QUESTIONS.

Question 1

Write brief notes on five of the following:

- Type I and Type II error;
- Stationarity;
- Methodology of econometrics;
- Hypothesis testing;
- Forecasting methods in econometrics;
- Local and global trends in time series analysis;
- Maximum likelihood Estimation and Ordinary Least Squares

Question 2

Suppose the variable Y is dependent on the variable X with the relationship
 $Y = X\beta + \mu$ where Y and μ are n dimensional column vectors and X is an $n \times k$ matrix.

- Explain, in principle, how one would derive the ordinary least squares (OLS) estimator of $\hat{\beta}$.
- Demonstrate that for this model the OLS estimator is $(X'X)^{-1}X'Y$
- Explain in general terms why OLS is an attractive estimation procedure if the disturbance term in the model satisfies the Gauss–Markov conditions. *Note:* Mathematical proofs of any assertions are not required and will not earn credit.
- Prove that $\hat{\beta}$ is unbiased
- Assuming that $E(\mu\mu') = \sigma^2 I$, show that the variance of $\hat{\beta}$ is give by $\sigma^2(X'X)^{-1}$.
- Briefly discuss two common pitfalls in regression analysis

Question 3.

A researcher regressed the natural logarithm of per capita consumption of chicken (Y) on natural logarithms of: disposable income (X_1), real retail price of chicken (X_2), real retail price of pork (X_3) and real retail price of beef (X_4) during the period 1987 to 2007. The results of the regression are shown in the table below:

Table 1: Regression Results

Explanatory Variable	Coefficient	Standard Error	P-value
Constant	2.1898	0.1557	0.0000
X_1	0.3426	0.0833	0.0003
X_2	-0.5046	0.1109	0.0001
X_3	0.1486	0.0997	0.0767
X_4	0.0911	0.1007	0.1878
$R^2 = 0.9823$	$\bar{R}^2 = 0.9784$		

- Use the information in the table to compute t-statistics for each of the coefficients including that of the constant.
- Interpret the meaning of each coefficient.
- Compute the F-statistic and hence test the hypothesis that $R^2=0$.
- Suppose the researcher had omitted X_4 what would be the properties of the OLS estimates.
- Distinguish between R^2 and \bar{R}^2
- Table 2 shows material losses (in kilograms) at a production plant during the period 2001-2008

Table 2: Material Losses in Kilograms

Period	2001	2002	2003	2004	2005	2006	2007	2008
Value	300	315	290	345	320	360	375	-

- Find the 3-period moving average for the years 2007 and 2008.
- Forecast values for 2007 and 2008 using exponential smoothing given that the smoothing coefficient $\alpha=0.2$ and the forecast for 2006 is 375kg.

Question 4

- (a) What is the meaning of error term in econometrics? What effects does it capture?
- (b) A study was carried out by an agricultural research institute to determine how maize yield depends on fertilizer. Due to budget constraints, only seven experimental observations were made as shown in Table 3 below:

Table 3: Fertilizer and Yield Observations

Fertilizer (Kg/acre)	Yield (bags/acre)
100	40
200	50
300	50
400	70
500	65
600	65
700	80

- (i) If the relationship between yield (Y) and fertilizer (X) is given by a linear function $Y = \beta_0 + \beta_1 X + e$, estimate the relationship between the two variables. Interpret your results
- (ii) Test the significance of the coefficients β_0 and β_1 at 5% level of significance given that standard errors of β_0 and β_1 are given by:

$$S(\hat{\beta}_0) = \sqrt{\sigma^2 \frac{\sum X^2}{n \sum x^2}} = \sqrt{35.65 \frac{\sum X^2}{n \sum x^2}} \text{ and}$$

$$S(\hat{\beta}_1) = \sqrt{\frac{\sigma^2}{\sum x^2}} = \sqrt{\frac{35.65}{\sum x^2}} \text{ respectively, where } x = X - \bar{X}.$$

- (iii) Forecast the level of yield assuming fertilizer was to be increased to 1000 kg/acre

Question 5

An economist obtains data on household annual expenditure on books, B, and annual household income, Y, for 100 Zambian households in 2006. He hypothesizes that B is related to Y and the average cognitive ability in adults in the household, IQ, by the relationship

$$\log B = \beta_1 + \beta_2 \log Y + \beta_3 IQ + \mu, \quad (\text{A})$$

where μ is a disturbance term that satisfies the Gauss-Markov conditions. He also considers the possibility that $\log B$ may be determined by $\log Y$ alone:

$$\log B = \beta_1 + \beta_2 \log Y + \mu \quad (\text{B})$$

He does not have data on IQ and decides to use average years of schooling of adults, S , as a proxy variable in the first specification. It may be assumed that both Y and S are nonstochastic. In the sample, the correlation between $\log Y$ and $\log S$ is 0.86. He performs the two regressions: (1) $\log B$ on both $\log Y$ and $\log S$, and (2) $\log B$ on $\log Y$. The results are shown in table 4 (standard errors in parentheses)

Table 4: Regression Estimates

	(1)	(2)
<i>Log Y</i>	1.10 (0.96)	2.10 (0.35)
<i>Log S</i>	0.59 (0.35)	-
<i>constant</i>	-0.689 (2.28)	-3.37 (0.89)
R^2	0.29	0.27

- Assuming that (A) is the correct specification, explain, with a mathematical proof, whether you would expect the coefficient of $\log Y$ to be greater in regression (2).
- Assuming that (A) is the correct specification, describe the various benefits from using $\log S$ as a proxy for $\log IQ$, as in regression (1), if $\log S$ is not a good proxy.
- Explain whether the low value of R^2 in regression (1) implies that $\log S$ is not a good proxy.
- Assuming that (A) is the correct specification, provide an explanation of why the coefficients of $\log Y$ and $\log S$ in regression (1) are not significantly different from zero, using two-tailed t tests.
- Discuss whether the researcher would be justified in using a one-tailed t test in regression (1).
- Assuming (B) is the correct specification, explain whether the standard errors in regression (1) are valid estimates.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

EC 355: ADVANCED MACROECONOMIC THEORY

TIME: TWO HOURS

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

SECTION A

Question 1

You are given equilibrium conditions for the labour market as follows:

Production function: $y = y(N, \bar{K})$

Labour market: $W = P \cdot f(N) = P^e \cdot g(N) = p(P) \cdot g(N)$

Where: y = output, t = tax, r = interest rate, N = labour, P = price, P^e = expected price, \bar{K} = capital.

Derive the graphical aggregate supply curves from the labour supply and demand functions based on the general Keynesian case and the classical case. Compare and contrast the effects of an increase in price. In your view which of the two cases represent the reality of the Zambian economy. (Note show the impact of price changes on real wages, nominal wages and employment)

Question 2

The Zambian economy is operating at less than full employment but enjoys internal and external balance despite pursuing highly liberal polices. You are informed that the international capital flows are more sensitive to interest rate changes while money demand is fairly insensitive to changes in interest rate. If government attempts to increase output using expansionary monetary policy, explain the changes that would occur in the economy.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

EC 355: ADVANCED MACROECONOMIC THEORY

TIME: TWO HOURS

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

SECTION A

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SECTION B

Question 3

- a. Explain the relative income hypothesis as postulated by Duesenberry and explain what is referred to as the ratchet effect
- b. What are the limitations or criticisms of the relative income hypothesis?

Question 4

Derive the Harrod-Domar model and explain why the warranted growth rate may not necessarily be the actual growth rate?

Question 5

Critically discuss the flexible accelerator theory of investment. What are the key determinants of investment in an economy?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 445: ENVIRONMENTAL ECONOMICS

TIME: TWO (2) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.

Question 1

Suppose you are observing a perfectly competitive, profit-maximizing firm that is discharging air emissions above and beyond the assimilative capacity of the environment:

- a) Show the market structure of the firm, including its operational level related to the assimilative capacity of the environment.
- b) Over time (i.e., in the long run) would the problem in (a) above automatically disappear (or self-correct) through the “*invisible arm of the economy*”? Please explain.
- c) To quickly address the problem in the short run, show how the government might apply a tax to eliminate the externality implied in (a) above.
- d) Clearly illustrate how much consumer surplus and producer surplus is lost when the tax (in (c) above) is imposed. What do these losses mean in economic terms?

Question 2

In environmental policy:

- a) Describe three (3) instruments for implementing *direct alteration* economic incentives (EIs), and for each instrument, show that it has to be supported by some form of Command and Control (CAC) arrangement.
- b) Describe two (2) instruments for implementing *indirect alteration* EIs, highlighting the practical difficulties of using each instrument to protect the environment or foster more investments into the environment.

Question 3

Suppose the Ministry of Tourism, Environment and Natural Resources wishes to levy a user charge on visitors to Kafue National Park and wished to find out the costs associated with their visits, as a starting point for setting the user charge. Describe a method that you would use to do this assessment for the Ministry and highlight five (5) weaknesses associated with applying the method in practice.

Question 4

In Cost-Benefit Analysis, consider the following:

- a) What is the rationale for discounting and what is meant by Net Present Value (NPV)?
- b) What is the discount factor and how is it determined (or set) in theory?
- c) Show that the Benefit-Cost Ratio and positive net present value criteria amount to the same thing.
- d) Illustrate that the Benefit-Cost Ratio and positive net present value criteria do not necessarily entail efficiency while the maximum net present value always entails efficiency.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

EC 935: AGRICULTURAL ECONOMICS

TIME: TWO HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2)
QUESTIONS.**

Question 1.

- a) Zambia, like other least developed countries (LDCs) is lagging behind in agricultural production and food security. What are the six (6) main causes and consequences of agricultural stagnation in Zambia? What role should the Zambian government play in food security?
- b) Zambia is the net importer of wheat. The government wants to achieve self sufficiency in wheat production. The Zambian wheat growers are complaining that they can not compete with imported wheat in the market and threaten that if government does not do anything, then wheat production in the agricultural sector is doomed. Government decides to promote and expand wheat production by imposing a tariff on imported wheat. Using partial equilibrium analysis, analyse the net welfare effect of such a policy, showing clearly its impact on the producer and consumers in the country.

Question 2.

- a) Briefly demonstrate the concept of total product relationships in peasant agriculture according to Mellor (1985).
- b) Derive the profit maximising output level for a competitive firm.
- c) Briefly explain efficiency according to Farrell (1957) and give the equation for overall economic efficiency.
- d) Briefly describe the chief sources of technological change in least developed countries (LDCs). What are the four (4) main consequences of farm mechanization in LDCs?
- e) Demonstrate the concept of duality in production economics.

Question 3.

Write short notes on the following

- a) The Slutsky equation and Slutsky symmetry.
- b) Homogeneity condition.
- c) Labour saving technology and neutral technology
- d) Becker's model
- e) The exchange efficiency and production efficiency criteria

Question 4.

- a) Distinguish between a monopolist and a monopsonist
- b) Briefly demonstrate how a marketing board achieves price discrimination.
- c) Explain how monopolies can be regulated.
- d) Demonstrate the concept of monopsony in the factor market and compare it to perfect competition.
- e) Analyse the minimum wage legislation within competitive and monopsonistic markets.

END OF FINAL EXAMINATION

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

**2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

EC 955: HEALTH ECONOMICS

TIME: TWO (2) HOURS

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTIONS A AND B
AND CHOOSE ONE (1) QUESTION FROM SECTION C.**

SECTION A

Question 1

Briefly discuss the relationship between Health and Development.

Question 2

- a) Explain how the Grossman model for health care differs from the standard economic model of individual consumer demand.
- b) Why might older people's health care expenditures increase in the Grossman model even though their desired health stock may be lower? From your experience, do you think the typical person becomes less healthy upon or shortly after retirement? What does the Grossman model predict?

SECTION B

Question 3

Compare and contrast Private and Public Insurance as health care financing mechanisms. Which one do you think is a superior method? Briefly justify your answer.

Question 4

- a) What was the rationale for Zambia's 1992 health reforms?

- b) Outline the key principles of Zambia's health policies and strategies for reforming the health sector.
- c) Do you think the reform effort has achieved its intended objectives?

SECTION C

Question 5

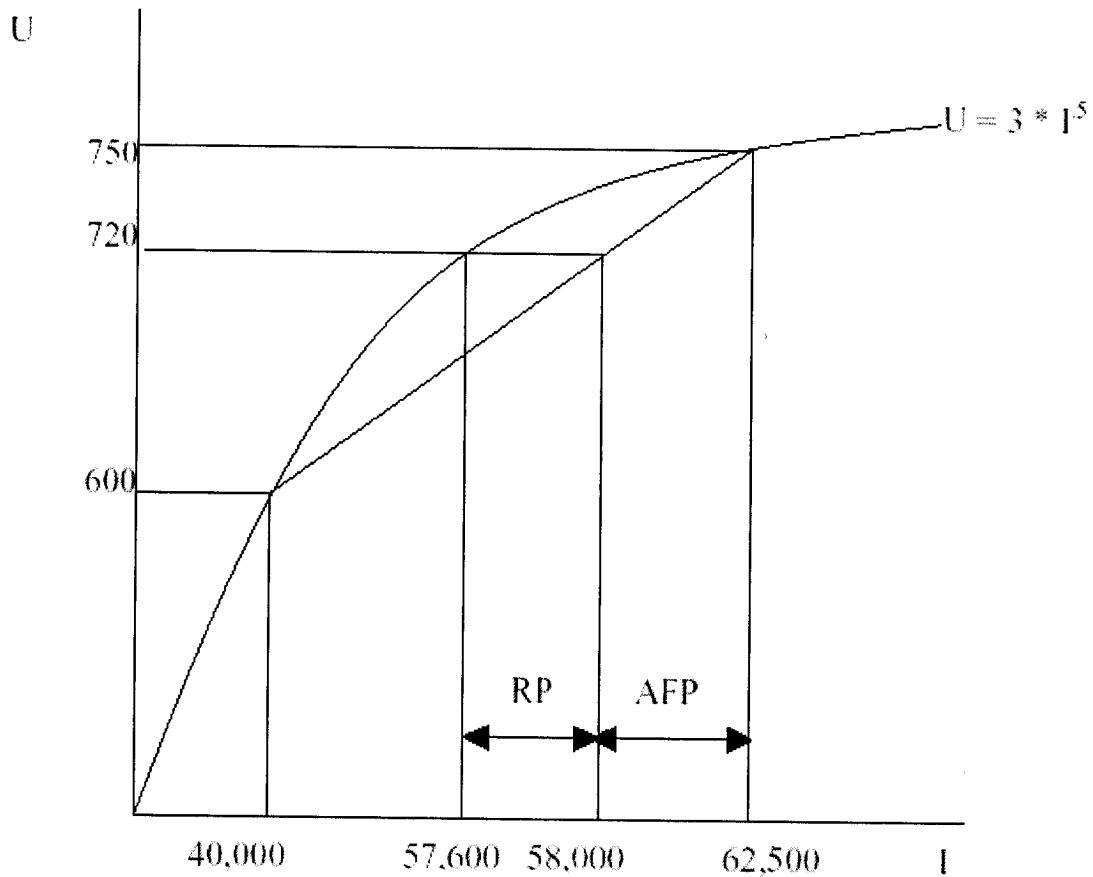
Consider Kara Hanson's paper: "AIDS: what does economics have to offer?"

- a) Briefly discuss the impact of HIV/AIDS on macroeconomic conditions in a typical developing country's health sector.
- b) Do you think the impact of HIV/AIDS on the health sector (as argued in the paper) is applicable to Zambia today? Briefly justify your answer.

Question 6

- a) Jane is considering buying health insurance. She has the following consumer characteristics: her utility function is described as, $U = 3 \cdot (I)^{1/2}$; her kwacha income is equivalent to \$62,500; she faces a 20% probability of suffering from chest infection as a result of inhaling some poisonous gas at her work place and her medical expenses for being treated for such infection would amount to \$23,000.

(The figure below shows her utility and expected utility graphs. The figure will help you answer the questions below but you must show your working or explanation clearly).



Where U = utility and I = sum insured

- . What do RP and AFP represent?
 - . What is her expected utility from her uninsured situation?
 - . What is the certainty level of income that would leave her as well off as facing the risk.
 - . Calculate the pure premium?
 - . Explain the intuition behind why Jane would be willing to pay a premium that is higher than her expected loss for insurance.
 - . If, instead, Jane was a “risk lover”, how would you expect her utility and expected utility graphs to be (use a graph to illustrate)
 - . What is the maximum premium Jane is willing to pay for the insurance?
- b) Explain the adverse selection problem (an example may help). Be sure to explain the primary cause of the problem and who is hurt by the problem.

Question 7

- a) Briefly describe how the principal-agent problem applies to health care.
- b) Does the fact that private doctors generally make a lot of money prove that they are acting as imperfect agents? Why or why not?
- c) In terms of economic incentives, who is more likely to prescribe excessive care: a physician paid by fee-for-service or one paid by capitation? Briefly defend your answer.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007 SECOND SEMESTER FINAL EXAMINATIONS

MC222: MEDIA AND SOCIETY

TIME: THREE HOURS

Instructions: There are two sections in this paper. Attempt all questions in section A, and only ten in section B.

Section A. Attempt all questions in this section.

1. Compare and contrast the structural research tradition with the social-cultural tradition.(20marks)
2. The media claim that they are special, as they are not like any other business or service industry. They claim that they are special because they contribute to the well being of society as a whole, especially in the political and cultural matters. Discuss. (10marks)
3. State the advantages of satellite television over cable television.(10marks)
4. During the recent post-election skirmishes in Kenya, authorities there banned television stations from broadcasting live the skirmishes. Discuss the advantages and disadvantages of the ban to the Kenyan society.(10marks)
5. Compare and contrast press freedom in the Second Republic of the Republic of Zambia with the press freedom in the Third Republic, giving relevant examples. (20marks)

Section B. Answer **ten (10)** questions only. Each question carries three (3) marks

6. Sometimes politicians use force and deception to make others agree to their point of view. What is it that they hope to achieve at the end of these kinds of actions?
7. Explain:
 - a. How occupational pressure groups influence media content?
 - b. Why do they fight to influence media content?
8. Why do the media have to be cautious when giving in to pressure groups?
9. Give two specific examples of contagion effect.
 - b. Explain how each qualifies as a contagion effect.
10. Why are the media said to impose on subordinate groups values of dominant classes?

11. Give only two features, which are known to precipitate panic reaction in society, as far as media content is concerned.
12. Explain how media logic works?
13. In present day television systems in Zambia, what is the equivalent of cable television? Give reasons to support your answer.
14. Why is uncontrolled commercialism in the media discouraged?
15. How does the downlink work?
16. What is the equivalent of a converter in the present day television systems in Zambia?
17. Explain the difference between scrambler and trap.

End of examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007 SECOND SEMESTER FINAL EXAMINATIONS**

MC225: INTRODUCTION TO TELEVISION PRODUCTION

TIME: THREE HOURS

Instructions: Answer all questions in section A and only eleven questions in section B.

Section A. Answer all questions in this section. Each question carries three (3) marks.

1. As a television performer, your audience is not the large heterogeneous audiences, but rather a single individual or small intimate group. Why?
2. As a performer, how would you indicate to the Director that you intend to stand or go to another demonstration area?
3. When shooting a TV show, film-style, over a period of several weeks, how should you carry yourself so that there is uniformity in your role?
4. Explain the role of a tele-prompter to television performers.
5. Explain a floor manager's cue, which means:
 - a. On time
 - b. Continue talking
6. State the difference between a picture dissolve and a picture fade-in/fade-out.
7. What is a music cadence?
 - b. How should music be treated in relation to the cadence?
8. Give two specific examples when music can be faded without observing the conventional way of fading.
9. Why is it important to observe the 180-degree line of vision in post production of TV programmes?
10. What is video editing?
11. Why is it important to give the audience long shots of a scene every so often?
12. Explain how the split page script, works in television production.
13. Explain the advantages of a camera that tilts and pans.
14. Why do cameramen have to press their elbows towards their bodies when shooting?
Give examples.
15. Explain how a cameraman presets his knees during a camera pan.

Section B. Attempt only 11 questions in this section. Each question carries Five (5) marks

16. Explain how you achieve continuity in post production
17. Explain the difference between nose room and lead room.

- b. Why are the two important in television shooting?
18. Why is observing the camera field of view important when shooting?
19. What is the importance of a background when shooting?
b. Explain how the field background of a reporter should be when shooting?
20. How does closure work in television?
21. Give at least two TV production support areas. Explain the role of each one of them.
22. Discuss the meaning of image control in television
23. Explain how TV directors use set properties and hand properties.
24. Explain your understanding of the role of a television floor manager.
25. Medium sized studios are usually more efficient than large studios. However, most television stations prefer large studios. Explain why?
26. As a television performer, why are you discouraged from screaming on top of your voice to millions of people out there, but are instead advised to talk intimately to an individual or small group of people.

End of examination

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2007 SECOND SEMESTER EXAMINATIONS
MC352
COMMUNICATION FOR DEVELOPMENT

DURATION: 3 HOURS

INSTRUCTIONS:

SECTION A: Answer all questions

SECTION B: Answer three questions only

Section A

Answer all questions

1. To what extent are international human rights instruments justiciable before the courts of law in Zambia?

(5 Marks)

2. Compare and contrast folkways and laws

(5 marks)

3. Human rights are absolute and inviolable. Is this statement true or false? Explain your answer.

(5 Marks)

4. Why are human rights considered to consist of negative and positive rights?

(5 Marks)

5. Explain the relationship between culture and development

(5 Marks)

6. What is the relationship between culture and media portrayal of women?

(5 Marks)

7. Compare and contrast kickbacks and petty corruption.

(5 Marks)

8. What is the relationship between human rights and AIDS?

(5 Marks)

Similar

Subsidiary

sign

9. ~~X~~ The term corruption is defined as 'abuse of a public office for personal gain'.
What are the shortcomings of such a definition?
(5 Marks)

SECTION B

Answer three questions only

- 10 ~~X~~ Discuss the challenges that can be faced in using 'new digital media' as technology in communication for development. How can they be overcome?
(20 Marks)
- 11 ~~X~~ Discuss the conditions favourable for corruption and how these have a socio and economic impact on the development of a country like Zambia.
(20 Marks)
- 12 ~~X~~ 'Gender equality is not attainable as it fails to recognise that equal treatment is not possible, as men and women have different life experiences'. Discuss
(20 Marks)
- 13 ~~X~~ Discuss the role of culture in the socio and economic development of a country like Zambia.
(20 Marks)

UNIVERSITY OF ZAMBIA FINAL EXAMINATIONS
SECOND SEMESTER OF 2007-2008 ACADEMIC YEAR
DEPARTMENT OF MASS COMMUNICATION

MC 412 MEDIA MANGEMENT 11
DATE: 29TH FEBRUARY 2008
TIME : 14 00 - 17:00
VENUE: SPORTS HALL

ANSWER ALL QUESTIONS IN SECTION ONE AND FOUR
QUESTIONS FROM SECTION TWO

Section one: 60 MARKS

1. Briefly discuss the following elements of management?
 - a) ROI
 - b) Time management
 - c) Team vs group
 - d) Bill of Information8 marks

2. What issues do you need to take into consideration in measuring your success in management of a media house?
8 marks

3. What are the main customers of a media House ?
2 marks

4. What are the purposes of an organizational chart or structure?
6 marks

5. Make a comparison of two media systems that are in operation?
6 marks

6. What are the functions of a sales and marketing department?
10 marks

7. Stipulate reasons why it is important to know how to manage your time?

10 marks

8. What are the strategies of planning your sales structure?

10 marks

SECTION TWO answer four questions only.

9. a) What do advertiser look for in a media house?

b) You have just discovered that one of your major weaknesses is

“ TIME MANAGEMENT” outline strategies that will help you start managing your time effectively?

10 marks

10. In broadcasting you grab the audience of your competitors by tactic and strategic programme scheduling; outline the possible strategies you would use in the newspaper competition to gain readership and survive the stiff competition?

10 marks

11. a) What are the major risk factors in a newspaper industry and how do you plan for them.?

b) Describe the life cycle of a team?

10 marks

12. Discuss the background of the case of Kasoma VS the State. What was the ruling? And What has happened in the media industry since then?

10 marks

13 a) As a media manager what are your responsibilities in the regulation of the media industry?

10 marks

14. Discuss the struggles of the regulatory process of the
Zambian Media From the colonial era to the second
republic to 2007.
10 marks.

END

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

2007/2008 END OF SECOND SEMESTER EXAMINATION

MC 902: ADVERTISING PRACTICE

14/02/08

Answer all question sin section A. Question 11 is compulsory, choose one from the other two questions in Section B

SECTION A (Each question carries 2 marks)

1. Most people use radio as a background medium. What challenges does this pose for ad copy writers, and how might they creatively deal with it?
2. Describe the three basic approaches for visualisation of an ad.
3. What is the other name of a slogan? What is the primary purpose of an advertising slogan?
4. Distinguish between a layout and a storyboard.
5. List four functions of a print ad headline.
6. What is a 'unique selling proposition'? How can it be used in advertising?
7. Explain the challenges that the concept of radio as a theatre of mind pose to a copy writer?
8. Briefly explain the following:
 - a) Thumbnail sketch
 - b) Rough layout
9. Explain the functions of an illustration in advertising.
10. State two advantages that radio advertising has over newspaper advertising.

SECTION B (Each question carries 10 marks)

11. Practical Exercise

Instant Cash Zambia is a new money transfer institution in the country. The Marketing Director hires you to do advertising for the company. He tells you that using their service people can send and receive money instantly. He also gives you the following details for the organisation: it exists in all nine provinces, credible and honest, high quality customer service, competitive rates, etc.

You are given a task of writing a print advert, to appear in Friday's (tomorrow's) issue of The Post newspaper, attracting clients to start using the service.

Use the information above and write a real ad (avoid the usual, formal, notice format), and include all necessary elements of a print ad.

12. Explain the purposes that a layout serves in advertising.
Describe in detail the various layout formats in print advertising.
13. Outline in detail the different copy styles in advertising.

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS 2007/8

MC 912: PUBLIC RELATIONS PRACTICE

TIME: THREE HOURS

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

SECTION A

1. In a health project, a few years ago, the then Central Board of Health invited bids for "100 portable blood pressure monitoring instruments" for ambulances and rural clinics. Eleven bids were received from firms within and outside the country. During technical examination of the bids, the Ministry of Health noted that all the bids offered satisfactory equipment, but they differed in weight ranging from 2kg to 8kg. The evaluation committee concluded that instruments weighing above 4kg could not be considered "portable" and proposed award to the lowest among those with instruments ranging from 2kg to 4kg. A bidder who had offered 4.8 kg protested and appealed against the decision to disqualify him. From a public relations point of view, was there anything wrong with the procedure adopted by the Ministry's Evaluation Committee? And what is your opinion on the appeal by the 4.8kg bidder. (40)

SECTION B

2. Looking at the ethics and professional standards of the public relations practice, what is your view of the use of public relations techniques to enhance the marketing process? (20)
3. Public relations publicity techniques offer a variety of forms. In attempts to secure placement, discuss the different approaches with regard to magazines, newspapers and books. (20)
4. The *internet* has come with many manifest benefits. State its primary uses, its key aspects as it relates to public relations work, and then discuss some of the problems associated with it. (20)
5. Distinguish between 'traditional' and 'modern' public relations advertising. The traditional is still very much in practice for specific purposes. State and briefly explain the activities in which it is still used. (20)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
2007/2008 SECOND SEMESTER FINAL EXAMINATIONS.**

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

TIME: Three Hours.

INSTRUCTIONS: Answer any **THREE** of the following questions, observing good grammar and concrete illustrations.

1. Write a reasoned essay, explaining why Public Administration is public, and where possible, illustrate your answer with concrete examples.
2. Considering administrative similarities and differences between Zambia State Insurance Corporation and Madison Insurance Ltd, which option, assuming vacancies existed in both organizations, would you go for? Give reasons for your option.
3. Explain the three types of authority as expounded by Max Weber. Which of these three would you stress to be more appropriate for application to the administration and governance of Zambia?
4. What gives legitimacy to the government of the day, and what efforts should be made to keep it afloat in order to facilitate the process of governance?
5. Generalist and Specialist administrators have their own skeletons rattling in their cupboards. Paraphrase this saying in relation to the performance of the bureaucracy in Zambia.
6. Give reasons why an astute administrative reformer should take account of (a) the Span of Control, (b) the Unity of Command, (c) and the Chain of Commands in a modern social organization.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007/2008 SECOND SEMESTER FINAL EXAMINATION.

PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION
2007/2008 SECOND SEMESTER FINAL EXAMINATIONS

TIME: Three Hours.

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

1. Citing concrete examples in the Zambian social environment, and using the Systems Approach, demonstrate how the state makes decisions.
2. What safeguards would you suggest to prevent the emergence of state tyranny against its people?
3. Defend the assertion that Legal- Rational Authority is often more preferred than Charismatic Authority in state administration?
4. Explain the observation that the cabinet is a fulcrum of the Zambian central administration.
5. The period between 1964 and 1974 in Zambia is described as the honeymoon which had a significant bearing on the transformation of the state bureaucracy. Paraphrase the statement, giving as many illustrations as possible.
6. Explain the concepts of legitimacy, power and authority, and demonstrate how the state can avoid the use of the coercive apparatus in the process of governance.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007/2 SECOND SEMESTER FINAL EXAMINATIONS.

PA 202: COMPARATIVE ADMINISTRATION.

TIME: Three Hours.

INSTRUCTIONS: Answer any **THREE** of the following questions, observing appropriate grammar and illustrations.

- (1) Why is local administration by chiefs referred to as traditional? What reforms would you introduce to bring it nearer to the level of state administration?
- (2) Unitarism and federalism are two parallel lines in state administration. Pursue the lines, and along the way explain points of convergence and divergence.
- (3) Some scholars of administration contend that behaviorism provides the best solutions for understanding what state functionaries do in their offices, and that all other approaches fall by the way side. Clarify this argument.
- (4) Provide titles for (a) a system of administration that permits and (b) the other which prohibits violation of the chain of commands. At which points do the two systems converge?
- (5) What challenges and prospects confront both rural and urban administration in Zambia? You can dwell on a specific area with which you are very familiar.
- (6) Compare and contrast administration in Kabolonga and in Chibolya residential areas, here in Lusaka. What issues fairly quickly come to your mind in analyzing the two domains?

END OF EXAMINATION.

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

**2007 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PA442 – PROJECT EVALUATION

TIME: THREE (3) HOURS

CLOSED BOOK

**INSTRUCTIONS: ANSWER SECTION A AND TWO QUESTIONS FROM
SECTION B**

SECTION A (20 MARKS)

1) (a) The role that evaluation may play will vary depending on the timing, the specific questions to be addressed, and the resources available. Taking into account the later statement and with reference to any developmental project that you are familiar with discuss the purposes of formative and summative evaluation in project management.

(b) In a well presented essay, discuss the components of the systems theory and show how it relates to the logic model in project evaluation. Examples may suffice.

SECTION B (30 MARKS)

- 2 What do you understand by the terms “reliability” and “validity” in project evaluation? In a well argued out presentation, explain what you understand by internal validity and external validity and what is the relationship between these two concepts (internal and external validity)?
- 3 Compare and contrast focus groups, and observations as techniques of data collection in project evaluation. In so doing bring out the relative advantages and disadvantages of these data collection techniques.
- 4 Using actual examples, discuss three types of errors that affect the soundness of sample designs and suggest remedies for these errors.
- 5 Adequately define the concept of “research ethics” and justify why the following guidelines are important in research: informed consent; discontinuance; anonymity; deception; confidentiality; quality; and reporting back to research participants.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007 ACADEMIC YEAR

SECOND SEMESTER FINAL EXAMINATIONS

PL 115: Introduction to Political Science

INSTRUCTIONS: Answer question one in Section A and two other questions from Section B.

TIME: Three (3) Hours

Section A

1. Write short notes on any five (5) of the following concepts:

- | | |
|------------------------------------|--------------------|
| a) Politics and Political Science | b) Aristoi |
| c) Dictatorship of the Proletariat | d) State of Nature |
| e) Marxist Theory of the State | f) Legitimacy |
| g) Political Power and Authority | h) Sovereignty |

Section B

2. Discuss the various approaches to the study of politics.
3. Compare and contrast Karl Marx's and Max Weber's theories of social classes.
4. Discuss the basic tenets of democracy.
5. Explain the various sources of conflict in Africa and outline how conflicts have been or are being resolved on the Continent.
6. Discuss the advantages and disadvantages of the First-Past-The-Post electoral system.

The University of Zambia
School of Humanities and Social Sciences
2007 Academic Year
Second Semester Final Examinations

PL 312: Utilitarianism and Contemporary Liberalism

INSTRUCTIONS:

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

DURATION: THREE HOURS

Section A

1. Analyse the meaning and significance of the term "convention" as used by David Hume in his political theory.
2. Explain why David Hume is considered to be a conservative theorist.

Section B

3. It may be argued that the utilitarian view of morality can be summed up in the statement that, "morality is in the mind of the perceiver". With reference to any one utilitarian theorist you have studied, discuss the validity of this assertion.
 4. Analyse John Stuart Mill's theory of justice.
 5. Considering his critique of the "French Declaration of the Rights of Man and the Citizen," it has been argued that Jeremy Bentham did not support human rights. Evaluate The validity of this statement.
-

END OF EXAMINATION

(8)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
2007 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PS 102 – INTRODUCTION TO PSYCHOLOGY II

TIME: THREE (3) HOURS

COMPUTER NUMBER -----

INSTRUCTIONS: THIS EXAMINATION CONSISTS OF THREE SECTIONS. ANSWER ALL QUESTIONS IN SECTION A, FIVE (5) QUESTIONS IN SECTION B AND ONE (1) QUESTIONS IN SECTION C.

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

PART 1: CIRCLE THE CORRECT RESPONSE.

1. The affective or emotional component in attitudes is best formed through
 - a) Observational learning
 - b) Social learning
 - c) Classical Conditioning
 - d) Social comparison

2. The elaboration likelihood model of attitude change suggests that
 - a) The peripheral route results in more enduring attitude change
 - b) The central route results in more enduring attitude change
 - c) Only the central route ^{to} persuasion can be effective
 - d) Only the peripheral route to persuasion can be effective

3. Which of the following terms is best used to account for behaviours directed towards, or taking place between members of the same species?
 - a) Group behaviour
 - b) Social behaviour
 - c) Psychology
 - d) Social Psychology

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
2007 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PS 102 – INTRODUCTION TO PSYCHOLOGY II

TIME: THREE (3) HOURS

COMPUTER NUMBER -----

INSTRUCTIONS: THIS EXAMINATION CONSISTS OF THREE SECTIONS. ANSWER ALL QUESTIONS IN SECTION A, FIVE (5) QUESTIONS IN SECTION B AND ONE (1) QUESTIONS IN SECTION C.

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

PART 1: CIRCLE THE CORRECT RESPONSE.

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4. Which of the following is not an outcome of socialization?

- a) Language
- b) Gender
- c) Religious values
- d) Sex

5. Thurstone (1946) defines attitudes as

- a) Learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object
- b) An attitude is a mental and neural state of readiness organised through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related
- c) The intensity of positive and negative affect for or against a psychological object
- d) All of the above

6. Belief is to cognitive component of attitudes as liking is to

- a) Behavioural component
- b) Affective component
- c) Cognitive component
- d) None of the above

7. Psychologists study attitudes because

- a) Attitudes influence social cognition
- b) They can function as schemas for organising and interpreting information about social entities
- c) People will behave in ways consistent with their attitudes
- d) All of the above

8. Gender as a socialisation outcome is a child of which agent

- a) Family
- b) Media
- c) Religion
- d) All of the above

9. Which of the following statement is not true about the functions of family in socialisation?

- a) Family plays an important role in the socialisation of gender through the clothes they buy and the roles they give to boys and girls.
- b) The family is heavily responsible for primary socialisation
- c) The family plays an important role in the socialisation of language

- d) Family provides emotional support for members
10. Which statement best describes some topics studied by social psychologist?
- a) Aggression, Social cognition, Judgements, and crime
 - b) Aggression, Social cognition, Pro-social behaviour and abnormal behaviour
 - c) Aggression, social influence, pro-social behaviour and attitudes
 - d) Attitudes, social influence, groups and psychopathology
11. Psychologists often liken human memory to a computer in that it acts as an information processing system involving three key processes. These three processes, in order, are
- a) Encoding, storage and retrieval.
 - b) Rehearsal, encoding and storage.
 - c) Recognition, retrieval and interference.
 - d) Encoding, storage and retention.
12. Which of the following statements best describes the capacity and duration of sensory memory?
- a) Sensory memory has a large capacity but disappears rapidly.
 - b) Sensory memory has a very limited capacity and lasts between a fraction of a second and several seconds.
 - c) Sensory memory has a large capacity and lasts a lifetime.
 - d) Sensory memory has a limited capacity and lasts between 20 and 30 seconds.
13. In order to reduce interference between the time you study for a test and the time you take the test you should
- a) Eat.
 - b) Engage in physical exercise.
 - c) Relax and watch television.
 - d) Sleep.
14. Sue has recently moved to Lusaka from Ndola. Now she catches herself writing her old Ndola address on her letters. She is experiencing
- a) Proactive interference.
 - b) Retroactive interference.
 - c) Decay.
 - d) Cue-dependent forgetting.

15. Cathy is at a party with her boyfriend where she is introduced to many of his friends. Each time she is introduced to someone new, she repeats his/her name as frequently as she can. These new names MOST likely reside in which part of Cathy's memory?
- a) Sensory
 - b) Short-term
 - c) Long-term
 - d) Iconic
16. What are three reasons people forget?
- a) Decay, ineffective encoding, interference
 - b) Interference, retrieval failure, overlearning
 - c) Overlearning, repression, deep processing
 - d) Retrieval failure, deep processing, decay
17. Which of the following is NOT a recognized theory of forgetting?
- a) Interference theory
 - b) Trace decay theory
 - c) Hierarchy theory
 - d) Repression
18. A criticism of the trace decay theory of forgetting is that
- a) Experiments have shown that traces do not decay
 - b) Physiological factors have no influence on forgetting
 - c) The theory is tautological
 - d) It cannot explain how we are able to remember things that happened a long time ago
19. The Binet-Simon scale of intelligence was successful both in Europe and the United States because
- a) It predicted children's performance on intelligence tests
 - b) It predicted children's performance on creativity.
 - c) It predicted children's school performance
 - d) It predicted children's attachment to intelligence tests.
20. Sternberg (1985) proposed a triarchic theory of intelligence. One of the components of triarchic intelligence is
- a) Component intelligence
 - b) Creative intelligence
 - c) Contextual intelligence

d) “g” factor intelligence

21. According to Holyoak (1990) a problem is

- a) A state of affairs where we need a solution from a set of circumstances
- b) A state of affairs where we have a goal to be compared with other situational variables
- c) A state of affairs in which we have a goal but do not have a clear understanding of how it can be attained.
- d) A state of affairs in which we have a goal but the goal is unidirectional.

22. The correlation of I.Q scores of identical twins reared together is about

- a) .24
- b) .60
- c) .72
- d) .86

23. The correlation of I.Q scores of identical twins reared apart is about

- a) .24
- b) .60
- c) .72
- d) .86

24. Deductive reasoning can be said to occur when one:

- a) Infers specific instances from general principles.
- b) Infers general instances from specific principles
- c) Infers specific instance from specific principles
- d) Infers general instances from general principles

25. A child who is below average in his/her performance on an I.Q test would have

- a) Mental age equaling chronological age
- b) Mental age exceeding chronological age
- c) Chronological age exceeding mental age
- d) Chronological age equaling mental age

26. Intelligence tests were invented just over a hundred years ago in

- a) United States of America
- b) United Kingdom
- c) France
- d) Russia

27. When a psychologist gives a point of view that intelligence is mostly hereditary; what they mean is that
- Intelligence is mostly determined by the environment
 - Intelligence is mostly determined by genes
 - Intelligence is mostly determined by one's environment and genes together
 - Intelligence is mostly determined by one's diet.
28. Formal concepts are organized
- Horizontally in semantic memory
 - Horizontally in episodic memory
 - Hierarchically in episodic memory
 - Hierarchically in semantic memory
29. If an analyst were to begin his therapy of a patient with a thorough physical examination and then examine the family medical history of the patient, to what theoretical school of research or therapy would he belong?
- Psychodynamic
 - Learning theorist
 - Sociological
 - Biophysical
30. Henry is a patient at Chainama Mental hospital. He never speaks to anyone and seldom notices anyone nearby. While awake, he lies on his bed in a twisted position most people would find uncomfortable to maintain. Sometimes he remains in this position throughout his waking hours, relinquishing it only when he falls asleep. His behaviour is symptomatic of
- Anxiety neuroses
 - Sleep neuroses
 - Catatonic schizophrenia
 - None of these
31. A type of affective disorder is
- Senile dementia
 - Anxiety
 - General paresis
 - Depression
32. Bertha is a 73 year old woman who lives with her son Alfred. One day Alfred realized that his mother had been wearing the same dress for several weeks. It was apparent that she had not bathed in an equivalent time. Alfred decided to ask Bertha why she had not bathed or changed dresses that long. Bertha declared "there certainly

must be some mistake, because I have bathed and changed just this morning.” Tension at home increases when Bertha addresses Alfred as though he were her husband who died seven years earlier.

Probably the abnormal condition accounting for Bertha’s behaviour is

- a) Senile dementia
- b) Conversion disorder
- c) Depressive disorder
- d) Somatoform disorder

33. Arteriosclerotic brain damage is associated with which disorder?

- a) Compulsive obsessive disorder
- b) Post traumatic Stress disorder (PTSD)
- c) Dissociative disorder
- d) None of these

34. Mary is a young girl who awakens one bright morning to find that she is unable to move her legs. She tries to get out of bed, but finds that she cannot unless she lift her legs off the bed with her hands. After several hours pass and the girl’s legs are still paralyzed, her mother calls a doctor. After a series of tests the doctor tells Mary’s mother that he can find nothing organically wrong with Mary and then suggests that a psychiatrist be called in.

The doctor’s suggestion is an indication that Mary is possibly suffering from

- a) Dissociative disorders
- b) Phobic disorders
- c) Conversion disorders
- d) Panic disorders

35. The main difference between character disorders and anxiety disorders is that

- a) Patients of anxiety disorder suffer much longer standing patterns of maladaptive behaviour
- b) Patients of character disorders generally do not seek treatment while anxiety disorder patients generally do.
- c) Anxiety disorders are treatable while character disorders are not.
- d) Character disorders are genetically passed on while anxiety disorders are not.

36. The psychopathic personality

- a) Is very impulsive
- b) Appears sociable but actually is indifferent to the feelings of others
- c) Is socially inhibited

- d) Is compelled to do things he finds repugnant.
37. Delusions of grandeur and persecution often are a
- a) Mild form of neurosis
 - b) Common human mental process
 - c) Facet of psychotic disorders
 - d) Symptom of mood disorders
38. Which of the following is not true about narcissistic personality disorder?
- a) Exaggerated appreciation of others
 - b) Attention seeking
 - c) Exaggerating self-image
 - d) Need for admiration
39. Which personality theory suggests that behaviour and learning occur throughout observation and imitation?
- a) Humanistic theory
 - b) The psychoanalytic
 - c) Cognitive
 - d) Social learning
40. Lauzi is angry when her favourite basketball player is intentionally hurt by his opponent. According to Freud's model of the mind her id, would unconsciously feel
- a) "Thou shall not kill"
 - b) "What, me angry? I never get angry".
 - c) "I am so angry I could kill that player"
 - d) "I am so angry I do not know what to do".
41. The psychologist who looked at people as scientists trying to understand what is going on around them is
- a) George Kelly
 - b) Albert Bandura
 - c) B. F. Skinner
 - d) Abraham Maslow
42. Which of the following is NOT true about personality?
- a) Personality includes the stable unchanging aspects of a person.
 - b) Personality includes all emotional, motivational and cognitive processes that go on inside us and affect how we feel.
 - c) Personality is solely a function of the situation.

- d) Personality represents characteristics of an individual that account for the same patterns of behaviour across time and situations.
43. Each individual develops a system for identifying what is important in his/her environment while ignoring everything else through the use of
- a) Self-schemas
 - b) Beliefs
 - c) Cognitive products
 - d) Punishments
44. Four year old Mabvuto (a boy) squeezes between his mother and father as they sit on the couch. He hugs his mother but refuses to touch his father. Which Freudian concept does this illustrate?
- a) Superego
 - b) Oedipus complex
 - c) Sublimation
 - d) Regression
45. Bwalya is angry when her teacher reprimands her for misbehaving when it was actually a child behind her who had been disturbing the class. As Bwalya gets out of the classroom she kicks the door. Freud would say that Bwalya is unconsciously using the defense mechanism of:
- a) Displacement
 - b) Repression
 - c) Projection
 - d) Denial
46. Reciprocal determinism can be defined as:
- a) The two way interaction between aspects of the environment and aspects of the individual in the shaping of personality.
 - b) The universal memories and experiences of humankind represented in the unconscious.
 - c) Conflict and unconscious personality dynamics.
 - d) The part of personality that represents reason, good sense and rational self-control in determining one's response in a situation.
47. Mulenga's parents place high value on academic achievement. They reward him every time he performs well in school. In this situation Mulenga will:
- a) Vacillate between the desire to study and the desire to be popular.
 - b) His response will be determined by his intelligence
 - c) Mulenga's parents' values are likely to have the strongest influence

- d) Mulenga will be swayed by peer influence.
48. According to Erik Erikson's theory of personality the most important developmental challenge occurs during:
- a) Infancy
 - b) Adolescence
 - c) Young adulthood
 - d) Old age
49. Which of the study situations will least likely be affected by proactive interference?
- a) study psychology, then study maths
 - b) study psychology, then study sociology
 - c) study biology, then study microbiology
 - d) study history, then study political science
50. An inner state that energizes an individual towards the fulfillment of a goal is known
- a) Emotion
 - b) Motivation
 - c) Behaviour
 - d) Arousal
51. The source of energy related to physiological drives is known as
- a) Motive
 - b) Push
 - c) Drive
 - d) Instinct
52. Which of the following is not a cue in the regulation of water
- a) Mouth dryness
 - b) Total blood volume
 - c) Cell Fluid level
 - d) Dryness of feet
53. Motivation that originates from within the individual usually out of interest is known as
- a) Intrinsic motivation
 - b) Achievement motivation
 - c) Extrinsic motivation
 - d) Hierarchical motivation
54. The Yerkes-Dodson law is a part of the arousal theory and it states that

- a) Organisms will perform more efficiently when their level of arousal is high
 - b) Organisms will perform more efficiently when their level of arousal is low
 - c) Organisms will perform more efficiently when their level of arousal is moderate.
 - d) Organisms will perform more efficiently when their level of arousal is both high and low.
55. The optimum level of arousal, according to the arousal theory, seems to vary with both
- a) The environment and the task
 - b) The task and the motivation
 - c) The individual and the task
 - d) The individual and the motivators
56. In contrast to the notion that people are pushed into action by internal needs, some motivational psychologists believe that people are
- a) Pushed by external goals for incentives
 - b) Pulled by external goals for incentives
 - c) Pushed by other people for incentives
 - d) Pulled by motivation for incentives
57. As the volume of water in the blood decreases, the volume of blood
- a) Decreases
 - b) Increases
 - c) Remains the same
 - d) Moderates
58. The theory that proposes that emotions originate in the thalamus is the
- a) James-Lang theory
 - b) Schachter and Singer two factor theory
 - c) Facial feedback theory
 - d) Canon-Bard theory
59. One of the criticisms raised against the instinct theory is that
- a) It is too good a theory
 - b) It is without limitations
 - c) It is too cyclic in nature
 - d) It is too long.

60. The tendency of people to do better on simple tasks and worse on complex tasks when they are in the presence of others is referred to as
- Groups
 - Social facilitation
 - Social enhancement
 - Social appraisal

Part 11: Fill in the blanks

- According to Festinger (1957) _____ exists when unpleasant internal state that exists when we notice inconsistency in our attitudes or between attitudes and behaviour
- The component of attitudes that consists of predispositions to act in certain ways is _____
- _____ is our tendency to compare ourselves with others to judge whether our view of social reality is correct or not.
- Socialization process is rooted in the notion of self as a _____
- _____ is advanced knowledge that the message is intended to persuade can increase resistance and provide an opportunity to develop a counterargument.
- Socialisation begins at _____ and continues throughout life.
- _____ defined intelligence as the “capacity to understand the world and the resourcefulness to cope with its challenges.
- Gardner’s multiple intelligences theory accommodates views of intelligence held by _____ cultures
- A genetic _____ increases the correlation of I.Q scores also increases.
- A _____ concept is based on our own perceptions and interactions with things in the world.
- A _____ concept is a category that has rules about membership and non membership.

12. A form of deductive logic which consists of a major premise, a minor premise and a conclusion is known as a _____
13. The ultimate function of thinking is _____
14. Experts such as cultural psychologists, psychiatrists and social workers who undertake studies in abnormal psychology collect data by such means as _____ and _____ tests.
15. Kwakiuti Indians burn valuable blankets in order to cast shame on their enemies, a behaviour which is decidedly abnormal in most other cultures. This is an illustration of the weakness of the _____ criterion as a measure of abnormal behaviour.
16. One of the first mental health scholars to classify various mental illnesses according to their specific types of abnormal behaviour was a Germany psychiatrist named _____.
17. In the early 1800's and early 1900's Sigmund Freud and his followers became especially known for their use of _____ to interpret dreams, analyse memories and generally make people aware of their unconscious conflicts.
18. The term _____ is used to describe people who sometimes behave abnormally but can cope with everyday problems. On the other hand people who lose track of reality as a result of psychological disorder are referred to as _____.
19. A person suffering from _____ personality disorder exhibits unjustifiable distrustfulness and suspiciousness.
20. The male equivalent of sexual arousal disorder is _____.
21. Alcoholic psychoses and general paresis are examples of _____ disorders.
22. _____ are the various selves or personalities a person suffering from dissociative identity disorder develops.
23. The two types of mood disorders have the _____ episodes as a common feature.
24. A good personality theory is _____, _____ and _____.

25. The reservoir of feelings, thoughts, urges and memories that are outside our conscious awareness is known as _____
26. According to J. B. Watson behaviour is determined by our _____.
27. A theory of personality should contain a cluster of _____ systematically related to each other.
28. The social learning theory emphasises the role of _____ in personality development.
29. _____ are thought processes that are dysfunctional.
30. According to Albert Ellis maladaptive personality results when a person operates on _____ or _____.
31. The _____ is the component of the Atkinson-Shiffrin model that has the smallest capacity.
32. _____ involves repetition in which one makes associations with other events.
33. The necessary memory to operate a car, wash dishes, or swim involves _____ memory.
34. _____ information into meaningful clusters increases the capacity of short-term memory.
35. _____ is the process of practising or rehearsing material over and above what is needed to just barely learn it.
36. _____ interference occurs when previously learned material interferes with the retrieval of material learned later.
37. Repeating a phone number over and over while waiting to use a pay phone is an example of _____
38. According to the instinct theory, instinctive behaviour has 3 major characteristics:

- a. _____
- b. _____
- c. _____

39. Arousal is caused by the activity of the _____
and _____.

40. The _____ theory states that emotion stems from physiological arousal that is triggered by an emotion eliciting response.

PART III: TRUE/FALSE

Indicate by ticking whether the following statements are true or false

1.	Retrieval failure suggests that information is no longer in long-term memory.	True	False
2.	New information gets stored in LTM most easily if we connect it to information we already know, especially if we connect it to something important to us.		
3.	Information is stored for the shortest period of time in short-term memory.		
4.	The mental process of changing information into a form that can be remembered by the human brain is encoding.		
5.	Memories that are most likely to be “repressed” are those that make one feel nervous or anxious when they are recalled.		
6.	Human beings apart from thinking in a language also think in shales and images		
7.	According to Charles Spearman’s factor “S” comprises three qualitative principles of cognition of apprehension of experience, education of relations and education of correlates		
8.	Contextual intelligence reflects behaviours that were part of natural selection in man’s evolutionary history		
9.	Emotional intelligence is based on social and cognitive abilities of an individual in a relationship with others.		
10.	One’s social skill is related to one’s success in business.		
11.	Twin studies provide better evidence in studying the nature of genetic influence on abnormal behaviour than family studies		
12.	A lower concordance rate of mental illness in identical twins than in fraternal twins provides a stronger argument for hereditary effects on mental illness.		

13.	One kind of case study, an idiographic study, examines the behaviour and thought patterns common to many people who suffer the same disorder.		
14.	Only few criteria of abnormality define abnormal behaviour accurately, the rest have short comings.		
15.	Rape, an earthquake and being caught up in a major flood all have the potential of causing an anxiety disorder called PTSD.		
16.	Obsessive compulsive personality disorder is characterised by emotional flatness.		
17.	Personality is not influenced by external forces		
18.	The rational motive theory of personality is sometimes called the A-B-C personality theory.		
19.	Cognitive structures are relatively unstable		
20.	Erik Erikson's theory emphasises the role of the ego in personality development.		
21.	Psychoanalytic concepts are impossible to confirm or disconfirm		
22.	Psychologists who study personality are not interested in similarities among groups of people.		
23.	In the regulation of hunger, lateral hypothalamus can also be referred to as the feeding centre.		
24.	When insulin is injected into the bloodstream of a satiated person, it causes a drop in the level of glucose and the person feels hungry.		
25.	The James Lange theory states that emotion is based on both physiological arousal and cognitive interpretation of that arousal.		

SECTION B: SHORT ESSAYS

Write short notes on any 5 of the following

1. Elaboration likelihood model of attitude change.
2. What is creativity? Briefly discuss.
3. Briefly discuss any five of Rosenhan and Seligman (1989)'s seven features of abnormality.
4. Outline the three broad categories of paraphilia's and bring out their subcategories.

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4. Outline the three broad categories of paraphilia's and bring out their subcategories.

5. Emotion is defined as subjective feeling that influences behaviour and thoughts of an individual. Which component of emotion does this definition refer to? Support your answer with illustration.
6. Define defense mechanism and describe at least three types of defense mechanisms.
7. Describe the personal construct theory of personality.
8. Briefly explain the facial feedback theory and why facial expressions though not necessary for the experience of emotion can evoke certain emotional states.

SECTION C

Answer any one of the following questions:

1. Discuss Freud's psychosexual stages of development.
2. "Groups tend to operate in ways that encourage similarity." Discuss".
3. What are attitudes and how are they formed. Outline 3 resistances to attitude change or persuasion

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

2007 SECOND SEMESTER DEFERRED EXAMINATIONS

PS 242 PSYCHOLOGY OF ADOLESCENCE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER TWO ESSAY QUESTIONS FROM SECTION ONE AND ANOTHER TWO IN SECTION TWO. THE TWO SECTIONS SHOULD BE WRITTEN IN SEPARATE BOOKLETS

SECTION ONE: ANSWER TWO QUESTIONS

1. What are gender stereotypes? What role do they play in the development of adolescents? Discuss cultural differences in gender role stereotypes and how these have or have not changed.
2. Taonga is a 12 year-old girl who is in grade 7 at Nkwazi Primary School in Lusaka. Next year she will be going to grade 8 at a secondary school. What problems is she likely to encounter and why? Your discussion should include class participation. How can children such as Taonga be helped to settle down at their new schools?
3. There is no point in UNZA students studying psychology of adolescence because all the information in books is about young people in Western society. Discuss this assertion in relation to puberty and the growth spurt.

SECTION TWO: ANSWER TWO QUESTIONS (IN A SEPARATE BOOKLET)

4. Discuss the effects of Teenage Parenthood, on both the teenage parents themselves and their children.
5. Show how the employment of the mother affects the dynamics of a nuclear family.
6. Do teenage sons and daughters bring a crisis in the family? Discuss giving examples from the western world and from the non-western world such as Zambia.

END OF EXAMINATION

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

2007 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

PS 312: THEORIES OF PERSONALITY

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO SECTIONS. ANSWER TWO QUESTIONS FROM SECTION A AND ANOTHER TWO IN SECTION B. ALL QUESTIONS CARRY THE SAME MARKS. EACH SECTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.

SECTION A: ANSWER TWO QUESTIONS (IN A SEPARATE BOOKLET)

1. Explain "Process" and "Growth and Development" in the study of personality.
2. Outline Freud's psychosexual stages of development and show how they impact one's adult personality.
3. Critically discuss Freud's topographic and structural models of personality and indicate their relevance to the understanding of today's Zambian society.

SECTION B: ANSWER TWO QUESTIONS (IN A SEPARATE BOOKLET)

1. Maslow in his hierarchy of needs emphasized that the goal of every human being is to reach self-actualization. Using practical examples, discuss the characteristics of self-actualised people as proposed by Abraham Maslow.
2. According to the cognitive theorist Walton Mitchell "People's responses and personality to any given stimulus are dependent on different variables". Discuss.
3. Discuss the "process of becoming" according to Albert Allport and clearly outline the various stages involved.

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF PSYCHOLOGY

2007 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

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SECTION B

QUESTION 4

In as much detail as you can explain the Defence Mechanisms of **Repression, Sublimation, Displacement and Denial**. Give your own examples for each of the discussed Mechanisms.

QUESTION 5

Discuss Freud's **Psycho sexual stages of Development**. Clearly indicate what contribution each stage makes to the individual's 'normal' personality functioning.

QUESTION 6

Discuss both the **Topographical and Structural** models of Personality. Which one in your view better explains an individual's Personality? Explain.

END OF EXAMINATION

BEST WISHES AND GOOD LUCK FOLKS !!!

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

2007 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

PS 332: COGNITIVE DEVELOPMENT AND CULTURE II

TIME: THREE HOURS

INSTRUCTIONS: Candidates should answer ALL THREE parts (A, B and C) of the exam

Part A (carries 20% of the examination grade)

Answer each of the following multiple-choice questions by selecting **ONE** of the alternatives provided (*circling the initial letter on the question paper*)

1. In some societies, most adult informants regard the parental behaviour of letting an infant cry her to sleep without holding or comforting the child as deviant and abusive. Yet, in other societies, such behaviour is common and some experts recommend it as an appropriate infant socialisation practice. This contrast represents a cross-cultural difference in
 - (a) parental responsibility
 - (b) parental ethnotheories
 - (c) adaptation to the ecocultural niche
 - (d) adaptation by the child to the developmental niche
 - (e) adult sensitivity to infants' needs

2. According to Vygotsky, the zone of proximal development is
 - (a) the kind of theory likely to emerge in the 21st century
 - (b) a cultural-historical episode
 - (c) a level of task difficulty just slightly beyond a child's current competence
 - (d) a developmental process characteristic of the local ecosystem
 - (e) a developmental process characteristic of the child's recent past

3. According to Vygotsky's theory, the optimal focus for instructional intervention is
 - (a) a culturally appropriate procedure
 - (b) a historically determined curriculum
 - (c) a level of difficulty that is easily mastered
 - (d) both (a) and (c)
 - (e) the learner's zone of proximal development

4. The study by Scribner and Cole of the cognitive consequences of various forms of literacy among the Vai people of Liberia found that
- the cognitive benefits of becoming literate in the Vai script or the Arabic script were more narrowly restricted than those of school learning (including literacy in English)
 - mastery of the indigenous Vai syllabic script was more empowering of cognition than the Arabic script used for study of the Quran
 - mastery of the Arabic script was more empowering of cognition than the indigenous Vai script used for personal communication
 - memory tasks of all types were performed best by those who were literate in Arabic
 - both (b) and (c)
5. Dasen conducted a cross-cultural study of performance on Piaget's conservation and horizontal tasks by children in two contrasting types of society: (N) **nomadic** hunting and gathering societies and (A) sedentary **agricultural** societies. He found that concrete operational thinking was demonstrated
- at a later age on horizontality tasks by children of N and on conservation of liquids tasks by children of A
 - at a later age by children of A than children of N on all tasks
 - at a later age by children of N than children of A on all tasks
 - at a later age on horizontality tasks by children of A and on conservation of liquids tasks by children of N
 - by all children after the age of 11 years irrespective of their eco-cultural setting
6. Studies of indigenous African ideas about child development among rural Baoule people in Cote d'Ivoire and rural Chewa people in Zambia have consistently found that in these societies
- schooling is considered irrelevant to children's cognitive development
 - intelligence is less valued in children than obedience
 - social cooperation and responsibility are considered essential aspects of intelligence
 - creativity in children's play is discouraged
 - both (b) and (d)
7. Studies comparing the susceptibility to optical illusions of children in different ecocultural settings have generally demonstrated
- the cross-cultural universality of visual experience
 - that living in certain types of environment can influence visual perception
 - that all visual perception depends on cultural conventions
 - that the ecocultural framework is not valid
 - both (a) and (d)

8. Significant practical applications of cross-cultural variation in sensitivity to pictorial depth cues have been articulated for
- (a) the representation of relative size and distance in educational illustrations
 - (b) the training of high school second-language teachers
 - (c) the design of traffic robots
 - (d) the use of colour to represent contour gradients in maps
 - (e) the use of language to encode different colours
9. Research on the skills of navigating the sea by canoe in Micronesia demonstrates that
- (a) travelling long distances on the ocean has only become possible with the advent of modern technology
 - (b) Piaget's theory exaggerates the level of abstraction needed for practical, real-world tasks
 - (c) problem-solving by uneducated people in the context of practical tasks does not involve abstract reasoning
 - (d) formal psychological tests may fail to detect the complex reasoning needed for a real-world task
 - (e) both (a) and (c)
10. Research on everyday mathematical cognition has shown that
- (a) in everyday life situations the arithmetic operations needed are often simplified by strategic framing of the problem
 - (b) some calculation procedures that are effective in everyday life situations can be transferred into the classroom
 - (c) both (a) and (b)
 - (d) larger-scale errors are often made in calculations situated in everyday life than in school-based exercises
 - (e) problems involving ratios (such as marking up a price for profit, or adjusting for inflation) cannot be handled without the use of algorithms learned in school
11. Some comparative studies of memory for meaningful materials have found reliable evidence of
- (a) superior memorization by young children than by adults
 - (b) superior memorization by rural African than by urban Western respondents
 - (c) weaker memorization by students of science than by humanities students
 - (d) weaker memorization by African students than by American students
 - (e) both (c) and (d)
12. Cross-cultural studies of memory for arbitrary lists of items have shown that
- (a) rote learning is more effective for unschooled children than using memory strategies such as clustering
 - (b) the recency effect only occurs for children who have been to school
 - (c) the primacy effect is stable across all populations studied
 - (d) both (b) and (c)
 - (e) clustering items into categories of one's own choosing facilitates recall for all children

13. Participatory appropriation in Rogoff's account of cognitive development in sociocultural contexts is a process that is:
- (a) the psychological outcome of an interpersonal process of guided participation in contexts that are sometimes institutionalised as apprenticeship
 - (b) a concept that is incompatible with Vygotsky's account of cognitive growth supported by assisted learning in the zone of proximal development
 - (c) a kind of learning that is only possible outside the context of schooling
 - (d) both (b) and (c)
 - (e) a process that only arises from culturally specific arrangements in American society
14. The 'ultimate attribution error' described by Pettigrew postulates that individuals tend to attribute:
- (a) negative behaviour by members of an outgroup to situational factors
 - (b) positive behaviour by members of an outgroup to situational factors
 - (c) positive behaviour by members of their ingroup to internal traits
 - (d) negative behaviour by members of their ingroup to internal traits
 - (e) both (b) and (c)
15. According to Segall, Dasen, Berry & Poortinga (1999), the research evidence shows overall that in settings characterised by sanctioned discrimination, individual intergroup attitudes (of prejudice and tolerance) are mainly determined by:
- (a) sociocultural factors
 - (b) legal constraints
 - (c) stimulus salience
 - (d) social identity beliefs
 - (e) personality factors such as authoritarianism
16. Which of the following types of acculturating group is/are represented by the indigenous peoples of Zambia in the period of British colonial rule?
- (a) sedentary
 - (b) involuntary
 - (c) both (a) and (b)
 - (d) voluntary
 - (e) migrant
17. Which of the following represents an aspect of psychological acculturation, as distinct from group-level acculturation?
- (a) cultural changes
 - (b) acculturative stress
 - (c) personal identity
 - (d) economic changes
 - (e) both (b) and (c)

18. Which of the following acculturation strategies, according to J.W. Berry's theoretical perspective, represent(s) the most unsuccessful form(s) of adaptation?
- (a) assimilation
 - (b) integration
 - (c) marginalisation
 - (d) separation
 - (e) both (a) and (d)
19. According to J.W. Berry and his colleagues, the consistent finding that a bicultural integration strategy of acculturation is relatively successful for immigrants is probably due to
- (a) the fact that most of the studies were conducted in pluralist, multicultural societies
 - (b) the fact that the strategy incorporates many other protective factors
 - (c) the access that this strategy affords to two social support systems
 - (d) both (b) and (c), but not (a)
 - (e) (a), (b) and (c).
20. According to Segall, Dasen, Berry & Poortinga (1999), the consistent finding of a positive correlation between the level of formal education and the adaptive quality of acculturation among immigrants to Western societies may be due to
- (a) the high intelligence of educated people
 - (b) the acquisition of problem-solving skills through formal education
 - (c) the correlation of educational achievement with other protective factors, such as income and occupational status
 - (d) pre-acculturation through education to the language and values of the host society
 - (e) (b), (c) and (d)

Part B (carries 40% of the examination grade)

Write an essay on ONE of the following topics: credit will be given for citing specific, research evidence to support or illustrate your argument.

(write your two essays, for Parts B and C, legibly in separate examination answer books, and write your student ID computer number on the front of each answer book you submit for assessment)

- B.1 To what extent does the ecological context in which a child develops influence the ways in which she or he perceives the world?
- B.2 How does the concept of participatory appropriation help to explain the relation between culture and cognitive development?
- B.3 Discuss the relations between literacy and schooling as factors influencing the course of cognitive development.
- B.4 In what ways does the approach to mathematical problem-solving displayed by people who have not been to school differ from the methods taught in contemporary Zambian basic schools? What are the implications of your analysis for how the Zambian basic school curriculum might be improved?

Part C (carries 40% of the examination grade)

Write an essay on ONE of the following topics: credit will be given for citing specific, relevant research evidence to support or illustrate your argument.

(write your two essays, for Parts B and C, legibly in separate examination answer books, and be sure to write your student ID computer number on the front of each answer book you submit for assessment)

- C.1 How can the positive psychological benefits of confidence in one's sociocultural identity be protected within a programme of social engineering that seeks to reduce parochialism, ethnocentrism and inter-group conflict?
- C.2 What factors influence the extent to which a person brought up in a particular culture A, is likely to adopt a new culture B, when he/she comes into contact with culture B?
- C.3 Given that much of the form and content of contemporary public education in Zambia are derived from western culture, how can a Zambian student become educated without becoming alienated from indigenous African culture?
- C.4 Segall, Dasen, Berry and Poortinga conclude their (1999) textbook with the following paradox: "cross-cultural psychology will be shown to have succeeded when it disappears" What do they mean by this? Do you agree? Discuss with reference to issues of research methodology in cultural and cross-cultural research.

END OF EXAMINATION

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

2007 ACADEMIC YEAR SECOND SEMESTER DEFERRED EXAMINATIONS

PS 332: COGNITIVE DEVELOPMENT AND CULTURE II

TIME: THREE HOURS

INSTRUCTIONS: Candidates should answer ALL THREE parts (A, B and C) of the exam

Part A (carries 20% of the examination grade)

Answer each of the following multiple-choice questions by selecting **ONE** of the alternatives provided (*circling the initial letter on the question paper*)

Part B (carries 40% of the examination grade)

Write an essay on **ONE** of the following topics: credit will be given for citing specific, relevant research evidence to support or illustrate your argument.

(write your two essays , for Parts B and C, legibly in separate examination answer books, and be sure to write your student ID computer number on the front of each answer book you submit for assessment)

- B.1 Discuss the impact of literacy, as distinct from schooling, on the course of a person's cognitive development.
- B.2 In what ways, if any, could the Zambian basic school curriculum be improved by taking account of the approach to mathematical problem-solving displayed by people who have never been to school?
- B.3 To what extent does the ecological context in which a person develops influence his or her visual perception?
- B.4 How does the concept of participatory appropriation help to explain the relation between culture and cognitive development?

Part C (carries 40% of the examination grade)

Write an essay on ONE of the following topics: credit will be given for citing specific, relevant research evidence to support or illustrate your argument.

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END OF EXAMINATION

Library

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

SECOND SEMESTER EXAMINATIONS, 2007 ACADEMIC YEAR

PSYCHOLOGY DEPARTMENT

PS 342: Tests & Measurements Final Examination (2007)

ANSWER PART A OF THE EXAM (COMPRISING MULTIPLE CHOICE QUESTIONS) AND 4 SHORT ESSAY QUESTIONS FROM PART B AND 3 LONG ESSAY QUESTIONS FROM PART C.

PART A

SELECT ONE ANSWER TO EACH OF THE MULTIPLE-CHOICE QUESTIONS IN THIS PART OF THE EXAM, BY CIRCLING THE ALTERNATIVE YOU CONSIDER TO BE THE BEST ANSWER TO THE QUESTION. [6Marks]

1. Which one of the following is a test to measure personality
 - a) Interest test
 - b) Aptitude test
 - c) Word association test
 - d) Psycho linguistic test

2. A performance test is that which
 - a) Uses language
 - b) Does not use language
 - c) Assesses special ability
 - d) Assesses mechanical ability

3. People with high democratic values are generally low in:
 - a) Aggression
 - b) Conformity
 - c) Dependency
 - d) Will power

4. Rorschach test is a test of
 - a) Intelligence
 - b) Power
 - c) Personality
 - d) Aptitude

5. The..... test is widely used for clinical and diagnostic purposes:
 - a) Paper pencil tests
 - b) Behaviour test
 - c) Interview
 - d) Rorschach

6. Democratic personality is marked by
 - a) Co-operative behavior
 - b) Co-operative behavior
 - c) Suggestive behavior
 - d) Aggressiveness

7. When the suitability of a particular person for a specific job is to be assessed he should be administered with
 - a) Power test
 - b) Intelligence test
 - c) Aptitude test
 - d) Performance test

8. A test where language is not used is called a
 - a) Verbal test
 - b) Nonverbal test
 - c) Linguistic test
 - d) None of these

9. People turning to the outward world are called:
 - a) Introverts
 - b) Extroverts
 - c) Ambiverts
 - d) None of these

10. Introversion is positively correlated with:
 - a) Thoughtfulness
 - b) Intelligence
 - c) Social activity
 - d) Mobility

11. Authoritarian personality is marked by
 - a) Aggressiveness
 - b) Co-operative behavior
 - c) Suggestive behavior

12. Thurstone scale is a scale to measure
 - a) Attitudes
 - b) Crowd
 - c) Public opinion
 - d) Rumour

PART B: SHORT ESSAYS

ANSWER ANY FOUR [4] OF THE FOLLOWING QUESTIONS [16 MARKS]

1. Discuss the concept of perceptiveness in relation to occupational selection.
 2. Write brief notes on the Metropolitan Achievement test (MAT).
 3. Discuss the influence of the factors of personal efficacy in occupational testing- namely self-awareness, motivation, pro-activity, action orientation, and planning orientation?
 4. Explain the difference between classroom and standardized tests
 5. Write brief notes on ^{Aptitude}Attitude tests (with specific reference to the GATB)
-

PART C: LONG ESSAYS [18 MARKS]

ANSWER ANY THREE [3] OF THE FOLLOWING QUESTIONS

QUESTION 1 IS COMPULSORY

1. Discuss the use and importance of psychological tests in Zambia.
2. Discuss the relative usefulness of the MBTI scale in the selection and job placement of individuals in an organization.
3. What are the primary aims of the first clinical interview? How should the initial interview be organized? How should questions be asked? What specific pitfalls should be avoided during the initial interview?
4. Explain the difference between objective and projective tests and discuss how efficacy of results produced by projective testing is evaluated? When should patients be referred for projective testing?
5. Given a task to test a group of candidates in whom you are expected to identify those with defensive behavior and separate them from individuals with a confrontational behavior, compare and contrast the two alternative types of behavior.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
FINAL EXAMINATION

PS472: COUNSELLING PRACTICE AND APPLICATIONS
TIME: THREE (3) HOURS

INSTRUCTIONS

THIS EXAMINATION CONSISTS OF THREE PARTS. ANSWER FIVE (5) QUESTIONS FROM SECTION A TWO (2) FROM SECTION B AND SECTION C IS COMPULSORY.

SECTION A: SHORT ESSAYS

Answer five (5) questions from this section.

1. Active listening depends on certain practical skills. Briefly describe the skills that a counsellor needs in order to listen to a client effectively.
2. Briefly discuss the importance of adequate preparation when forming a counselling group.
3. Challenging a client can be quite difficult for a beginning counsellor especially when the problem sensitive. Describe some important guidelines that would help you challenge a client.
4. Outline the guidelines for assessing feelings.
5. Describe the steps in assertiveness training.
6. What are the advantages of group counselling? What type of clients would you refer for group counselling?
7. Briefly outline the family structure and the importance of boundaries.

SECTION B: LONG ESSAYS

Answer any two (2) from the following questions.

1. Tilirenji and Mabvuto have decided to take an HIV test a few days before their wedding. Unfortunately, the test results show that Tilirenji is HIV positive while Mabvuto is HIV negative. The couple is devastated as they love each other a lot and all the wedding arrangements have already been made. Tilirenji feels she cannot handle the situation. She is worried about how she is going to face her parents and her friends. She is angry at the whole world as she thinks that she has been a good girl and she does not deserve to be HIV positive. In fact in the pre-test session she told the counsellor that she was a virgin. She therefore does not understand how this is happening to her. Tilirenji is crying uncontrollably.

- a) Imagine you are the counsellor handling this case. Discuss how you would help the couple through the crisis.
- b) Describe the main steps you would take in order to help the couple solve their problem.

2. Rachel, 18, lost her mother at the age of 10 and when she was twelve years old her father also passed away. She is now living with her aunt and uncle who care for her as if she were their own child. Rachel did quite well in Grade 12 but she cannot go to college as her guardians are unable to pay the high tuition fees. Her aunt tried to help her with some money to start a small business. She opened up a public telephone booth at the corner of their street and her business had started doing quite well.

A few weeks ago thieves broke into the house and they got away with her savings and her telephone. The theft affected Rachel so much that she now spends most of her time crying. Whenever she thinks about her telephone and the money she had started saving she starts crying and once she starts crying she does not want to talk to anybody at all. All she wants is to be left alone. Rachel is now having problems relating to her friends who are at college. Rachel complains of feeling restless, depressed and lack of energy. She also says that of late she has been thinking about her parents a lot.

- a) Discuss how you would use applied behavioural analysis to help Rachel with her problem.
 - b) Discuss how you would help her with her sense of loss.
3. When working with families it is important to help the parents resolve their conflicts as the spouse subsystem is the executive subsystem in the family. Discuss how the transactional interactions within the parent subsystem can affect the rest of the family in the eight domains of family interactions.
 4. Empathy is an important concept in the interpersonal repertoire of the counsellor and it is used across all counseling models. Rogers (1975) argues that empathy must be achieved at least to a minimal extent otherwise effective counseling cannot occur. Discuss.

SECTION C: CASE STUDY

This question is compulsory.

Read the following script carefully and answer the questions below it.

Mrs. Makondo, 45, has four children, Inonge(16), Jacob(12), Wakumelo(8) and Angelica (4). Six months ago her husband left the family home to go and live with his secretary, Mutale, in Kabwata. Mrs. Makondo is furious with her husband for abandoning her and the children. She has not told the children what is happening in her marriage. Whenever the children ask for their father she tells them that he is working in another town. However the children are beginning to suspect that he left her for another woman.

Mr. Makondo comes to see the children once in a while but whenever he comes home he is pushed and shoved by his wife especially if he does not announce his visits. The children do not like the way Mrs. Makondo treats their father and her relationship with all her children is deteriorating. She is especially having a hard time dealing with her 16- year- old daughter, Inonge, who has started coming home late. A number of times Inonge has come home drunk. Mrs. Makondo used to be very close to her eldest daughter but she is now angry with her and she says that Inonge is selfish, irresponsible and hard. She feels she is the victim of others' bad behaviour. She also says that her husband does not love her anymore because she is getting old. She has become preoccupied with her appearance and she buys a lot of clothes that she considers fashionable to make her look younger.

Mrs. Makondo is irritable and many times her children have caught her crying in her bedroom. She is very worried that her husband might never come back to her. She is angry, anxious, depressed, confused and powerless.

Mrs. Makondo has two very supportive sisters and she also gets on quite well with her husband's elder sister. Her sister-in-law strongly agrees with her sentiments that Mr Makondo's place is with his family.

- a) Discuss the main problem that Mrs. Makondo is facing.
- b) Assess her feelings and the physiological reactions.
- c) Draw a genogram to illustrate the relationships in the Makondo family.
- d) Discuss the procedure you would use to counsel Mrs. Makondo if you were her counsellor. Clearly explain the approach and the skills you would use.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2007 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
FINAL EXAMINATION

PS952: PSYCHOPATHOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS

THIS EXAMINATION CONSISTS OF TWO SECTIONS. ANSWER ⁴~~THREE (3)~~ QUESTIONS FROM SECTION A AND THREE (3) FROM SECTION B

SECTION A: SHORT ESSAYS

Answer any four of the following questions.

1. Briefly discuss any three substance induced disorders.
2. Briefly outline any four indicators of substance abuse and with special reference to alcohol distinguish substance abuse from social consumption.
3. Briefly discuss at least four paraphilias.
4. Outline the main symptoms of conduct disorder and briefly discuss the aetiology of this disorder.
5. Outline the causes of mental retardation.

SECTION B: LONG ESSAYS

Answer three questions from this section

1. How does borderline personality disorder differ from the narcissistic and histrionic personality?
2. You are a senior clinical psychologist for UNICEF in a troubled region. A young female university student Nita, who is on attachment and under your direct supervision comes to you one afternoon and asks,

“Doctor, my clinical psychology professor at the university once mentioned something about referral in psychopathology. He never went into details. Since I am now on attachment I think it is important for me to understand what this concept means. I also wish to know at least four misconceptions associated with the concept and considerations upon which referral decisions may be made. And yes, Doc, if it is not too much, I wish to know what steps a clinical psychologist should take once a firm decision in favour of referral has been made.”

As a practitioner provide the information requested for by the intern.

3. Discuss the two general classifications for mood disorders in detail and any two forms of treatment these disorders respond to.
4. Stress is said to be the root cause of a number physical illnesses ranging from cardiovascular conditions to cancers. Using examples, discuss how stress can lead to certain illnesses, clearly showing how stressful events may result in a particular psychophysiological disorder.
5. Anna-Assumpta is a 23-year old student at a college in Lusaka. Twelve months ago Assumpta began to have problems concentrating in class and remembering what she had learned or studied. Two months later she started having sleep problems and she became scared of going to class because she thought that her friends were laughing at her. In addition, she was taking a bath four to six times a day as she strongly felt like she had a body odour. She also began to hear voices that kept telling her to kill herself. Her speech has now slowed down and sometimes she is incoherent. She is also finding it hard to understand what others say and she tends to switch topics suddenly. Sometimes she starts a sentence but fails to complete the thought. Her thoughts have now become limited to a few topics and she rarely talks to anyone.

In the last two weeks Anna-Assumpta has been finding it hard to carry out routine activities such as bathing and combing her hair. She has lost interest in others and she no longer goes

to parties, as she does not enjoy being out with friends any more. Sometimes she laughs when she is alone. She also laughs a lot when her sister mentions that she needs to see a psychiatrist.

A psychiatrist has diagnosed Anna-Assumpta with schizophrenia.

- a) Group the symptoms that Anna-Assumpta into either positive or negative symptoms explaining why each symptom should fall in a particular category.
- b) Discuss the possible course(s) of Anna-Assumpta's condition.
- c) If you were the clinician what interventions would you put in place?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION
(DDE)

S112: INTRODUCTION TO SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: This paper is divided into three sections. Answer all questions
From section A, ten (10) questions from section B and two(2)
Questions from section C.

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

1. Polygyny and polyandry are two varieties of polygamy which are the same and in agreement except they are practiced in different geographic areas of the world.
 - a) True
 - b) False

2. An oligarchy is.
 - a) A form of government which displays the worst form of dictatorial governance with complete control and surveillance of all aspects of social, economic and political life of society.
 - b) A government in which a few leaders govern on the perception of their ethnic or racial superiority to the exclusion of all other groups in society.
 - c) A religious organization with a claim to national governance on the basis of its wide coverage of membership in a given society.
 - d) A form of government ruled by a single ancestral group where the society owes its loyalty.
 - e) A government characterized by brutal oppression with no regard to human rights.

3. Stratification systems are both cause and consequences of inequality.
 - a) True
 - b) False

4. Weber's analysis of social stratification indicates the presence of four social classes which he referred to as:
- The propertied upper class, the property-less white collar workers, the petty bourgeoisie and the working class.
 - The bourgeoisie, the proletariat, the white-collar office workers and the capitalists.
 - The property-less workers, the owners of the means of production, the new middle class and the unemployed.
 - The urbanites, the rural dwellers, the ruling class and the owners of the means of production.
 - The skilled employees, the labourers, the lumpens and the royalty.
5. One of the following sociologists is known for his analysis and espousal of the American dream values of hard work, universalism, individualism, wealth and rationality which has become a basis for understanding the American class structure.
- Karl Marx
 - Ralf Darendorf
 - Max Weber
 - John Locke
 - Adam Smith
6. One of the following systems of social stratification is comparatively the most closed:
- The Colourbar system
 - The Marxian class system
 - The Caste system
 - The Estate system
 - The African traditional system
7. The term "Tigers" from an economic viewpoint represent
- The East Asian Countries or economies which have grown extremely rapidly over the last three decades, i.e. Indonesia, Malaysia and Thailand.
 - The East Asian Economies which have grown very fast in the last three decades namely Korea, Taiwan, Singapore and Hong Kong.
 - The East Asian countries whose economies have grown wide and vast namely China, India and Pakistan.

d) The Middle East countries whose economies have grown rather fast due to oil reserves namely Kuwait, Saudi Arabia, United Arab Emirates and Qatar.

8. The Minimum Economic Level is:

- a) An economic situation where people can only provide for their most basic survival needs.
- b) The amount of money that is necessary to provide an individual or a household of 6 people with elementary necessities to stay alive namely food, clothing, fuel, rent and transport.
- c) One and a half times the minimum living level.
- d) Two times the minimum living level necessary to lift people out of their poverty.
- e) None of the above.

9. Structural poverty is a situation of people:

- a) Whose advancement is influenced by patterns of power and discrimination in society.
- b) Whose advancement is influenced by fertility rates in a given society.
- c) Whose advancement is affected by inappropriate economic structures and strategies taking optimum advantage of the political structures.
- d) Whose advancement is thwarted by mans inadequate subordination to the state and hence the inability of the state to curtail human selfishness as propounded by Thomas Hobbes.
- e) Whose advancement is curtailed by negative balance of payments.

10. In the French Estates generally the Aristocracy sat on the Kings right whilst the commoners sat on the left.

- a) True
- b) False

11. The Binary system of social stratification is associated with:
- a) Karl Marx
 - b) Thomas Hobbes
 - c) Max Weber
 - d) George Hegel
 - e) John Locke
12. A class in itself is a term developed by Karl Marx to refer to a social group which has become a real class whereby its members have achieved class consciousness and class solidarity.
- a) True
 - b) False
13. The term caste is Indian in origin meaning race or pure stock.
- a) True
 - b) False
14. One of the following will happen if everyone's income in an economy increases but the distribution stays the same.
- a) The poverty line will significantly reduce.
 - b) Relative poverty will significantly increase.
 - c) Relative poverty will decrease marginally.
 - d) Relative poverty will also stay the same.
 - e) Poverty will tend to be more generalized.
15. Assimilation is a situation where the immigrants adapt themselves to the culture of the host society.
- a) True
 - b) False
16. Orthodox Marxists explain third world underdevelopment through:
- a) The exploitation of labour.
 - b) The cultural backlogs or shackles of third world traditions and values.
 - c) The lack of capital resources in particular human and financial capital.
 - d) The mechanisms of unequal trade.

17. In the estate system of social stratification, the third estate was mainly composed of:
- a) The clergy, the aristocrats and the nobility.
 - b) The commoners, the clergy and the knights.
 - c) The serfs, the slaves and the merchants.
 - d) Everyone else from peasants to artisans excluding the clergy and the nobility.
18. The state of Gondola openly practices an ideology that calls for the discrimination of one particular mongoloid race by the negroids. It argues that such action is necessary and inevitable. The state of Gondola can be said to be practicing:
- a) Racism
 - b) Apartheid
 - c) Racial discrimination
 - d) Colourbar
19. Internal and external migrations are not common in Sub-Saharan Africa.
- a) True
 - b) False
20. The type of marriage where the newly weds stay with relatives of the wife is known as:
- a) Uxorilocal
 - b) Bilocal
 - c) Neolocal
 - d) Virilocal
 - e) Conjugal

SECTION B: Write brief notes on 15 of the following. (30 Marks)

1. Use value of labour power
2. Denomination
3. Net Migration
4. GNP
5. Profane
6. Crude Rate
7. Social Democracy
8. Group
9. Non traditional sources of demographic data

10. Dialectical materialism
11. Theism
12. Poverty
13. Poverty line
14. Pluralist society
15. Minority
16. Moderate Poverty
17. Marriage and Crude Marriage Rate

SECTION C: Answer any two questions from the following. (40 Marks)

1. Critically compare and contrast the political ideologies of the left, centre and right in all their manifestations.
2. Critically discuss the interdependence and interrelationships between social institutions.
3. Compare and contrast the estate and the class systems of social stratification.
4. Describe the challenges and value of demography as a discipline in developing countries.
5. Discuss socialism and capitalism as ideological strategies for alleviating poverty.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
S 212: CONTEMPORARY SOCIOLOGICAL THEORIES
2007/2008 SECOND SEMESTER EXAMINATION

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS BELOW.

Read through the questions and instructions so that you may make wise use of your choices and time. Focus on the intent of the questions and approach them as comprehensively as time allows. The beginning of each answer should start at the **top** of a **new** page and be clearly numbered.

TIME: 3 HOURS

1. Sorokin's Sociology of Knowledge rejects any attempt to root ideas in the existential conditions of thinkers and their audiences. This contrasts sharply with most other sociological attempts to understand the rise and fall of ideas in relation to social structures, and is specifically in opposition to the theories of Mannheim (Coser, 1977). Compare and contrast Sorokin's and Mannheim's Sociology of knowledge in relation to the Zambian Society. Can the two perspectives be appreciated in our society?
 2. Social exchange theory is a social psychological and sociological perspective that explains social change and stability as a process of negotiated exchanges between parties. Homans argues that social exchange theory posits that all human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. Further to this, Social exchange according to Blau (1964) can be observed everywhere once we are sensitized about it. It is not only present in market (economic) relations, but in friendships and in love. This shows that social exchange is pervasive in social life. Yet Blau has pointed out that not all social behavior is social Exchange, and not all exchange in social life is social exchange. Outline the differences between the two scholars and discuss them comprehensively citing empirical examples.
 3. The "Conflict School" in contemporary sociology emerged in large part as a critique of the theory of social change that Talcott Parsons (a functionalist) developed during his middle period, which began with the 'The Structure of Social Action' (Parsons, 1937), and extended through the simultaneous publication of *Towards a General Theory of Action* (Parsons and Shils, 1951) and *The Social System* (Parsons, 1951). To what extent is Rex, Coser, and Dahrendorf's contemporary conflict theory a reaction to Parsons' functionalist approach to the understanding of society?
 4. The single greatest contributor, and practitioner, of structural functionalism was Talcott Parsons (1902-1979). The heart of Parsons's theory is built on the four functional imperatives, also known as the AGIL system. Robert Merton (1910-2003) attempted to rectify some of the weaknesses within structural functionalism. To what extent did Merton go in rectifying these weaknesses?
 5. To what extent has Robert Merton's 'functional alternative' concept compromised the government's sore responsibility of providing social services to the Zambian people? Should the government embrace this concept? Discuss.
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END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

S 322: SOCIOLOGY OF CONTEMPORARY SOCIAL PROBLEMS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THE
FOLLOWING.

TIME: THREE HOURS

1. Define the concept of urbanisation and explain how it is negatively affecting our society in all its manifestations.
 2. Why is HIV dangerous? What is the impact of AIDS on Africa?
 3. Critically discuss the impact of migration on urban and rural populations in Zambia.
 4. Research studies have suggested that civil wars in any part of the world reverse economic development greatly. In your discussion show that civil war is one of the major factors impeding economic prosperity in Sub-Saharan Africa
 5. What is juvenile delinquency? Explain the classification of juvenile delinquents. Which categories are applicable to juvenile offenders in Zambia
 6. Define the concept of corruption. In your own view explain why corruption should be regarded as a social problem. Give practical examples from the Zambian experience.
-

END OF EXAMINATION

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

2007/8 ACADEMIC YEAR

SECOND SEMESTER FINAL EXAMINATION

S 912: REFUGEES AND SUSTAINABLE LIVELIHOODS

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

TIME: 3 HOURS

1. Briefly explain the following concepts:

- (i) vulnerability context
- (ii) livelihood framework
- (iii) livelihood/household strategies
- (iv) a sustainable livelihood
- (v) livelihoods

2. Mention any four countries in the world which are sources of refugee flows at present.

3. Match each of the following concepts with the thinker responsible for it/them:

Concepts: *Veil of ignorance, Communitarian justice, Justice in culture, idealistic and realistic morality.*

Thinkers: *Carens, Rawls, Walzer, Kymlicka.*

4. Give any three reasons why violence and instability are of particular concern to the African refugee situation.

5. Give one example of a refugee situation of destabilisation and insecurity in Africa which has even largely contributed to casting doubt on the principle of humanitarian assistance and refugee protection.

6. Looking at recent experiences in Africa (and other parts of the world) one realises that the challenges of return re-integration and reconciliation are well beyond the limited influence and resources of the humanitarian community. Give at least two reasons to explain this.

7. Mention five elements that should be considered on both sides of the border to ensure that repatriation takes place in conditions of safety, dignity and security.
8. In repatriation what is meant by a residual caseload?
9. What are the three issues “The Global Consultation” aims in addressing the current refugee situation?
10. Mention three international instruments United Nations High Commission For Refugees (UNHCR) and other international or regional bodies have adopted in a bid to address the changing refugee protection environment since 1951.
11. What is meant by the fluidity of settlement?
12. According to Walzer what is the justification of an exclusionary refugee policy?
13. Distinguish Carens realistic and idealistic approaches to morality.

SECTION B

1. From the 19960s to the 1980s, Africa established a largely and well deserved reputation as a continent which treated refugees in a relatively generous manner- the “golden age” of asylum. What reasons can this be attributed to? And why has that support diminished in the 1980s and 1990s?
2. What phases is repatriation said to have passed through since World War II? What phase would you say repatriation is currently going through and what event would you say acted as a defining moment for this phase?
3. Critically analyse John Rawls theory on justice and refugee policy.
4. In industrialized states the challenge to refugees protection is mainly on account of the arrival of asylum seekers from poorer regions of the world. Give reasons for this. Briefly explain to what extent you would say developed countries are justified in adopting restrictive admission policies for refugees?

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
2007/2008 SECOND SEMESTER EXAMINATION
S925: INTRODUCTION TO CRIMINOLOGY

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS BELOW.

Read through the questions and instructions so that you may make wise use of your choices and time. Try to focus on the intent of the questions and approach them as comprehensively as time allows. The beginning of each answer should start at the **top** of a **new** page and be clearly numbered.

TIME: 3 HOURS.

1. "Prisoners are not supposed to be comfortable in confinement. As part of their punishment, they lose their freedom, their privacy, and also the 'extras' connected to good things in life. They are supposed to live lives of **enforced poverty**. This means the state provides the bare essentials – plain food, clothing, and shelter. Prisons are supposed to be islands of poverty in a sea of plenty" (Williams and Fish 1974). To what extent do the current prison conditions a reflection of the above and what to extent are the theories of punishment used in trying to reach justice in Zambia?
2. 'Many people think that 'Community Sentencing is a joke'. Criminals, they believe, are walking around in the community without strict supervision, free to commit more crimes' (Samaha J 2003). Discuss the efficacy of Community Sentencing and its challenges, especially in third world countries.
3. Criminologists are wary of explanations of criminal behaviour based on individual biology and psychology and free will (utilitarianism). They look for the explanations of criminal behaviour in the social structure of and interactions in social institutions like the family, neighbourhoods, social class, gender, race etc. From the reading you have done in Criminology, and using your own wisdom, identify and discuss about three Sociological theories that can be used to explain criminal behaviour in Zambia.
4. Identify and discuss six primary crime prevention strategies in Zambia? What challenges do these strategies face, and how can they be trounced? Practical examples are a must.
5. Write brief notes on the following:
 - Measuring Crime and Criminal Behaviour
 - Recidivism and crime prevention
 - Crime
 - Prison Decongestion Strategies

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2007/8 ACADEMIC YEAR
SECOND SEMESTER FINAL EXAMINATION
S 932: FACTORS OF SOCIAL CHANGE

INSTRUCTIONS: *ANSWER ANY THREE QUESTIONS ONLY.*

TIME: 3 HOURS

1. What is meant by factors of social change? Give details of not less than four of these.
 2. Define the term modernization. Discuss the subject at reasonable length with regard to a developing country such as Zambia.
 3. Distinguish urbanization from urbanism. Give the history of urbanization in Africa.
 4. What are the characteristics of a formal organization? Give full details.
 5. What are the causes of child labour? The link between poverty and child labour dominates much of the debate on this topic. Does poverty cause child labour or child labour causes poverty?
 6. Informal income-legitimate, informal income- illegitimate. Comment on the above.
-

END OF EXAMINATIONS

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
2007-2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
S 975: MEDICAL SOCIOLOGY**

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:

1. Theory of planned behavior (6 Marks)
2. Ralph Dahrendorf (6 Marks)
3. Primary deviance (6 Marks)
4. Illness (6 Marks)
5. General theory of help seeking behavior. (6 Marks)
6. Illegitimacy (6 Marks)
7. Health (6 Marks)

Section B

Read the three scenarios below and select two scenarios to answer the corresponding questions

Scenario 1

For all of the major causes of illness and death there is a clear socio-economic gradient in morbidity and mortality rates, with substantially higher rates in the most disadvantaged group compared to the least disadvantaged group. There is much literature to indicate that the prevalence of known health risk factors in the community is also associated with socio-economic status. Data from the 2006 Lusaka Health Survey showed, for example, that smoking rates and cancer were higher in unemployed compared to employed people and that a higher proportion of blue collar than white collar workers smoked. The survey also found that the likelihood of undertaking moderate or vigorous exercise in the past two weeks increased with increasing household income. However, the risk of harm like liver disease from alcohol consumption also increased with household income. There was also an association between household income and food availability, with the proportion of households who reported having ever run out of food decreasing as household income increased and the reverse occurred when income was decreased. From this passage, we are able to elicit good and bad health behaviours that may be responsible for ill health and sound health. Discuss how (i) Weber's life

style theory and (ii) Theory of reasoned action relate to (a) health promotion, (b) etiology and (c) distribution of disease in our Zambian society **(30 Marks)**.

Scenario 2

It is mid-morning in the male medical ward at the University Teaching Hospital (UTH) in the Zambian capital Lusaka. As usual the ward is full, with 36 patients suffering conditions ranging from malaria and meningitis to HIV infection. Ideally there should be six nurses on duty, four doctors, one nutritionist, six indoor servants and one physiotherapy. But chronic staff shortages mean that as usual, sister-in-charge Idah Lumbwe and her nursing team are alone, dispensing drugs, exercising those who may have stroke, changing dressings and doing their best against the odds to monitor seriously ill charges.

- (i) Idah and her nurses seem to be jacks of all trades and masters in none.
(a) What theory would you use to explain people like Idah? **(5 marks)**. (b) What must have been behind the cohesion in their work? **(10 marks)**.
- (ii) If you were to improve the staffing situation in the ward, what theory would use and justify it using its assumptions **(15 Marks)**.

Scenario 3

It is said that traditional medicine is better than conventional medicine. For instance, in 1997 Americans made 627 million visits to practitioners of alternative medicine and spent \$27 billion of their own money to pay for alternative therapies. In contrast, Americans made only 386 million visits to their family doctor. In 1997, it was estimated at one time by none other than the Harvard Medical School, that one out of every two persons in the United States between the ages of 35 and 49 years used at least one alternative therapy in 1997. This is spectacular by any means and of great concern to conventional (allopathic) medicine especially since the people using alternative medicine are primarily well-educated, affluent baby boomers (Eisenberg et al., 1998).

- (i) Discuss by advancing ten reasons why this could be so? **(15Marks)**
- (ii) Using ten parameters, compare and contrast traditional and conventional medicine **(15 Marks)**

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
2007-2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
S 995-SOCIAL IMPACT ASSESSMENT**

Time: 3 hours

Instructions

This paper is composed of two sections. Read carefully the instructions under each section.

Section A

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

1. Typology of Impact Assessment **(2 Marks)**
2. The eight Fundamental Principles for Development in Social Impact Assessment **(2 Marks)**
3. Profiling **(2 Marks)**
4. Practitioners theory **(2 Marks)**
5. Iteration **(2 Marks)**
6. Monitoring **(2 Marks)**
7. System strain **(2 Marks)**
8. Sampling biases **(2 Marks)**

Section B

Read the passage below and answer ONLY TWO QUESTIONS. Ensure that your answers relate to the passage.

Three countrywide power outages in four days in the month of January 2008 plunged the country into total darkness. The outages are said to have inflicted varying impacts in Zambia. We are yet to experience more impacts in the next years on account of these outages. There are contradictions behind the causes. The first one is that: "A major system disturbance occurred on the Zambian high voltage network on the 330 KV Leopards Hill Kariba North Bank 330 KV line. The second one is that power went off due to a collapse of a tower, which was still under rehabilitation managing director, Rhodnie Sisala", said. "It is very difficult to take preventive measures if you don't know what caused the particular incident. The third one was advanced by Energy Minister Kenneth Konga. He attributed it to the interconnector, which he said was damaged by surges caused by falling power lines in Zimbabwe. The minister further added "the power systems for Zambia, Namibia, Mozambique, Zimbabwe Botswana, the Democratic Republic of Congo and South Africa were interconnected and a problem in any of the countries could have an impact on the other countries' power systems". The fourth one was attributed to a cut in the import supply

from South Africa. He said, "South Africa was experiencing a power crisis on account of its increased domestic power demands. This reduced power exports to Zambia creating a power deficit. This deficit has had a toll on the interconnectors bridging the computers that link Zambia to South Africa causing them to trip when the power generators from Kariba and Victoria falls react to compensate. Mr Konga said the tripping of the equipment and the subsequent blackout was a protection system to prevent further damage to Zambia's electricity system that could have generously cost the country if un-shut. Because of these contradictions, it is said that the Energy regulation Board has set up a commission of inquiry to ascertain the real problem.

Question 1

Social impact assessment is about people's experiences and it measures change in human population, communities, and social relationships resulting from a policy change. These impacts are measured using the following variables: Population Characteristics, community and Institutional Structures, Political and Social Resources, Community Resources and Individual and Family Changes.

- (i) Who may have suffered from these power outages? Present your answers under each one these impact variables **(15 Marks)** and
- (ii) List at least five experiences under each one of these impact variables that Zambia may have experienced or is yet to experience **(15 Marks)**.
- (iii) Select from (ii) one experience or impact and discuss how you could mitigate it **(15 Marks)**.

Question 2

You are called as a Social Impact Assessment expert to parliament to address policy makers on how the power problem could be solved in the just immediate future and you are asked to make a presentation to the MPs. Remember that the Zambian government opted to make a policy statement that included: shutting the interconnectors for obvious reasons, embarking on load shedding and cutting power exports to Zimbabwe.

- (i) Suggest to the MPs two alternative scenarios to the policy actions advanced by the government in order to address the power problem **(5 Marks)**
- (ii) Against the three government policy options, present the arguments in favor of one of your preferred scenario comparing the policy options using the following impact variables: Population Characteristics, community and Institutional Structures, Political and Social Resources, Community Resources and Individual and Family Changes **(20 Marks)**.
- (iii) Suggest to the MPs ten methods you could use to dissuade the people who want to organize a national protest against these government policy measures **(20 Marks)**.

Question 3

There are casualties from the three policy measures.

- (i) Suggest at least three at each of the levels macro, meso and micro who are likely to be casualties from these government measures **(15 Marks)**.
- (ii) Identify one casualty from (i) and discuss at least five possible **(15 Marks)**.
- (iii) Suggest how you would mitigate the impacts of your preferred casualty **(15 Marks)**.

END OF EXAMINATION