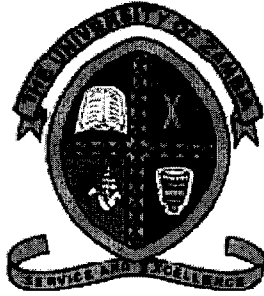


THE UNIVERSITY OF ZAMBIA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012/13 SECOND SEMESTER

1. D312- AFRICAN POPULAR DRAMA
2. DE112- INTRODUCTION TO SOCIAL, ECONOMIC, AND DEMOGRAPHIC STATISTICS
3. DE212- INTRODUCTION TO POPULATION THEORIES
4. DE312- DETERMINANTS OF POPULATION CHANGE
5. DE322- INTRODUCTION TO DEMOGRAPHIC ANALYSIS
6. DE915- REPRODUCTIVE HEALTH
7. DE945- MONITORING AND EVALUATION OF PROGRAMMES
8. DS102- INTRODUCTION TO DEVELOPMENT STUDIES
9. DS302- FOOD SECURITY IN DEVELOPING COUNTRIES
10. DS412- TECHNOLOGY AND DEVELOPMENT
11. DS422- DIMENSION OF POVERTY REDUCTION
12. DS915- CIVIL SOCIETY AND DEVELOPMENT
13. DS945- GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
14. DS955- ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES
15. DS975- ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES
16. E121- INTRODUCTION TO PROSE FICTION AND WRITING SKILLS IN LITERATURE
17. E122- INTRODUCTION TO POETRY AND DRAMA
18. E122- INTRODUCTION TO POETRY AND DRAMA
19. E211- THE STRUCTURE OF MODERN ENGLISH
20. E232- MODERN CRITICISM
21. E351- ANGLOPHONE AFRICAN PROSE FICTION UP TO THE 1960'S
22. E462- LATER MODERNIST LITERATURE
23. E915- SPECIAL AUTHOR
24. E952/LAL322- ANALYSIS AND PROJECT IN AFRICAN ORAL LITERATURE



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

SECOND SEMESTER EXAMINATIONS – AUGUST 2012/3

D312: AFRICAN POPULAR DRAMA

TIME: 3 hours

INSTRUCTIONS:

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

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

1. Popular dance culture is popular on account of organisation, informal approach and inclusive performance. Discuss popular dance with close reference to Kalela popular dance, its emergence and popularisation on the Copperbelt region of Zambia in the colonial period.

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

2. Discuss factors which lead to the popularity of and role played by Kwela and Pantsula popular dances among blacks in pre independence Zimbabwe and apartheid South Africa, respectively.
 3. Demonstrate how some elements of popular drama have been used in any two scripted plays of your choice. If any of the plays have not been published they should have been at least performed to a live audience, in which case you should include a synopsis of the play.
 4. Identify and discuss social functions of popular theatre associated with the Nigerian Yoruba folk opera and the Ghanaian concert party.
 5. Show how Theatre for Development is a form of popular theatre.
-
-

- 25.EC115- INTRODUCTION TO MICROECONOMIC THEORY
- 26.EC215- INTERMEDIATE MICROECONOMIC THEORY
- 27.EC222- MATHEMATICS FOR ECONOMICS
- 28.EC225- INTERMEDIATE MACROECONOMIC THEORY
- 29.EC315- PUBLIC FINANCE
- 30.EC342- ECONOMETRICS
- 31.EC355- ADVANCED MACROECONOMIC THEORY
- 32.EC412- INTERNATIONAL FINANCE THEORY AND PRACTICE
- 33.EC431- LABOUR ECONOMICS
- 34.EC445- ENVIRONMENTAL ECONOMICS
- 35.EC925- INDUSTRIAL ORGANIZATION
- 36.ELL945- PRAGMATICS
- 37.E/LAL112- INTRODUCTION TO LANGUAGE AND LINGUISTICS
- 38.FR312- FRENCH AND GENERAL LINGUISTICS
- 39.GS102- INTRODUCTION TO GENDER STUDIES
- 40.H112- AFRICA PRIOR TO COLONISATION
- 41.H232- HISTORY OF MODERN AFRICA; 1900 TO PRESENT
- 42.H322- TWENTIETH CENTURY EUROPE
- 43.H345- HISTORY OF MODERN INDIA FROM 1947 TO 1984
- 44.H912- HISTORY OF ZAMBIA SINCE 1890
- 45.LAL211- THE STRUCTURE OF BANTU LANGUAGE
- 46.LAL311- THE PHONOLOGY AND MORPHOLOGY OF ZAMBIAN LANGUAGES
- 47.LAL312- BANTU MORPHOLOGY AND SYNTAX
- 48.MC112- WRITING FOR THE MEDIA
- 49.MC135- MEDIA LAW
- 50.MC202- BASIC REPORTING
- 51.MC225- INTRODUCTION TO TELEVISION PRODUCTION
- 52.MC245- STORY TELLING
- 53.MC342- EDITING AND LAYOUT
- 54.MC352- ISSUES AND PRACTICE IN COMMUNICATION FOR DEVELOPMENT
- 55.MC372- COMPUTER ASSISTED REPORTING
- 56.MC402- INVESTIGATIVE REPORTING
- 57.MC412- MEDIA MANAGEMENT

- 58.MC422- ADVANCED RADIO AND TELEVISION PRODUCTION
- 59.MC902- ADVERTISING PRACTICE
- 60.MC912- PUBLIC RELATIONS PRACTICE
- 61.MC922- PRINCIPLES OF PHOTOGRAPHY
- 62.PA125- INTRODUCTION TO PUBLIC ADMINISTRATION
- 63.PA201- NATIONAL GOVERNMENT AND ADMINISTRATION
- 64.PA202- COMPARATIVE ADMINISTRATION
- 65.PA312- ORGANISATIONAL BEHAVIOUR AND MANAGEMENT
- 66.PA412- ISSUES IN DEVELOPMENT ADMINISTRATION
- 67.PA442- PROJECT EVALUATION
- 68.PA955- STRATEGIC MANAGEMENT
- 69.PL115- INTRODUCTION TO POLITICAL SCIENCE
- 70.PL251- COMPARATIVE POLITICS
- 71.PL322- FOREIGN POLICIES OF AFRICAN STATES
- 72.PL422- INTERNATIONAL CONFLICT MANAGEMENT AND RESOLUTION
- 73.PL932- POLITICS IN SOUTHERN AFRICA
- 74.PH101- INTRODUCTION TO PHILOSOPHY
- 75.PH102- FUNDAMENTAL PROBLEMS OF PHILOSOPHY
- 76.PH115- CRITICAL THINKING
- 77.PH945- HEALTH CARE ETHICS
- 78.PH/EC965- BUSINESS ETHICS
- 79.PH995- ENVIRONMENTAL ETHICS
- 80.PS101- INTRODUCTION TO PSYCHOLOGY
- 81.PS102- INTRODUCTION TO PSYCHOLOGY
- 82.PS222- THE PSYCHOLOGY OF SENSATION AND PERCEPTION
- 83.PS312- THEORIES OF PERSONALITY
- 84.PS332-COGNITIVE DEVELOPMENT AND CULTURE
- 85.PS342- PSYCHOLOGICAL ASSESSMENT
- 86.PS952- PSYCHOPATHOLOGY
- 87.PS992- APPLIED FORENSIC PSYCHOLOGY
- 88.S111- INTRODUCTION TO SOCIOLOGY
- 89.S112- INTRODUCTION TO SOCIOLOGY
- 90.S912- REFUGEE ISSUES AND SUSTAINABLE LIVELIHOODS

91.S915- DISASTER MANAGEMENT AND PREPAREDNESS

92.S925- CRIMINOLOGY

93.SS242- STATISTICAL METHODS IN THE SOCIAL SCIENCES

94.SW312- THEORIS AND DIMENSIONS OF SOCIAL WELFARE

95.SW412- SOCIAL ADMINISTRATION

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

AUGUST 2013

**DE112: INTRODUCTION TO SOCIAL, ECONOMIC, AND DEMOGRAPHIC
STATISTICS**

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER ALL QUESTIONS FROM SECTION A

CHOOSE TWO (2) FROM SECTION B

ANSWER ALL QUESTIONS FROM SECTION C

SECTION A: (40 Marks)

1. Define the following concepts? Give an example for each.
 - a. Proportion
 - b. Demographic Rate
 - c. Sex Ratio
 - d. Data Cleaning
 - e. Inter censual growth rate
 - f. Social Indicator
 - g. Content and Coverage Errors
2. Give **Six (6)** characteristics of a Census undertaking? *(be brief and Concise)*
3. Give **four (4)** uses of Census results? *(be brief and Concise)*
4. Give **three (3)** key points to consider when using charts to display data? *(be brief and Concise)*
5. Give a brief Interpretation the following:
 - a. A whipples index (WI) of 126.8 (terminal digits 0 and 5)
 - b. A positive (+) or negative (-) sign in the Error of Closure
 - c. Sharp Fluctuations in the inter censual growth rates between the sexes in one census to the other
6. Give **three (3)** Limitations of labor statistics? *(be brief and Concise)*
7. Outline **four (4)** inherent limitations in sample surveys? *(be brief and Concise)*

SECTION B: (30 marks)

1. Answer the following:

- a. Outline the principle sources of errors in socio-economic data
- b. Give **three (3)** reasons why it is important to evaluate socio-economic data
- c. Give **three (3)** uses of Health/Morbidity statistics
- d. Indicate the category type of indicators for each of the statements?

Statement	Type of Indicator			
	Not Applicable	Demographic	Economic	Social
Number of maize bags collected by the Food Reserve Agency (FRA) in 2013 farming season				
Opportunity cost of studying at UNZA				
Proportion of women using withdraw method as a method of contraception				
What is the probability that a Zambian man aged exactly 30 will survive until his 60 th birthday?				
The age and sex characteristics of people tested for HIV at UNZA Response office since January, 2013				

2. Discuss the Graphical and Mathematical Internal Consistence Check Methods used to evaluate single year age data?
3. Discuss housing Statistics, outlining the main sources, uses and limitation of housing data. Draw practical examples from Zambia

SECTION C: (30 marks)

1. Use Table 1 to answer the questions below.
 - a. Comment on the contraceptive use of Any Method by age and residence.
 - b. Use an appropriate graph to represent the number of women not currently using contraceptives by province. Give a comment based on the graph
 - c. Use an appropriate graph to display the distribution of the methods of contraceptive used in Lusaka province. Give a comment based on the graph
 - d. What is the proportion of women aged below 34 years?
 - e. What is the ratio of female population in Copperbelt to that of Lusaka Province? Comment on the result
 - f. Comment on the use of the Withdraw method as a method of contraception by province?

Table 1. Current use of contraception

Percent distribution of currently married women by contraceptive method currently used, according to background characteristics, Zambia 2007

Background characteristic	Any method	Modern method										Traditional method						Total	Number of women				
		Any modern method	Female sterilisation	Pill	IUD	Injectables	Implants	Male condom	Female condom	LAM	Any traditional method	Periodic abstinence	Withdrawal	Folk method	Not currently using								
Age																							
15-19	28.1	22.0	0.0	7.3	0.0	6.6	0.0	3.4	0.0	4.7	6.1	0.0	4.8	1.3	71.9	100.0	280						
20-24	41.8	34.1	0.2	11.5	0.0	10.4	0.0	6.0	0.0	5.9	7.7	1.5	5.5	0.8	58.2	100.0	889						
25-29	45.4	37.6	0.3	14.0	0.0	10.2	0.0	4.9	0.0	7.7	7.8	1.1	6.1	0.6	54.6	100.0	1,053						
30-34	41.7	34.3	0.5	12.5	0.2	8.1	0.4	5.5	0.0	7.1	7.4	1.0	5.8	0.6	58.3	100.0	826						
35-39	42.9	33.7	2.8	11.0	0.0	7.3	0.6	4.3	0.0	7.7	9.3	1.4	6.6	1.3	57.1	100.0	590						
40-44	39.9	29.3	6.2	7.0	0.3	7.5	1.1	3.5	0.4	3.4	10.6	2.4	5.9	2.3	60.1	100.0	411						
45-49	29.5	21.3	8.7	4.0	0.3	3.5	0.3	2.0	0.2	2.2	8.3	0.3	3.1	4.9	70.5	100.0	353						
Residence																							
Urban	48.4	42.0	3.4	18.2	0.1	10.5	0.9	6.2	0.1	2.6	6.3	1.5	4.0	0.8	51.6	100.0	1,540						
Rural	36.7	27.6	1.0	7.0	0.1	7.3	0.1	3.9	0.0	8.1	9.0	1.0	6.5	1.5	63.3	100.0	2,863						
Region																							
Central	32.8	27.2	0.4	11.4	0.0	8.1	0.2	6.6	0.0	0.5	5.6	1.7	3.0	0.9	67.2	100.0	438						
Copperbelt	47.7	41.5	4.8	19.9	0.0	7.7	0.8	4.9	0.0	3.4	6.2	1.4	4.3	0.5	52.3	100.0	699						
Eastern	52.6	48.5	2.1	8.7	0.1	9.1	0.2	3.3	0.0	24.9	4.1	0.4	0.5	3.2	47.4	100.0	689						
Luapula	15.8	14.0	0.8	2.8	0.0	4.6	0.4	1.8	0.0	3.6	1.8	0.6	1.0	0.3	84.2	100.0	363						
Lusaka	46.1	39.8	2.0	15.7	0.2	11.5	0.5	6.5	0.2	3.1	6.4	1.1	4.3	1.0	53.9	100.0	620						
Northern	37.7	16.9	0.7	5.2	0.0	5.5	0.1	4.3	0.1	1.1	20.7	0.2	20.5	0.0	62.3	100.0	655						
Northwestern	32.0	22.4	3.0	3.1	0.0	11.7	0.1	3.2	0.0	1.3	9.6	0.7	6.7	2.3	68.0	100.0	232						
Southern	45.8	39.1	0.6	13.9	0.5	12.2	0.7	5.1	0.0	6.0	6.7	4.3	2.2	0.2	54.2	100.0	447						
Western	33.1	23.0	0.7	8.5	0.0	5.5	0.2	5.7	0.0	2.2	10.1	0.6	4.3	5.2	66.9	100.0	258						

Note: If more than one method is used, only the most effective method is considered in this tabulation.
LAM = Lactational amenorrhoea method.

---END OF EXAM---

BEST WISHES

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY SECOND SEMESTER EXAMINATIONS

AUGUST 2013

DE 212: INTRODUCTION TO POPULATION THEORIES

INSTRUCTIONS: SECTIONS A AND B ARE COMPULSORY. ANSWER 2 QUESTIONS FROM SECTION C

TIME: THREE (3) HOURS

SECTION A (MULTIPLE CHOICE): ANSWER ALL QUESTIONS FROM THIS SECTION. THIS SECTION CARRIES 10 MARKS

1. Demographic transition is actually fertility transition. **(True or False)**
2. Population growth can only be positive and never negative. **(True or False)**
3. A net wealth flow from parents to children prevails in traditional societies. **(True or False)**
4. Karl Marx in his writings held that there is a universal law of population. **(True or False)**
5. The logistic was first suggested by Raymond Pearl and Lowell Reed in the year 1845. **(True or False)**
6. According Caldwell's 'wealth flow theory', wealth from children could include _____.
 - A. Remittance to parents only
 - B. Domestic works
 - C. Taking care of younger brothers and sisters
 - D. All of the above.
7. _____ theory on fertility transition suggests that children are seen as economic assets.
 - A. Bongaart's
 - B. Easterlin's
 - C. Caldwell's
 - D. None of the above.
8. In Caldwell's theory, a net wealth flow from the younger generation to the older generation would predict _____.

- A. A high level of divorce
 - B. A high level of fertility
 - C. A low level of fertility
 - D. A high cohabitation rate
9. Easterlin's regulation cost mainly refers to _____.
- A. Economic cost
 - B. Socio-cultural cost
 - C. Psychic cost
 - D. All of the above
10. Bongaarts' proximate determinants of fertility do not include those affecting _____.
- A. Nuptiality
 - B. Contraception
 - C. Abortion
 - D. Finances

SECTION B (SHORT ANSWERS): ANSWER ALL QUESTIONS FROM THIS SECTION. THIS SECTION CARRIES 60 MARK

1. Briefly define the following concepts:
- i. Population growth
 - ii. Population density
 - iii. Optimum Population
 - iv. Industrial reserve army
2. State/list (without discussing) the following:
- i. Three limitations of the Optimum population theory
 - ii. Three short comings of the Epidemiological Transition Theory
 - iii. Four points to critique the writings of Karl Marx on population
 - iv. The proximate determinants of fertility according to Bongaarts
3. In not more than five sentences for each, clearly demonstrate your understanding on the writings of the following regarding population theory:
- i. Thomas Malthus

- ii. Esther Boserup
 - iii. Karl Marx
 - iv. Raymond Pearl and Lowell Reed
4. Outline (briefly) the following:
- i. Comparison between Malthusian & Optimum Population Theories
 - ii. Refinements added to the Optimum Population theory by the Modern theory
 - iii. Implications of the optimum population
 - iv. Stages of the demographic transition theory (DTT)
 - v. Difference between fertility and fecundity
 - vi. Assumptions on which the construction of the logistic curve is based

SECTION C (ESSAYS): ANSWER TWO QUESTIONS FROM THIS SECTION, QUESTION 2 IS COMPULSORY. THIS SECTION CARRIES 30 MARKS

1. Discuss Esther Boserup's theory of population growth. How applicable is the theory in Africa?
2. Discuss the contributions of the fields of biology and sociology to the development of population theory and explain their validity in the contemporary world. In your discussion, make reference to two writers/theories from each discipline.
3. Discuss Caldwell's wealth flow theory. How does it fit into the modern Zambian population politics?
4. Discuss the stages of the epidemiological transition theory. How relevant is this theory in explaining the epidemiological situation in Sub Saharan Africa?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POPULATION STUDIES
SECOND SEMESTER EXAMINATION- AUGUST 2013

DE 312: DETERMINANTS OF POPULATION CHANGE

INSTRUCTIONS: SECTION A AND B ARE *COMPULSORY*. ANSWER ANY TWO QUESTIONS FROM SECTION C

TIME: THREE HOURS

SECTION A (Compulsory) (15 Marks)

- Q1 Define the following concepts succinctly:
- a) Death
 - b) In-Migrant
 - c) Mobility
 - d) Completed family size
 - e) Migration

SECTION B (SHORT ANSWERS) COMPULSORY (45 Marks)

- Q1 Briefly explain the consequences of migration
- Q2 a) Outline the factors that could have contributed to the delay in the completion of the epidemiological transition by less developed countries in Africa and Asia.
- b) What programme actions could help to accelerate the transition in these countries?
- Q3 Briefly explain with examples how the following variables relate to mortality patterns and differentials.
- i) Education
 - ii) Sex
 - iii) Income/Occupation
 - iv) Housing

- Q4. The table below shows fertility data as captured by three Zambian censuses. Use the information to provide an **Analytical Summary** and where necessary highlight the causes of observed differentials.

Summary of fertility indicators by Residence and Zambia 1990-2010

Residence	TFR	CBR	GRR	NRR
Zambia				
1990	6.7	44	3.3	2.2
2000	6.0	36	2.3	1.7
2010	5.9	35	2.3	1.7
Rural				
1990	7.0	45	3.4	2.3
2000	6.7	40	2.7	1.9
2010	7.0	39	2.8	2.1
Urban				
1990	6.3	43	3.1	2.2
2000	4.9	29	1.7	1.3
2010	4.6	30	1.7	1.3

SECTION C: ANSWER ANY TWO QUESTIONS (40 Marks)

- Q1. Show your understanding of how **Mosley and Chen theory of child survival** apply in explaining Zambia's high child mortality levels?
- Q2. Zambia is one of the countries in Sub Saharan Africa with high levels of fertility, identify the many challenges the country is facing as it attempts to reduce fertility levels. Prescribe appropriate programme measures that can reduce fertility levels in Zambia?
- Q3. Zambia is one of the countries in Sub Saharan Africa still facing many challenges in reducing maternal mortality rates. Discuss these challenges and develop an action programme aimed at reducing maternal mortality in Zambia.
- Q4. Compare Ravenstein's and Everett Lee's migration theories. What are the possible weaknesses in these theories?
- Q5. The epidemiological transition theory is a myth for Africa. What is your view?

END OF EXAMINATION

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

September 2013

DE 322: INTRODUCTION TO DEMOGRAPHIC ANALYSIS

INSTRUCTIONS:

SECTION A IS COMPULSORY. ANSWER ANY TWO QUESTIONS FROM SECTION B.

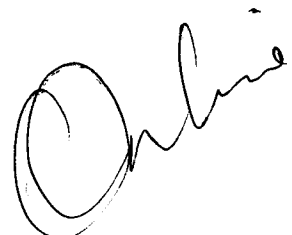
TIME: THREE (3) HOURS

SECTION A

1. The table below gives information on the number of births to women in various age groups and the age - specific fertility rates (ASFR) for Egypt and Tunisia in the late 1980s.

Table 1: Number of live births and ASFR for Egypt and Tunisia, 1988.

	Egypt, 1988		Tunisia, 1988	
	Number of births	f_a	Number of births	f_a
15-19	43600	0.021	6300	0.017
20-24	402800	0.194	43600	0.131
25-29	578900	0.317	55700	0.195
30-34	403400	0.269	41100	0.176
35-39	242400	0.191	21600	0.113
40-44	77700	0.073	5700	0.041
45-49	25100	0.026	1100	0.009



- a. Calculate the general fertility rates for Egypt and Tunisia
- b. Calculate a standardised fertility rate for Tunisia, using the female population of Egypt as the standard population.
- c. Calculate the standardised fertility ratio for Tunisia, using the female population of Egypt as the standard population.
- d. Comment on your results.

2. Using as much information as possible on migration analysis, answer the questions that follow

7 a. Use the information below and apply forward and reverse survival ratio methods to estimate migration for (country A) and comment on the results?

Table 2: Migration data for country A (Population in thousands)

Cohort in 1990	Cohort in 2000	Population 1990	Population 2000 aged 10+	$_{10}S_x$
0-4	10-14	1,885	3,137	0.99049
5-9	15-19	2,012	2,559	0.99360
10-14	20-24	2,003	2,429	0.99113
15-19	25-29	1,766	2,135	0.98771
20-24	30-34	1,556	1,780	0.98468
25-29	35-39	1,358	1,692	0.98131
30-34	40-44	1,198	1,894	0.97607
35-39	45-49	1,305	2,151	0.96727
40-44	50-54	1,394	2,111	0.95297
45-49	55-59	1,369	2,169	0.93106
50-54	60-64	1,396	2,299	0.89691
55-59	65-69	1,390	2,442	0.84112
60+	70+	4,754	3,349	0.49200
Total		23,386	30,147	

- b. Discuss briefly the application of the national growth rate method in indirect estimation of net migration rates?
- c. Explain the major differences in the application of forward survival ratio and ~~reverse~~ ^{reverse} survival ratio methods?
- d. In what situations do we apply the population balancing equation in estimating net migration rates?
- e. What information is required for the application of survival ratio methods in estimation of migration rates? What is the relevance of this information?

SECTION B

3. Study the **table 3** below carefully and answer the questions that follow.

	INFANT DEATHS			
Age at death	2012	2011	2010	2009
Total	38,351	5,098	33,253	15,107
11 Months	347	333	14	58
10 months	346	303	43	74
9 months	430	340	90	96
8 months	499	353	146	104
7 months	635	397	238	245
6 months	772	418	354	371
5 months	1,040	477	563	497
4 months	1,536	576	960	789
3 months	2,126	620	1,506	1,007
2 months	2,910	606	2,304	2,576
28 -59 days	3,401	425	2,976	3,029
21 - 27 days	966	65	901	1,358
14 -20 days	1,308	65	1,243	977
7 - 13 days	2,015	58	1,957	463
6 days	376	7	369	548
5 days	444	7	437	261
4 days	574	7	567	383
3 days	813	8	805	932
2 days	1,340	9	1,331	645
1 days	1,846	8	1,838	389
1 - 23 hours	10,265	14	10,251	105
under 1 hour	4,362	3	4,359	200
Total Births	1,238,328	1,187,064	1,206,555	1,191,665

- a) Using the information in the table above, calculate
- The Neonatal Mortality Rate
 - The Post Neonatal Mortality Rate
 - The Perinatal Mortality Rate
- b) You are further required to calculate the Conventional Infant Mortality Rate. As a mortality analyst, you have been told to adjust the conventional Infant Mortality for the country whose data is in the table above. You are amply informed that

from the deaths you have for the years 2012, 2011, 2010 and 2009, 0.6337, 0.7102, 0.3374 and 0.592 respectively, represent proportions of deaths to infant born in the previous year.

4. Using your knowledge of life tables, show that:

- i. Since we know that $q_x = \frac{d_x}{l_x}$, show that $q_x = \frac{m_x^*}{1 + f_x \cdot m_x^*}$ holds
 - ii. Life table functions are interrelated. Given that you have one-year values for q_x , l_x and e_x given at every fifth age, how would you calculate ${}_5d_x$, ${}_5q_x$, ${}_5L_x$ and T_x
 - iii. What are the uses of mortality statistics and illustrate the factors that would potentially affect the quality of death statistics
 - iv. Show how the crude death rate is related to the underlying age specific death rates
 - v. What are the strengths and limitations of the standardised mortality ratio?
-

5. The questions that follow relate to migration analysis

- I. Briefly discuss the following concepts
 - a. Migration
 - b. Migration interval
 - c. Gross migration
 - d. Net migration

II. **Table 4** below shows data for selected towns in Zambia. Using the table, attempt the following:

a. Reproduce the table and complete columns D, E, F and G.

TABLE 4: IN, OUT AND NET Migration for 1968/69 between provinces of Zambia.

PROVINCE	Resident population 1968/69 A	MIGRANTS 1968/69			IN MIGRANTS PER 1000 E	OUT MIGRANTS PER 1000 F	NET MIGRATION PER 1000 G
		IN B	OUT C	NET D			
1. Western	388,242	8,111	10,438				
2. Central	712,630	51,387	45,245				
3. Eastern	509,515	15,642	19,528				
4. Luapula	335,584	17,233	14,432				
5. Northern	545,096	19,995	27,134				
6. North-Western	231,733	6,204	9,737				
7. Southern	496,041	25,668	19,111				
8. Copperbelt	816,309	51,721	50,336				

b. Comment on the observations.

THE END

0.000,0 3.98

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR SECOND SEMESTER

DE 915: REPRODUCTIVE HEALTH FINAL EXAMINATION

TIME: THREE HOURS

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

SECTION A (COMPULSORY, Answer all questions, 15 MARKS)

Q1. Define the following concepts

- i) Gender
- ii) Infertility Prevalence Rate
- iii) IEC (Information Education and Communication)
- iv) Maternal Mortality Rate
- v) Contraceptive Prevalence

SECTION B (COMPULSORY, Answer all questions, 30 MARKS)

Q2. Explain the following:

- i) The best criteria for selecting an indicator
- ii) Items you can use to measure the quality of an IEC message
- iii) Comprehensive Emergency Obstetric Care

SECTION C (COMPULSORY, Answer all questions, 5 MARKS)

Q3. Write the following in full:

- i) BCC
- ii) PAC
- iii) AIDS
- iv) BEOC
- v) CARMMA

SECTION D (Answer only two questions, 50 MARKS)

Q4. Some scholars argue that the definition of Reproductive health by Germain et al is one of the best. Discuss this context with Zambian adolescents and women in mind.

OR

Q5. Recommend 10 (ten) reproductive health indicators that can be used to measure achievement of ICPD goals in Zambia. Why do you think these are the best for Zambia?

OR

Q6. CARMMA is a good initiative for the reduction of maternal mortality. Discuss Zambia's achievements in relation to this initiative. What else should be done to facilitate reduction in maternal mortality

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SECOND SEMESTER EXAMINATIONS
AUGUST 2013

DE 945: MONITORING AND EVALUATION OF PROGRAMMES

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

TIME: THREE (3) HOURS

SECTION A [30 Marks]

1. Which of the following is not true about why we monitor & evaluate programmes?
 - a. M & E mobilizes communities to support programs
 - b. M & E shapes the decisions of funding agencies and policy makers
 - c. M & E can help institutionalise programmes
 - d. M & E results contribute to the global understanding of “what works”
 - e. None of the above

2. A programme or project that attains the objectives it has formulated can be said to be
 - a. efficient
 - b. demonstrable
 - c. analytical
 - d. effective
 - e. operational

3. The primary difference between evaluation and monitoring is that:
 - a. evaluation is based on objectives and monitoring is not
 - b. evaluation can be carried out by persons external to the project or programme whereas monitoring can only be done by personnel connected with the programme or project

- c. evaluation can be carried out at the end of the programme or project but monitoring cannot be carried out at the end of the programme or project.
 - d. decisions can be made after reviewing the results of evaluation, but decision making is not possible after analysis of monitoring results.
4. When in the life of a project should evaluation take place?
- a. Before a project starts
 - b. Mid-term
 - c. Throughout the project life
 - d. At the end of the project
 - e. All of the above
5. Which of the items below is not a characteristic of criteria?
- a. criteria are units which make objective measurement possible
 - b. criteria specify the expected outcomes of programme or project activity
 - c. criteria are often found included in the objectives of the programme or project
 - d. criteria cannot be objectively measured
6. In evaluation, scope refers to:
- a. A geographic area to be covered
 - b. Groups of beneficiaries
 - c. Types of activities to be undertaken
 - d. Time period for the evaluation
 - e. All of the above
7. Indicators should specify any of the following except:
- a. Characteristics of the target population you intend to reach, such as gender, age and marital status
 - b. Location of the target population, such as rural or urban
 - c. The time frame within which you intend to achieve your objectives
 - d. a, b and c
 - e. only a
8. The following statements are true about objectives. Which is/are the odd one/s out?
- a. objectives are explicit, measurable statements of program goals
 - b. the measure of an objective should be stated in terms of program outcomes
 - c. an indicator is a measure of program objectives and activities
 - d. only b and c
 - e. only b
9. Why do we monitor?

- a. To track changes from baseline to desired outcome
 - b. To assess performance and progress towards the outcome
 - c. To alert managers to problems in performance and delivery
 - d. To analyze reasons why (or why not) progress is made and learn
 - e. All of the above
10. Which statement is true about performance monitoring?
- a. Outcome monitoring is a periodic and systematic process of collecting and analyzing data to measure how a programme, project, partnership, policy and reform process activities contribute to the achievement of outcomes at country level.
 - b. Change at the outcome level is a medium- to long- term process
 - c. The first step in outcome monitoring is to determine which interventions produce the outcomes and outputs that contribute to national goals
 - d. All of the above
11. Which one of these is NOT one of the key four data-related monitoring and evaluation domains?
- a. Data Storage
 - b. Reporting/Feedback
 - c. Field Visits
 - d. Data analysis
12. What is routine tracking and reporting of priority information about a project or program?
- a. Evaluation
 - b. Monitoring
 - c. Impact
 - d. Study
13. Why is evaluation considered as systematic?
- a. Because it uses replicable scientific methodologies to arrive at conclusions for programmatic outcomes and impacts.
 - b. Because it is carried out periodically.
 - c. Because it requires a big team of people to conduct at different periods during the program cycle.
 - d. None of the above.
14. Which one of these terms best describes the ability of a program to produce long-term results that outlive the specific actions initiated during the lifetime of the program.
- a. relevance
 - b. effectiveness

- c. efficiency
 - d. sustainability
15. Population-based surveys, such as a Demographic and Health Survey (DHS) or a national population census, are examples of nonroutine data sources. These sources are useful because:
 - a. They provide information on a timely basis.
 - b. They can be used for calculating coverage indicators.
 - c. They include health outcomes for only those using health facilities.
 - d. All of the above.
 16. A data collection plan should include the following:
 - a. The timing and frequency of collection
 - b. The person or agency responsible for the collection
 - c. The types of information needed for the indicators
 - d. All of the above
 17. Evaluations measure:
 - a. The timeliness of a program's activities
 - b. The outcomes and impact of a program's activities
 - c. How closely a program kept to its budget
 - d. How well the program was implemented
 18. At what stage of a program should monitoring take place?
 - a. At the beginning of the program
 - b. At the mid-point of the program
 - c. At the end of the program
 - d. Throughout the life of the program
 19. Which framework is almost always necessary in the design phase of an intervention, and which is not replaced by the use of the other frameworks?
 - a. Results Framework
 - b. Logical Framework
 - c. Conceptual Framework
 - d. Logic Model

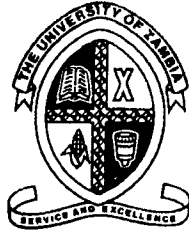
INDICATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE

20. Monitoring and evaluation requires an understanding of measurement and indicators

21. The goals, objectives and activities of your programme shape the scope of what will be monitored and evaluated
22. An example, a process indicator is “availability of quality financial advisory services”
23. Lessons learned are only shared with donors and not stakeholders
24. M&E is largely driven by reporting requirements and not management concerns
25. Monitoring and evaluation is the same as a financial audit, it enhances accountability
26. Research, surveillance and M&E are all the same
27. Baseline information does not include past research reports for the problem your are addressing
28. When disseminating data share positive results only with your funders
29. In M & E, establishing success or failure is more important than the reasons for either success or failure
30. Indicators should be vague so that people can interpret them to meet their own needs, making them more useful.

SECTION B [30 Marks]

1. Name two main purposes of monitoring.
2. Using examples from any program context, please define the following terms:
 - a. Evaluation
 - b. Indicator
 - c. Efficiency
 - d. Effectiveness
 - e. M&E System
 - f. Impact
 - g. Relevance



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012/13 SECOND SEMESTER EXAMINATIONS

DS 102: INTRODUCTION TO DEVELOPMENT STUDIES II

ALLOWED DURATION: THREE HOURS

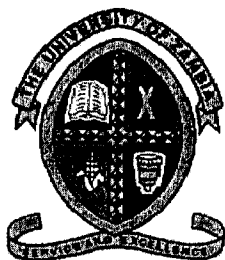
INSTRUCTIONS TO CANDIDATES:

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

-
1. African regimes are like hyenas! Complained old Shoprite Ndiyo as he staggered home from a drinking spree in Chipata's Kavutisa compound, with his closest pal, Matsauso. The latter nodded in agreement as he munched the legs of two rats that he bought that afternoon at Kapata market. Savouring the taste of the rats, Matsauso drunkenly added that these hyenas were just controlled by only one man – the big man. No development. Only people that the 'big man' liked benefited. Based on what you have learnt in DS 102, what were Shoprite Ndiyo and Matsauso talking about?
 2. Munayoyo Kawale, a resident of Zambezi District, broke into a *Makish* style dance to celebrate the news from the District Commissioner that big foreign companies would create heaven on earth in Zambezi. But Foloko Mundambi, a former cook at Nkana Gold Club on the Copperbelt, was not convinced. With a vicious twist of his big lips that revealed several rotten teeth, he shouted at his nephew to shut up. As a DS 102, what would be your comment on the excitement of Munayoyo Kawale and annoyance of Foloko regarding big companies from outside investing in Zambia?
 3. Gankata Hamusinza, a highly ambitious UNZA student popularly known as 'Kachasu' because of his love for the illicit gin, was fuming at the Monk square as he reflected on what the lecturer had said that day. He wondered what could be done to transform the predatory regimes in Africa that were preying upon their own people into responsible ones that would create wealth for their people. Based on what you have learnt in DS 102, what would be your comment on Gankata's reflections?

4. Shololio Kanchule Mwampatafye could not understand why, despite Zambia selling many things to other countries, people were still leading miserable lives. He concluded that it was better for the country to stop selling things to other countries because the benefits were minimal. Based on what you have learnt in DS 102, to what extent was Sholilo correct?
5. Potyo Potyo Litapi invited his niece, Mbololwa, a Grade 12 school leaver, to explain to him why the number of foreigners and Chinese people was increasing in Zambia and what they were doing in the country. In particular, was it true that they were bringing money into the country and how would it help the local people? Unable to explain, Mbololwa ran away to join her boyfriend, Hopani, an illiterate fisherman. As a DS 102 student, what would you tell Potyo Potyo?

END OF EXAM, ENJOY YOUR VACATION!



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

SECOND SEMESTER UNIVERSITY EXAMINATIONS FOR 2012/2013 ACADEMIC YEAR

DS 202: POLITICAL ECONOMY OF DEVELOPMENT

INSTRUCTIONS:

1. This examination paper has **three sections**.
2. Section one has ten short answer questions. **Answer only five of them**
3. Section two and three have three essay questions each. **Answer only one question from each of the two sections.**
4. The Duration of the Examination is three hours. **Do not spend more than one hour on any of the three sections.**

SECTION ONE

1. Give brief answers **to any five** of the following ten questions (ensure that all your selected questions are numbered appropriately).
 - i. Mention at least three factors behind the development crisis in Sub-Saharan Africa
 - ii. Define civil society and mention at least two roles that civil society organizations play in the advancement of democracy in newly democratic nations
 - iii. Define neo-classical resurgence and mention at least two of its principle arguments
 - iv. Explain the Conventional Aid theory and give at least one reason in favor of foreign aid to developing nations
 - v. Give at least three reasons to show why developing nations have either benefited or not benefitted from the flow of resources from developed nations
 - vi. Explain what is meant by conditionality loans and give at least two reasons why most development analysts speak against them.
 - vii. What are Structural Adjustment Programmes? State briefly why there has been calls for adjustment with a human face in recent years

- viii. Define neo-liberalism and mention at least three reasons why it has become discredited in the recent past
- ix. Mention the difference between the neo-liberal and the neo-structural perspective with regard to the size and role of the state in the economic development of developing nations.
- x. Explain what is meant by the 'new development thinking' and mention at least two other names by which it is known.

SECTION TWO

There are three questions in this section. **Chose one** and write an essay on it.

- 2. Compare and contrast the liberal and structural approach to development. With practical examples, state which of the two perspectives seem more suitable to the development of African countries.
- 3. "Raul Prebisch's center periphery paradigm offers a plausible explanation of the development malaise in developing countries." Discuss this statement with reference to any practical situation in any developing country.
- 4. Trace and account for variations over time in competing theoretical perspectives of development from the classical liberal approach to the present day post neo-liberal perspective.

SECTION THREE

There are three questions in this section. **Chose one** and write an essay on it.

- 5. "The main thrust of political economy of development is the interplay of political power and market forces." Elaborate on this statement by giving as much practical details as possible.
- 6. Using the Zambian case study, explain why democracy can be said not to have facilitated development in developing countries.
- 7. Discuss how the five pillars of the Paris Declaration on aid effectiveness could improve aid effectiveness in developing countries.

END OF EXAMINATION (GO THROUGH YOUR WORK TO ENSURE ORDELY PRESENTATION)



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
DS 302: FOOD SECURITY IN DEVELOPING COUNTRIES
FINAL EXAMINATION**

**DURATION: 3 HOURS
30TH AUGUST, 2013.**

Instructions:

- ❖ There are **TEN** Questions in this paper divided into section A and B.
- ❖ Answer **TWO Questions** from Section A.
- ❖ You are further required to answer **ANY TWO Question** from Section B
- ❖ Answer **FOUR Questions** in total.
- ❖ Plan your answers before writing them down.
- ❖ Write in clear handwriting.
- ❖ Presentation will attract rewards.

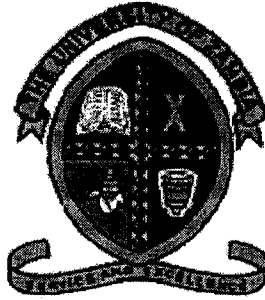
SECTION A: Answer any TWO questions from this section. Each Question carries 30 Marks. Each Question should be answered on NOT more than FOUR faces of a page.

1. Compare and contrast the state-led and market-led land reforms. Which approach do you think Zambia should take and why?
2. Account for the genesis of the contemporary 'land grab' phenomenon. What are the food security opportunities and challenges emerging for LDCs?
3. What is biotechnology? What are the food security opportunities and challenges emerging for LDCs?

SECTION B: Pick and attempt any TWO Questions from this section. Each Question carries 20 Marks. Each Question should be answered on NOT more than TWO faces of a page.

4. Write short and concise notes on ANY FIVE of the following issues. These notes should not exceed a face of a page. Each issue carries 8 marks.
 - i. Weaknesses of the supply-side theories of famine
 - ii. Draw the SLF. Include all key elements
 - iii. Food sovereignty
 - iv. Relate entitlement, e-mapping and endowment
 - v. In what ways can food be used as a weapon
 - vi. Discuss the FOUR types of entitlements accepted in a private ownership market economy
 - vii. Green revolution
 - viii. Types of hunger
5. Demonstrate how any THREE threats to global food security pose a global food security challenge.
6. In what way/s does climate change relate to food security?
7. Discuss how famine thinking has evolved/shifted overtime.
8. Using the SLF, how can you understand rural food security and livelihoods in Zambia?
9. In what way/s does the removal of subsidies in Zambia create opportunities and/or challenges for rural livelihoods in Zambia?
10. How can the entitlement approach be used to understand rural livelihoods in Zambia?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT STUDIES

SECOND SEMESTER EXAMINATION (2012-2013 ACADEMIC YEAR)

DS 412: TECHNOLOGY AND DEVELOPMENT II

INSTRUCTIONS: CHOOSE AND ANSWER ANY THREE (3) QUESTIONS FROM THE FOLLOWING (1-6)

TIME: THREE HOURS

1. Substantial evidence, both scholarly and practical supports the view that Multinational corporations (MNC's) facilitate international technology transfer through various mechanisms. Explain fully the role played by MNC's in the process of technology transfer. Use examples to illustrate your points.
2. For a less Developed country to industrialize it requires good, consistent technological and industrial policies. It also needs to build up local Technological capabilities. Propose what constitutes good technological and industrial policies that can lead to a successful case of industrialization. Use both historical and contemporary examples to strengthen your points.
3. Explain fully, with illustrative examples, the role played by these instruments in technology transfer;
 - I. Intellectual property rights
 - II. Patents
 - III. Copy rights
 - IV. Trade marks
 - V. Industrial designs

4. Chose one case you have studied on successful industrialization and show clearly what factors were involved in this process that lead the country to industrialize;

- a) South Korea
- b) Singapore
- c) China
- d) India
- e) Brazil
- f) Taiwan
- g) Malaysia

5. In his hurry to see Zambia develop quickly through industrialization, President Michael Sata has created a new ministry of industrialization and has appointed you minister. As a new minister propose policy measures and practical steps that will see Zambia industrialize in the next 20 years.

6. Today, although less Developed countries (LDC's) want various technologies to industrialize, there is a challenge of using and developing environmentally friendly technologies. Outline and discuss the challenges LDC's face in their quest to develop, given the available global technologies.

END OF EXAM



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY EXAMINATIONS
2013 SECOND SEMESTER EXAMINATIONS

DS 422: DIMENSIONS OF POVERTY REDUCTION II

DURATION: THREE HOURS

INSTRUCTIONS:

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

1. Chinese Philosopher Lau Tse as cited by Dennis (1977) once said the following words: *"Go and meet your people, live and stay with them, love them, work with them. Begin with what they have, plan and develop from what they know, and in the end, when the work is over, they will say: "we did it ourselves"* Critically analyze Tse's words and explain the various participatory approaches that can be used to assess the poverty situation in LDCs.
2. Social Capital formation has increasingly been recognized as an important strategy in the poverty reduction crusade in the developing world. Given your understanding of the concept of poverty reduction, explain the various ways in which Social Capital formation can contribute to poverty reduction in Zambia.
3. International Financial Institutions play a critical role in poverty reduction process. With reference to the Context in Zambia critically analyze the extent to which these have promoted local ownership of the development process.
4. Political actors, processes and institutions and discourses are said to be responsible for both reproducing and reducing poverty. Explain. Also examine the poverty problem in Zambia by discussing factors surrounding livelihoods, empowerment and security.
5. In the PRSP, the concept of poverty is no longer defined in a uni-dimensional way gauged by some money-metric measure instead it is defined in terms of multiple modes of deprivation of various material requisites of well-being as well as deprivation of human dignity. Clearly outline and justify the various modes of deprivation contained in the PRSP to be used in assessing and defining poverty.

ALL THE BEST



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY EXAMINATIONS

2012/13 SEMESTER II EXAMINATIONS

DS 915: CIVIL SOCIETY AND DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS:

- Section A has two blocks of questions (a-d), attempt **any two** questions **in each block**
 - In Section B, choose any two questions and write an essay of not more than 4 pages.
-

SECTION A (40 Marks)

1. Write brief notes on any two (a-d) of the following:
 - a. Bridging social capital and its importance in analysing development.
 - b. Governing boards and their role in shaping civil society.
 - c. Karl Marx's analysis of civil society.
 - d. Key elements for effective social partnerships
2. Write brief notes on any two (a-d) of the following:
 - a. The difference between strategic and functional accountability
 - b. Meaning of transparency in analysing governance.
 - c. Linking social capital and its importance in social development.
 - d. Plato's analysis of a civil society

SECTION B (60 Marks)

3. Should social movements be tolerated in democratic countries like Zambia? If yes, why? If not, why not? In either case use practical examples to justify your position.
4. Critically analyse areas of contention in the NGOs Act of 2009 and make suggestions on how the said Act can be improved.
5. What do you understand by the concept of good governance? Discuss the value civil society has added to Zambia's governance process. Clearly explain some of its major limitations?
6. Identify and analyse strengths and weaknesses of external donors' interventions in the area of civil society capacity building.

END OF EXAMINATION



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY EXAMINATIONS
2013 SECOND SEMESTER EXAMINATIONS
FULLTIME (REGULAR AND PARRALEL CLASSES)

DS 945: GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
DURATION: THREE HOURS

INSTRUCTIONS:

- a) **ANSWER THREE (3) QUESTIONS**
 - b) **QUESTION ONE IS COMPULSORY AND IT CARRIES 40 MARKS!**
 - c) **ANSWER ANY TWO QUESTIONS FROM QUESTION 2 TO QUESTION 5**
-

1. Discuss **ALL** the following environmental problems and present possible measures that can be employed to mitigate the effects of these problems;
 - (i) Global Warming/Greenhouse Effect
 - (ii) Ozone Layer Depletion
 - (iii) Bio-Diversity Loss
 - (iv) Acid Deposition/Precipitation
2. Write short and concise notes on any **THREE** of the following
 - a) Deep ecology
 - b) Precautionary Approach
 - c) The Malthusian/Neo-Malthusian theories
 - d) The Neo-classical theory
3. According to the concept of sustainable development, development must meet three fundamental and equal objectives. Critically discuss the statement and use examples to show the equality among the objectives.
4. Transnational Corporations (TNCs) are said to have effects on the environment in the countries where they operate from. Critically discuss this statement with regards to Agribusiness and the Timber industry.
5. A lot of efforts have been put in place to ensure a healthy global environment through conventions agreements, protocols, etc. Using at least **THREE** conventions or protocols covered in this course, discuss the relevance of the global environmental governance agenda. Highlight also commitment of the developed and developing countries in this issue.

DEPARTMENT OF DEVELOPMENT STUDIES

2013 SECOND SEMESTER EXAMINATION

DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

INSTRUCTIONS:

- Answer all Questions in Section A. Half a page (1/2) for each question
- Choose and answer any two (2) questions from section B, Two pages (2)
- The examination will take three (3) hours.

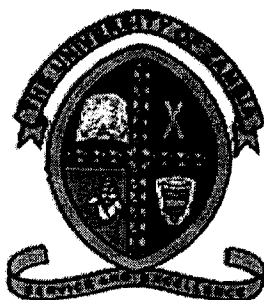
SECTION A (COMPULSORY)

1. Write short notes on the following.
 - (a) Degradation
 - (b) Impact Mitigation
 - (c) Two outcomes of CBNRM
 - (d) Problems associated with EIA

SECTION B

1. The United Nations Population Fund working in conjunction with the United States Agency for International Development (USAID) are organising an international conference dubbed *development for the twenty first century: solutions through development theories*. You have been identified as a development expert and as such the conference organisers have approached you to prepare a paper on the main tenets (propositions) of the Malthusian theory highlighting to what extent you agree with them and the reasons for that. You are also asked to state the main critiques of the theory? Proceed to prepare the paper.
2. Although Africa is largely known as a rural continent, the continent's towns and cities are growing rapidly. This urbanization trend has led to a rapid growth in the volume of waste generated in the continent's cities. Solid Waste Management in particular has been a huge challenge. Clearly explain the disposal methods that should be used in order to manage solid waste.
3. JP Development Corporation intends to set up a chemical manufacturing plant. The Corporation will be manufacturing a variety of pesticides, 600metres from Lubanze River and the proposed site has 250 households. As an environmental expert, you have been commissioned to undertake an EIA on behalf of JP Development Corporation in accordance with the environmental laws of Zambia.
 - (a) Outline and explain the steps you will undertake in the said assessment.
 - (b) Identify all the possible impacts
 - (c) Propose mitigation to the impacts identified in (b) above.
 - (d) What is the probability that the EIA will not be rejected?

END OF EXAMINATION!!



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

DS975 ECONOMIC GLOBALISATION AND DEVELOPING COUNTRIES EXAMINATIONS SECOND TERM 2012-2013 ACADEMIC YEAR

INSTRUCTIONS

ANSWER THREE QUESTIONS. QUESTION ONE (1) IS COMPULSORY

TIME: THREE (3) HOURS

QUESTIONS

1. International Debt is currently a major topic in the global economy with specific reference to Greece, Spain, Ireland and Cyprus. **Explain** international debt in the global and Zambian context.
2. The development of china in the past forty (40) years is attributed to the leadership of china especially Mr. Deng who carefully analyzed and assessed the values that made the western world develop. **Describe** the seven western values that China has adopted in order to attract global foreign direct investments which have resulted into its current economic success.
3. In the past twenty (20) years the global commodities market has seen the increase of base metal prices like copper increase from Us dollars 2500 in 2001 to current levels of Us dollars 8,000 per ton. **Evaluate** the significance of the London metal exchange in the global base metals market.
4. The global economy has a high appetite for development capital. **Discuss** the significance of capital markets in the growth of the global and Zambia economy.
5. The development of the global economy has in the last 100 years been catalyzed by trade. **Critically analyze** Globalization and trade in the global economy.
6. Technology has in the last 30years played a key role in the vast economic growth of the world economy. **Comment** on technology and globalization.



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

SECOND SEMESTER EXAMINATIONS

2012 ACADEMIC YEAR

E121: INTRODUCTION TO PROSE FICTION AND WRITING SKILLS IN LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATES

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. Please write your computer number on every answer booklet used.
 3. Answer the compulsory question from Section A that carries 40 marks, and any other two from Section B which carry 30 marks each.
 4. You earn more marks if you support your answers with quotes from primary texts.
 5. Primary texts are allowed in the examination room.
-

SECTION A (COMPULSORY)

Read the following passage from Hemmingway's *The Short Happy Life of Francis Macomber* and answer the question that follows:

"He's dead in there," Wilson said. "Good work," and he turned to grip Macomber's hand and as they shook hands, grinning at each other, the gun-bearer shouted wildly and they saw him coming out of the bush sideways, fast as a crab, and the bull coming, nose out, mouth tight closed, blood dripping, missive head straight out, coming in a charge, his little pig eyes bloodshot as he looked at them. Wilson who was ahead was kneeling shooting, and Macomber, as he fired, unhearing his shot in the roaring of Wilson's gun, saw fragments like slate burst from the huge boss of the horns, and the head jerked, he shot again at the wide nostrils and saw the horns jolt again and fragment fly, and he did not see Wilson now and, aiming carefully, shot again with the buffalo's huge bulk almost on him and his rifle almost level with the on-coming head, nose out, and he could see the little wicked eyes and the head started to lower and he felt a sudden white-hot, blinding flash explode inside his head and that was all he ever felt.

Wilson had ducked to one side to get in a shoulder shot. Macomber had stood solid and shot for the nose, shooting a touch high each time and hitting the heavy horns, splintering and chipping them like hitting a slate roof, and Mrs. Macomber, in the car, had shot at the buffalo with the 6.5 Mannlicher as it seemed about to gore Macomber and had hit her husband about two inches up and a little to one side of the base of his skull.

Francis Macomber lay now, face down, not two yards from where the buffalo lay on his side and his wife knelt over him with Wilson beside her.

"I wouldn't turn him over," Wilson said.

The woman was crying hysterically.

"I'd get back in the car," Wilson said. "Where's the rifle?"

She shook her head, her face contorted. The gun-bearer picked up the rifle.

Leave it as it is," said Wilson. Then, "Go get Abdulla so that he may witness the manner of the accident."

He knelt down, took a handkerchief from his pocket, and spread it over Francis Macomber's crew-cropped head where it lay. The blood sank into the dry, loose earth.

Wilson stood up and saw the buffalo on his side, his legs out, his thinly-haired belly crawling with ticks. "Hell of a good bull," his brain registered automatically. "A good fifty inches, or better. Better." He called to the driver and told him to spread a blanket over the body and stay by it. Then he walked over to the motor car where the woman sat crying in the corner.

"That was a pretty thing to do," he said in a toneless voice. "He would have left you too."

"Stop it," she said.

"Of course it's an accident," he said. "I know that."

"Stop it," she said.

"Don't worry," he said. "There will be a certain amount of unpleasantness but I will have some photographs taken that will be very useful at the inquest. There's the testimony of the gun-bearer and the driver too. You're perfectly all right."

"Stop it," she said.

"There's a hell of a lot to be done," he said. "And I'll have to send a truck off to the lake to wireless for a plane to take the three of us into Nairobi. Why didn't you poison him? That's what they do in England."

"Stop it. Stop it. Stop it," the woman cried.

Wilson looked at her with his flat blue eyes.

"I'm through now," he said. "I was a little angry. I'd begun to like your husband."

"Oh, please stop it," she said. "Please, please stop it."

"That's better," Wilson said. "Please is much better. Now I'll stop."

QUESTION

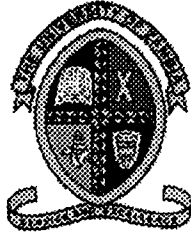
While the omniscient (all-seeing and all-knowing) narrator has said that his wife had shot at the buffalo but hit Macomber, Wilson makes her feel that she killed him deliberately. Explain whether Margaret killed her husband deliberately or accidentally.

SECTION B

Answer any two questions from this section.

1. Explain the symbolic significance of the scene in Armah's *The Beautiful Ones Are not yet Born* where clean water is coming out of caked faeces.
2. How far can Margaret the missionary be taken to be racist in her raising of Margaret the masarwa in Bessie Head's *Maru*?
3. Explain the similarities in nature as shown by the relations between Harry and the leopard in Hemmingway's *The Snows of Kilimanjaro*.
4. Discuss *The Odyssey* and *Genesis* as oral pieces of literature.

END OF EXAM



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2012/13 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

E122 – INTRODUCTION TO POETRY AND DRAMA

TIME: THREE HOURS

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

1. Ensure that you read through the **instructions** before you attempt to answer any question.
2. Write your **computer number** on every answer booklet.
3. This is an **open-book examination**, so you earn more marks by supporting your answers with quotes from the primary texts.
4. Primary texts are **allowed** into the examination room (except the textbooks).

SECTION A (40 marks): The questions in this section are COMPULSORY.

1. Briefly explain the difference between the following terms. You must give examples:
 - (a) Symbol and allegory (5)
 - (b) Auditory imagery and tactile imagery (5)
 - (c) Enjambment and caesura (5)
 - (d) Personification and apostrophe (5)

2. Compare and contrast the prophetic roles of Jero in *The Trials of Brother Jero* and Teiresias in *Oedipus the King*. (20)

SECTION B (60 marks)

Answer any TWO questions from this section. Each question carries 30 marks.

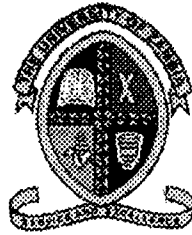
3. Demonstrate the effect of dramatic irony in *The Trials of Brother Jero* by Wole Soyinka.

4. Do you agree that “words are the building blocks” of a poem? If so which words (terms) would you consider as encapsulating the Zambian motto: “One Zambia, One Nation” in the Zambian national anthem?

5. In Shakespeare’s play *Hamlet*, Prince Fortinbras, Laertes and Hamlet are compelled by tradition to avenge the deaths of their fathers. To what extent can Hamlet be said to be a victim of a child’s obligation to his dead parent?

6. Imagine that you are Oedipus and get arrested for committing incest and patricide. What arguments would you use in court to prove yourself innocent of the two crimes?

END OF EXAM – GOOD LUCK!



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012/13 ACADEMIC YEAR FINAL EXAMINATIONS

E122 – INTRODUCTION TO POETRY AND DRAMA (DISTANCE)

TIME: THREE HOURS

INSTRUCTIONS:

- (i) Texts are allowed into the exam room.**
 - (ii) Course modules are not allowed into the exam room.**
-

SECTION A (30 Marks) The question in this section is COMPULSORY.

Read the poem below and answer the questions that follow:

Argument with God – Y S Chemba

My child was struggling for life in hospital,
And I, worried tense and tired,
Sat in silent prayer;
In violent silence arguing with God.

 God, I said,
Why do you allow him to suffer so?
Why him all the time?
 Why?
God was silent!
Not a word from him,
 Not a word!

Maybe, I thought,
God is angry with me.
I'll appease my God:
I'll promise to be good,
Try and be good at least,
Surely God would then respond.

 God, I pleaded,
Please God,
To be good is hard,
But I'll try.
 But
My child must live,
Live from pain:
 God,
You know how I love him, don't you?

- (ii) Explain the significance of the cockroach in the poem? What is the main reason why the poet includes this information? (5)
- (iii) What does the poem teach us about the relationship between the person praying, the child and God? (5)
- (iv) What is the significance of repeating and capitalising the words “don’t you”? (3)
- (v) List any two themes tackled in the poem. (4)
- (vi) How does the poem use language to demonstrate “desperation”? (3)
- (vii) How does the poem use language to show the speaker’s internal conflict? (3)
- (viii) Comment on the mood of the poem. (2)
- (ix) Can the speaker be described as “cruel” or “loving”? Why?(2)

SECTION B (70 marks)

Answer any two questions. Each question carries 35 marks. Your answer must be characterised by textual evidence.

1. ‘Oedipus could have escaped punishment if he had behaved wisely.’ Do you agree or disagree? Explain.
2. Explain how ordinary people are exploited and manipulated both in *The Trials of Brother Jero* by Wole Soyinka and *The Black Mamba* by Kabwe Kasoma.
3. Discuss the elements of tragedy with reference to *Oedipus the King* by Sophocles.
4. Using your own examples, discuss the characteristics of poetry.

END OF EXAM

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FINAL 2012 EXAMINATIONS FOR INSTITUTE OF DISTANCE EDUCATION
STUDENTS

2012 FIRST SEMESTER

E 211 THE STRUCTURE OF MODERN ENGLISH I:
PHONETICS AND PHONOLOGY

Time: 3 hours

=====
Instructions

Answer all questions in this paper.

If a question is divided into parts or subsections, kindly answer all the parts or subsections.

Clearly indicate the order in which you have answered the questions on the cover(s) of the answer booklet(s).

1. Provide phoneme or phones for the descriptions below:

- a. Centring triphthong
- b. Voiceless palato-alveolar affricate
- c. Voiceless glottal fricative
- d. Dark /l/
- e. Bilabial semi vowel
- f. Frictionless continuant
- g. Velar nasal
- h. Voiced dental fricative
- i. Half-close central short vowel
- j. Voiced alveolar plosive

[10 Marks]

2. Explain the English syllabic structure (Between one and half to two pages)

[15 Marks]

3. Transcribe and describe the phone(s) represented by the **bold underlined letter(s)** in each word below.

If the letter(s) represent more than one phone and the sounds represented do not constitute a diphthong or triphthong, the sounds should be transcribed as below:

Example: Next X = /ks/
 /ks/ = /k/ Voiceless Velar Plosive
 = /s/ Voiceless Alveolar Fricative

If, on the other hand, the letter(s) is silent in the pronunciation of the word in which it is found, it will be represented by the Zero phone symbol - /ϕ/

Example: Bombb /bɒm/ b = /ϕ/ - Zero phone

- | | | | |
|------------------|------------------|-------------------|------------------------|
| a. lose | b. <u>p</u> ew | c. principle | d. abs <u>o</u> lutely |
| e. <u>t</u> itle | f. fancy | g. pl <u>a</u> ne | h. lam <u>b</u> |
| i. <u>l</u> ayer | j. <u>a</u> bout | [20 Marks] | |

4. Using the correct diacritic symbol, mark stress on the following words.

- | | | | |
|--------------|-----------------|------------|---------------|
| a. Symphony | b. Orchestrate | c. Absolve | d. Scottish |
| e. Implicate | f. Emphatically | g. Student | h. Postmaster |
| i. elucidate | j. Extremely | [20 Marks] | |

5. Stress the sentences below to reflect the meanings in the brackets after each one. Please note that the sentences are not punctuated because stress can change the grammatical category of an utterance. Punctuate each sentence after marking stress.

- a. You are welcome (How can I welcome you when I did not invite you?)
- b. I am Zambian (That is the current reality, take it or leave it.)
- c. You are happily married (Please! Let others talk about happy marriages.)
- d. I heard that you had gone to Katimo village (I did not see you leave.)

e. She was a very interesting girl (Without doubt) [05 Marks]

6. Using the correct diacritic symbol write a sentences that illustrate the tone patterns of the following:

- a. Declarative statement
- b. Doubt
- c. Surprise
- d. Question
- e. After thought

[10 Marks]

7. Give RP phonetic renditions of the following utterances at normal speech speed; (what each would sound like if one spoke fast):

- a. That cup is yours. (02 Marks)
- b. This shop sells black and white televisions only. (05 Marks)
- c. What you want to eat is fish and chips? Aint you law and order itself (09 Marks)
- d. Ten girls chased ten monkeys away. (04 Marks)

TOTAL MARKS: 100

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



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

SECOND SEMESTER EXAMINATIONS
2012/2013 ACADEMIC YEAR

E232: MODERN CRITICISM

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. Please write your computer number on every answer booklet used.
 3. Answer the compulsory question from Section A, and any other two from Section B.
 4. All questions carry equal marks.
 5. You earn more marks if you support your answers with quotes from primary texts.
 6. A copy of the English dictionary and primary texts are allowed in the examination room.
-

SECTION A (COMPULSORY)

1. Read the following poem and explain how it qualifies to be treated as a negritude piece of work.

Black Woman by Leopold Sedhar Senghor

Naked woman, black woman

Clothed with your colour which is life,
with your form which is beauty!

In your shadow I have grown up; the
gentleness of your hands was laid over my eyes.

And now, high up on the sun-baked
pass, at the heart of summer, at the heart of noon,
I come upon you, my Promised Land,
And your beauty strikes me to the heart
like the flash of an eagle.

Naked woman, dark woman

Firm-fleshed ripe fruit, sombre raptures
of black wine, mouth making lyrical my mouth
Savannah stretching to clear horizons,
savannah shuddering beneath the East Wind's
eager caresses

Carved tom-tom, taut tom-tom, muttering
under the Conqueror's fingers

Your solemn contralto voice is the
spiritual song of the Beloved.

Naked woman, dark woman

Oil that no breath ruffles, calm oil on the
athlete's flanks, on the flanks of the Princes of Mali
Gazelle limbed in Paradise, pearls are stars on the
night of your skin

Delights of the mind, the glinting of red
gold against your watered skin

Under the shadow of your hair, my care
is lightened by the neighbouring suns of your eyes.

Naked woman, black woman,
I sing your beauty that passes, the form
that I fix in the Eternal,

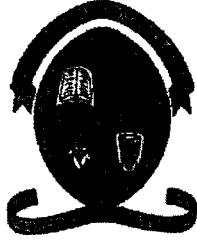
Before jealous fate turn you to ashes to
feed the roots of life.

SECTION B.

Answer any two questions in this section.

2. It has been suggested that Shakespeare's wife was older than him. For this reason, he seems to present his female characters negatively. How does this manifest itself in *Hamlet*?
3. Either (a) How does the clash between the persona and the shadow bring a demise of the amina as illustrated in *Young Goodman Brown*? Or (b) 'Young Goodman Brown' is a story in which special archetypes are present. Which are these archetypes?
4. Is *Hamlet* a sacrificial hero? Explain.
5. Referring to at least two short stories in John Luangala's *The Innocence of a Dog*, discuss gender based violence; its causes and consequences.
6. In the atmosphere of the French Revolution, the departure from Classicism towards Romanticism was all very normal. Discuss this view.

END OF EXAM



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

2012/13 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

E351 – ANGLOPHONE AFRICAN PROSE FICTION UPTO THE 1960'S

(DISTANCE)

TIME: THREE HOURS

INSTRUCTIONS

- 1. Ensure that you read through the instructions before you attempt to answer any question.**
- 2. Literary texts dealt with in the course and dictionaries are allowed into the examination room.**
- 3. Course modules are not allowed into the exam room.**
- 4. Write your computer number on every answer booklet.**

SECTION A (40 marks): The question in this section is COMPULSORY.

1. The question of whether or not African writers should use colonial languages (such as English) has deeply divided African scholars and writers. What is your view of the debate? (20 marks)
2. Discuss the major influences on modern African literature, illustrating your points with references to texts on African literature. (20)

SECTION B (60 marks)

Answer any TWO questions from this section. Each question carries 30 marks.

3. EITHER

- (a) Explain how the relationship between Okonkwo and his father Unoka affects Okonkwo's development and actions in *Things Fall Apart*.

OR

- (b) Discuss the place and role of women in Umuofia society as reflected in *Things Fall Apart*.

4. EITHER

- (a) In what ways does the use of scrambled chronology affect the narration of the story in *A Grain of Wheat*?

OR

- (c) 'No man is perfect.' Discuss this statement in relation to characters in *A Grain of Wheat*.

END OF EXAM



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

SECOND SEMESTER EXAMINATIONS
2012/2013 ACADEMIC YEAR

E462: LATER MODERNIST LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. Please write your computer number on every answer booklet used.
 3. Answer the compulsory question from Section A, and any other two from Section B.
 4. All questions carry equal marks.
 5. You earn more marks if you support your answers with quotes from primary texts.
 6. A copy of the English dictionary and primary texts are allowed in the examination room.
-

SECTION A (COMPULSORY)

1. With reference to the following poem, discuss the tenets of postmodernism.

IS ABOUT by Allen Ginsburg (1986)

Dylan is about the Individual against the whole creation
Beethoven is about one man's fist in the lightning clouds
The Pope is about abortion & the spirits of the dead...
Television is about people sitting in their living room looking at their things
America is about being a big Country full of Cowboys Indians Jews Negroes & Americans
Orientals Chicanos Factories skyscrapers, Niagara Falls Steel Mills radios homeless Conservatives, don't forget
Russia is about Czars Stalin Poetry Secret Police Communism barefoot in the snow
But that's not really Russia it's a concept
A concept is about how to look at the earth from the moon without ever getting there. The moon is about love & Werewolves, also Poe
Poe is about looking at the moon from the sun
or else the graveyard
Everything is about something if you're a thin movie producer chain-smoking muggles
The world is about overpopulation, Imperial invasions, Biocide Genocide, Fratricidal Wars, Starvation, Holocaust, mass injury & murder, high technology
Super science, atom Nuclear Neutron Hydrogen detritus, Radiation Compassion Buddha, Alchemy
Communication is about monopoly television radio movie newspaper spin on Earth, i.e. planetary censorship.
Universe is about Universe.
Allen Ginsberg is about confused mind writing down newspaper headlines from Mars--
The audience is about salvation, the listeners are ABOUT SEX, Spiritual gymnastics, nostalgia for the Steam Engine & Pony Express
Hitler Stalin Roosevelt & Churchill are about arithmetic & Quadrilateral equations, above all chemistry physics & chaos theory--
Who cares what it's all about?
I do! Edgar Allen Poe cares! Shelly cares! Beethoven & Dylan care.
Do you care? What are you about
or are you a human being with 10 fingers and two eyes?

SECTION B (Answer any two questions from this section).

2. Analyse the style and structure of James Baldwin's *Go Tell it on the Mountain* and show how it contributes to the idea of the postmodern in the text.
3. How does the language used in William Golding's *Lord of the Flies* marry with the characters and subject of the story?
4. Trace Joe Christmas's journey through *Light in August*.
5. It can be argued that part of the postmodernist elements of Ellison's *Invisible Man* are its use of related binary opposites of symbols and characters. Identify and discuss any three of these from the text, demonstrating how they relate to each other.

END OF EXAM



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

SECOND SEMESTER EXAMINATIONS
2012/2013 ACADEMIC YEAR

E915: *SPECIAL AUTHOR*
(EDGAR ALLAN POE)

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. Please write your computer number on every answer booklet used.
 3. Answer the compulsory question from Section A, and any other two from Section B.
 4. All questions carry equal marks.
 5. You earn more marks if you support your answers with quotes from primary texts.
 6. A copy of the English dictionary and primary texts are allowed in the examination room.
-

SECTION A (COMPULSORY)

1. Some people have argued that Poe's *The Fall of the House of Usher* symbolizes the fall of the American society. Read the following passage and explain how it could have led to such a suggestion. State whether the assertion is true or not in your view.

From that chamber, and from that mansion, I fled aghast. The storm was still abroad in all its wrath as I found myself crossing the old causeway. Suddenly there shot along the path a wild light, and I turned to see whence a gleam so unusual could have issued; for the vast house and its shadows were alone behind me. The radiance was that of the full, setting, and blood-red moon which now shone vividly through that once barely-discernible fissure, of which I have before spoken as extending from the roof of the building, in a zigzag direction, to the base. While I gazed, this fissure rapidly widened -- there came a fierce breath of the whirlwind -- the entire orb of the satellite burst at once upon my sight -- my brain reeled as I saw the mighty walls rushing asunder -- there was a long tumultuous shouting sound like the voice of a thousand waters -- and the deep and dank tarn at my feet closed sullenly and silently over the fragments of the "*House of Usher.*"

SECTION B

Answer any two questions from this section.

2. On reading *Annabel Lee*, one is made to feel that there is an unexpected relationship of jealousy and murder between the gods and man. How does this relationship manifest itself in humans as shown in the poem?
3. In *The Poetic Principle*, Edgar Allan Poe asserts that beauty surpasses truth in poetry. How true is this of his poem *The Raven*?
4. What is the relevance of the song *The Haunted Palace* to the story *The Fall of the House of Usher*?
5. Discuss style in *The Raven*. (Style accommodates lexis, syntax, figurative language, etc.).
6. To what extent would you argue with the view that *Scenes from Politician* is a demonstration of the power women have over men?

END OF EXAM



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

SECOND SEMESTER EXAMINATIONS – AUGUST 2013

**E952/LAL322 ANALYSIS AND PROJECT IN AFRICAN ORAL
LITERATURE**

DURATION : THREE (3) Hours

INSTRUCTIONS:

Answer **THREE** questions in all – **ONE** from each section.

SECTION A THEORY

QUESTION 1.

Patronymy and teknonymy are basic concepts in onomastics among many Bantu language communities. Using examples from any ethnic group of your choice, demonstrate the cultural value of patronymic and teknonymic approach in naming young members of the community.

(40 marks)

SECTION B. POEM ANALYSIS

QUESTION 2

Read the following poem carefully and understand it fully. Then answer the questions which follow as precisely and concisely as possible.

A small person is present inside this my heart
He/she does not know real sleep
He/she has a voice that gives orders
Don't do that but do this way

Oh dear, this youthful man how did he enter in?
Again who has given him this wisdom?
And yet his untiring voice
Preaches to me why all days-days

My child, the word you should observe
Always it is he who makes talk
Whatever it orders you do it well
It should lead you it is the conscious

I would rather beat him, another heart says
No, no don't beat him
I would rather steal, another heart says
He sees you God, don't steal
I would rather commit adultery, another heart says
You will be caught and it is a serious case

Questions

- a) Give this poem a title 2 marks
- b) What is the type of the poem? Give reasons for your answer. 6 marks

- c) What kind of repetition is found at the end of words of stanza number 2? Give reasons for your answer. 6 marks
- d) Who is the persona in stanza number 4? 2 marks
- e) Identify the two types of repetition in stanza 4 and give a brief explanation for each. 10 marks
- f) What is the tone of the poem? 2 marks
- (Total 30 marks)**

SECTION C ETHNIC POETRY

Answer one question from this section. Any expression in a Zambian language must be given with a translation into English.

QUESTION 3 Bemba Poetry/Lunda Kazembe Royal Poetry

Answer the following questions:

- a) Discuss the origin and significance of the “Umutomboko” ceremony. 10 marks
- b) Give two reasons why the “Umutomboko” ceremony is held in July annually? 4 marks
- c) Who made the “Umutomboko” ceremony an annual event and how important is it to the present Mwata Kapale? 6 marks
- d) Why is the Ingona river important to the Lunda Kazembe? 10 marks
- (Total 30 marks)**

QUESTION 4 Kaonde/Lunda /Luvale Poetry

Provide a poem in one of the languages (Kaonde, Lunda or Luvale). Translate it and analyse in terms of persona, subject, mood, imagery and occasion of performance. What is the significance of such poetry in the context of culture of the people selected?

(30 marks)

QUESTION 5 Lozi

Read the following poem carefully and answer the questions that follow:

Silozi Version

Mwandu yefakaufi nina
 Kupepilwe mbututu
 Bomahe ni bondatahe

Babina pina aleluya

Kono yena muloi shangwe
Halati cwalo
Kono muloi shangwe
Halati cwalo

Ubata kuishalula
Kanama kakabunolo
Ubata kupula masheta
Masapo asalatiwi

Kono yena mukuwa
Shangwe walulamulela
Kwakuswala baloi bao
Mwa naha yaluna

Upepilwe mbututu
Upepilwe yo
Upepilwe mbututuut
Upepilwe yo

English Version

In a nearby house
A baby has been born
His mother and his father
Are dancing a song aleluya

But the witch when he hears that
He does not like it
But the wiitch when he hears that
He does not like it

He wants to enjoy
The small soft meat
He wants to enjoy soft bones
Soft bones which are not thrown away

But him the whiteman
Indeed he rescues us
By arresting those witches
In our country

He is born a baby
He is indeed born
He is born a baby

He is indeed born

Questions

- a) Who is the persona in this poem? 2 marks
- b) Who is the adversary in this poem? 2 marks
- c) In stanza 2 what type of repetition is renowned there apart from rhymes? 2marks
- d) Which character hates the white man and why? 3 marks
- e) Is there anaphora in stanza 4?if so give evidence. 3 marks
- f) What type of poetry does the poem fall in? give 2 reasons for your answer. 4 marks
- g) The poem evolves as a social comment on the sociofacts of the community. Elaborate this statement. 8 marks
- h) The poem portrays some imagery of societal life. Give this imagery as addressed by the poem. 4 marks
- i) In stanza 3, line 3 ends with the words 'soft bone' and line 4 begins with the same 'soft bone'. What type of repetition is this? 2 marks

(Total 30 marks)

QUESTION 6

Tonga

Tonga version

Mweemba mwanaangu
Utakatambuli dabula
Juni lilaluma koyoowa

Nomuyanda banabana
Misela yenu nkoili
Nchembele baama eee

Nomuyanda banabana
Misela yanu nkoili
Nchembele baama ee

Yebo Nchembele
Konga koyeeya
Ndakuzyalila bana
Utakatambuli dabula
Juni lilaluma koyoowa

English Version

Mweemba my child
Don't be enticed with a *dabula*
Beware of the monster bird

You who are fond of young ones
Your agemates are available
Nchembele *baama ee*

You who are fond of young ones
Your age mates are there
Nchembele *baama ee*

You, Nchembele
Nchembele you should reason
I have begotten children for you
Don't be enticed with a *dabula*
Beware of the monster bird

Questions

- a) Who is the persona in this poem? Why do you say so? 4 marks
- b) What type of poetry does this poem belong to and why do you say so? 4 marks
- c) At what occasions would such poetry be performed and what instrument accompanies its performance? 6 marks
- d) What do the following terms refer to in the context and what type of imagery is this:
 - i) "*dabula*"
 - ii) "monster bird" 8 marks
- e) What term can be used to describe the line */Nchembele baama ee/* 2 marks
- f) Mention 6 common instruments used in performance of Tonga poetry. 6 marks

(Total 30 marks)

QUESTION 9

Tumbuka

Explore how Tumbuka pounding songs have been used by the female folk to challenge the status quo in their societies. **(30 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

EC 115: Introduction to Microeconomic Theory
TIME: Two (2) Hours
INSTRUCTIONS: Answer Section A and One Question in Section B

Section A

Question one

The table below shows the supply and demand for lead pencils:

Price	Quantity demanded	Quantity supplied
0.6	10,000	15,000
0.5	12,000	12,000
0.4	14,000	9,000
0.3	16,000	6,000
0.2	18,000	3,000

- (a) What is the equilibrium price and quantity? How can you tell?
(b) Suppose the current price is \$0.20. What situation is present? Will the price remain at \$0.20? Why or why not?

Question two

The demand for tobacco is price inelastic. Suppose there is a drought that destroys a large portion of the tobacco crop. What will happen in the market for tobacco? Will the equilibrium price and quantity change? If so, how? What will happen to the total revenue earned by tobacco farmers?

Question three

Kylie spends her income of \$150 per week on two goods: movies (which cost \$5 each) and books (which cost \$10 each). At her current level of consumption, the marginal utility from the last movie consumed is 20 and the marginal utility from the last book consumed is 30. Is Kylie maximizing her utility? Why or why not? If not, what should Kylie do to achieve a higher level of utility?

Question four

When Little Furniture Company produces 100 chairs - its average variable cost is \$25. The marginal cost of the 101st chair is \$22. If the firm chooses to produce the 101st chair, what will happen to average variable cost? Explain.

Question five

For this part, you are supposed to indicate whether the statement given is true, false, or uncertain. Give a concise explanation to support your answer.

- a) Total utility diminishes as you move down an indifference curve from left to right.
- b) Demand for a normally behaved commodity increases when the price is reduced.
- c) The long-run average cost curve is u-shaped because of returns to scale which increase initially and then eventually decrease.
- d) Microeconomics also does deal with economic aggregates.
- e) Profits are maximized when the difference between total cost and total revenue is maximized.

Section B

Question six

You are given the following data about two firms:

FIRM A

Quantity	0	1	2	3	4	5	6
Total revenue (K)	0	10	20	30	40	50	60
Average revenue (K)	-	-	-	-	-	-	-
Marginal revenue (K)	-	-	-	-	-	-	-
Total cost (K)	30	42	50	60	76	100	140
Marginal cost (K)	-	-	-	-	-	-	-
Average cost (K)	∞	-	-	-	-	-	-

FIRM B

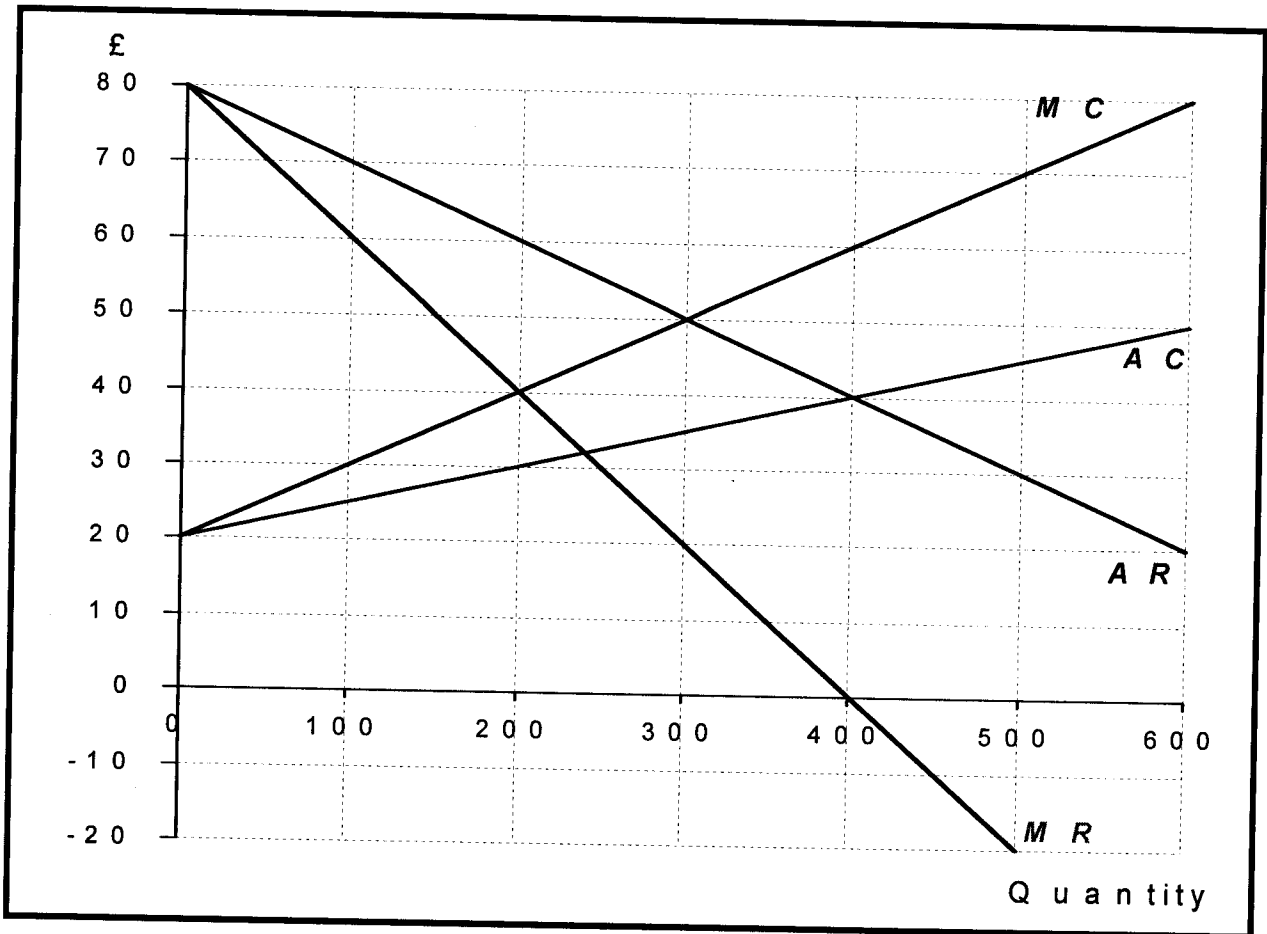
Quantity	0	1	2	3	4	5	6
Total cost (K)	100	134	154	177	216	266	366
Average cost (K)	∞	-	-	-	-	-	-
Marginal cost (K)	-	-	-	-	-	-	-
Price (K)	140	130	120	110	100	90	80
MR (K)	-	-	-	-	-	-	-
Total revenue (K)	-	-	-	-	-	-	-

- (a) Complete the two tables above
- (b) Are these firms operating in the short or the long run?
- (c) Are these firms operating under perfect or imperfect competition? Explain.
- (d) What level of output will these firms produce in the short run?
- (e) How would you describe their profit positions?

Question seven

A monopolist is faced with the cost and revenue curves in the diagram on page 3:

- (a) What is the maximum-profit output?
- (b) What is the maximum-profit price?
- (c) What is the total revenue at this price and output?
- (d) What amount of profit will he make?
- (e) If the monopolist were ordered to produce 300 units, what would be the market price?



END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 215: INTERMEDIATE MICROECONOMIC THEORY
TIME: TWO HOURS
INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER FIVE QUESTIONS.

QUESTION ONE

- a) Suppose we have the following demand function:
$$Q = 1,000 - 8P + 10P_s + 20Y$$
Where Q is quantity sold per capita per month, P_s is the price of a substitute good, and Y is income per capita.
Find the amount of the good that will be sold when $P = K5$, $P_s = K10$, and income per person is $K10,000$. Show what will happen to Q if income increases to $K12,000$ per capita. Suppose the price of the substitute good falls to $K5$. What will happen to consumer demand?
- b) A monopoly cigarette producer charges a price of $K1$ per pack. Assuming that the monopoly is maximizing profits and the price elasticity of demand for cigarettes is -2 at that price; calculate the monopolist's marginal revenue and marginal cost.
- c) Suppose a firm's production function is given by $Q = 12L - L^2$ where L = labour input per day, Q = Quantity of output per day, $L = 0$ to 6 labour units and the firm's output sells at $K100$ per unit in a competitive market.
- i) Derive the labour demand schedule of the firm
 - ii) Draw the firm's demand curve for labour
 - iii) How many workers will the firm hire when the wage rate is $K400$ per day?

QUESTION TWO

The production function for a small shop that frames pictures is

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

Where Q is the number of pictures framed per day, L is labour hours, and K is machine hours.

Suppose 9 labour hours and 9 machine hours are used each day. What is the maximum number of pictures that can be framed per day? What is the marginal product of labour? Calculate the average product of labour when 9 hours labour is used each day together with 9 machine hours. Suppose the firm doubles both the amount of labour and machine

hours used per day. Calculate the increase in output. Comment on returns to scale in the operation.

QUESTION THREE

- a) The Nzelu Book Company is a monopolist that sells in two markets. The marginal revenue curve in the first market is $MR_1 = 20 - 2Q_1$, where MR_1 is the marginal revenue in the first market and Q_1 is the number of books sold per day in the first market. The marginal revenue curve in the second market is $MR_2 = 15 - 3Q_2$, where MR_2 is the marginal revenue in the second market and Q_2 is the number of books sold per day in the second market. If the marginal cost of a book is K6. How many books should Nzelu Book Company sell in each market? What prices should it charge in each market?
- b) You own a metals-producing firm that is an unregulated monopoly. Your marginal cost curve is $MC = 60 + 2Q$, where MC is marginal cost in kwacha and Q is your output. Suppose the demand curve is $P = 100 - Q$, where P is the producer price and Q is output. If you want to maximize profits, what output should you choose? What price should you choose? What price would a regulator choose as a maximum if she wanted you to produce the largest output possible while still allowing your profits to be no less than zero?

QUESTION FOUR

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

QUESTION FIVE

Some people say that a per-unit excise tax has no effect on a monopolist, because the monopolist simply passes the tax along to the consumer, whereas the competitive firm cannot shift the tax. Show graphically that with a given marginal cost and a given excise

tax, the elasticity of demand determines the percent of tax that can be shifted to the consumer and the percent that is absorbed by the monopolist.

QUESTION SIX

- a) Assume two firms, each using capital and labour to produce two goods. The marginal rate of technical substitution between capital and labour are the same for each firm. Total capital and labour are fixed in amount. Explain why one firm cannot increase output without causing the other to decrease output.
- b) Suppose that all consumers pay K10 for a telephone call and K15 for a newspaper. All consumers purchase some of both goods. (i) If all consumers are rational, is it possible to determine each consumer's marginal rate of substitution of telephone calls for newspapers (ii) Suppose that a local economist applies for a grant to estimate this marginal rate of substitution, his or her proposed procedure being to ask a sample of consumers. Can you suggest a simpler procedure?

QUESTION SEVEN

The textile industry is perfectly competitive and currently in equilibrium. An increase in fuel costs occurs suddenly and unexpectedly. Use cost curves, demand curves, and supply curves to trace out the long-run and short run reaction in the industry.

QUESTION EIGHT

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

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

EC 222: MATHEMATICS FOR ECONOMICS II
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS, CLEARLY SHOWING ALL THE WORK AND USING WELL LABELLED DIAGRAMMS WHERE NECESSARY.

QUESTION ONE

Do the following functions always take on a positive or negative value for any non-null x -vector? Use the Eigen value method to justify your answer.

a. $f(x) = x_1^2 + 3x_1x_2 + 2x_2^2$

b. $f(x) = 2x_1^2 + 3x_2^2 + 3x_3^2 + 2x_1x_2 + 2x_1x_3 + 4x_2x_3$

QUESTION TWO

The inverse demand function for some good produced by a duopoly is given by:

$$P = 100 - X$$

where P is the price and X is total output ($x = x_1 + x_2$). The cost functions of the two firms in the industry are:

$$C_1 = 12x_1 \text{ and } C_2 = x_2^2$$

where C_i represents the total costs and x_i is the output produced by firm i , $i = 1, 2$. If each firm is motivated to maximise its profits, find:

- a. The optimal quantity for each firm
- b. The profit each firm will make.

QUESTION THREE

The price of a motor car P is related to its age t by the differential equation

$$\frac{dP}{dt} = \frac{-2P}{10 + t}$$

- Solve this equation to obtain P_t given that the price of the car when new is K15,000
- At what age will the price of the car be half the initial price?

QUESTION FOUR

The following set of equations describes the behaviour in the market of a particular commodity:

$$Q_t^D = 120 - 0.5P_t$$

$$Q_t^S = -30 + 0.3P_t$$

$$P_t = P_{t-1} + \alpha(Q_{t-1}^D - Q_{t-1}^S)$$

where Q^D is quantity demanded, Q^S is quantity supplied, P is the price and α is a positive parameter. The market does not always clear but the price adjusts depending of the deficit from the previous period.

- Solve for the long run equilibrium price P^*
- Solve the first order difference equation and find the particular solution if $P_{t=0} = 200$.
- For what values of α will there be damped oscillations in the price?

QUESTION FIVE

A constant sum game between two players, Players I and II, has the payoff matrix given by

	Player II	
Player I	1	2
	2	1
	0	3

The elements show what accrues to Player I.

- Derive the linear programming problem for Player I in the above game.
- Find the optimal mixed strategy \mathbf{p} for player I and the value of the game G .

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

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

QUESTION ONE

- a. Briefly explain the difference between CPI and the implicit GDP deflator.
- b. Consider an economy that produces only cars, bread and beef. In the table below are data for the period 2009-2012

	2009	2010	2011	2012
Quantity of cars (number)	100	120	150	160
Quantity of Bread(Loaves)	500,000	400,000	450,000	600,000
Quantity of Beef (Kgs)	200,000	300,000	500,000	550,000
Price of Cars	K10,000	K9,000	K12,000	K15,000
Price of bread	K3	K4	K5	K6
Price of beef/kg	K12	K15	K17	K20

- c. Using 2009 as base year compute the following statistics
 - i. The implicit price deflator and CPI for each of the years.
 - ii. Inflation rate implied by the CPI for each of the years.

QUESTION TWO

The Mundell–Fleming model takes the world interest rate r^* as an exogenous variable. Let's consider what happens when this variable changes.

- a) What might cause the world interest rate to rise?
- b) In the Mundell–Fleming model with a floating exchange rate, what happens to aggregate income, the exchange rate, and the trade balance when the world interest rate rises?
- c) In the Mundell–Fleming model with a fixed exchange rate, what happens to aggregate income, the exchange rate, and the trade balance when the world interest rate rises?

QUESTION THREE

Consider an economy described by the following equations: $Y = C + I + G$,

$$Y = 5,000, \quad G = 1,000, \quad T = 1,000, \quad C = 250 + 0.75(Y - T), \quad I = 1,000 - 50r$$

- a) Compute the equilibrium interest rates and investments.
- b) Suppose the government increases taxes by K200 and government purchases by K200 as well, what happens to national income, the interest rate and investment in response to this balanced-budget change in the (i) short run and (ii) long run?

QUESTION FOUR

What is hyperinflation? Explain any three costs of hyperinflation. Explain the causes and cures of hyperinflation.

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION**

EC 315: PUBLIC FINANCE
INSTRUCTIONS: ANSWER ALL QUESTIONS
TIME: TWO (2) HOURS

QUESTION ONE

Below are the various variables on which the basic model of labour supply model is built. Given that;

t_w = wage tax rate

w = wage rate before taxation

$w(1 - t_w)$ = wage rate after taxation

T = Tax liability

I = Non wage income

t_i = marginal tax rate on income

G = Guaranteed income

- i. Derive the progressive income tax function and interpret it.
- ii. What are the key arguments of the model you have you derived.
- iii. Using a clearly labeled graph (s) to show the effect of a proportional income tax on labour supply.

QUESTION TWO

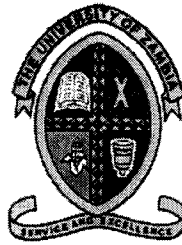
On the role of government;

- i. How can government use the Pigouvian Tax in an industry with a known negative externality cost to ensure a socially optimal output level? Give a complete analysis making use of a clearly labeled graph.
- ii. Describe the role of government in dealing with macroeconomic stabilization, factor pricing, externalities, public goods, equity and market failures.
- iii. What tools are at the disposal of the government to ensure health insurance markets do not fail? And how do they operate?

QUESTION THREE

Use a graph to determine the economic inefficiencies resulting from imposing an ad valorem tax. And show that demand elasticities are critical in determining the resultant inefficiencies.

END OF FINAL EXAMINATION



THE UNIVERSITY OF ZAMBIA

2012/2013 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

EC 342: ECONOMETRICS II

INSTRUCTIONS: TIME: 2 HOURS, ANSWER ALL QUESTIONS

QUESTION ONE

- a. What are the theoretical and practical consequences of autocorrelation?
- b. Briefly discuss how you would go about using the following test for heteroscedasticity
 - i. Breusch–Pagan–Godfrey Test
 - ii. Goldfeld-Quandt Test
 - iii. Park Test
- c. Discuss in detail how you would go about detecting the presence of autocorrelation in a model using any two test of your choice
- d. How does one remedy the problem of autocorrelation?

QUESTION TWO

State whether the following statements are true or false. Briefly justify your answer.

- i. When autocorrelation is present, OLS estimators are biased as well as inefficient.
- ii. The Durbin–Watson d test assumes that the variance of the error term u_t is homoscedastic.
- iii. The first-difference transformation to eliminate autocorrelation assumes that the coefficient of autocorrelation ρ is -1 .
- iv. The R^2 values of two models, one involving regression in the first difference form and another in the level form, are not directly comparable.
- v. In the presence of autocorrelation, the conventionally computed variances and standard errors of forecast values are inefficient.
- vi. The exclusion of an important variable(s) from a regression model may give a significant d value.
- vii. In the presence of heteroscedasticity OLS estimators are biased as well as inefficient.
- viii. If heteroscedasticity is present, the conventional t and F tests are invalid.
- ix. In the presence of heteroscedasticity the usual OLS method always overestimates the standard errors of estimators.
- x. If residuals estimated from an OLS regression exhibit a systematic pattern, it means heteroscedasticity is present in the data.
- xi. There is no general test of heteroscedasticity that is free of any assumption about which variable the error term is correlated with.
- xii. If a regression model is mis-specified (e.g., an important variable is omitted), the OLS residuals will show a distinct pattern.
- xiii. If a regressor that has nonconstant variance is (incorrectly) omitted from a model, the (OLS) residuals will be heteroscedastic
- xiv. Despite perfect multicollinearity, OLS estimators are BLUE.
- xv. In cases of high multicollinearity, it is not possible to assess the individual significance of one or more partial regression coefficients.
- xvi. If an auxiliary regression shows that a particular R^2 is high, there is definite evidence of high collinearity.

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

EC 355: ADVANCED MACROECONOMIC THEORY
TIME: TWO HOURS
INSTRUCTIONS: ANSWER QUESTIONS ONE, TWO, AND ANY OTHER QUESTION

Question one

Give a concise outline of the Washington consensus. Did it work for Zambia?

Question two

In the Solow growth model, the stationary state k^* given by $sf(k^*)=\lambda k^*$ depends on s and λ . Find expressions for $\partial k^*/\partial s$ and $\partial k^*/\partial \lambda$ and determine the signs of these derivatives when f is strictly concave. Give an economic interpretation of the result.

Question three

a) Consider an individual who lives for T periods and whose life time utility is given as

$$U = \sum_{t=1}^T U(C_t) \quad U'(\bullet) > 0, \quad U''(\bullet) < 0$$

Show that the individual's consumption in each period is determined by his/her total life time resources. [Note: Be sure to state all assumptions]. What is the implication for savings?

b) Derive the baseline model for investment and briefly discuss its two main shortcomings?

Question four

Indicate whether the following statements are true, false or uncertain, and give a comprehensive explanation for your answer:

- i). Given the export function, $X = P.x(P, e)$, an increase in price 'P' will surely lead to a reduction in the money value of exports X i.e. $(\partial X/\partial P) < 0$.
- ii). Under a floating exchange rate regime, given the foreign exchange market equilibrium, and internal equilibrium (i.e. $IS=LM$), expansionary monetary policy will lead to appreciation of the exchange rate.

- iii). In the Mundell-Fleming model, an expansionary fiscal policy will lead to appreciation of the domestic currency.

Question five

- i). Explain the conditions under which we can take advantage of the Phillips curve relationship to implement policies.
- ii). Graphically derive the aggregate supply curve under conditions of perfect foresight. How will your aggregate supply curve change if you assume imperfect foresight i.e. when $0 < p' < 1$? Where p' is the slope of the expectations function $P^e = p(P)$.

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

EC412: INTERNATIONAL FINANCE THEORY AND PRACTICE
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A.
ANSWER TWO QUESTIONS IN SECTION B.

SECTION A

Question 1

Write short notes on each of the following:

- a) J-curve effect
- b) Swan diagram and Tinbergen instruments-targets rule
- c) Characteristics of Futures and Options

Question 2

- a) How does the degree of capital mobility affect the effectiveness of monetary and fiscal policy in the Mundell-Fleming model?
- b) How does the choice between fixed exchange rates and flexible exchange rates affect the effectiveness of monetary and fiscal policy in the Mundell-Fleming model?
- c) Given Floating Exchange Rates and Perfect Capital Mobility, use the Mundell-Fleming model to:
 - i. Analyse monetary policy.
 - ii. Analyse fiscal policy.

SECTION B

Question 4

Critically discuss the determinants of Eurocurrency rates. Discuss the nature and rationale for Eurocurrency markets.

Question 5

There is a tendency for the exchange rate to overshoot its long-run equilibrium. With the aid of a diagram, give reasons why expansionary monetary policy can lead to exchange rate overshooting in the short-run.

Question 6

Many of the proposals for reform of the International Monetary System have been based upon the desire to avoid the problems and the mistakes of the past. Give a brief account of the reasons for the breakdown of the Bretton woods system.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR SECOND SEMESTER**

EC431 LABOUR ECONOMICS

FINAL EXAMINATION

Date: MONDAY, 19th AUGUST 2013

**Time: 2 HOURS (A.M.)
(5 minutes reading time)**

Instructions to the candidates:

1. Maximum marks for each question are shown in brackets.
2. Answer ANY FOUR (4) questions.
3. Each question carries equal marks.

Materials required:

1. Answer Books

1. Assuming that the demand curve for labour is

$$L_D = 100 - 0.15W \quad (1)$$

and the supply curve is given by

$$L_S = 20 + 0.35W \quad (2)$$

where L is the number of nurses and W is the daily wage rate.

- (a) Plot the demand and supply of labor? [2 marks]
- (b) What are the equilibrium wage and employment levels? [3 marks]
- (c) What factors shift the labour supply curves? [5 marks]
- (d) In 2012 the population of Zambia was 14.3 million while the working age population was 7.8 million of which 1.9 million were inactive. The total number of people employed was 5.4 million. Calculate the labour force participation rate and the unemployment rate? [5 marks]
- (e) Briefly explain why a wage reduction would be Pareto-Improving when wages of over-paid workers is reduced. [5 marks]
2. (a) Critically assess whether a minimum wage increase would have no impact on poverty in Zambia. [20 marks]
3. .
- (a) Briefly explain the four Hicks-Marshall laws. [5 marks]
- (b) Suppose that the government raises the minimum wage by 20 percent, using the Hicks-Marshaw Laws explain under what conditions job loss among teenagers in a particular industry would be smallest? [10 marks]

- (c) Using a graphical illustration, show that both the wage and employment level can increase in response to a minimum wage increase under monopsonistic conditions. [5 marks]

4. .

- (a) An employer seeking to hire workers is never completely sure of the actual productivity of any applicant. What an employer can observe are certain indicators that firms believe to be correlated with productivity such as age, experience, education etc. Use a graphical illustration of how schooling attainment can signal productivity and what two cautions should be observed about this model? [5 marks]
- (b) In Zambia today public university education is heavily subsidized by government and yet returns to university education are very high compared to other lower levels of education. Explain what is meant by returns to education and explain what you would advise government if indeed returns are highest at tertiary level especially at university level? [5 marks]
- (c) Using graphs, compare and contrast between monopoly unionism where the union sets the price of labor while the employer adjusts employment to maximize profits given the new wage rate and the efficient -contract model. Which model do you prefer and why? [10 marks]

5. Consider Sierra who has no other income except selling his labour. He has a maximum of 16 hours per day to spend either on work or leisure or both. Suppose that wages increased from \$8 per day to \$12 dollars per day.

- (a) Use graphs to show the difference between a substitution dominating effect as compared to an income dominating effect. [5 marks]
- (b) Assuming that a wage increase leads to a substitution dominating effect, use graphs to illustrate the substitution effect and income effect. [10 marks]
- (c) Consider statement 1: "Business executives are greedy profit maximizers, caring only for themselves" and statement 2 "It has been established that workers doing filthy dangerous work receive higher wages other things equal". Use the Hedonic

wage theory to justify that both these statements are true.

[5 marks]

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMSTER
FINAL EXAMINATIONS

EC 445: ENVIRONMENTAL ECONOMICS
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTIONS A AND B AND ANY ONE QUESTION IN SECTION C

SECTION A

QUESTION 1

- a) Briefly define and explain the following:
 - (i) Environmental costs
 - (ii) Indirect use values of the environment
 - (iii) Non-use values of the environment
 - (iv) Marginal Abatement Cost

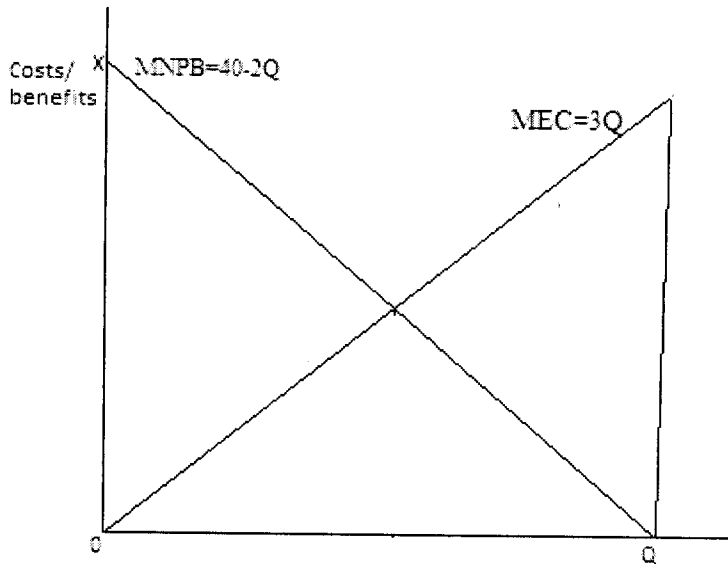
- b) Give one example for each of the following:
 - (i) Accumulative pollution
 - (ii) Global pollution
 - (iii) Non-point Source pollution

- c) For each of the following statements (i) to (iii), state whether **true (t)** or **false (f)** or **uncertain (u)** and then briefly justify your answer.
 - (i) To reduce the mass of residuals disposed into the natural environment, the quantity of raw materials taken into the production system must be reduced.
 - (ii) A Socially Efficient level of pollution is one whereby the marginal social cost of pollution imposed on society is equal to zero.
 - (iii) An emission tax is cost effective even if the regulator knows nothing about the marginal abatement costs of any of the sources of emissions.

QUESTION 2

Consider figure 1 below whereby the polluter is undertaking an activity that gives rise to pollution. The polluter receives benefits in the form of revenue from the activity but in doing so he also incurs costs. MNPB, MEC and Q mean marginal Net Private Benefit, Marginal External Cost and quantity produced respectively.

Figure 1: MNPB/MEC Framework for Pollution Control



- a) Using all your knowledge of the framework in figure 1, find the following and justify or briefly explain where necessary:
- The optimal level of net private benefits for the polluter;
 - Maximum private benefits;
 - The optimal level of net social benefits;
 - The level of net private benefits that are socially unwarranted;
- b) Suppose you consider the activity being undertaken by the polluter as a proposed project and you are faced with the decision of determining whether to undertake or not to undertake the project, discuss what your major considerations are going to be in order to ensure that you make the correct decision.

SECTION B

QUESTION 3

- (a) Although it is usually difficult to measure benefits arising from improved environmental quality, there exist both direct and indirect approaches of estimating such benefits. Using relevant examples, discuss the following methods of estimating benefits:
- Hedonic Pricing Method.
 - Contingent Valuation Method; and
 - Travel cost Method.

QUESTION 4

Government can implement a number of policies to solve pollution problems. These include:

- i. Marketable pollution permits
 - ii. Pollution standards
 - iii. Pollution Taxes
 - iv. Pollution reduction subsidies
 - v. Liability laws
 - vi. Property Rights
 - vii. Moral suasion
- (a) Using a logical evaluation criteria, compare and contrast the use of pollution standards and pollution taxes as policy options for reducing pollution in Zambia.
- (b) Which of the seven (7) policy options listed above would be the most ideal policy option for Zambia? Give reasons for your answer.

SECTION C

QUESTION 5

- (a) What is the general mandate of the Zambia Environmental Management Agency (ZEMA)?
- (b) Specify at least five (5) functions of ZEMA.
- (c) State five (5) responsibilities of ZEMA with respect to air pollution in Zambia.

QUESTION 6

- (a) Define an Environmental Impact Assessment.
- (b) In each of the following areas (i to v), name and briefly describe (where necessary) one specific project which requires an Environmental Impact Assessment before it can be implemented in Zambia:
- (i) Urban Development;
 - (ii) Agriculture;
 - (iii) Transportation;
 - (iv) Dams, Rivers and Water Resources;
 - (v) Mining: Including Quarrying and Open Cast Extraction;
- (c) Using any one specific project named in question 5 (b), discuss why it is important to carry out an Environmental Impact Assessment before implementing such a project.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

EC 925: INDUSTRIAL ORGANISATION
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS, CLEARLY SHOWING ALL THE

SECTION A: COMPULSORY

Question One

- i) An herfindal index of 0 suggests
A. Monopoly B. Monopolistic Competition C. Oligopoly D. Perfect Competition
- ii) If market demand in a differentiated Bertrand model is $P=15-4Q$ and marginal cost are \$3. The fixed cost is zero for both firms. Which of the following statements is true?
A) $P=\$3$ B) $P=\$10$ C) $P=\$15$ D) none of the above
- iii) Assume that XYZ consists of two plants. It produces the intermediate good at plant 1 and the finished good at plant 2. The market demand and supply is given by $p=15-4Q$ and $P=10+Q$ respectively. If the market for the output of plant one is perfectly competitive, what transfer price should the plant charge its sister company?
A) 15 B) 11 C) 16 D) none of the above because there is not much information given
- iv) The study of how people (or firms) behave in strategic situations is called:
A) cost-benefit analysis. B) Recursive analysis.
C) Normative economics. D) Game theory.
- v) Which of the following statement is true?
A) Double marginalization occurs because of monopoly in the market
B) Double marginalization can be solved using a two-part tariff pricing
C) Double Marginalization occurs only pricing of intermediate goods
D) None of the above
- vi) If average fixed cost is falling then marginal cost must be falling
A) Rising B) Falling C) Constant D) None of the above
- vii) Which of the following is True for a competitive firm, but not for a single product monopolist:
A) The firm maximizes profit by setting Marginal revenue to marginal cost
B) The firm can sell any amount of output at the market price

- C) The firm is a price setter
- D) The Marginal cost is less than price
- viii) In the dominant firm model of oligopoly, the smaller firms act like
 - A. oligopolists.
 - B. monopolists.
 - C. monopolistic competitors.
 - D. perfect competitors.
- ix) If the four-firm concentration ratio for industry X is 80:
 - A) The four largest firms account for 80 percent of total sales.
 - B) Each of the four largest firms accounts for 20 percent of total sales.
 - C) The four largest firms account for 20 percent of total sales.
 - D) The industry is monopolistically competitive.
- x) Product differentiation is present in:
 - A) Purely competitive markets only.
 - B) Monopolistically competitive markets only.
 - C) Oligopolistic markets only.
 - D) Both monopolistically competitive and oligopolistic markets.

Question Two: TRUE or FALSE and Justify Your Answer

- a) The stackelberg leader could get a higher profit by reducing output if the follower did not increase his output
- b) The Herfindahl Index will decrease if one of the firms in the monopolistic market wins market share from ^{other} of the firms.
- c) Prof. Ndulo a firm believer in the Neo-classical theory of the firm has completed delivering a lecture on a critique of full cost pricing theory. The main point of his lecture was that the Average Cost Pricing theory does not add anything new to the neo-classical theory of the firm. As a student of Industrial Organisation show mathematically that Prof. Ndulo's argument can be supported.
- d) Consider a single-price monopoly firm currently at its profit-maximizing choice. Suppose that the cost of inputs falls, reducing its marginal and average costs. As a result, the firm will sell its goods at a lower price, sell a higher quantity, and make a higher profit than before. ↙
- e) An increase in the demand for a monopolist product will always result in a higher price for its product.

Section B: CHOOSE ANY TWO QUESTIONS

Question three

In his address to the opening of Parliament, His Excellence the President of No man's country emphasised on the need for the country to develop the SME sector through enhanced innovation as key to sustainable poverty reduction in the country. In his speech he states that there is need to enhance technology advancement through creating a competitive

environment which supports technology growth. As a student of Industrial organisation, answer the following question:

- Briefly state the factors that hinder the spread of innovation.
- Show the proof that there is more innovation and technological advancement in a competitive environment than in a monopoly under both small cost saving technology and large cost saving technology.

Question four

Consider a simple 2-person, bi- matrix game in which each player has two strategies: Player 1 can play “U” (up) or “D” (down), while Player 2 can play “L” (left) or “R” (right). The payoff matrix is given below where a, b, c, d, e, f, g, and h are variables representing payoffs.

		Player 2	
		L	R
Player 1	U	a, b	c, d
	D	e, f	g, h

- Give the (minimal) conditions in the form of inequalities on the variables a through h such that (U, R) is a Pareto optimal outcome.
- Give the (minimal) conditions in the form of inequalities on the variables a through h which describes the case where U is a dominant strategy for Player 1.
- Give the (minimal) conditions in the form of inequalities on the variables a through h which describes the case where R is a *dominated* strategy for Player 2.
- Give inequalities on the variables a through h which must hold if the strategies (D,R) form a unique Nash equilibrium of the game.
- What additional conditions are required such that the unique Nash equilibrium in (c) was also the outcome of a Prisoners Dilemma?
- For each of the conditions given below, decide if there are any Nash equilibrium in pure strategies, and if so, identify all the Equilibria:
 - $a > e$, $b < d$, $c < g$ and $f < h$
 - $a < e$, $b < d$, $c > g$ and $f > h$

Question Five

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

no marginal costs owns the Airports, and no other airstrip exists. As a result, the private firm charges GBC "Landing" fee P_r per passenger.

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

END OF FINAL EXAMINATION

Am GBC

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012-2013 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

ELL 945 PRAGMATICS

TIME: THREE(3) HOURS

INSTRUCTIONS: Answer FOUR (4) questions

Relevant EXAMPLES will receive credit

1. In what ways is pragmatic meaning more complicated than semantic meaning?

2. Outline and exemplify the pragmatically important features of language.

3. In the context of the theory of conversational implicature, what enables us to *infer* speaker meanings?

4. What are the consequences for the way we talk to each other, of relevance being primarily a cognitive principle?

5. "The felicity conditions are the *constitutive rules* – rules that create the activity itself – of speech acts." (Huang) Explain this statement.
What are the Searlean felicity conditions for (a) questioning, (b) thanking, and (c) warning?

6. "Politeness is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange." (Lakoff) Evaluate this definition. How does it differ from the general social meaning of 'politeness' you are familiar with?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

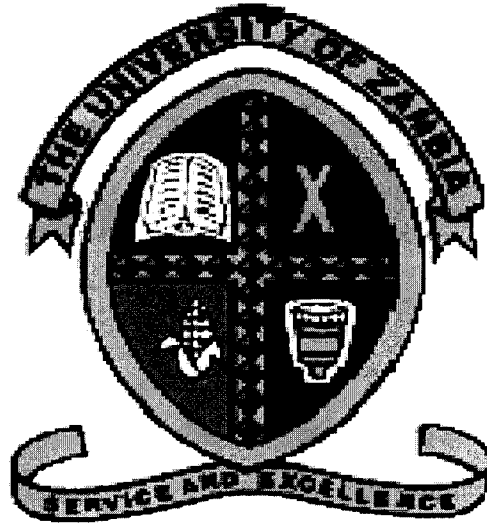
2012/2013 ACADEMIC YEAR SEMESTER II DEFERRED EXAMINATIONS

E/LAL 112: INTRODUCTION TO LANGUAGE AND LINGUISTICS

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: THERE ARE **FOUR (4)** QUESTIONS IN THIS PAPER. ANSWER **ALL**.

-
1. "Language is a system of arbitrary vocal symbols by means of which a social group operates."(Bloch and Trager, 1942)With reference to the broader sense of the definition of term 'language', discuss the defects of the above definition.
 2. "The features of language that are not universal are subject to change over time." Discuss.
 3. "Phonology begins where Phonetics ends." With examples, discuss the validity of this assertion.
 4. Compare and contrast inflectional and derivational morphology.



THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

LITERATURE AND LANGUAGES DEPARTMENT

2012/2013 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

PARALLEL

FR 312 (I): FRENCH AND GENERAL LINGUISTICS

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE NOT ALLOWED

-ANSWER ALL QUESTIONS ON THE ANSWER SHEET PROVIDED.

-THIS PAPER COMPRISES TWO PAGES

SECTION A : SYNTAXE

1. Considérant la grammaire moderne, procédez à la visualisation syntaxique des phrases ci-après, selon Chomsky :
 - a) Il mange du pain
 - b) La rentrée sera le quinze
2. Expliquez et illustrez la visualisation syntaxique selon André Martinet
3. Présentez schématiquement les champs de la grammaire tout en révélant la position de la syntaxe par rapport aux autres composantes dans ce grand ensemble.
4. Réécrivez en structure profonde les énoncés suivants :
 - a) Le professeur invite Kelvin
 - b) Un coca, ou je te chasse!
5. Définir la phrase simple par opposition à la phrase complexe ?

SECTION B: GRAMMAIRE

1. Mettez les phrases suivantes à la forme négative

1. Les questions d'examens seront distribuées par le surveillant.
2. La leçon sera révisée par tous les étudiants.
3. Les brigands ont été arrêtés par la brigade mobile.
4. Les blessés auraient dû être emportés par les infirmières.
5. Un grand camion a été renversé par la foule.

2. Mettez les verbes entre parenthèses au passe composé :

- i) Nous (terminer) le devoir d'abord et ensuite nous(sortir) pour rentrer à la maison.
- ii) Joséphine et Pauline (payer) la facture sans aucun problème.
- iii) Elle (expliquer) le problème à son chef d'équipe.
- iv) Vous (comprendre) vite les explications du professeur.
- v) Les bandits (attaquer) les employés de la banque centrale avec des armes à feu.
- vi) Elle prit son argent, puis elle (s'en aller) en ville.
- vii) Elle (fondre) en larmes.
- viii) La pauvreté (devenir) très grande dans beaucoup de pays d'Afrique.
- ix) Ils (avoir) de très bonnes notes en traduction.
- x) Elle (recevoir) une lettre de la part du secrétaire général.

3. *Mettez les phrases suivantes à la voix passive*

1. Une jeune fille a écrit cette lettre.
2. On ferme les grands magasins à 20 heures.
3. L'ouragan a détruit une cinquantaines de maisons.
4. Claudette préparera les repas.
5. Les enfants ont toujours appréciés les haricots.

4. *Complétez les phrases ci-dessous avec la forme correcte du verbe ou de la proposition subordonnée entre parenthèses.*

- i) Mon oncle a été d'humeur (changer) cette semaine.
- ii) La victoire contre Le Lesotho a été (convaincre).
- iii) Les filles contemporaines portent des tenues (provoquer)
- iv) Une voiture de sport (rouler) à toute vitesse a foncé sur la foule.
- v) La chambre (communiquer) avec la salle de bain, est celle des filles.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
HUMANITIES AND SOCIAL SCIENCES
LITERATURE AND LANGUAGES DEPARTMENT
2012 ACADEMIC YEAR SECOND SEMESTER EXAMINATION

FR 332: TRANSLATION FROM ENGLISH TO FRENCH

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE ALLOWED
- ANSWER ALL QUESTIONS OF ALL SECTIONS ON THE
ANSWER SHEET PROVIDED. YOU CAN ANSWER EITHER
IN ENGLISH OR IN FRENCH.

- THIS PAPER COMPRISES TWO PAGES

SECTION A:

1. Quelle différence y a-t-il entre les termes ci-dessous ?

- a) Translating ;
- b) Translation ;
- c) Interpreting ;
- d) Interpretation.

2. Quelle différence y a-t-il entre les termes ci-dessous ?

- a) Traduction littérale
- b) Traduction littéraire
- c) Adaptation
- d) Reformulation

3. Indiquez la technique de traduction qui a été utilisée dans la traduction de chacune des dix expressions ou phrases ci-dessous :

- | | | |
|-------|--|--|
| i) | Facts are stubborn | - les faits sont têtus. |
| ii) | Breakfast | - déjeuner. |
| iii) | The British Museum | - Le British museum. |
| iv) | Who knows? You may be right
pas tord. | - qui sait? Tu n'as peut-être
pas tord. |
| v) | Birds of the same feathers flock together. | - qui se ressemble s'assemble. |
| vi) | To court disaster | - jouer avec le feu. |
| vii) | The Blue Berets | - Les casques bleus. |
| viii) | Tintin's dog is called "Snowy"
"Milou". | - Le chien de Tintin s'appelle
"Milou". |
| ix) | Tu me manques | - you miss me (incorrect). |
| x) | Moi non plus | - me no longer (incorrect) |

SECTION B:

TRANSLATE THE FOLLOWING PASSAGE FROM ENGLISH TO FRENCH

Claudette

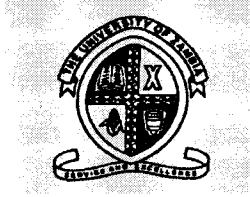
Dalitso and his father decided to go for a walk through a bush path on their farm which is near the Kenneth Kaunda International Airport. They often did this on a Sunday, just the two of them. Dalitso's mother never came along, although Claudette was always saying to Dalitso that he should tell his mother to get out more, that it would do her good to walk a little in the open air. Her face, especially around the eyes, was pale. She looked yellow around the mouth and the chin. She always felt pain in her throat and around her neck. The crisp air would undoubtedly refresh her. But Dalitso was reluctant to communicate the message to his Mother.

Dalitso's mother had always been left alone indoors, where she could do what she was good at doing, fluffing up a cushion, folding the newspapers in neat piles. How was she to occupy herself out in the wide freshness of the Airport bush? There was nothing but tall grass. What was she to do? And there was her arthritis. The cold crept into her bones; even with gloves on, the cold still got in.

But as for Claudette, she was gay, fond of people and thoroughly enjoyed life. Her life was completely filled with activities. She really wanted to keep her figure slim, her house clean and smart. Claudette also enjoyed doing exercises at home. In addition, she enjoyed cooking and watching videos.

.....

END OF EXAMINATION



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF GENDER STUDIES

SECOND SEMESTER EXAMINATIONS FOR 2012 ACADEMIC YEAR

GS 102 (INTRODUCTION TO GENDER STUDIES II)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE FIVE (5) QUESTIONS IN THIS PAPER. YOU MUST ANSWER THREE (3) QUESTIONS. ANSWER QUESTION 1 IN SECTION A WHICH IS COMPULSORY AND THEN ANSWER ONE QUESTION EACH FROM SECTIONS B AND C.

SECTION A: COMPULSORY

1. Giving examples from Zambian customary norms, expectations, and practices, show how the sexuality of females and males has been affected by gender.

SECTION B: ANSWER ONLY 1 QUESTION FROM THIS SECTION

2. Patriarchy is a social system that is reflected in the practices of "Purdah" and "Sati". Discuss.
3. The "Women's March to Versailles" did not make gender-specific demands but is important in the history of Feminism and the struggle for gender equality. Critically discuss this statement in view of what the "March to Versailles" wanted to achieve and what it actually achieved.

SECTION C: ANSWER ONLY 1 QUESTION FROM THIS SECTION

4. Compare and contrast the status of women and men in the Ancient and Middle Ages. What is the relevance of studying gender relations in the two ages in relation to modern times?
5. Discuss the main arguments in the Biblical, Patristic, and Scholastic phases in relation to the status of women and men. In your own view, which of these phases was more gender sensitive? Justify your answer.

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

UNIVERSITY OF ZAMBIA SEMESTER EXAMINATIONS, AUGUST 2013

H112: AFRICA PRIOR TO COLONISATION

FULL TIME, DISTANCE AND PARALLEL STUDENTS

TIME: THREE (3) HOURS FRIDAY 23 AUGUST 2013

09:00-12:00HRS

INSTRUCTIONS:

Answer three (3) of the following questions:

1. Describe the spread and importance of Iron technology in Africa south of the Sahara desert.
2. With the aid of a map discuss the origin and spread of the Bantu-speaking peoples in Sub-Saharan Africa.
3. Compare and contrast the ancient civilizations of Egypt and Axum.
4. To what extent can we argue that the initial Meroitic culture was a *carbon copy* of the ancient Egyptian culture?
5. "Great civilizations in Africa like the Great Zimbabwe buildings could not have been built without foreign inspiration". Do you agree with this view?
6. Examine the view that *Islam was both a source of problems and a catalyst of development* for the West Africa kingdoms up to the 16th century.
7. Discuss the role of the Trans-Saharan trade in opening up the *Western Sudan* sub-region to foreign economic penetration.
8. What leading role can we say (a) Old Ghana Kingdom **OR** (b) Mali Kingdom **OR** (c) Songhai Kingdom played in pre-colonial West Africa's civilisation process?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – AUGUST 2013
H322
TWENTIETH CENTURY EUROPE

TIME: THREE HOURS
INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Critically analyse the weaknesses of the Weimar Republic.
2. What is the connection between the First World War and the Revolutions of 1917 in Russia?
3. What clauses in the Paris Peace Treaty of 1919 did the Germans object to? Explain how these factors were combined with other grievances to enable the Nazis gain power in Germany.
4. Choose any **four** of the personalities listed below and explain who they were and their contribution to history.
 - (a) Neville Chamberlain
 - (b) General Lavr Kornilov
 - (c) Leon Trotsky
 - (d) Gregory Rasputin
 - (e) President Paul von Hindenburg
 - (f) Rosa Luxemburg
 - (g) Harry Truman
5. By 1925, Mussolini and his fascists firmly controlled Italy's political life. Trace the rise of Mussolini and his followers from the end of the First World War to 1925. Be sure to explain how Mussolini gained power.
6. Most of the aggressions, leading step by step to open war in September 1939, were the outcome of the deliberate policy of Hitler. Discuss the six steps that led to the Second World War.
7. Discuss in detail the main reasons behind the Cuban Missile Crisis of 1962. Why did the Crisis fail to ignite another world war?
8. Explain the nature and objectives of the major reform policies, glasnost and perestroika initiated by Mikhail Gorbachev when he rose to power in the Soviet Union in 1985.
9. What is decolonization? What factors led to it?

END OF EXAMINATION

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

SECOND SEMESTER EXAMINATION

30th August, 2013

H 345 HISTORY OF MODERN INDIA FROM 1947 TO 1984

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Highlight the tactics used by the Indian Government, after 1947, for the consolidation of princely states within the Indian Territory. Justify the policies that were used to bring the princely states of Hyderabad and Kashmir, into the main land of India.
2. Discuss the genesis of West Pakistan and East Pakistan. What compelled the East Pakistan to get rid of West Pakistan by 1972?
3. What policies were followed by the newly formed Indian Government to solve some of her greatest social and economic problems, after 1947?
4. How would you assess the first three prime ministers of India's contributions, since 1947, in re-building India which was under the British rule for more that one century?
5. What motivated some prominent leaders of the world to form non-aligned movement? Assess its success and failure in maintaining its policies.
6. Discuss the political and economic relations between India and African countries. How it is with Zambia and what could be done for enhancing it further?

END OF EXAMINATION

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

UNIVERSITY SECOND SEMESTER EXAMINATIONS-2012/2013

H912: HISTORY OF ZAMBIA SINCE 1890

DURATION: THREE (3) HOURS

INSTRUCTION: ANSWER *THREE* (3) QUESTIONS

1. What circumstances brought Zambia under British colonial rule?
2. Examine the reactions of Africans to colonial state policies on taxation, labour and land alienation in Northern Rhodesia between 1890 and 1939.
3. What do you understand by the colonial policy of African Reserves? What was the impact on Africans of this policy?
4. How did Zambia become part of the world capitalist economic system, and with what consequences for the country?
5. What problems did the mining companies in Northern Rhodesia face before 1953 and how did the companies overcome these problems?
6. To what extent did the creation of the Federation of Rhodesia and Nyasaland contribute to the development of militant nationalism in Northern Rhodesia?
7. Zambia's major Challenge at independence was Alice Regina (*Lenshina*) Mulenga and the Lumpa Church. Discuss.
8. Discuss the political and economic consequences for Zambia of the UDI in Southern Rhodesia.
9. Would it be correct to argue that ethnicity and regionalism in Zambian politics only emerged during the 2001 tripartite elections?

END OF EXAMINATION.



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

**2012/2013 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

LAL 211: THE STRUCTURE OF BANTU LANGUAGES

TIME: THREE HOURS

INSTRUCTIONS:

1. There are **seven (7)** questions in this paper. Answer only **six (6)** questions in all.
2. All examples in Bantu languages should be glossed.

WEIGHT: This examination counts for **50%** of the course's total marks.

1. Explain to what extent Arabic and Afrikaans are African Languages. (10 Marks)
 2. Compare and contrast Greenberg's and Guthrie's classification of African Languages. (10 Marks)
 3. Proto-Bantu as reconstructed by Guthrie had no fricatives. Assuming that this is the case, explain the possible source of the present day fricatives in Bantu Languages. (7 Marks)
 4. Explain and exemplify the following verbal morphemes in Bantu languages. (10 Marks)
 - a) Preprefix
 - b) Tense-sign
 - c) Radical
 - d) Extension
 - e) Infix
 5. a) State **two (2)** major categories of morphological structure of nouns in Bantu languages. (2 marks)

b) For each category in (a), give **five (5)** examples in a Bantu language of your choice. (5 Marks)
 6. Explain and illustrate the following morphological rules. (6 Marks)
 - a) Gliding
 - b) Deletion
 - c) Coalescence
 7. Discuss any **two (2)** types of denominal nouns in Bantu languages. (6 Marks)
-

End of Examination



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

SEMESTER I FINAL 2012 EXAMINATIONS AUGUST-SEPTEMBER 2013

LAL 311: THE PHONOLOGY AND MORPHOLOGY OF ZAMBIAN LANGUAGES

DURATION: THREE HOURS

INSTRUCTIONS

Answer any **four (4)** questions. . Examples not in English must be glossed.

TOTAL MARKS: 100

1. 'Bantu languages are said to be tone languages.' Explain and exemplify. [25]

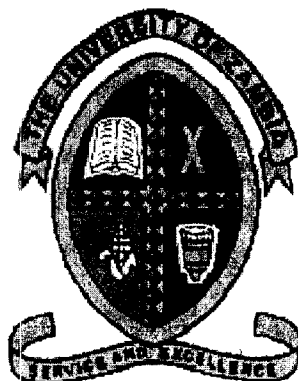
2. Discuss the **four** phonological rules that apply in any Zambian language of your choice. [25]

3. With examples, briefly explain the following:
 - a) Suprasegment [5]
 - b) Minimal pairs and how useful they are in Phonology [10]
 - c) Bantu languages as class languages [15]

4. Discuss the syllable structure for a Zambian language of your choice. [25]

5. 'Tone and length are distinctive in some Zambian Languages'. Discuss. [25]

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



UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF LITERATURE AND LANGUAGES

2012/2013 ACADEMIC YEAR FINAL EXAMINATIONS

LAL312 : BANTU MORPHOLOGY AND SYNTAX.

INSTRUCTIONS:

- (i) There are **six (6)** questions in this paper.
- (ii) Answer **five (5)** questions in all.
- (iii) All questions carry equal marks
- (iv) All examples in Bantu Languages should be glossed.

TIME: 3 HOURS
WEIGHT: 50 MARKS

1. With examples, discuss how nouns are stabilized in Bemba.
2. With examples in a Bantu language, provide the morphological structure of the following:
 - a) Nouns
 - b) Adjectives
 - c) Personal pronoun
 - d) Genitive pronouns
3. Explain and provide two (2) examples for each of the following concepts:
 - (a) deletion
 - (b) coalescence
 - (c) glide formation
 - (d) vowel harmony
4. Compare and contrast the sentence in Zambian languages and in English.
5. Illustrate and write brief notes on each of the following concepts: (10 marks)
 - a) Head
 - b) Endocentric Construction
 - c) Exocentric Construction
 - d) Empty Subject
 - e) Subject
6. Discuss and exemplify the three major types of coordinators in Bantu languages. (10 Marks)

End of examination
Good Luck!



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
MC 112 WRITING FOR THE MEDIA
SECOND SEMESTER FINAL EXAMINATIONS
4th September, 2013

INSTRUCTIONS:

ANSWER ALL QUESTONS IN SECTION A

ANSWER THREE QUESTONS IN SECTION B

DURATION: THREE (3) HOURS

SECTION A: COMPULSORY (40 MARKS)

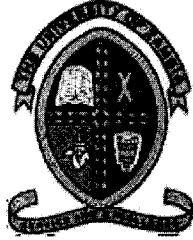
1. Why is the first question of the interview important? (2marks)
2. a) Mention and explain 3 elements of news (2marks)
b) Differentiate between hard news and soft news (2marks)
3. What is proximity? State two types of proximity. (2 marks)
4. a) What is the key role of a reporter? (2 marks)
b) Explain how a reporter should view events and how they should report them.
(3marks)
c) How can reporters ensure that their news stories are factual? (3 marks)
5. a) State the differences between an investigative reporter and a daily or weekly news reporter. (2marks)
b) Mention three means reporters can use for their fact-finding in investigative reporting. (2marks)

6. a) Describe the nature of arguments in discourse. What rule(s) guide argumentation? (5 marks)
- b) Examine the stages of rhetoric espoused by the Greek philosopher Aristotle. (5 marks)
- c) Discuss 10 fallacies which tend to come up in public discourse (10 marks)

SECTION B: ANSWER ANY THREE (3) QUESTIONS. Each question carries 20 marks

1. Analyze the types of figurative language learned in class. (20 Marks)
2. The lead is said to be the hardest part of a story to write.
 - a) Explain why? (4 marks)
 - b) Give two functions of a lead. (2 marks)
 - c) State the four qualities of a good lead. (4 marks)
 - d) Mention and explain 5 types of leads giving an example of each. (10 marks)
3. a) How should reporters treat quotes when writing a story? (5 marks)
- b) Experienced reporters have found they can persuade even the most reluctant officials to agree to an interview by anticipating the excuses and roadblocks they may use. Mention and explain four of these and clearly elaborate how you can get round them (10 marks)
- 4) a) Investigative journalism can be contrasted with analytical reporting. Explain this statement. (6marks)
- c) State four important qualities of an investigative journalist. (4 marks)
- d) Since the development of professional journalism at the beginning of the 20th Century, journalists have been expected to follow a stringent code of journalistic conduct that requires them to, among other things: Approach researching and reporting a story with a balance between objectivity and skepticism. Discuss (10 marks).

END OF EXAM



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

MC 135 SECOND SEMESTER FINAL EXAMINATION

DATE: 30th AUGUST 2013

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO (2)
QUESTIONS IN SECTION B**

DURATION: THREE (3) HOURS

SECTION A: COMPULSORY (60 MARKS)

1. List the acts that may be cited as contempt of Parliament **(5 Marks)**
2. Compare and contrast freedom of the Press and Freedom of Expression **(5 Marks)**
3. What is a privilege? **(5 Marks)**
4. Explain what a tort is **(5 Marks)**
5. Briefly explain how a juvenile court operates. **(5 Marks)**
6. When do you think Defamation of the President Act works against Journalists **(5 Marks)**

7. What do you understand by the term “we are living a mediatized life” (5 Marks)
8. Briefly explain the printed publications Act (5 Marks)
9. Explain what is meant by “court is held in camera” (5 Marks)
10. List the elements that constitute as “*Interference*” in relation to freedom of the press. (5 Marks)
11. Why is freedom of expression valid only when it doesn’t infringe on other peoples freedoms? (5 Marks)
12. When is it an offence to take photographs in court (5 Marks)

SECTION B: ANSWER ANY TWO QUESTIONS

1. You have been requested to give a paper presentation on the development of freedom of the Press in Zambia. Explain in detail how press freedom has evolved from 1964 to-date. (20 Marks)
2. You are a court reporter for Lusaka Star Newspaper. You have been assigned to cover a case involving murder by a 13-year-old boy. Facts of the matter are that on dates unknown this boy stabbed the father a 70-year-old farmer of Mungwi Village. Discuss in detail the necessary steps you would take to ensure that you are not in contempt of court at any time during your reporting. (20 Marks)
3. What is copyright law? Discuss in detail the relevance of the law to Zambian Journalism (20 Marks)

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

MC 202: BASIC REPORTING

**SECOND SEMESTER FINAL EXAMINATION
2012/2013 ACADEMIC YEAR**

**INSTRUCTIONS: SECTION A IS COMPULSORY. CHOOSE TWO
QUESTIONS FROM SECTION B**

DURATION: THREE (3) HOURS

2ND SEPTEMBER 2013

=====

SECTION A: ANSWER ALL QUESTIONS (60 MARKS)

Q.1 Write brief explanatory notes on the following ingredients of good news writing:

- a) Accuracy **(2 marks)**
- b) Attribution **(2 marks)**
- c) The lead **(2 marks)**
- d) The use of numbers **(2 marks)**
- e) News story structure **(2 marks)**

Q.2 The University of Zambia Students Union (UNZASU) is an important political movement within and outside the university. UNZASU elections normally attract public interest and the media usually report about events related to the elections. As a budding journalist, describe how you would cover UNZASU elections, before, during and after? **(10 marks)**

Q.3 Discuss the following statement in the context of court reporting, "The court in Zambia is a very delicate place to report from. Many journalists have been in trouble for reports they have made concerning court trials." **(5 marks)**

Q.4 Read the following excerpt from a story covering the latest quarterly report of Barclays Bank Zambia on the *Zambia Daily Mail* newspaper business page.

..... *Whereas an increase of K103 billion in consumer loans was 22.7 percent of the increase in overall loans, it was equal to only 11.4 percent of the total outstanding loans of K1,804 billion at the end of last fiscal year, up from 7.6 percent a year earlier. Even then it was the third largest component of the banks' overall credit, after the corporate sector and small and medium size enterprises (SMEs). The corporate sector exhibited a reduced appetite for credit during the last fiscal year, though it received additional loans of K203 billion. At end- June 2012, the total outstanding corporate loans were worth K741 billion; the amount grew to K944 billion at end-June 2013.....*

- a) Analyse this excerpt in light of your recently acquired skills in writing business stories **(6 marks)**
- b) How could the reporter of the story write the above excerpt in order to explain it more effectively (rewrite the excerpt above to illustrate your answer) **(8 marks)**
- c) Give three key elements of a good business story **(3 marks)**
- d) Explain the rationale behind the use of numbers in a good business story **(3 marks)**

Q.5 Develop a list of questions that you would ask the Lusaka City Council concerning services such as sanitation, water and traffic **(10 marks)**

SECTION B: ANSWER TWO QUESTIONS (40 MARKS)

Q.6

- a) Zambia is co-hosting the 20th UNWTO General Assembly with Zimbabwe. This gathering is more than just about tourism but offers opportunities for business houses in both countries to market their products and services. As an aspiring journalist, describe the nature of business and economics stories that you can generate. **(10 marks)**

b) With examples, explain how you would report about sports? The Zambia National Soccer Team will soon take on Ghana in Kumasi. A lot has been said about this impending fixture because of its importance; write a three-paragraphed story about this encounter? **(10 marks)**

Q.7

a) Describe in detail what a journalist must know about the electoral process in Zambia to enable him/her cover elections effectively **(8 marks)**

b) With examples, how should journalists cover elections in Zambia? Write a story regarding the recent postponement of parliamentary by-elections in three constituencies in Zambia. The sources for this story should be the ECZ, political parties and civil society organisations. Plan carefully before you write this story **(12 marks)**.

Q.8

a) What should a reporter know about the budget (For both local and central governments) and how should the budget be covered? **(10 marks)**

b) Based on the knowledge you have about the National Assembly of Zambia, develop a soft news story that should include among other things the following:

- Composition of parliament
- The current speaker of NAZ
- sitting arrangement in Parliament
- Controversy about recent by-elections and its impact
- Personnel working at Parliament
- Parliament radio

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012/13 END OF SECOND SEMESTER EXAMINATIONS

MC 225: INTRODUCTION TO TELEVISION PRODUCTION

TIME: THREE HOURS

DATE: 23RD AUGUST, 2013

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

SECTION A. Answer **both** questions in this section. Total: 60marks

1. As a television producer, you are directed to produce a 30minute documentary on the desperate life of street kids in Zambia. Using the one item (*loaf of bread*) approach; write a good script for the documentary. Your production should use the following shots:
 - a. Jenkem fluids
 - b. Bare foot boys/girls
 - c. Torn shirts
 - d. Wrinkled skirts
 - e. Dirty furrows
 - f. Police cells
 - g. Stolen watch (s)
 - h. Snatched hand bag(s)
 - j. Street fight(s)
 - k. Cold temperatures
 - l. Social welfare officers(30marks)

2. You have just returned from Malawi, where you had gone to cover the 20th session of the African Union (A U) heads of state and government conference. The conference which took three days last week was held to discuss the problems of security in Zimbabwe and Madagaşcar. Zambia was represented by the Vice President Dr Guy Scott. In Malawi, the Vice President was received at Lilongwe International Airport by Zambia's High Commissioner to Malawi, His Excellency Charles Banda who was with officials from the High Commission. Write a script for this report. The programme will be screened tonight at 21hrs. (30marks)

Section B. Attempt only **four** questions in this section. Total: 40marks

3. Explain why it is advisable to use more visuals than words in television when telling a story.(10marks)
4. Explain your understanding of a chroma key.(10marks)
5. What are the major functions of video editing (10marks)
6. Explain the three main functions of lighting in television.(10marks)
7. When you work on a show that presents a continuous event, but that is shot in film-style over a period of days or weeks for post production, you must look exactly the same in all videotaping sessions. Discuss.(10marks)
8. Describe your understanding of 'closure' in television

End of examination

UNIVERSITY OF ZAMBIA
DEPARTMENT OF MASS COMMUNICATION
MC 245 STORYTELLING FINAL EXAM

TIME: 3 HOURS DATE 3RD SEPTEMBER 2013

ANSWER ALL QUESTIONS IN SECTION ONE : 40 MARKS

1. Read the story of Asdiwal and make the following analysis :

- a) The traditional hero elements in his life?
- b) The super Organic and super ego elements
- c) The repetitions and their role in the story
- d) The contrast

20 MARKS

2. a) What are the guidelines of writing a Public Service Announcement

(PSA) for a company that has hired you?

b) What are major differences in writing PSA for appeal and commercial
or advert for a sale's product of the same company ?

20 MARKS

SECTION TWO ANSWER THREE QUESTION ONLY (60 MARKS)

3. a) What are the functions of stories in general?

a) What functions of stories do Anthropologists put emphasis on?

20 MARKS

4. a) What are the guidelines in writing short scripts for broadcast ?

b) What are the guidelines in writing un advert for sales of a new product on the
market ?

20MARKS

5. a) Discuss the debate of the traditional hero giving both sides of the argument.

b) What are the implications of equating Jesus in the schema of traditional hero.

20 MARKS

6. a) Discuss the difference between the following
physiological catharsis
psychological catharsis
b) Discuss the Three historical modes of storytelling

20 MARKS

7. Discuss the following topics of storytelling
- a) Theology of storytelling
 - b) Meaning of stories
 - c) Structures of stories

20 MARKS

END



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

SECOND SEMESTER EXAMINATION

MC 342 EDITING AND LAYOUT II

DATE: 28TH AUGUST 2013

TIME: 14 HOURS - 17 HOURS

INSTRUCTIONS:

SECTION A- COMPULSORY

SECTION B- ANSWER ALL QUESTIONS

SECTION A: (60 MARKS)

1. Zambia is currently co-hosting the UNWTO together with Zimbabwe. The Ministry of Tourism has asked you to be part of the publicity campaign team for the event as the technical advisor. The campaign team has chosen newsletters to be part of the publicity campaign tools. Use any of the stories and pictures in the folder marked **MC 342 2013** on your desktop.

Design a ²page newsletter on A4 paper that will include information that delegates and the general public coming for the event will need to know concerning the conference.

Ensure that your finished page is well designed, edited and balanced. The final layout must be complete with a folio line, picture or pictures, caption, headlines, edited stories/content and must be camera ready for the printers.

Ensure your computer number is placed in the centre of your folio line. Save your work on your desktop and print on A4 size paper

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER EXAMINATIONS
SECOND

2013/2

MC 352 - ISSUES AND PRACTICE IN COMMUNICATION FOR DEVELOPMENT

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

DURATION: 3 hours

TIME: 14:00HRS -17:00HRS

SECTION A (40 Marks)

Answer all questions

1. Discuss what is involved in *gender analysis*. What is its ultimate goal?
2. What is the Universal Declaration of Human Rights? What is its significance to the harmonious living of all human beings?
3. Discuss the scourge of corruption with and how it affects service delivery in Zambia? How do media contribute to stemming its spread?
4. Compare and contrast case poverty and relative poverty.
5. Highlight at least five principles of gender equality.
6. Compare and contrast the second generation rights and the third generation.
7. Highlight the five key points that the United Nations High Commissioner for Human Rights noted in constructing what has widely come to be known as the *convention on the rights of the child*. Explain the impact of these provisions on the welfare of the child.
8. What are the common factors that confront both rural and urban populations with regards to poverty levels?

SECTION B (60 Marks)

Answer three questions only

1. "A government that is comfortable in the face of poverty among its citizens is not worth the call. It is a grave injustice to have three square meals each day when most of the people don't even know where to get just one meal in a day. Some people don't know when it is month end or not and their children have never known the inside of the classroom or the colour of the board. This government will therefore base its policies on the need to achieve these goals for our people." President Michael Sata once said. To what set of rights was he referring to and what distinguishes these rights from the rest?

(20 Marks)

2. In Zambia lately, there has been an outcry from opposition political parties and civil society organisations on the alleged abuse of fundamental human rights by the current government. As a communication for development expert, you are tasked to write a paper for the Human Rights Commission stating the case for the government to observe these. Write a paper summarising the key fundamental human rights provisions at stake.

(20 Marks)

3. Discuss the most pertinent human rights-related issues that have arisen in dealing with the HIV/AIDS in Zambia.

(20 Marks)

4. The Minister of gender and development has noted that it is not enough to give advantage to the women folk in the country in various sectors such as education, health and several others even if they have been disadvantaged for long periods. Rather, it is important for government and other stakeholders to put in place broad policies that will fundamentally change the gender relations in the country and bring about equity rather than equality. Discuss the minister's proposition highlighting the pros and cons of this approach in addressing gender issues in Zambia.

(20 Marks)

EXAM ENDS

**THE UNIVERSITY OF ZAMBIA
MASS COMMUNICATION DEPARTMENT
MC372 COMPUTER ASSISTED REPORTING II EXAM**

Time: Three Hours
August 28 2013

SECTION A

ANSWER (6) SIX QUESTIONS. EACH QUESTION CARRIES 10 MARKS.

1. Define new social media and discuss why they are preferred by millions of users.
2. What benefits does a CAR reporter get in using spreadsheets?
3. Explain why interactivity is a key concept in new media.
4. List the 10 Pros and 10 Cons of Twitter for Journalists
5. Discuss at least four ways to verify a tweet.
6. Do you think the new media threatens the existence of the traditional media?
7. Discuss how the different search engines available on the internet can be used to research for data for a news article.
8. Describe the three (3) processes of sorting out data in a spreadsheet.
9. Describe the process of percentage calculations and what are its values in news writing?

CONTINUE TO SECTION B

SECTION B

ANSWER (2) TWO QUESTIONS. QUESTION (12) TWELVE IS OMPULSORY. EACH QUESTION CARRIES 20 MARKS.

10. CAR can make a good reporter better, but can't make a bad reporter good. Discuss.
11. In the face of the radicalization of the digital world, do you really think the traditional newspaper form has a future?
12. Carefully read the read the article *Are social media sites making us sick?* by Dr Cory Couillard and discuss the following:
 - (a) Do social media advantages outweigh the disadvantages?
 - (b) In what ways can social media be considered harmful?

Ends

Are social media sites making us sick?



By DR CORY COULLARD

ARE sites such as Facebook, Twitter and other social media sites addictive and causing health conditions? Experts say yes. Social

networking also offers many advantages like meeting new people across the globe and finding old friends but these 'advanced' technological forms of communication are actually hurting people's social skills.

Facebook is now being called 'Facecrack'. The Facebook mobile application brings the addictive experience to the centre of the dining experience, dating and even wedding vows.

The cellphone has become a status symbol and has been touted a necessity to check email, take pictures, play games, listen to music

and even locate where you are driving in your car.

A study in the United Kingdom found 66 percent of cellphone users have developed a technologically advanced medical condition called Nomophobia.

Nomophobia is an intense fear of losing or becoming disconnected from being able to use one's cellphone. A similar poll found that 75 percent used their phone while in the bathroom and would not consider going without it.

The study found that 77 percent of people between the ages 18 to 24 have been found to

be 'Nomophobic'. People aged 25 to 34 followed closely with a 68 percent diagnosis rate.

Another study found people check their cellphone on an average of 34 times per day. Forty-nine percent stated that they would not feel comfortable with their significant other going through their SMS messages.

Experts agree that social media sites actually make it harder for us to distinguish between meaningful relationships and a large number of casual relationships on Facebook. They have the ability to connect us to the world but disconnect us from our faith, family, job and the real world.

Another study about Facebook found that too much social media time could cause anger, envy, complaining and unhappiness. Facebook effectively provides a platform for social comparison and can leave you feeling lonely, frustrated and depressed as well. It changes how you feel about yourself, other people and the negative health implications are numerous.

Yet another study found people that spent less time socialising on Facebook and more time with real-life friends were less likely to be depressed. Facebook 'friends' are

happiest times of their lives versus negative or depressing events. This causes people to believe that happiness is a constant in their friend's lives.

Researchers have also found excessive social media use to be associated with a higher body-mass index, poor dietary habits, reduced physical activity, low self-worth and higher levels of monetary debt. You are constantly being fed products, services and other goods that can have significant effects on consumer judgement and decision-making. Technology is supposed to make life easier — not lazier and sicker.

Ask yourself the following questions to determine your level of addiction: If you are unable to go on Facebook, do you feel anxious or disturbed? Do you bring your cellphone every place you go, including the bathroom? If you have any downtime, do you choose to check Facebook first? Do you have a panic attack from a dead battery or Internet outages? You may have a problem if you or your child is more willing to give up a toothbrush for a week versus Facebook and other social media sites.

Dr Cory Couillard is an international healthcare speaker and columnist for numerous newspapers, magazines, websites and publications.



Photo: © David the happiest times of their lives versus

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012/13 END OF SECOND SEMESTER EXAMINATIONS

MC 402: INVESTIGATIVE REPORTING TIME: THREE HOURS 04/09/13

INSTRUCTIONS: There are two sections in this paper. Answer only one (1) question Section A and attempt two questions only, in question B. Total: 40marks

Section A. You must answer question 1.

1. You have just completed investigations into the activities of a pastor at a local church. The pastor has been having adulterous affairs with women members of the church. Pastor Dance well Chindabwino, 40, has been enticing women to overnight prayers every weekend. Pastor Chindabwino has been at the church for three years now.

Write an investigative story, based on the interviews you would have carried out with your sources both at the church and outside the church environment. Among issues to consider are physical fights amongst the women folk, incomplete structures at church, awkward church meetings, etc.

Sources should include, but not limited to: Church elders; husbands; choir members; local courts; neighbours; hospitals; women movements; senior pastors and the police.

Use 'loaded language' to describe the behaviour of the pastor and the women he has been having affairs with. Use 'loaded language' to describe the flock as well.

The story should be 800 words long. (20marks)

SECTION B. Attempt two questions only, in this section.

2. Explain the significance of the role of reform journalism to society. (10marks)
3. Investigative journalism deals with issues and not events; explain. (10marks)
4. A Journalist has the power to choose which information to highlight and which information not to. He has the power to shape people. He can ridicule or embarrass people. He has the power to build or destroy. A journalist who does not use this power properly is said to exercise reportorial arrogance. Discuss. (10)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
DEPARTMENT OF MASS COMMUNICATION
MC 412 SECOND SEMESTER FINAL EXAMINATION
DATE: 19 AUGUST 2013
VENUE: APL
TIME: 09:00HRS

Instructions: 3 hours.

SECTION A: Answer all questions

1. Briefly write on the following elements :
 - a) Gender blind story
 - b) Gender equity
 - c) Procrastination
 - d) Audience profile
 - e) Reach \ Intensity (5 marks)
2. A newsroom manager commands four main resources. Name and explain each of them. (5 marks)
3. Explain why marketing is important to a media organization. (5 marks)
4. Explain the importance of an advertising department in a media organization. (5marks)
5. Define the following;
 - a) Broadcast clock
 - b) Soft news
 - c) Hard news
 - d) Newshole
 - e) Management (5 marks)
6. Explain why the corporate structure of any media company depends on the size of its market. (5 marks)

SECTION B: Answer all questions.

7. Discuss the guidelines in the process of choice of media product or media house structure. (10 marks)

Outline the roles of the following;

- a) Radio station manager
- b) Producer
- c) Reporter
- d) Advertising Manager
- e) Circulation Manager (5 marks)

8. The newsroom is one of the most important departments in any media organization. Discuss how you would manage your newsroom to get its fullest effect. (5 marks)

9. Why is credibility important in the media industry and how would you ensure credibility in your company? (5marks)

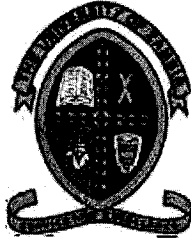
SECTION C: Answer any three questions.

10. You have discovered that your time management as a supervisor of a media Department is next to zero grade. The members of staff who are under your supervision in the department have picked that as the norm. As a result, the work output from your department is below average and records as the lowest in the entire media house. What steps are you going to take to correct the situation both on personal level and group level or department. In your discussion include time frame of operations. (15 marks)

11. Your media company has not been doing very well. At the last management meeting, you presented that perhaps the company needs a marketing campaign. Outline a brief marketing plan and JUSTIFY why and how it will save the company from making further losses. (15 marks)

12. Discuss the main requirements and procedures in writing a business project proposal. (15 marks)

13. Name and discuss five key departments of a television station and their relevance to the station. (15 marks)



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

MC 422 SECOND SEMESTER FINAL EXAMINATION

DATE: 22ND AUGUST 2013

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY THREE (3) QUESTIONS IN SECTION B

DURATION: THREE (3) HOURS

SECTION A: COMPULSORY (40 MARKS)

- 1. What is meant by the term “mediatised life” in relation to Journalism (5 Marks)**
- 2. Give two (2) advantages and disadvantages of using television as a medium of communication (5 Marks)**
- 3. What are educational radio programs (5 Marks)**
- 4. What factors could affect a journalist in effectively reporting on conflict? (5 Marks)**
- 5. Compare and contrast the categories of radio ownership? (5 Marks)**

6. Briefly discuss why the director must be well prepared in a production **(5 Marks)**
7. Explain the pro's and con's of having a script in a radio production? **(5 Marks)**
8. To what instances would directing language be a disadvantage to a director **(5 Marks)**

SECTION B: ANSWER ANY THREE (3) QUESTIONS (60 MARKS)

9. You have been requested to give a paper presentation on the benefits of using the Internet for Journalism in Zambia. Explain the advantages and disadvantages of using the Internet citing practical examples of how the Internet can be used to transform the media Industry in Zambia. **(20 Marks)**
10. Discuss the challenges that media personnel come across when covering conflict and how they can overcome them **(20 Marks)**
11. Using practical examples discuss the extent to which the agenda setting theory is applicable to Zambia **(20 Marks)**
12. You are the station manager for MC422 Radio, which has been operating for over a year. You have just received a letter from ZICTA dated 20th August 2013 informing you that your license has been revoked for the following reasons:
 - a) Failure by the station to restrict programming to educational programs as stipulated in the license.
 - b) Failure by the station to adhere to the restriction to operate at wattage of 150 Kilo Watts only.

That very day officers from ZICTA come and shut down your transmitter. Write a memorandum to ZICTA to respond to this action. **(20 Marks)**

END OF EXAM!



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

MC 902 SECOND SEMESTER FINAL EXAMINATION

DATE: 29th AUGUST 2013

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND THREE QUESTIONS IN SECTION B. QUESTION 13 IN SECTION B IS COMPULSORY

DURATION: THREE (3) HOURS

SECTION A

1. Identify the following camera shots: (2 marks)

1. a)



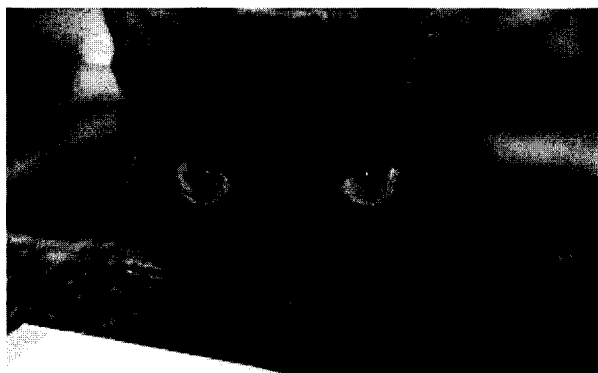
1. b)



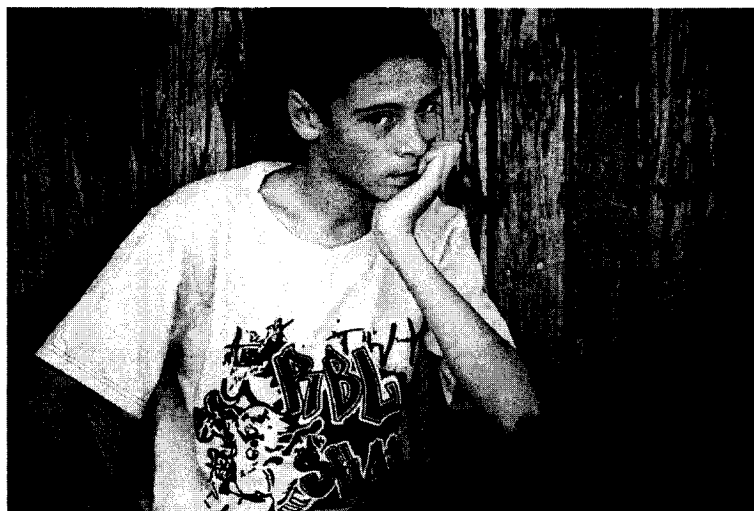
1. c)



1. d)



1. e)



1. f)



1. g)



1. h)



2. Following their order of occurrence, mention the different steps in advertising layout (2marks)

3. Radio adverts must be intrusive. Explain this statement (2 marks)
4. Mention the three basic approaches to advert visualisation (2marks)
5. What is layout? Briefly explain its purpose. (2marks)
6. State four purposes of illustration in advertising (2marks)
7. Mention four layout formats in advertising (2marks)
8. Mention 4 types of television commercials (2 marks)
9. What is a story board?(2marks)
10. What two things must you put in mind as you use different sound effects in radio adverts? (2marks)

SECTION B Answer 3 questions in this section. Question 13 is compulsory, pick in other 2 to make three questions.

11. You are a human resource manager of an advertising firm and you are looking to hire a copy writer. Prepare or develop an advert to place in the Zambia Daily Mail newspaper. Ensure that you follow the rules of print ad creating. (5 marks)
12. You have been engaged by Christian Dior to advertise their perfume, "Rock", on MUVI TV. The new perfume is suitable for Zambian sports men who are in their early thirties. Create a story board for this advert. (5marks)
13. Create a 60seconds radio advert for a company that is in the business of producing energy drinks. This company has been producing energy drinks for over ten years and would like to give their customers or potential customers a reminder of their existence as a firm and that their energy drinks are still made from natural ingredients. The advert should be a dialogue form and ensure that you follow all the rules of radio advert production or creation. (10marks)
14. A farmers market is being introduced at your university. The market will be open on weekends only and there will be a number of farm products to be sold. Create a 60seconds ad style for your school radio station using narrative format/type/approach (5marks)



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

SECOND SEMESTER FINAL EXAMINATION

DATE: MONDAY 19 AUGUST 2013

MC 912: PUBLIC RELATIONS PRACTICE

INSTRUCTIONS:

ANSWER BOTH QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B.

DURATION: THREE (3) HOURS

SECTION A: COMPULSORY QUESTIONS (60 MARKS)

Q.1 CASE STUDY

Crisis management is an integral part of any organisation. Recently, ZAMBEEF, a Zambian company well-known for its meat products and other by-products including restaurants found itself at the centre of a serious controversy after the government announced a discovery of chemicals used to preserve imported meat products such as hooves, liver and kidneys. The media reported about this “crisis” from different perspectives, others supported ZAMBEEF while others condemned the company. Some media houses reported that the accusation that ZAMBEEF was using aromatic aldehydes, to keep its beef products fresh was a complete lie and hoax. The situation was characterised by accusations and counter accusations. The company suffered serious damage to its reputation and some people stopped buying anything associated with ZAMBEEF despite “PR” effort to assure the public that the meat products were fit for human consumption. Now attempt the following questions:

- (a) As a public relations student, the ZAMBEEF case must have caught your attention and it is assumed that you followed it with keen interest. What other details can you provide to present a complete picture of what transpired regarding this case study? **(5 marks)**
- (b) What is your assessment of the way ZAMBEEF handled this crisis from a public relations point of view? **(10 marks)**
- (c) If you were hired by ZAMBEEF to handle the crisis situation and restore the reputation of the company, how would you go about it? **(15 marks)**

Q2.

Zambia is said to be a rich country endowed with beautiful wild life, magnificent waters falls, rich mineral deposits and many natural resources. However, not too many people come to Zambia for tourism and investment. It is alleged that Zambia has not marketed itself well to the outside world despite the country boasting of numerous tourist attractions and investment opportunities. You have been hired by the government of Zambia to come up with a well organised PR campaign to achieve two objectives, one, to encourage local and foreign tourism, two, to attract foreign direct investment into the country. The government is willing to pay any amount for this consultancy. Develop a full campaign proposal. The budget may not be very elaborate or detailed but ensure that you cost all the major expenses **(30 marks)**. 20

SECTION B: ANSWER TWO QUESTIONS ONLY (40 MARKS)

Q3

- (a) Define the term “publics of public relations” and explain the TEN publics of public relations **(10 marks)**. 12
- (b) Why should PR professionals carefully define the publics of public relations? **(10 marks)**

Q4

- a) How can public relations people achieve good media relations? **(10 marks)**

Handwritten calculations and notes:

1 12
20
12
22
308 1 31
P 62
R
44
315
75

b) Describe how PR people can use a variety of media to create knowledge and understanding? **(10 marks)**

Q5

Discuss different media events that a PR professional can organise for his or her organisation. Explain how each one of these events can be organised **(20 marks)**.

Q6

Discuss in detail ethical issues that lie at the core of Public Relations practice? You need to cite examples of improper conduct under each ethical consideration **(20 marks)**.

END OF EXAMINATION

University of Zambia
Department of Mass Communication
Second Semester Examination
22nd August 2013
MC922

PART A: ANSWER SIX (6) QUESTIONS ONLY. THIS SECTION CARRIES 60 MARKS.

- ✓ 1. Who is a photojournalist? What makes a photojournalist different from a photographer?
- ✓ 2. Why is truth of paramount importance in the work of a photojournalist? Discuss.
3. As the citizen's servant, a photojournalist can't accept anything other than water and an occasional cup of coffee. Discuss the ethical implications of accepting graft and gifts.
- ✓ 4. Photography was not invented, but it evolved. Discuss this statement in relation to the historical development of the profession.
- ✓ 5. Who is considered to be the first photojournalist? Why is he considered to be so?
- ✓ 6. Describe what characterized "The Golden Age" of photojournalism.
- ✓ 7. What legal restrictions do photojournalists face in Zambia? How do these compare with other countries in the world? Give examples.
8. Discuss documentary photography; what are its main features?

PART B: ANSWER BOTH QUESTIONS. THIS SECTION CARRIES 40 MARKS.

9. You are a Picture Editor of a newspaper. How do you ensure that the picture you select to use on the front page of the newspaper immediately captures the attention of the reader? Discuss the strategies of editing photos.
10. The attached picture and Letter to the Editor in the *Zambia Daily Mail* edition is indicative of the kind of complaints readers may have against a newspaper that publishes photographs of themselves or their loved without due care. Read the letter carefully and discuss the implications of such a publication on the newspaper, particularly paying attention to the complaints of the girl's father in terms of law and ethics.

Father complains over picture



KASUBA

Dear editor,
YOUR picture in Monday's Zambia Daily Mail edition on page 4 depicts "a girl jealously guards her gift for one of the graduates at the University of Zambia

identified by gender or sex.

Your picture has caused my daughter emotional damage and distress which has affected her self esteem because of the posture your camera man chose to take

READERS' FORUM



graduation ceremony on Friday", picture by Collins Phiri.

The girl in the picture is my daughter, Kasuba Lwatula, aged six, a Grade 2 pupil at Holy Cross Convent School in Lusaka. I am aggrieved as a parent by the picture you chose to publish in your newspaper for the following reasons:

You took a picture of an infant without her permission or her being aware of your intentions for public consumption.

The picture depicts my daughter as someone abandoned and without

to be published in a public newspaper.

Due to the above, I may have to take my daughter for psycho-counseling to which cost, you have to settle for breach of an infant's privacy.

As the father to the girl in the picture, I demand a public apology from your newspaper to Kasuba Lwatula and her parents for the irresponsible picture you took of my daughter within seven days from date of this mail, failure to which I will seek legal redress in courts of law.

Regards

ALEXANDER M.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR FINAL EXAMINATION
PA 125:INTRODUCTION TO PUBLIC ADMINISTRATION
DISTANCE EDUCATION STUDENTS ONLY

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO QUESTIONS

DURATION: THREE (3) HOURS

1. Write reasonable notes on the following;
 - a. Functional foremanship
 - b. Informal organizations
 - c. Organisation by major process

2. Drawing examples from Zambia, explain how the tenets of bureaucracy are applied in the civil service.

3. Critically discuss Hebert Simon's rational decision making model.

4. Discuss the problems that the minister of finance would encounter in the process of budget formulation and implementation in Zambia.

5. Merit recruitment is generally considered to promote efficiency in the operations of government institutions. Do you agree with this view? Give reasons for your answer.

END OF EXAMINATION

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

PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION

FINAL EXAMINATION

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

1. It has been observed that democratic elections can be fairly well conducted, but the day-to-day governance may be undemocratic. What measures would you put in place to ensure that those with political mandate exercise power and authority as provided for in the national constitution?
2. If the Elitist Approach to governance is considered anathema in many democratic countries, what alternative would you advocate and why?
3. Provide a detailed rationale that separation of power is an integral element of modern good governance.
4. An individual can satisfy the requirements for legal legitimacy and yet suffer the short fall of the electoral legitimacy. Explain the distinguishing features of these two principles of governance.
5. Write a reasoned defense that insignia are essential in many social organizations to –day.
6. What mistakes preceded the administrative reforms introduced shortly after the advent of self rule in 1964?
7. When and why would you use positive and negative sanctions if you were holding a position of governance in Zambia?

END OF EXAMINATION.

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

2012 ACADEMIC YEAR SECOND SEMESTER DEFERRED EXAMINATION

PA 202: COMPARATIVE ADMINISTRATION

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

DURATION: THREE (3) HOURS

- Q1. What merits do countries with a federal system of administration have compared to those with a unitary system of administration.
- Q2. Using practical example, demonstrate how Max Weber's principles of bureaucracy promote efficiency and effectiveness in modern administration.
- Q3. What administrative challenges are likely to be faced by a district commissioner in Chadiza and another in Livingstone.
- Q4. Why did the French succeed more than the British in delaying the attainment of independence in their colonies?
- Q5. Explain the difference between an integrated and an un-integrated system of administration. Why does Zambia use both systems in its national administration?

END

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

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 312: ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

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

- Q1. Write reasonable notes on the following: ✓
a) Organisational Behaviour and Management
b) Personality
c) Perception and Attribution
d) Motivation at work
e) Values and Attitudes at work
f) Leadership and Followership
g) Organisational Culture
h) Organisational Citizenship Behaviour
i) OB Mod
j) The Organisational Iceberg
- Q2. Identify and discuss either the content or process theories of motivation. ✓
- Q3. Identify and discuss either the nomothetic or idiographic approaches to personality. ✓
- Q4. It is argued that in order to understand human behaviour, various behaviour patterns should be broken down into observable traits. Discuss the popular personality dimensions.
- Q5. Discuss the process of perception in organisations.
- Q6. Discuss in detail Victor Vroom's Expectancy Theory of Motivation.
- Q7. Critically discuss either the trait or situational approaches to leadership.

END OF EXAMINATION

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

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 412: ISSUES IN DEVELOPMENT ADMINISTRATION

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

DURATION: THREE (3) HOURS

1. Using the Southern Africa Development Community (SADC) as an example, illustrate how regional integration is fostering social, economic and political development among member countries.
2. Using headings and/or subheadings, discuss Zambia's attempts at decentralization since independence. In so doing, show how the country's decentralization history has impacted on national development.
3. Demonstrate your understanding of the agricultural value chain and explain the impediments which small scale farmers in Zambia face in promoting value addition to their produce.
4. Human resource development is cardinal for the development of any country. Exemplify how education, health and population policies stimulate social and economic development.
5. Giving the *pros* and *cons* of each, identify and discuss any five (5) sources of development financing available to developing countries like Zambia.

END

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

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 442: PROJECT EVALUATION

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

- Q1. Write reasonable note on the following
- a) Project Evaluation
 - b) Project Appraisal
 - c) Project Monitoring
 - d) Traditional Approach to Evaluation
 - e) Alternative Approaches to Evaluation
 - f) Systems Model of Evaluation
 - g) Process Model of Evaluation
 - h) Power and Control in Evaluation
 - i) Technical issues to be addressed in an Evaluation
 - j) Quantitative and Qualitative Approaches of evaluation
- Q2. Identify and discuss the different steps used in managing a project evaluation.
- Q3. a) What are the roles and responsibility of the manager in a project evaluation?
b) What constitutes evaluation criteria and what type of questions can be asked under each criterion? Why are the evaluation criteria and the related questions important guides to evaluation?
- Q4. Describe the logical framework and explain how it can be used as a tool for project evaluation.
- Q5. Identify and explain the quantitative and qualitative data collection methods that can be used in an evaluation.
- Q6. Identify and discuss the theoretical models of evaluation.
- Q7. Demonstrate your understanding of a baseline survey and illustrate how baseline data is used in project evaluation.
- Q8. Critically discuss internal, external and joint project evaluation

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PA 955: STRATEGIC MANAGEMENT
TIME : THREE (3) HOURS

**INSTRUCTIONS: ANSWER QUESTION 1 IN SECTION A PLUS ANY OTHER 2
QUESTIONS IN SECTION B**

SECTION A

1. While many organizations may belong to the same industry and may operate in the same environment, their performance and success can actually differ very substantially. Using two appropriate frameworks, explain why this may be the case. What conclusion(s), if any, do you come to about the determinants of organizational performance and success in a given industry? **(20 Marks)**.

SECTION B

2. Using Michael Porter's five forces framework, conduct an environmental analysis of the industry that an organization you are familiar with belongs to. What do you conclude about that industry's attractiveness (or profit potential)? **(15 Marks)**.
3. An innovation strategy may suffer two challenges. One is that, although an organization may desire to adopt such a strategy, it may lack a management policy that is supportive of such a strategy. The other is that an innovation strategy may simply encounter several challenges even if it were to be adopted. Write a concise essay in which you address these two challenges **(15 Marks)**.
4. What is the relationship, if any, between the Boston matrix and the product life cycle? And what criticisms may be leveled against each of these analytical tools? **(15 Marks)**.

END OF EXAMINATION . GOOD LUCK!

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

2012 ACADEMIC YEAR FINAL EXAMINATIONS

PL 115: INTRODUCTION TO POLITICAL SCIENCE

DISTANCE EDUCATION

TIME ALLOWED: THREE HOURS

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

SECTION A

1. Critically evaluate Plato's justification of rule by Philosopher Kings.
2. Discuss the concept of popular sovereignty and show the extent to which this kind of sovereignty prevails in Zambia.
3. 'Political power comes out of the barrel of the gun rather than the polling booth'. In the context of the foregoing statement, discuss the pros and cons of military as compared to civilian rule in Africa.

SECTION B

4. Can the study of politics be scientific or not? Give reasons for your answer.
5. Giving practical examples, discuss the three sources of legitimate authority.
6. Outline the Pluralist theory of the state and assess the extent to which it is useful in understanding the nature of the state in African countries.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
(FOR DISTANCE EDUCATION ONLY)
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PL 251: COMPARATIVE POLITICS I

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

TIME ALLOWED: THREE (3) HOURS

SECTION A

1. Your friend asks you to explain why you're studying comparative politics and comparative analysis in particular. She doesn't understand why anyone would waste his time studying something as arcane as "methodology." Of course, you know better. So, in your own words, explain why the study of comparative methodology is not only worthwhile, but also extremely useful and relevant to almost anyone interested in better understanding what's happening in the world. Your explanation must include a concrete example—that is a comparison using real-world cases and a real-world problem or issue.
2. "Studies of political culture rarely discover anything important". Critically discuss the validity of this assertion with concrete examples.

SECTION B

3. Critically evaluate the strengths and weaknesses of the structural-functional approach to the study of comparative politics.
4. Critically assess David Easton's systems approach and its impact on the field of comparative politics.

SECTION C

5. Compare and contrast the separation of powers in the American and French political systems.
6. Analyse the view that political parties are in decline in the world. In the process of doing so compare and contrast the political party system in America and France.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
DEFERRED EXINAMINATION
PL 322: FOREIGN POLICIES OF AFRICAN STATES
TIME ALLOWED: THREE (3) HOURS
INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically evaluate Zambia's foreign policy shift from political to economic diplomacy in recent years.
2. Is foreign aid responsible for the ever changing foreign policies of African states? Critically Discuss.
3. "The sun has set in the West but it has risen in the East". Analyse this statement with reference to foreign policy positions of several African states.
4. Explain the foreign policy trajectories of South Africa and Nigeria from being pariah to hegemonic states in Africa.
5. Compare and contrast military and economic sanctions as instruments of foreign policy execution. Demonstrate the effects of sanctions using a specific African country.
6. Discuss why the foreign policy of Ethiopia could be said to be unique in Africa.

END OF EXAMINATIONS

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PL 422 EXAMS: INTERNATIONAL CONFLICT MANAGEMENT AND RESOLUTION

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.

TIME: THREE (3) HOURS

1. Critically evaluate the contribution of Zambia's presidency towards international conflict resolution from 1964- 1991. In doing so explain how this contribution has shaped Zambia's capacity in the field of conflict management.
2. Analyse the nature of economic dimensions of conflicts in Africa using the greed and grievance theory. In the process, account for the challenges that have characterized the management and resolution of this type of conflict. In addition propose strategies that can be employed to resolve them.
3. Using the political theory of the causes of conflict, account for the factors that make the state a critical organ as both a source of conflict and a platform for conflict management.
4. Compare and contrast the nature and extent of the influence of religious leaders such as the Pope, the Dalai Lama and Desmond Tutu to that of the United Nations senior diplomats such as Lakdah Brahimi or Ban Ki-moon on global peace.
5. Critically assess the extent to which United Nations diplomatic mechanisms more than any other internal or external factors are responsible for the escalating conflicts in Syria.
6. Critically analyse and assess the significance of the Truth and Reconciliation Commission (TRC) of South Africa. In the process of doing so discuss the lessons that the world can learn for resolving post conflict challenges.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PL 932: POLITICS IN SOUTHERN AFRICA II

INSTRUCTIONS: ANSWER THREE QUESTIONS- ONE (1) QUESTION FROM SECTION A AND ANY TWO (2) QUESTIONS FROM SECTION B

TIME ALLOWED: THREE (3) HOURS

Section A: Answer this question from this section

- 1) Discuss the formation as well as the evolution of the Frontline States (FLS) through SADCC and finally SADC. Critically analyze the extent to which these bodies achieved their objectives.

Section B: Answer any two (2) questions from this section

- 1) Account for South Africa's foreign policy towards Southern Africa from the apartheid era through to a multi-racial society. In so doing critically account for the factors that contributed to South Africa pursuing such a foreign policy.
- 2) Compare and contrast the policies of Angola and Mozambique towards the regional politics. Critically account for any factors that may explain their similarities and differences.
- 3) Evaluate the assistance which the Nordic countries gave to the liberation movements during the liberation struggle in Southern Africa.
- 4) Discuss the roles played by the United Nations (UN) and the Organization of African Unity (OAU) in the liberation of Southern Africa. What are the reasons for their different roles and techniques by the two organizations in the liberation of Southern Africa?

END OF EXAM!

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

**INSTITUTE OF DISTANCE EDUCATION
2013 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PH 101: INTRODUCTION TO PHILOSOPHY

INSTRUCTIONS: Choose one question from each section.

TIME: Three (3) hours

**SECTION ONE:
POLITICAL PHILOSOPHY**

1. Explain and give two criticisms against each of the following components of Karl Marx's political theory:
 - (a) Metaphysics
 - (b) Economic theory
 - (c) Ethical theory

2. Explain and critically evaluate the political philosophy of John Rawls.

**SECTION TWO:
ETHICS**

3. With regard to Immanuel Kant's ethical theory explain and evaluate the following concepts:
 - (a) Acting from a sense of duty
 - (b) Acting from duty
 - (c) Acting from inclination
 - (d) Acting in accord to duty
 - (e) Actions of a free and rational being
 - (f) Hypothetical imperative
 - (g) Categorical imperative
 - (h) Actions judged good from good motives, not from consequences

4. With regard to utilitarian ethics, explain and evaluate the following concepts and name the philosopher/s advocating the concepts:
 - (a) Reducing pain for the greatest number
 - (b) Preventing pain for the greatest number
 - (c) Producing pain for the greatest number
 - (d) Good equals pleasure
 - (e) Higher and lower pleasures
 - (f) Self-regarding and Other-regarding activities
 - (g) Hedonic calculus

**SECTION THREE:
PHILOSOPHY OF RELIGION**

5. Give a detailed analysis of the problem of evil. You must state what the problem is and explain various theories given to explain the problem and the weaknesses of those solutions.
6. Explain any four (4) arguments offered by religious philosophers to prove that God exists. You must criticize each of these arguments.

END OF EXAMINATION

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

PARALLEL PROGRAMME
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PH 102: FUNDAMENTAL PROBLEMS OF PHILOSOPHY
TIME: THREE HOURS

INSTRUCTIONS: Answer one question from Section I, one question from Section II and all questions from Section III.

SECTION I: METAPHYSICS
(Answer one question)

1. Explain seven (7) attempted solutions to the mind-body problem by various philosophers and give a critique against each of them.
2. (a) Explain five arguments that are offered by various philosophers to show that human beings are free agents.

(b) Explain five arguments that are offered by various philosophers to show that human beings are determined.

SECTION II: EPISTEMOLOGY
(Answer one question)

3. (a) Outline five different key components of the theory of knowledge of John Locke.

(b) Give four points about John Locke's views which you find unreasonable.
4. (a) Outline five different key components of the theory of knowledge of Rene Descartes.

(b) Give four points about Descartes' view which you find unreasonable.

SECTION III: LOGIC
(Answer all questions)

Part one (Determining Validity)

5. Determine whether the following arguments are valid or invalid, and if invalid mention the rule they have violated; and mention the major and minor terms of each argument.

- (a) Some modern maths is good.
Every good thing has value.
Nothing which has value is worthless.
Some modern maths is not worthless.
- (b) All A is B and C.
All Z is A.
All Z is not B and C.
- (c) All human beings are men.
It's clear this woman is a human being.
Therefore, this woman is a man.
- (d) All dogs bite and do not like to be disturbed.
Poppy is a dog.
Poppy is a dog that does not bite and does not like to be disturbed.

Part two (fallacies)

6. Which fallacy has been committed, if any, in each of the following statements? (Indicate "No fallacy committed" if you think no fallacy has been committed):
- (a) This person cannot possibly be telling lies because he is a policeman. A law-enforcing policeman can never tell lies.
 - (b) **John:** God created the world and never tell lies
Mary: How do you know?
John: Because Moses says so
Mary: But how do you know that Moses is saying the truth?
John: Because God, who created the world and never tells, lies, told Moses.
 - (c) Peter Johnson is American and rich
Therefore, America is a rich country

Part three: Obvert, Convert, Contrapose.

7. **Obvert** the following propositions:
- (a) No men are popular.
 - (b) Cows have legs.
8. **Convert** the following propositions:
- (a) Cows have horns.
 - (b) Some women are pretty.
9. **Contrapose** the following propositions:
- (a) Some prejudices are not bad.
 - (b) Only the boys will receive footballs.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
INSTITUTE OF DISTANCE EDUCATION
2013 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PH 102: FUNDAMENTAL PROBLEMS OF PHILOSOPHY
TIME: THREE HOURS

INSTRUCTIONS: Answer one question from Section I, one question from Section II and all questions from Section III.

SECTION I: METAPHYSICS

(Answer one question)

1. Explain seven (7) attempted solutions to the mind-body problem by various philosophers and give a critique against each one of them.
2. (a) Explain five arguments that are offered by various philosophers to show that human beings are free agents.

(b) Explain five arguments that are offered by various philosophers to show that human beings are determined.

SECTION II: EPISTEMOLOGY

(Answer one question)

3. (a) Outline five different key components of the theory of knowledge of **John Locke**.

(b) Give four points about Locke's views which you find unreasonable.
4. (a) Outline five different key components of the theory of knowledge of **Rene Descartes**.

(b) Give four points about Descartes' view which you find unreasonable.

SECTION III: LOGIC

(Answer all questions)

Part one (Determining Validity)

Determine whether the following arguments are valid or invalid. If an argument is invalid mention the rule they have broken. Then mention the major and minor terms of each argument.

1. Some modern maths is good.
Every good thing has value.
Nothing which has value is worthless.
Some modern maths is not worthless.
2. All A is B and C.
All Z is A.
All Z is not B and C.
3. All human beings are men.
It's clear this woman is a human being.
Therefore, this woman is a man.
4. All dogs bite and do not like to be disturbed.
Poppy is a dog.
Poppy is a dog that does not bite and does not like to be disturbed.

Part two (fallacies)

Which fallacy has been committed, if any, in each of the following statements? (Indicate "No fallacy committed" if you think no fallacy has been committed):

1. This person cannot possibly be telling lies because he is a policeman. A law-enforcing policeman can never tell lies.
2. **John:** God created the world and never tell lies
Mary: How do you know?
John: Because Moses says so
Mary: But how do you know that Moses is saying the truth?
John: Because God, who created the world and never tells, lies, told Moses.
3. Peter Johnson is American and rich
Therefore, America is a rich country

Part three: Obvert, Convert, Contrapose.

1. **Obvert** the following propositions:
(a) No men are popular.
(b) Cows have legs.
2. **Convert** the following propositions:
(a) Cows have horns.
(b) Some women are pretty.
3. **Contrapose** the following propositions:
(a) Some prejudices are not bad.
(b) Only the boys will receive footballs.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2012/13 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

PH 115: CRITICAL THINKING

DURATION: THREE HOURS

INSTRUCTIONS: *Answer ALL questions.*

1. Which of the following statements are true or false? Do not explain your answers. [10]
 - a) Some sound arguments are valid but have false premises.
 - b) All unsound arguments are invalid.
 - c) If an argument has a true conclusion, it is always valid.
 - d) All arguments with true conclusions are sound.
 - e) If an argument has true premises and a false conclusion it is always invalid.
 - f) If an argument is cogent, then it has true premises.
 - g) If an argument is uncogent, then it is strong but has at least one false premise.
 - h) All inductive arguments proceed from the specific to the general.
 - i) If an argument has all false premises, then it is weak.
 - j) If an argument has true premises and a true conclusion then it is valid.

2. Draw a truth-table for conditional statements and exemplify each of the possibilities. [5]

3. Express the arguments (a) and (b) in standard form using letters 'P' and 'C' to denote premises and conclusions respectively. Omit any stylistic and other redundant elements. [18]
 - a) World government and the balance of power are in many ways opposites. World government means one central authority, a permanent standing world police force, and clearly defined conditions under which this force will go into action. A balance of power system has many sovereign authorities, each controlling its own army, combining only when they feel like it to control aggression. To most people world government now seems unattainable.
 - b) Poverty offers numerous benefits to the non-poor. Antipoverty programs provide jobs for middle class professionals in social work, penology and public health. Such workers' future advancement is tied to the continued growth of bureaucracies dependent on the existence of poverty.

4. Use the counterexample method to show that the following argument is invalid. [5]
 All black holes are stars that have collapsed in on themselves. All black holes are entities that produce tremendous amount of gravity. So, every entity that produces tremendous amount of gravity is a star that has collapsed in on itself.
5. Make an epistemic evaluation of the following statements or situations. [8]
- A cult leader's followers report that he could walk on water and float in air.
 - A professor in Mechanical Engineering claims that smoking marijuana can cause breast cancer.
 - A church elder claims that homosexuality is a psychological disorder.
 - The National Geographic magazine reports that 137 species become extinct every day.
6. Give an enumerative definition of the following terms. [5]
- Animal
 - Philosopher
 - Social science
 - Religion
 - Vehicle
7. "If by abortion you mean the murdering of defenceless human beings; the denial of rights to the youngest of our citizens; the promotion of promiscuity among our shiftless and valueless youth and the rejection of Life, Liberty and the Pursuit of Happiness-then, Sir, be assured that I shall never waver in my opposition, so help me God." [20]
- Rewrite the above sentence to have a definition having a definiendum, connective and a definiens.
 - Identify and critique (analyse) the type of definition used.
 - Explain why this definition is too narrow.
 - State two ways one would give a demonstrative definition of abortion.
 - Explain two disadvantages of demonstrative definitions.
8. It's Valentine's Day and Twambo wishes to buy her boyfriend some shoes. A Fame Boutique advert says they have 100 pairs of men's shoes. The average size for the shoes is 6 and all are at a 20 percent discount. [8]
- Twambo will definitely find some size 6 shoes if the by average is meant the mode. True or false? Explain your answer.
 - Twambo will definitely find *at least* one size 6 pair of shoes if average means median. True or false? Explain your answer.
 - If the average means median size, Twambo will find *at most* two pairs of size six shoes. True or false. Explain your answer.

- d) Explain one reason why the percentage discount stated is misleading or uninformative.
9. Read carefully the attached article titled “Smoking during pregnancy harmful to baby” and answer the following questions. [26]
- a) Define the term ‘statistic’ and give an example from the passage.
 - b) What is the actual number of women who quit smoking ‘right before or soon after’ they became pregnant?
 - c) “The new study included 1,774 women who were part of the ‘Smoke-free Newborn’ study conducted in Copenhagen, Denmark between 1996 and 1999”. Describe *any* one (1) possible technique used in selecting the 1,774 participants in the study. State one disadvantage of such a technique.
 - d) We are not told the margin of error for the study. Compute it (for 95% confidence) and explain why critical thinkers need to know it.
 - e) “Excessive weight gain during pregnancy is linked to ... gestational diabetes”. What is the best interpretation of this correlation? Justify your answer.
 - f) Based on the article, write in very good English a basic argument to your college magazine. Practice parsimony by including only what is relevant for your argument since shorter articles have a higher chance of publication.

END OF EXAMINATION

Smoking in pregnancy is harmful to baby

WOMEN who quit smoking immediately before or after becoming pregnant gain more weight during and after pregnancy - but their babies are less likely to be born small than those born to smokers, a new study suggests.

Researchers in Denmark found that women who quit smoking gained about six more pounds during their pregnancies than those who continued to smoke, and a similar amount in the year after giving birth.

On the other hand, women who quit smoking early in pregnancy and nonsmokers gave birth to babies of similar birth weights, on average. Babies of women who kept smoking were more likely to be born at a low weight.

"The big thing to get out of this study is that quitting early in pregnancy is as helpful in respect to the birth weight of your baby as never having smoked while you were pregnant," Dr. Amber Samuel, a maternal-fetal medicine expert at Emory University School of Medicine in Atlanta, said.

"I think that can be an inspiration to moms who are looking to make a change in their lives."

According to the American Cancer Society, between 10 and 15 per cent of women smoke during pregnancy. Studies have linked smoking to premature birth and other complications, such as birth defects, low birth weight and stillbirth.

Infants have a three to four times higher risk of dying from sudden infant death syndrome, or "crib death," if their mothers smoke during and after pregnancy. Children exposed to

secondhand smoke also have more ear infections, pneumonia, bronchitis, asthma and other health problems.

The new study included 1,774 women who were part of the "Smoke-free Newborn" study conducted in Copenhagen, Denmark, between 1996 and 1999.

Twice during pregnancy, researchers surveyed women about their smoking status. To double-check whether women who said they quit smoking really did, their saliva was checked for cotinine - created when nicotine is broken down in the body.

About 38 per cent of women were smokers before becoming pregnant, and half of them quit right before or soon after. Dr. Line Kode of Copenhagen University Hospital and colleagues found:

During pregnancy, nonsmokers gained almost 30 pounds, on average, smokers gained 29 pounds and quitters gained 35 pounds.

Among women who quit smoking, 8 per cent had babies born below the 10th percentile for birth weight, based on general Scandinavian records. In comparison, 22 per cent of smokers had babies whose weight fell below that cutoff.

Babies with low birth weight are at higher risk for infections, breathing and respiratory disorders, delayed growth and social development and learning disabilities.

One year after giving birth, half of quitters were able to stay off cigarettes. Nonsmokers and relapsed quitters both gained between 1.5 and 2 pounds post-pregnancy, successful quitters gained 7 pounds and smokers lost about half a pound.

according to findings published in *Obstetrics and Gynecology*.

"One strength of the study is that it tried to ferret out whether women who say they quit smoking actually did quit," Samuel, who was not involved

in the research, told *Reuters* Health.

On the other hand, she said the results may not apply to the current US population.

"There were very few obese women in this study," Samuel

said.

According to the Institute of Medicine, women with a normal pre-pregnancy weight should gain between 25 and 35 pounds during pregnancy and obese women should gain 11 to

20 pounds.

Excessive weight gain during pregnancy is linked to birth complications and medical problems for the mother, such as gestational diabetes. *Reuters*

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PH 945 **HEALTH CARE ETHICS**

TIME: **THREE HOURS**

INSTRUCTIONS: Answer ALL questions in **Section A**. Answer ONE question from **Section B**.

SECTION A: Structured Short Answer Questions **[70 Marks]**
(Answer all questions)

1. Many women around the age of 30 start to feel under pressure to find a partner quickly in order to reproduce. Men, however, can reproduce naturally until late in their lives (although not necessarily without risk). The technology is now available, however, to freeze eggs so they can be used many years later to produce an embryo. If the government were to pay for all baby girls to have their eggs harvested at birth, then stored until they are needed, this would remove this inequality between men and women, enabling women too to have children at any age (so long as they had or could secure a hospitable womb).
 - (a) What is the procedure used to freeze embryos referred to in the scenario above? Name two other things that can be frozen in a similar manner? [3]
 - (b) What are the procedures used to help women and even men to have children who would have otherwise never have had children referred to? Name and briefly explain four types of these procedures? [9]
 - (c) In the light of utilitarianism, discuss whether this would be morally permissible, and in particular whether governments should fund such a service. [8]

2. An anaemic woman is critically ill and desperately in need of a blood transfusion. Her Doctor advises that unless the transfusion is made, she might risk her life. Her husband who is a faithful Jehovah's Witness is opposed to the transfusion. He is opposed to the transfusion because his religion does not allow blood transfusion.
 - (a) Some people strongly feel that what is morally right is that which is commanded by God. Can you clearly explain the difference between ethics and religion? [4]
 - (b) Give in clear terms one criticism of basing ethical decisions on religion. [2]

3. A Contemporary moral philosopher, James Rachels argues that the two main requirements of morality are rationality and impartiality. He actually calls this the minimum conception of morality.
 - (a) Louis Pojman proposes about five requirements of morality (five traits of moral principles), what are they? [5]

- (b) Give your own example where it is impossible for a person to make an impartial decision especially when they are close to some people that are affected by the action. [4]
4. Tom Beauchamp and James Childress propose four principles that can be used in decision making in health care dilemmas and setups.
- (a) State and briefly explain the four principles. [6]
- (b) Give two criticisms against using the principles in ethical decision making with particular reference to the health care profession. [2]
5. Jane has been looking forward to having a baby for the last ten years since she was 25. Because of the desire to complete her PhD, she had to postpone her desire to marry early and have children. Being a devout Christian, she thought, it was good to have children only in a marital relationship. She recently got married and shortly afterwards she got pregnant. Taking a child as being a gift from God, she resisted any temptations to go for any prenatal tests during pregnancy. Upon giving birth, she discovers that the child is born with a severe form of *spina bifida* called *myelomeningocele*. The health care professionals counsel Jane and the husband that the child might die shortly after this because this form of *spina bifida* is hardly curable but the baby would be in extreme pain and would suffer a lot before dying. Surgically operating on the child would be a futile procedure.
- (a) Every year several children are born with life threatening impairments that include both genetic and congenital impairments. Briefly explain the difference between genetic and congenital impairments and give two examples of each of these. [4]
- (b) Give two arguments that Jane might make for ending the life of the newly born baby that are mainly based on the impairments that the baby has. [4]
- (c) What one argument can a person make for doing everything in their power to treat the baby born with such severe impairments? [2]
6. With medical advancements, it is now theoretically possible to keep a person alive for ever but hooked up to complicated lifesaving machines. These machines include, but not restricted to, dialysis machines, heart pace makers, respirators, and in future possibly artificial hearts, kidneys, blood and all the body needs to keep itself alive. In any case, there are documented cases of persons who were in irreversible comas (in this case not that irreversible) who have come out of the comas after years of being hooked up to these machines. Without these advanced machines, such people would have died much, much earlier.
- (a) These advancements make it very difficult for us to determine when a person is dead. State and briefly explain the four conceptions (criteria) of death. [8]
- (b) If a person who is on life support machines asks for the means to end their own life, but it is them who take final steps to end their own life, what type of euthanasia or suicide would this be? Briefly explain your answer. [3]
- (c) Give your own example (case scenario) of each of the following types of euthanasia: (i) voluntary active euthanasia, (ii) involuntary passive euthanasia, and (iii) nonvoluntary passive euthanasia. [6]

SECTION B: Short Essay Questions [30 Marks]

(Answer one question)

7. Evaluate the ethical theory offered by the eighteenth century German Philosopher, Immanuel Kant. In your evaluation, make sure you explain clearly the three pillars on which Kant's ethics rests. Give some criticism to his theory. End by stating what you think his main contribution to moral philosophy has been.
8. Discuss at least four arguments against artificial reproductive technologies. Discuss briefly whether you think persons have the right to have children or not and whether such a right or entitlement applies to any person in society. End with a brief discussion of what you see as reasonable uses of such technologies.
9. Discuss briefly how the moral status of the foetus can have different implications on whether such foetuses should be aborted or not. Selective abortion or certain types of abortion are legally allowed by Zambian Laws. Clearly explain the conditions under which such abortions are legally allowed. End with a brief discussion of whether you think these legal abortions are morally permissible – be clear to state which ones would be and which ones would not be.
10. The American Philosopher, John Rawls proposed a theory of justice that hinges on what he calls the two principles of justice. Justice is a crucial issue in the health care setup and many controversies in health care problems are about justice. Clearly explain the two principles of justice as Rawls puts them. How does Rawls arrive at these two principles of justice? What are the two important contributions of Rawls's principles of justice to health care?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PH /EC 965: BUSINESS ETHICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS.

1. In her article *Business Like Any Other?* Marieke Van Doorninck explains how the Dutch Government has legalized sex work as 'any other businesses'.
 - (a) Explain John Stuart Mill's distinction between *other-regarding* and *self-regarding* activities and then explain how using this distinction Mill can support or oppose legalising sex work as a morally defensible business (which must be seen just like any other business such as nursing patients, hotel services or entertaining fans by playing soccer).
 - (b) List the six major aims of the 2000 prostitution 'business' control legislation in the Netherlands and why author Marieke Van Doorninck supports this legislation.

2.
 - (a) Define bluffing
 - (b) Summarise in a paragraph how Albert Carr justifies bluffing with his analogy between business and sports games.
 - (c) Give two arguments why Albert Carr's analogy between games and business is faulty.
 - (d) Supporters of bluffing may argue that there is nothing morally wrong in selling knives, screwdrivers, burglar bars etc (tools used by robbers for breaking into homes) to rough, street young men suspected of robbing homes. According to supporters of bluffing, businesses are there to make profit and not to monitor thieves.

Narrate one real life (case study) international case where the behaviour of businesses that have such an attitude has led to an international debate involving the morality of international business transactions.

3. (a) Give three reasons why Milton Friedman says Corporate Social Responsibility is morally wrong.
(b) Explain three reasons that can be used to attack Friedman's views against Corporate Social Responsibility.

4. (a) Explain the difference between a negative right and a positive right. Give examples.
(b) Explain the two principles of justice that can be chosen under the veil of ignorance in John Rawls' theory. You must state which principle represents the negative rights and which one represents the positive rights.
(c) Explain one weakness in Robert Nozick's *principle of justice in acquisition* and how whites who are against the land redistribution exercise in Zimbabwe can take advantage of this weakness to argue that the exercise is immoral.

END OF EXAMINATION

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

**2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PH 995 ENVIRONMENTAL ETHICS

TIME: THREE HOURS

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

**SECTION A
(Answer one question)**

1. Critically discuss the problem of climate change. (Make sure you clearly explain what climate change is, what the main concern with climate change is, some problems with climate change, and some other view/s that claim climate change is not a problem at all).
2. Briefly explain the following ethical theories. Raise two objections to each theory.
 - (a) Utilitarianism
 - (b) Ethics of Immanuel Kant
3. Explain the key features of James Lovelock's Gaia theory. Clearly explain whether the earth is an organism or a mechanism. What do you see as a major contribution of the Gaia theory to the way human beings relate to the natural environment?

**SECTION B
(Answer one question)**

4. Explain Aldo Leopold's "Land Ethic." Explain how he sees the notion of a "community" underlying this ethic. Explain why the predator-prey occurrence is so important.

5. Outline three anthropocentric arguments that make human beings the only ones requiring moral consideration in terms of attributing basic moral rights to non-human animals. Briefly explain the views of Peter Singer and Tom Regan on why sentient non-human animals deserve some moral consideration. Explain the view of Carl Cohen on why animals do not qualify to possess moral rights.
6. Although religion cannot be trusted on how we ought to act, it acts as motivation for most of our actions and for some, religion is the ultimate authority when it comes to what is morally right or wrong. Briefly explain the contributions of the following religions to how human beings relate to the natural environment.
 - (a) Taoism
 - (b) Buddhism
 - (d) Christianity.

SECTION C

(Answer one question)

7. State and briefly explain the eight points that helps to explain the deep ecology platform.
8. Explain three ways in which ecofeminists claim that historically the relationship between men and women has contributed to environmental degradation and insensitivity. What is the major contribution of ecofeminism to the way human beings relate to the natural environment?
9. Many environmental ethicists have claimed that sensitivity in the way human beings relate to the natural environment largely depends on how human beings have assigned value to the natural environment. Discuss how the different ways of looking at nature as having value can lead to different ways of relating to the natural environment. Explain one difficulty in making assumptions based on values.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
PS 101 2012 FINAL EXAMINATION

INSTRUCTIONS:

SECTION A: MULTIPLE CHOICE QUESTIONS

1. The word psychology comes from Greek psyche Which translates to
 - a) Soul
 - b) Human
 - c) Mind
 - d) Behaviour

2. Common Sense and psychological knowledge
 - a. Are never the same
 - b. Maybe the same but may be quite different
 - c. Are always the same
 - d. Cannot be compared since common sense cannot be proven

3. Of the following studies , which one meets the definition of psychology
 - a) A study of someone who engages in self- injurious behavior
 - b) A study examining the components of personality
 - c) A study of the effects of peer pressure on adolescents
 - d) All of the above.

4. If a child is rewarded for appropriate behaviour every 15 minutes, what type of reinforcement schedule is being used?
 - a) Fixed ratio
 - b) Variable ratio
 - c) Fixed interval
 - d) Variable interval

4. A social psychologist would
 - a) Conduct a study on infant attachment
 - b) Conduct research on the role of arousal in experience
 - c) Develop a new test of personality
 - d) Conduct a studies on attitudes, conformity and pro-social behavior

5. First year psychology students study research methods in psychology
 - a) Find proof for existing beliefs so that they can argue against those who disagree
 - b) Be able to critically evaluate psychological finding
 - c) Be able to manipulate statistics
 - d) Just for fun

6. Titchner is to James as
 - a) Trained introspection is to Wundt
 - b) Functionalism is to structuralism
 - c) Trained introspection is to functionalism
 - d) Structuralism is to functionalism

7. A second early school of psychology asked how and why an organism adapts to its environment. It was called . . .
 - a) Structuralism
 - b) functionalism
 - c) introspection
 - d) behaviourism

8. The study of mental processes such as memory, perception and problem solving are some of the topics studied by
 - a) The social economic perspective
 - b) Behavioural approach
 - c) Social learning
 - d) Cognitive psychology

9. When energy from the environment stimulates receptors in the sense organ we experience
 - a) Perception
 - b) absolute threshold
 - c) sensation
 - d) sensory adaptation

10. Perception differs from sensation in that
- Perception is raw data coming in the senses
 - Sensation is an organizing and interpretative process, perception is not
 - Perception allows us to organize and interpret sensation
 - Perception can be measured, sensation cannot.
11. Which Gestalt principle would explain why you see \$\$\$\$AAA#### as three groups instead of nine separate figures
- Closure
 - Figure-ground
 - Continuity
 - Similarity
12. An organized system of assumption and principles that purport to explain a specific phenomenon is called
- Theory
 - Hypothesis
 - Operational definition
 - Prediction
13. Naturalistic observations as opposed to Experimental observations
- Giving subjects a series of psychological tests
 - Assigning research participants to experimental and control groups
 - Observing subjects in the natural environment
 - Asking the people a series of questions
14. Learning that results from the consequences of behaviours is called
- Extinguished conditioning
 - Operant conditioning
 - Classical conditioning
 - Positive conditioning

15. The independent variable is the one that
- The research manipulates
 - The researcher tries to predict
 - Is defined in a way that can be observed and measured
 - Cannot be controlled
16. The mean, range and variance are all
- Types of Inferential statistics
 - Types of meta analysis
 - Types of descriptive statistics
 - Statistically significant
17. To find out whether males or females talk more, Mr Sichimba goes to the café and systematically records the talking time of male- female pairs. This is an example of
- Case study
 - Experiment
 - Survey
 - Naturalistic observation
18. Which of the following is/are part of the definition of learning?
- Change in behaviour
 - Relatively permanent
 - Brought about by experience
 - All of the above
19. As a research subject, Mr Mooya is asked to compare lights within several pairs of lights and indicate whether one is brighter than the other. Mr Mooya is being asked to detect
- Absolute threshold
 - Difference threshold
 - The J.d.n
 - Sensation

20. Pavlov is to Skinner as . . .

- a) Behaviourism is to humanistic
- b) Voluntary is to involuntary
- c) Involuntary is to voluntary
- d) Objectivity to subjectivity

21. A loud sudden clap causes a child to cry. The child's fear is called

- a) Conditioned stimulus
- b) unconditioned stimulus
- c) conditioned response
- d) unconditioned response

SECTION B: FILL IN THE BLANKS

1. The variable in an experiment that is known from the start and does not change is called the _____ variable.
2. Despite its shortcomings, the _____ method is an effective way to gather large amounts of information in a short amount of time.
3. The three processes involved in memory include _____, _____ and _____.
4. _____ threshold refers to the point that the change in a stimulus can be detected.
5. The amount of change required to notice the change in a stimulus is called the _____.
6. The four principles of grouping include closure, _____, proximity, and _____.

7. We use monocular cues to determine *closeness* and binocular cues to determine _____.
8. In classical conditioning, the _____ elicits a response in an organism without prior training.
9. In classical conditioning, the law of excitation states that if a previously neutral _____ is paired with a(n) Unconditioned Stimulus, the _____ acquires excitatory properties.
10. In Operant conditioning, the response comes after the _____.

SECTION C: TRUE OR FALSE

ANSWER ALL

		T	F
1	William James used introspection and established the first laboratory of psychology		
2	Psychology is not scientific study of behavior and mental processes		
3	In Operant conditioning, the response comes after the consequence.		
4	The birth of psychology is rooted in philosophy and physiology		
5	B. F. Skinner is considered the father of behaviorism.		
6	The cognitive perspective likened the human mind to a computer		
7	Sensation is to perception as neural message is to encoding		
8	The mean, median and mode are measures of central tendency		
9	Correlational studies are an effective way to demonstrate cause and effect in a relationship.		
10	One of the advantages of using the mode as a measure of central tendency is that it is more informative than the mean		
11	Psychoanalysis is to Freud whereas humanistic is to Carl Rogers		
12	Freud's Structural Model is made up of the id, ego, and superego.		
13	The scope of psychology is wide		

14	The term Gestalt means whole		
15	An <i>absolute threshold</i> is the smallest amount of a stimulus that a person can detect, including sound, sight and smell.		
16	<i>Clinical psychologists</i> focus on assessing, diagnosing, and treating mental illnesses		
17	According to <i>Freud</i> , the ego is part of personality that mediates the demands of the id, the superego and reality		
18	The variable in an experiment that is known from the start and does not change is called the independent variable.		
19	The main advantage of doing research in a laboratory is that biases are avoided.		

SECTION D: QUANTITATIVE SKILLS

A group of ten (10) PS 101/2 students from *Kasama* scored the following grades on their Psychology test, out of 10 (5; 7; 9; 10; 3; 10; 8; 6; 7; 10). Another group of ten (10) PS101/2 students from *Livingstone* scored the following scores, on a similar test, out of 10 (10; 10; 2; 9; 5; 6; 4; 7; 2; 3).

- a) From the *Kasama* data, compute
 - i. Mean
 - ii. Mode
 - iii. Variance

- b) From the *Livingstone* data, compute
 - i. Mean
 - ii. Median
 - iii. Standard deviation

- c) From both groups, compute
 - i. Standard deviation (both groups combined)
 - ii. Correlation between the two groups

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

PS 102 2012 FINAL EXAMINATION

INSTRUCTIONS:

SECTION A: MULTIPLE CHOICE QUESTIONS

1. Attitudes includes
 - a) Affect
 - b) Behavior
 - c) Cognition
 - d) All of the above

2. Unlike Skinner, Bandura placed special emphasis on the role
 - a) Cognitive determinants of behavior
 - b) Behavioural determinants of behavior
 - c) Socio-cognitive determinants
 - d) Psychoanalytic

3. Who explained personality in terms of effects that external stimuli have on behavior
 - a) Sigmund Freud
 - b) B.F. Skinner
 - c) Albert Bandura
 - d) H. Mooya

4. Auditory images in sensory memory are referred to as
 - a) Echoes
 - b) Traces
 - c) Icons
 - d) Schema

5. By estimates information can be kept in STM is
 - a) One to two seconds
 - b) Up to 10 seconds
 - c) Up to 30 seconds
 - d) Up to 5 minutes

6. Your recollection of specific information for this exam is an example of
 - a) Procedural memory
 - b) Episodic memory
 - c) Semantic memory
 - d) Implicit memory

7. The method is least likely to transfer information from STM to LTM
 - a) Maintenance rehearsal
 - b) Deep processing
 - c) Elaborative rehearsal
 - d) Elaborative of encoding

8. Information is stored by subject, category and association in
 - a) The sensory register
 - b) Sensory memory
 - c) Short- term momory
 - d) Long term memory

9. Attitude change is a response to
 - a) Persuasion
 - b) Social influence
 - c) Attitude change
 - d) Speech

10. WHICH DOES NOT BEST FIT THE STATEMENT? Emotion is common component in
- a) Persuasion
 - b) Social influence
 - c) Speech
 - d) Social influence
11. Most Psychologist are in agreement that intelligence denotes
- a) Cleverness
 - b) A unitary ability
 - c) Multiple abilities
 - d) Intelligentsia
12. Intelligence Quotient as a concept was included in the
- a) 1905 version of Binet and Simon Intelligence Test
 - b) 1916 version of Stanford- binet scale
 - c) In both 1905 and 1916 versions
 - d) In none of the above versions
13. What is a motive?
- a) A stimulus that promotes a person to act in a particular way
 - b) A stumulus that affects a person's health
 - c) An incentive that affects how a person thinks
 - d) An incentive that affects how people value and expect rewards
14. Which of the following criterion is considered sufficient when defining abnormality
- a) Statistical deviation
 - b) Deviation from ideal mental health
 - c) Dysfunction
 - d) Discomfort
 - e) None of the above.

15. Statistical criterion is to conceptual definition as discomfort is to _____
- a) DSM 1V
 - b) Deviation from ideal mental health
 - c) Integrated definitions
 - d) Practical definition

SECTION B: FIL IN THE BLANKS

1. Abnormal Psychology is the scientific study whose objectives are to _____, _____, _____, and _____ behaviours that are considered strange or unusual.
2. Trephining was a surgical method in which _____
- _____
3. Declarative memory is _____
- _____
4. Semantic memory recalls _____ while Episodic memory recalls _____
5. Chunking refers to _____
6. Attitudes can be both _____ and _____
7. Freud believed that girls experience _____ envy.
8. According to _____, personality is mostly established by the age of five.
9. Most attitudes are a result of either direct experience or _____ learning from the environment.

10. During the Phallic stage, the erogenous zone shifts to the _____.

11. In Freud's theory of personality development, a frustration in the psychosexual sexual stages of development will lead to a _____.

SECTION C: TRU OR FALSE

	STATEMENT	T	F
1	The term "psychology" is derived from two Greek words – psyche (soul) and soma (soma)		
2	Human behaviour may be overt but not covert.		
3	Freud believed that there are only two drives that motivate us in all of our behaviours. These drives are called Eros and Thanatos		
4	According to Freud, the superego operates according to the pleasure principle		
5	The behaviour of an individual, in a broad sense, refers to anything the individual thinks.		
6	According to Freud, the vast majority of what we have experienced is stored in the unconscious according to Freud.		
7	Each stage of psychosocial development each has two (2) possible outcomes.		
8	By the age of five the Superego has developed.		
9	A personality trait is a relatively permanent characteristic of an individual		
10	Sigmund Freud lived between 1857 and 1939		
11	Mental processes refer to private and cognitive process such as attention, perception, memory, etc		
12	The Oedipus complex is resolved at the beginning of the genital stage		

13	Freud's theory suggests that we are born with our <u>Id</u> .		
----	---	--	--

SECTION C: ESSAYS

Briefly discuss ANY THREE (3) of the following:

1. Different approaches of defining abnormal Behaviour
2. Experiential intelligence.
3. Declarative and non-declarative memory
4. Freud's stages of Psychosexual development

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
PS 222 EXAM
THE PSYCHOLOGY OF SENSATION AND PERCEPTION

DATE: 20th AUGUST 2013

TIME: 14:00 – 17:00

DURATION: 3 HRS

VENUE: NEW DINING HALL

INSTRUCTIONS: ANSWER EACH SECTION IN A SEPARATE ANSWER BOOKLET.

SECTION A: ANSWER ALL QUESTIONS




1. While waiting in her car at a red light, Tina stared momentarily at the car next to her. At that moment the car coasted backwards and Tina suddenly slammed her brakes as hard as possible, thinking her car was moving forward. What happened to make Tina think she was moving was _____.
2. Probably the best illustration of the breakdown of the size constancy is well known as _____.
3. Some cultures such as 'Zulu' in Africa have not had the experience of seeing 'angles' on a printed page as representing right angles in the world. The 'Zulu' are not susceptible to the _____ illusion.
4. Chitalu and Mpundu have just brought their daughter home from hospital. Chitalu's mother notes the baby's strong resemblance to her son whereas Mpundu's father can see no resemblance to Chitalu's side of the family. To him the baby is the 'spitting' image of her mother. This bias in perception shown by these proud grandparents illustrates _____.
5. The basis of all motion pictures in the perceptual principle of _____.
6. All the rules of grouping can be summed up in a single concept called _____.
7. We are able to experience 3D movies because of the perceptual principle of _____.
8. Three personal factors that influence perceptual organization are _____; _____; and _____.
9. _____ and _____ constancy is the tendency to see objects as the same lightness and colour regardless of the actual intensity of light reflected on them.

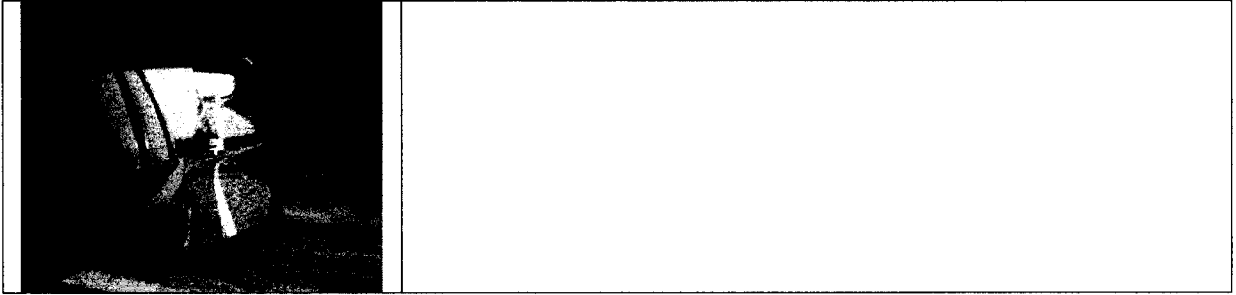
10. _____ refers to our perception of objects as maintaining their shape even though the retinal image may change.
11. _____ is our tendency to view objects as remaining the same size regardless of the size of the retinal image.
12. The _____ is the apparent movement of a pinpoint of light in an otherwise darkened environment.
13. The _____ is the illusory movement in series of lights that flash sequentially.
14. _____ is the phenomenon in which, as we move, nearby objects appear to move quickly and far away objects appear to move slowly.
15. _____ tells us about shape and solidity based on patterns light and shape created by objects.
16. _____ means that a gradual change in texture will be interpreted as a gradual change in distance.
17. _____ cues us that objects with larger retinal images tend to be closer to us.
18. _____ reflects our knowledge that objects in the foreground tend to hide overlap objects in the background.
19. _____ is the appearance of two parallel lines converging in the distance.
20. _____ probably functions only as an effective cue for distances of less than an arm's length.
21. _____ and _____ in our environment are not sensed directly, they are perceived.
22. _____ cues are those that only require one eye.
23. _____ cues involve both eyes.
24. _____ cues are feedback based on the way the eyes work.
25. _____ is a phenomenon closely related to closure in which arrangements of lines and patterns enable us to see figures that are not actually there.
26. _____ is the perceptual principle of organization claiming that we tend to perceive incomplete figures as a whole and complete.
27. _____ is the perceptual principle of organization claiming that we group together into the same figure elements of a scene that move together in the same direction at the same speed.
28. _____ is the perceptual principle which states that stimulus events that are alike in some way tend to be grouped together, perceptually.
29. _____ is the perceptual principle of organization claiming that a stimulus or a movement will be perceived as continuing in the same smooth direction as first established.
30. _____ is the perceptual principle of organization claiming that stimulus will be perceived as belonging together if they occur together in space and time.

31. _____ relationship is the principle that stimulus selected and perceived as figured against extending background.
32. Position is sensed by the _____ and the _____ senses.
33. _____ is a process that involves the selection, organization and interpretation of stimulus.
34. _____ is a mechanism that converts energy from one form to another.
35. _____ is a German word roughly meaning whole, configuration or totality.

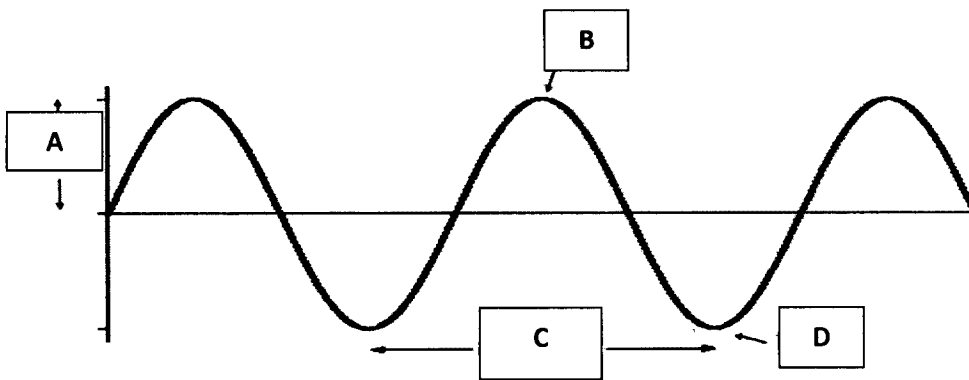
SECTION B: ANSWER ALL QUESTIONS

1. For each of the following state what body senses are actively involved in executing each of the following activities and give a brief description of the sense or sensation activity.

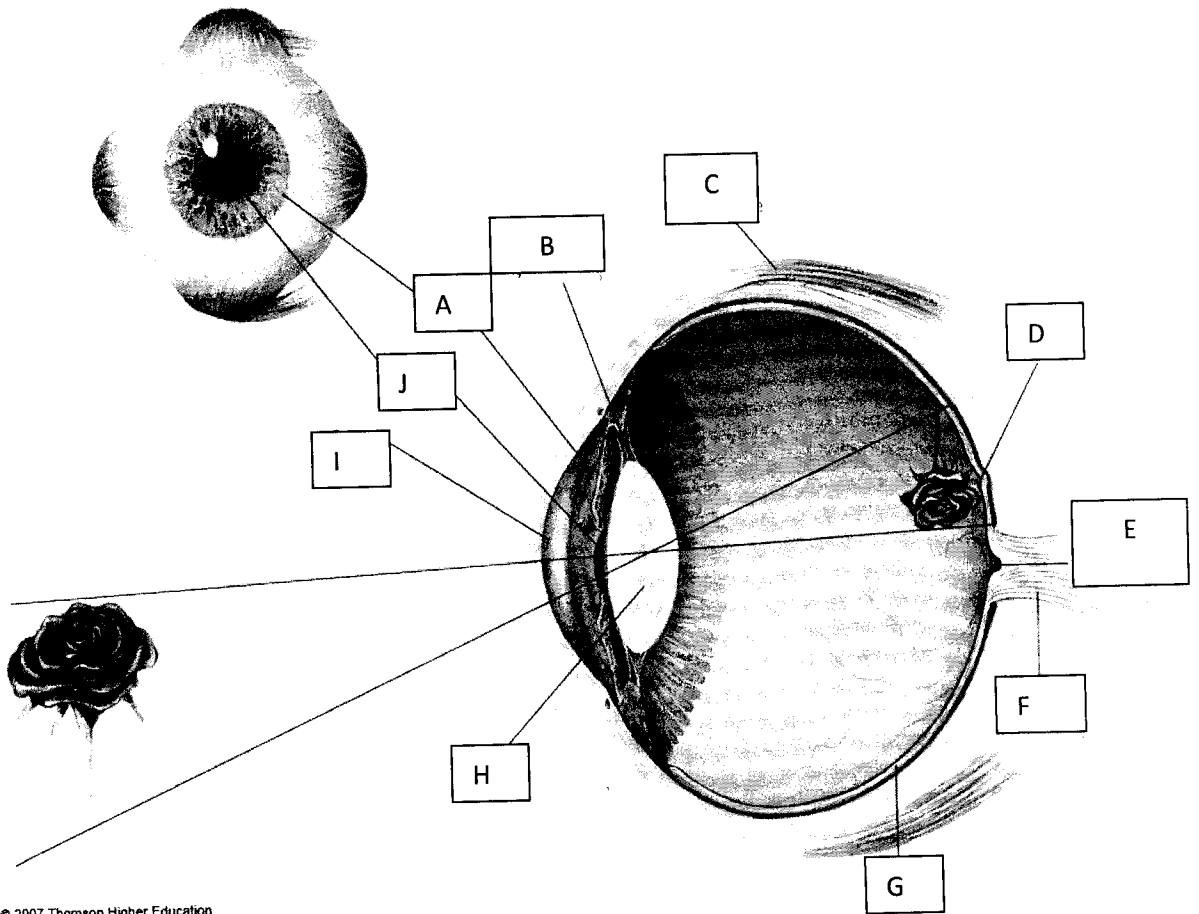
Activity	Sense / sensation activity
	
	
	



2. The Sense of vision is made possible by a number of factors: wavelength, amplitude, purity etc. Label the following graph that depicts these factors.

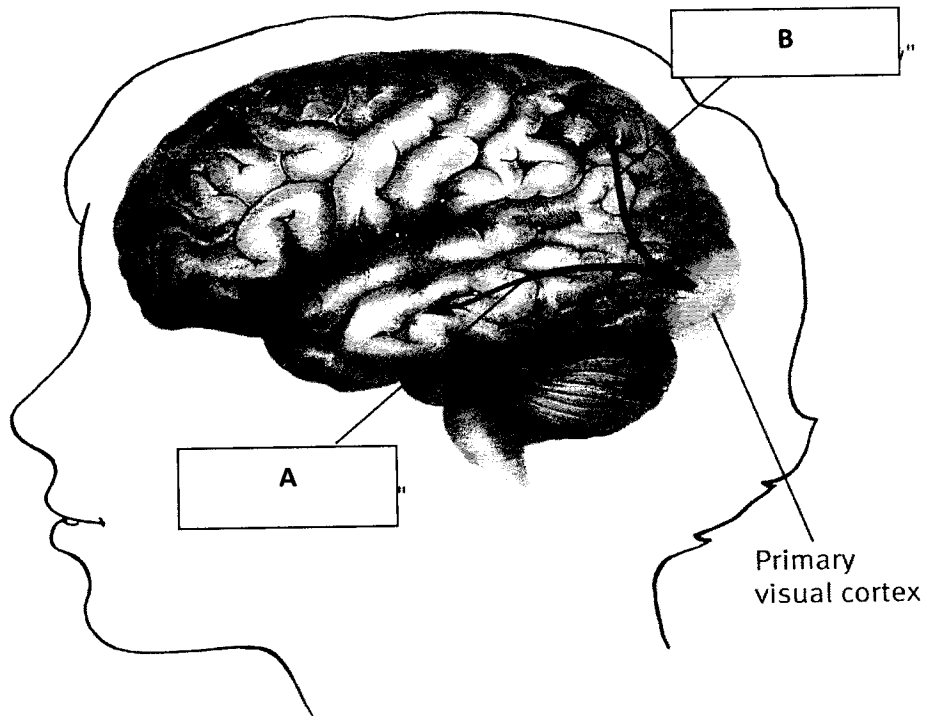


3. Label the parts of the eye depicted below



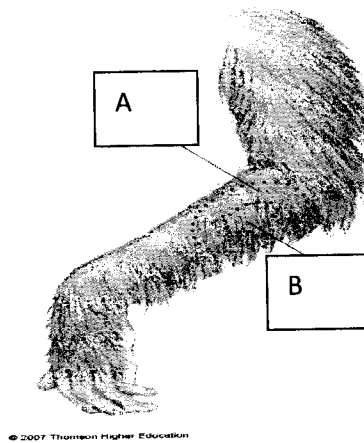
© 2007 Thomson Higher Education

4. The brain interprets **where** the object is and **what** the object is. Which part is responsible for where and what. State the part responsible for where and for what.



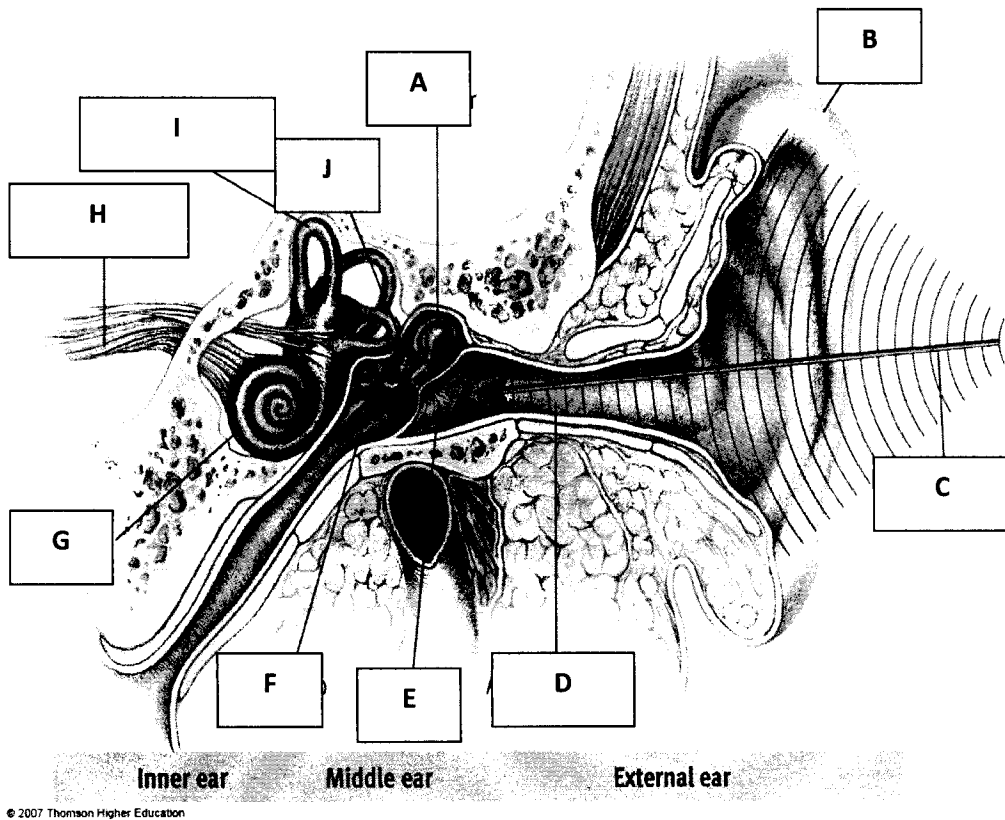
© 2007 Thomson Higher Education

5. The following is a hand of the Chimpanzee. Label the parts of its receptor field.

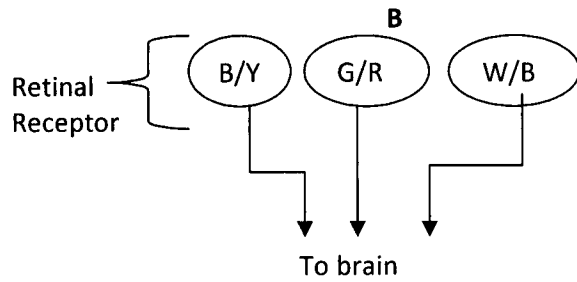
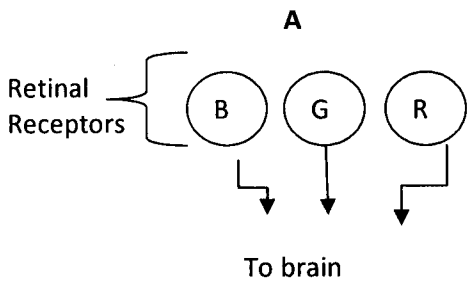


© 2007 Thomson Higher Education

6. The following is the human eye. Label the parts of the eye



7. The following are two classical theories of color vision. Identify each of these theories and briefly describe it.



SECTION C: ANSWER ALL QUESTIONS

1. You have been contracted by an international agency to train their staff on good scientific writing. Discuss 4 elements of good scientific writing. The use of good examples will increase the organisation's rating of your training and engagement style.

2. The following are examples of BAD research topics. Re-write them so that they become GOOD research topics
 - a. "A study of madness".
 - b. "Infancy".
 - c. "Effects of feedback, anxiety, cuing, and gender on conditions of threat: A test of competing theories".
 - d. "The effects of research methods courses on student depression, interpersonal interactions, religion and drugs".
 - e. "Lifespan development".

3. Outline the process of sensation and contrast between anatomical and functional encoding.

***** GOOD LUCK *****

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
PS 222 2012 FINAL EXAMINATION

INSTRUCTIONS:

Answer any four (4) questions.

1. Compare and contrast "sensation" and "perception with the help of examples.
2. What is meant by the term transduction? Explain why human beings experience different sensations without getting confused
3. Write short notes on
 - a. Absolute threshold
 - b. Just Noticeable Difference (JND)
 - c. Signal detection theory
 - d. Sensory adaptation
4. What is depth perception? Describe five types of monocular cues
5. Define the term Gestalt? With the help of examples explain five principles of grouping
6. Describe two major theories that explain and guide colour vision.

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

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

PS 312 THEORIES OF PERSONALITY
2012/2 ACADEMIC YEAR, 2nd SEMESTER EXAMINATIONS
DATE: 5th September 2013

INSTRUCTIONS

- (1) Answer 2 questions from Section A and 2 questions from Section B**
- (2) All questions carry the same marks of 12.5 percent**
- (3) Answer Section A in a separate answer sheet from Section B**
- (4) Be sure to spend not more than ONE and HALF hours on each section**

SECTION A

ANSWER TWO QUESTIONS

QUESTION 1

Give an account of "**Growth and Development**" as an area of a Theory of Personality. Be sure to include all the variables that contribute to the uniqueness of each individual human being.

QUESTION 2

The **Conscious, Pre Conscious, Un Conscious, Id, Ego and Super Ego** are important concepts in Freud's view of human personality and behavior. Show how these concepts combine in explaining human nature.

QUESTION 3

With the use of **THREE defense mechanisms** critically argue your position on how the use of defense mechanisms is a mere **distortion of reality for one's selfish ends**. Give practical examples to support your position.

SECTION B

ANSWER TWO QUESTIONS

QUESTION 4

- (a) Explain Maslow's hierarchy of needs
- (b) Making reference to the theory, explain why very few individuals reach self-actualisation. Use of examples is an added advantage.
- (c) Discuss why you think Maslow's view of human nature differs from that of Gordon Allport.

QUESTION 5

- (a) What are the four processes of observational learning? How are they related?
- (b) Discuss the developmental stages of modelling and self-efficacy as proposed by Albert Bandura.
- (c) In your opinion, how do people high in self-efficacy differ from people low in self-efficacy in terms of their ability to cope with life?

QUESTION 6

- (a) Discuss the development of personality as proposed by Erik Erikson. In your discussion, make reference to adaptive and maladaptive tendencies.
- (b) What are some of the criticisms levelled against this theory?

END OF EXAM

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

2012-2013 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

PS 332: COGNITIVE DEVELOPMENT AND CULTURE II

TIME: THREE HOURS

INSTRUCTIONS: Candidates should answer ALL THREE parts (1, 2 and 3) of the exam

Part 1

Section A: Fill in the blanks (carries 20% of the examination grade)

1. In some societies, most adult informants regard the parental behaviour of letting an infant cry herself 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 _____

2. According to Vygotsky, the zone of proximal development is _____

3. Studies of indigenous African ideas about intelligence among rural Baoule people in Cote d'Ivoire and rural Chewa people in Zambia have consistently found that in these societies _____ and _____ are considered essential aspects of intelligence.

4. The two types of incorporated know-how as indicated by Chamoux are
 - a. _____
 - b. _____

5. The _____ as a context of Bronfenbrenner's ecological system is Comparable to _____ in Super & Harkness' developmental niche

6. Levy Bruhl identified two characteristics of pre-logical thinking namely;
 - a. _____
 - b. _____

7. Dysgenesis in the deficiency explanation of intelligence purports that _____

8. An auto regulation that develops as an individual interacts with the physical environment in Piagetian terms is referred to as _____

9. The asymptotic developmental curves in the Rhythm of development refer to _____

10. Identify and describe the 4 'Ws' that need consideration when conducting cross cultural research

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

11. Assessing competencies in the era of globalisation poses 2 challenges, namely;

- a. _____
- b. _____

12. In Bronfenbrenner's ecological system of human development, the Mesosystem entails _____

13. Give 6 examples the social settings of the developmental niche

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

- e. _____
- f. _____
14. _____ is the term that denotes absorption of the acculturating group by the dominant society or culture.
15. The three broad categories of creativity tests are
- a. _____
- b. _____
- c. _____
16. Heath (1983) carried out a famous study on the literacy practices of the following three communities in the United States
- a. _____
- b. _____
- c. _____
17. The theory of ethnocentrism that assumes that individuals typically engage in a process in which they place themselves and others in social categories is called the _____.
18. Watson's belief that blacks are lazy is an example of _____ his refusal to rent out an apartment to a black family is an example of _____.
19. The psychoanalytic perspectives explanation of creativity is primarily based on _____.
20. Cultural shedding could be defined as: _____
21. What term used in Psychology did William Sumner coined? _____
22. According to the cognitive perspective of divergent thinking, each person has the following two ways of thinking
- a. _____
- b. _____

23. Some cultures are accepting of cultural pluralism resulting from immigration and this is one that is termed as _____.

24. What types of creativity did Boden (1999) identify?

a. _____

b. _____

25. Scribner and Cole conducted extensive research among the Vai people of Liberia to test the association between

a. _____

b. _____

26. In plural societies', many cultural groups may exist and their varying nature is primarily based on mobility, _____ and _____

27. What two important terms must be included in the definition of creativity?

a. _____

b. _____

28. Research has shown that women are most likely to write in the personal sphere. What conclusions about literacy have such findings led researchers to make?

29. Piaget in 1972 revised his position on formal operations to state that _____

Section B: True or False (Answer by indicating T or F in the box provided)

1. The exo system entails experiences in a social setting in which an individual is directly influenced by the context	
2. Creative people are usually intrinsically motivated.	
3. Absence of viable personal role models affect enculturation	

4. Stereotypes when used cautiously can be used as a basis for interacting with people from other cultures.	
5. Schooling inducts the young into a culture.	
6. Research has shown that there is a strong positive relationship between creativity and intelligence above an IQ of 120.	
7. All social groups are subject to the same changes with differences reflected in speed is a tenet put forward by great divide theories of intelligence	
8. Ethnocentrism is the tendency to view and interpret other people's behaviour based on one's own cultural background.	
9. Gordon's 1923 study on general intelligence amongst of which he did not believe that the participating children were deficient was conducted with the Mexican children who plied the canals for their daily living	
10. Creativity is not affected by ones social cultural environment.	
11. Pearson pursued the idea that there is a mathematical relationship among all cognitive abilities and that they are positively intercorrelated	
12. According to recent literature on Psychological adaption to acculturation, there is no clear distinction between psychological and socio-cultural adaptation.	
13. Knowledge is gained outside in for Piaget and inside out for Vygotsky	
14. Qualitative inquiry offers flexibility of data collection	
15. Etic research is typically ethnographic	
16. Divergent thinking is an important attribute for creativity.	
17. Scribner and Cole's (1981) study showed that in comparison to schooling, possessing the Vai and Arabic script correlated highly with problem solving.	
18. Society of origin and society of settlement are among the factors that affect acculturation.	
19. The sole purpose of IQ tests was to provide remedial classes to learners who lagging behind	
20. Precocity of sensory motor skills among infants was validated by research in different cultures	
21. . Ethnocentrism is said to also affect consumer choice and voting.	
22. Marginalization occurs when a non-dominant group does not wish to maintain their cultural identity and seek close interaction with the other culture.	
23. Traditional healers among the Djerma-songhai of Niger are key to the restoration of Lakkal	
24. Culture plays an important role in literacy and schooling.	
25. Obugezi is social representation of intelligence among the Boule of cote d' Ivoire	
26. Gender has been found to influence the expression of creativity.	
27. According to Piaget, biological factors lie at the root of cognitive development	
28. Xenophobia is a synonymous of a stereotype.	
29. When individuals come in contact with a second culture the changes they undergo appear to follow some basic psychological principles.	
30. Knowledge in Vygotsky's view appears first at intra level and later at the inter level.	

Part 2 (carries 20% of the examination grade)

(Write this essay, 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)

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.

1. Discuss in detail how IQ tests defeat the purpose of the Psychic Unity of Mankind put forward by Franz Boas and Wilhelm Wundt.
2. Chishawasha Kamukwamba is a 14 year old boy who has been brought up in a rural place called Kacholola of the Eastern Province in Zambia. Kacholola is agricultural areas with most families including the Kamukwambas engage in the farming of Ntochi (Bananas). Kacholola has a primary school, health centre, police station, a famous lodge, market area although most parents including Chishawasha go to sell their produce at the Roadside. Chishawasha at the age of 15 wrote his grade seven examination and he did not perform well. People in the community were laughing at him and this made Chishawasha to be sad. The parents to Chishawasha want to know where their boy went wrong because he is one of the very few intelligent boys in the village. Using the examination results, Chishawasha has been labelled as a dull boy.
 - a. Using the knowledge that you have gained from this course, how would you explain Chishawasha's failure?
 - b. Validate your arguments by using Hebb and Vernon's explanations of different intelligences, discussing how Chishawasha's intellectual potential could not be realised.
 - c. Finally, show how cross cultural Psychologists ought to use and make distinctions of the intelligences.

Part 3 (carries 20% of the examination grade)

(Write this essay, 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)

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.

1. With the help of relevant examples, outline the major theories of ethnocentrism.
2. Contrary to popular stereotypes are the typical characteristics of a creative personality? What are the five stages of creative thinking?

END OF EXAMINATION

BEST WISHES!



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

PS 342: Psychological Assessment – Examination

19th August 2012

Time 09:00 – 12:00 Hours

Instructions: There are two PARTS in this examination paper *part A and part B*. Answer each part in a separate answer booklet.

Part A. This Part has three sections, section A, B and C. Answer all questions in this part of the examination.

Section A: Dichotomous True/False format

1. Multiple testing procedures cannot reduce concerns of test unfairness. T/F
2. In testing, behavior sampling is not an exhaustive measures – it's difficult to evaluate every behavior. T/F
3. The reason why standardization is vital in psychological testing and assessment is because many test results are referential in nature. T/F
4. Tests such as the Wechsler Adult Intelligence Scale, which are administered individually, are less standardized. T/F
5. Tests such as the Donald Super's *Work Values Inventory*, which are administered to groups, are more standardized. T/F
6. In individual testing, examiners record responses while in group testing test takers record their own responses. T/F
7. Self-report measures rely upon the test taker's awareness and honesty. T/F
8. Test scoring rules contain objective scoring rules only. T/F
9. Psychological tests must somehow be representative of behaviors that would be observed outside of the testing situation. T/F
10. The aim of psychological assessment rather than psychometric was not to expose you to hands on experiences to testing and assessment. T/F

Section B: Fill in the blanks and listing

1. Test _____ prepare evaluative critiques of tests based on their technical and practical merits
2. _____ is a reasoning in psychological testing indicating from data to general theory while _____ indicates from general theory to data
3. Test _____ interpret test results to their ultimate consumers, who may be individual test takers or other professionals and organizations of various kinds
4. The three major characteristic of a psychological instrument are _____ sampling, _____ and _____ rules
5. During test administration some factors are not under the control of the administrator. State at least **4 factors** that are not under the test administrator's control.
 - a _____
 - b _____
 - c _____
 - d _____
6. Many novice psychometricians and test administrators confuse psychological testing and assessment. What are the typical differences between psychological tests and assessments? Using the table below as a guide, complete missing slots

BASIS	PSYCHOLOGICAL TESTING	PSYCHOLOGICAL ASSESSMENT
Degree of complexity		
Duration		
Source of data		
Focus		
Qualifications for use		
Procedural basis		
Cost		
Purpose		
Degree of structure		
Evaluation of results		

7. In psychological testing and assessment, there are different participants or audiences with different roles in the testing or assessment process. For each of the following participants, state or describe their roles

PARTICIPANTS	THEIR ROLES IN THE TESTING PROCESS
Test authors and developers	
Test publishers	
Test reviewers	
Test users	
Test administrators or examiners	
Test takers	
Test scorers	
Test score interpreters	

Section C: Essay

You have been invited to attend an interview at HAPS Consultants “*A human resource development consultancy firm*” to fill in the job of Head Recruitment Assessor. During the interview process you are asked numerous questions with the following requiring you type on a laptop as part of speed assessment:

- a) **State and describe** any psychological test and psychological assessment of your choice.
- b) What kind of **situations/behavior samples** require psychological tests vs. psychological assessment?
- c) *The assessment process is anchored in belief that behaviour/case presented is a function of a range of psychological and non psychological factors and their interaction.* What is the equation on which this statement is anchored on and how does each part of the equation aim to bring out in any psychological assessment or test?
- d) State and describe the major differences between psychological testing and psychological assessment report(ing) formats

Part B. This part contains sections A, B, C and D. Answer this part in a separate booklet.

Section A

1. Teachers use _____ assessments to answer the question "on which learning tasks are the students progressing satisfactorily?"
 - (a) Diagnostic
 - (b) Formative
 - (c) Placement
 - (d) Summative
2. Tests that involve comparing an individual's test score with an objectively standard of achievement are:
 - (a) Authentic assessments
 - (b) Standardized tests
 - (c) Norm-referenced tests
 - (d) Criterion referenced tests
3. Teachers use _____ assessments to answer the question, "which students have mastered the learning skills to such a degree that they should proceed to the next course or unit of instruction?"
 - (a) Diagnostic
 - (b) Formative
 - (c) Placement
 - (d) Summative
4. Dr. Chibwe gives a nondirective interview and the Minnesota Multiphasic Personality Inventory to each of his clients before making a diagnosis. Which model of clinical assessment is she using?
 - (a) Information gathering model
 - (b) Therapeutic model
 - (c) Differential treatment model
 - (d) Nondirective model
5. Counselors are more likely to use the
 - (a) Information gathering model
 - (b) Therapeutic model
 - (c) Differential treatment model
 - (d) Nondirective model

6. Practitioners who use _____ contend that they provide richer and more personal data than _____.
- (a) Structured personality tests; projective techniques
 - (b) Projective techniques; nondirective clinical interviews
 - (c) Structured interviews; non directive clinical assessments
 - (d) Projective techniques; structured personality tests
7. Which of the following is used to measure trauma or injury to the brain
- (a) Minnesota Multiphasic Personality Inventory – 2 (MMPI – 2)
 - (b) The Roschach Inkblot Test
 - (c) Wisconsin Card Sorting Test (WCST)
 - (d) Wechsler’s Adult Intelligence Scale (WAIS)
8. Hunter and Hunter’s meta analysis suggests that personality tests are among the poorest predictors of job performance. Which one of the following has caused psychologists to look more favorably on personality tests?
- (a) The traditional interview
 - (b) Integrity testing
 - (c) The five factor model of personality
 - (d) Job Analysis
9. Which one of the following is the LEAST accurate method of predicting job performance?
- (a) Assessment centre
 - (b) Traditional employment interview
 - (c) Structured employment interview
 - (d) Performance appraisal
10. Interviews that focus on _____ rather than _____ provide better predictions of job performance
- (a) Attitudes; behaviors
 - (b) Opinions; behaviors
 - (c) Attitudes; opinions
 - (d) Behaviors; attitudes

Section B

1. _____ intelligence reflects abilities that are normally static.
2. _____ Test construction was one of the earliest methods of personality tests construction.
3. One of the most widely used test batteries in neuropsychology is the _____ test battery.
4. Tests in which test takers are asked given situation in which to select the appropriate action are known as _____
5. The _____ interest inventory is one of the tests that came about as a result of early employment testing.
6. Fill in the appropriate answers in the table below

Test	Purpose	Type of Test
Spatial Span		
STAXI		
SF - 36		
Halstead Category Test		
Hopkins Verbal Learning test		
Kaufman ABC		

Section C: Answer any two

1. Name the three types of clinical interviews and explain their similarities and differences
2. List the major events in the history of pre employment testing.
3. What are the similarities and differences between norm-referenced and criterion referenced test?

Section D – Compulsory

A client has been referred to you for assessment with problems of memory, speech and visual problems after an accident.

- (a) What tests will you use to assess the client? List the test(s) for each domain to be assessed.
- (b) What major components of the assessment will you include in your report?
- (c) What are some of the important areas to look out when writing a psychological assessment report?

The End
All the Best

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY
2012 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
FINAL EXAMINATION

PS 952: PSYCHOPATHOLGY

TIME: THREE (3) HOURS

<p>INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTIONS A AND B TWO(2) IN SECTION C AND TWO (2) IN SECTION D</p>

SECTION A – Multiple choice question

SECTION B- Fill-in the Blanks

(Sections A and B have been withheld)

SECTION C

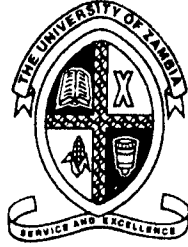
Answer any two questions from this section.

1. Write short notes on the following
 - a. Signs and symptoms of dementia
 - b. Symptoms of schyzotypical personality disorder
 - c. Effects of hallucinogens
 - d. Causes of sexual desire disorders
 - e. Biological causes of autism
2. Compare and contrast attention deficit hyperactivity disorder with conduct disorder.
3. Critically analyse interventions used to help children with mental retardation.

SECTION D: Choose any two (2)

1. Differentiate between the various subtypes of schizophrenia
2. List and describe the five subtypes of somatoform disorder
3. Define mood disorders and describe the symptoms of depression
4. Identify some of the possible reasons for suicide and discuss the relationships among hopelessness, depression, and suicide.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
APPLIED FORENSIC PSYCHOLOGY (PS 992)
EXAMINATION: 6TH SEPT, 2013

INSTRUCTIONS:

- i. **TIME: THREE (3) HOURS**
- ii. **THIS EXAMINATION HAS FIVE (5) SECTIONS. CAREFULLY READ THE INSTRUCTIONS UNDER EACH SECTION.**

SECTION I:

THE FORENSIC REPORT BELOW WAS DRAFTED BY AN APPRENTICE FORENSIC PSYCHOLOGIST IN YOUR FIRM. SHE HAS FORWARDED IT TO YOU FOR EDITING BEFORE SUBMITTING IT TO THE HIGH COURT. READ IT CAREFULLY AND IDENTIFY ANY FIVE (5) MISTAKES AND PROVIDE AN EXPLANATION AGAINST ANY SUCH ERRORS ON YOUR ANSWER SHEET. e.g

1. "I might or would say..." This is not acceptable as it breaches the requirement for straight forward language in forensic reports.

OPINION: PSYCHOLOGICAL CASE FORMULATION

I would say, apart from his alcohol abuse and antisocial personality traits Mr. Darsey was able to maintain a fairly high level of functioning in important areas of his life.

In psychodynamic theory it is established that in marriage, because of the emotional and physical proximity of husband and wife, a person's core psychological issues are magnified and played out. In Mr. Darsey's case my assessment showed that his core issues of power and control predominated in his relationship with his wife. In his mental state examination with the clinician his controlling style of relatedness was striking. This combined with a lower IQ of 74, at variance with his chronological age of 40 left him vulnerable to such criminal behaviour.

Mr Darsey felt his power and control increasingly threatened by acts of independence on Lizz's part. Inevitably, antagonism and hostility came to characterise the marriage relationship. Given his history of violent behaviour, Mr Darsey used the children in this dynamic between himself and Lizz. His wife resisted Mr. Darsey's need to dominate her and their children. Lizz with the involvement of Lizz's sister, Molente Penter, and Lizz's mother Cathrine Duberg, tried to make reasonable arrangements to protect their children from the increasing animosity between Lizz and Mr. Darsey as well as from his deadly threats to kill Lizz, himself and the children. Mr. Darsey became desperate. He realised that his marriage was over. He had lost his object of control and he had lost unchecked control of his children

Mr. Darsey therefore committed this murder of his children to punish Tania for resisting his control and to punish Molente and Catherine Duberg for assisting Lizz and their two children in this regard. Simultaneously, despite knowing it was wrong, he chose to execute final control and murder his two children. Clearly violent conduct is part of Mr Darsey as he admitted to involvement in gang fights and drug trafficking in adolescence.

It is also my opinion that Mr. Shaw intended to commit suicide in order to avoid having to take responsibility for murdering his children. After being unable to kill himself he determined to find less self-injurious ways of avoiding responsibility for the murders. It appears that he was sure to find this in an exculpatory mental illness diagnosis during his psychiatric observation at Churchill Forensic Hospital. When this failed he further avoided responsibility for the murders by claiming self-professed amnesia.

Mr. Shaw has not shown any empathy or remorse for his two children whom he murdered. Instead, he has revealed himself to be dangerously ego-centric, manipulative, deceitful, and Histrionic..

Dr. Hamabibi Tembo Silumesi

Clinical Psychologist

SECTION II:

ATTEMPT ALL THE QUESTIONS IN THIS SECTION. ANSWER BY INDICATING WHETHER THE STATEMENT IS TRUE OR FALSE.

1. One pre-condition for relying on ear witness identification to secure a conviction is that a witness demonstrates a high degree of confidence in giving his or her ear witness testimony in court regarding voice identification.
2. Ethical guide lines do not permit the same forensic psychologist to perform the role of treatment provider as well as that of evaluator
3. In view of the serious problems associated with obtaining crime related events from those with learning disabilities, it can be rightly stated that the recollection of such witnesses innaculate.
4. When a psychologist or psychiatrist is called upon to give testimony in court about an accused person they might have been seeing for some time, their testimony in this case would be expert rather than factual.
5. It is the relevant together with irrelevant questions of the CQT which actually determine whether the suspect has passed or failed the polygraph test.
6. In terms of linking a suspect to a particular crime, eye witness identification is superior to both DNA and finger print evidence.
7. An important difference between estimator and systems variables is that while systems variables are controllable, estimator variables are not controllable.

SECTION III:

ATTEMPT ALL THE QUESTIONS IN THIS SECTION. ANSWER WITH A SHORT PHRASE OR BRIEF EXPLANATION AS THE QUESTION MAY DICTATE IN EACH CASE.

1. Identify one ethical dilemma you would expect to encounter if you were given an opportunity to work as a correctional psychologist at Lusaka's Chimbokaila prison.
2. Mention any two additional roles a correctional psychologist might take on.
3. What would you say is the main task performed by forensic psychologist in criminal cases
4. Identify any two behavioural consequences of cognitive load that expose deception.
5. What term would you use to describe a suspect's strategies to falsify results of a polygraph test he is taking?

6. Name the role which requires a forensic psychologist to have an advanced degree in one of the behavioural sciences and which among other things entails development of case strategies as well as witness preparation
7. In the role described in question 6 above, who does the forensic psychologist mainly work with?
8. Identify any two pit-falls that forensic psychologists face in their role as expert witnesses

SECTION IV:

ATTEMPT ANY FOUR QUESTIONS IN THIS SECTION. ANSWER WITH SHORT ESSAYS OF NO MORE THAN ONE FULL PAGE.

1. Discuss any three issues that offender profilers commonly testify on, and any two approaches to psychological profiling.
2. Comment on the following: a) race and eyewitness testimony b) repeated police interviews with child witness.
3. With special reference to the Easterbrook hypothesis and the Yerkes-Dodson law, explain the relationship between stress and memory of criminal events.
4. Recently Peter Mannley participated in a circus performance and months later, he still remembers every detail of the event without difficulty, but he has realised that he only recalls scant details of the attack, by two gun and sword wielding criminals who nearly killed him, which occurred about the same period of time as the circus performance. Explain to Peter Mannley by giving him at least two reasons why his memory of the criminal event could be so scant.
5. Outline some of the challenges you would expect to face if you set out to conduct research in the new mwembeshi prison.
6. What, in your view, would be the relevance of 'intake assessment' and 'family counselling' in Mukobeko maximum prison?

SECTION V:

ANSWER ANY TWO (2) OF THE FOLLOWING LONG ESSAY QUESTIONS.

1. Explain what you understand by each of the following, bringing out the role of forensic psychologists in each case:
 - a) Risk assessment.
 - b) Parole boards.
 - c) Isolation placement and
 - d) Malingering.
2. Distinguish between the concepts of suggestibility and compliance, and explain how psychologists measure these two forensically important constructs.
3. In the light of the model of the human memory process, explain how an eyewitness processes crime scene information
4. Compare and contrast crime linkage and psychological crime profiling.
5. Judge Gregory Phiri has written to you personally, as a forensic psychologist, asking you to assess the following civil cases before his court:
 - i. Case I: Thomas was injured by heavy vehicle spare parts which fell over him in a Toyota Zambia workshop where he works as an auto-mechanic. This incident left him with a fractured jaw, severe body pains, blood-shot eyes and a deep cut on the right temple of his head. The case is now before Judge Phiri as Thomas seeks compensation from Toyota Zambia limited. ***From a psychological perspective, analyse Thomas's condition and what the case entails for forensic psychology.***
 - ii. Case II: Juliet works for PNP at Levy Park. She constantly suffers unwanted romantic advances by two of her Asian bosses who also threaten her that she should be grateful as a black woman to hold the position of PRM in their company and that if she didn't "cooperate" she would soon find herself on the streets. Juliet is tired of this kind of thing and has taken PNP and the two bosses to court. Her lawyer has contacted you through judge Phiri to help out. ***Explain what your role would entail in this case.***
 - iii. Case III: D and L are divorcing after a ten year turbulent marriage. They have little Mimmy between them who is 8years. The presiding judge has involved you in these divorce proceedings. ***Explain what your role would entail in such a case.***

- iv. Case IV: Ms RZW was rudely awakened by deep whispering male voices around 0130hrs. Opening her eyes, she found two huge middle aged men armed with knives and pistols, and arguing whether or not to rape her before assailing her. She wondered how they had gone through her ultra modern locking systems. Luckily before they could touch her, a neighbour who was coming from a drinking spree alerted the police who apprehended the two suspects. The case is now in the high court before judge Phiri. *From a psychological perspective, analyse Ms RZW's situation and what the case would entail for a forensic psychologist.*

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

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

**2012/2013 FIRST SEMESTER EXAMINATION FOR DISTANCE
EDUCATION STUDENTS (IDE)**

S111: INTRODUCTION TO SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: This paper is divided into three sections. Answer all questions from section A, fifteen (15) questions from section B and two (2) questions from section C.

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

1. The way of life of a group including its knowledge, values, beliefs, religion and material creations is a summation of:
 - (a) Culture
 - (b) Social System
 - (c) Society
 - (d) Social Institution
 - (e) Social Structure

2. Correlations are stated in terms of coefficients. Coefficients of +1 or -1 equally indicate perfect correlations.
 - (a) True
 - (b) False

3. A complete list of the population which one is going to study is called:
 - (a) A sampling frame
 - (b) A statistical sample
 - (c) A randomized sample
 - (d) A demographic population
 - (e) None of the above

4. In determining averages each type of average can give us a slightly different picture of the group that we are studying. However, what will determine which average we will use is:
 - (a) The reality of the average in terms of the sampling techniques
 - (b) The range of variation
 - (c) The statistical package and mode of data analysis
 - (d) The kind of population under study
 - (e) The frequency of the average figure

- (c) Are places in which people are cut off from the rest of society and are almost totally controlled by the officials who run the place
 - (d) Are places where people are totally degraded and imprisoned
 - (e) All the above
13. Most socialization is intended to turn us into conforming members.
- (a) True
 - (b) False
14. The process of learning new norms, values, attitudes, or behaviours to match new life situations is referred to as:
- (a) Work place socialization
 - (b) Enculturation
 - (c) Adult socialization
 - (d) Resocialization
 - (e) Cultural socialization
15. A form of marriage in which a man has two or more wives at the same time is best known as:
- (a) Levirate
 - (b) Polygamy
 - (c) Polyandry
 - (d) Serial Polygamy
 - (e) Polygny
16. The first professor of Sociology in France was:
- (a) Max Weber
 - (b) August Comte
 - (c) W. E. B. Du Bois
 - (d) Emile Durkheim
 - (e) None of the above
17. In an experiment, the group not exposed to the independent variable in the study is:
- (a) The research group
 - (b) The maintenance group
 - (c) The guinea pig group
 - (d) The experimental group
 - (e) The control group
18. A pluralist society:
- (a) Is made up of many different groups
 - (b) Tends to discourage subcultures
 - (c) Does not share core values
 - (d) Is a society characterized by ethnocentrism
 - (e) No longer exists in the world

19. According to the U.N, age classification, the middle age refers to the age group:
- (a) 25 to 50 years
 - (b) 21 to 45 years
 - (c) 35 to 55 years
 - (d) 40 to 60 years
 - (e) 40 to 65 years
20. A group of people who share a territory or culture is referred to as:
- (a) A nation
 - (b) A tribe
 - (c) A community
 - (d) A society
 - (e) A social system
-

SECTION B: Write brief notes on any fifteen (15) of the following (30 marks)

1. Myth
 2. Science norm of organized skepticism
 3. George Herbert Meads stages of development of the self
 4. Resocialization
 5. Science and its value
 6. Research steps
 7. Depression and its signs
 8. Altruistic Suicide
 9. Neutralization techniques of deviance
 10. Differential Association
 11. Functions o Deviance
 12. Ritualist
 13. Symbolic Interactionist Perspective
 14. Counter Culture
 15. Cultural Change
 16. Collective Behaviour
 17. Social Darwinism
 18. Max Weber
-

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

1. Without socialization humans would not only be un-human but society would have problems. Discuss with examples and with reference to feral children.
 2. Outline the differences between Traditional and Modern Industrial Society and account for the sustained move towards modernity in Africa.
 3. With examples, describe deviance and explain with the help of theories why it cannot be avoided and how it can be reduced.
 4. Describe Suicide and explain its causes and how it can be avoided or alleviated.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012/2013 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

S112: INTRODUCTION TO SOCIOLOGY

TIME: THREE (3) 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, ANSWER ALL QUESTIONS (20 Marks)

- (1) The concept of structural conduciveness is associated with
 - (a) Circular reaction theory
 - (b) Value added/ strain theory
 - (c) Contagion theory
 - (d) None of the above

- (2) One feature of the Arab Spring has been the tendency for protesters to gather in big open spaces such as Tahrir Square in Cairo, Egypt and Taksim Square in Istanbul Turkey to express certain grievances. From Neil Smelser's conditions for collective behaviour below, which one explains the two scenarios above?
 - (a) Failure of social control
 - (b) Mobilisation for action
 - (c) Precipitating factors
 - (d) Structural strain
 - (e) None of the above

(3) According to world systems theory, all of the following are groups of interconnected nations except:

- (a) Core nations
- (b) Nations on the periphery
- (c) Nations on the semi-periphery
- (d) Nations on the internal area which have extensive connections with the core nations
- (e) The East Asia Industrialized nations.

(4) The practice of endogamy is more likely to be found in:

- (a) Traditional society
- (b) Class system
- (c) Binary system

- (d) Caste system
- (e) None of the above

(5) All the following belong to the list below except

- (a) Comrade Mao
- (b) Muamar Gadaffi
- (c) Fidel Castrol
- (d) Levy Patrick Mwanawasa
- (e) Barrack Hussein Obama

(6) All the following except one belong to the list

- (a) Judaism
- (b) Christianity
- (c) Hinduism
- (d) Islam

(7) Max Weber argued that Calvinism was not necessary for the rise of capitalism.

- (a) True
- (b) False

(8) The term incest is universally applied

- (a) True
- (b) False

(9) All except one belong to the list below

- (a) Queen Victoria
- (b) King George
- (c) Chief Mukuni
- (d) King Luther Martin

(10) Great Britain, France and Sweden are examples of

- (a) Capitalist countries
- (b) Socialist countries
- (c) Welfare capitalist countries
- (d) State capitalist countries.
- (e) None of the above

(11) The annual number of deaths per 1000 population is the

- (a) Crude death rate
- (b) Crude mortality rate
- (c) General mortality rate

(17) A rumour going around campus that government intends to withdraw payment of meal allowances would

- (a) Be Necessary false
- (b) Be of known origin
- (c) Not distort information in a random or haphazard fashion
- (d) Be transmitted by formal structures
- (e) None of the above

(18) The following is false about poverty

(a) It is a multifaceted dimensional concept embracing a long term deprivation of basic needs and services.

(b) It has since the 18th century attracted anti-poverty actions such as reforms, public education, income growth and basic needs approaches including structural adjustment policies and programs

- (c) In developed countries it has attracted a welfare approach by respective governments.
- (d) All the above
- (e) None of the above

(19) According to the Zambia Demographic Survey of 1992, the total fertility of Zambia is 6.5. This means that

- (a) Every woman in Zambia has 6 children
- (b) Every woman in Zambia will have 6 children at the end of her child bearing period.
- (c) The average number of children a Zambian woman is expected to have is 6
- (d) Passing the reproductive age group, a Zambian woman is expected to have 6 children.
- (e) None of the above

(20) A family of orientation is an example of a nuclear family

- (a) True
- (b) False

SECTION B (30) MARKS: WRITE SHORT NOTES ON ANY TEN (10) OF THE FOLLOWING

1. Immanuel Wallerstein
2. Government expenditure
3. Saddam Hussein

(d) Population fatality rate

(e) None of the above

(12) All the following are characteristics of the working class except-----

(a) Most are employed in relatively unskilled blue collar and white collar jobs

(b) Most have attended college for one or two years

(c) About thirty percent of the population belong to this class

(d) Most are exploited and alienated

(e) None of the above

(13) Wealth and income are the same

(a) True

(b) False

(14) Which of the following is NOT an explanation for the underdevelopment of Third World countries used by dependency theorists?

(a) They are exploited by richer countries

(b) They are not sufficiently intergrated into the world economic system

(c) They face problems which are imposed upon them by developed capitalist countries

(d) They are ruled by groups who exploit their own people and prevent change that would benefit the majority.

(e) None of the above

(15) The process of fertility involves

(a) Live births

(b) Men and women

(c) Women in reproductive years

(d) All the above

(e) None of the above

(16) A crowd at Levy Mwanawasa stadium is an example of

(a) Expressive crowd

(b) An acting crowd

(c) A casual crowd

(d) A conventional crowd

(e) Non of the above

4. Standard of living
5. Hidden curriculum
6. Welfare capitalism
7. Globalization
8. Culture of poverty theory
9. Class consciousness
10. Human rights
11. Fecundity
12. Zero population growth
13. Constitutional monarchy
14. Gustavo Le Bon
15. Collective mind

SECTION: 50 MARKS –CHOOSE ANY TWO (2) OF THE FOLLOWING

1. Collective behaviour is not as irrational as commonly perceived. Discuss in relation to the convergence theory and emergent norm theory.
2. There are a number of competing development theories that have attempted to explain the problem of poverty and lack of development in some parts of the world. Critically discuss these development theories and state which one is more plausible than others.
3. Compare and contrast the class and the caste system of social stratification and indicate the merits and demerits of such social stratification

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012/2013 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
S 902: INDUSTRIAL SOCIOLOGY II

TIME: THREE HOURS

INSTRUCTIONS:

1. There are two sections in this paper. You are required to answer questions from each section as instructed.
 2. Write your computer number as required.
 3. All your answers should be in the prescribed examination answer books
-

SECTION A

Write brief notes on any TEN (10) of the following. (40 marks)

- (a) ILO Declaration of Philadelphia
 - (b) Conventions No. 87 and 98 and their challenges
 - (c) Relationship between Capital Formation, Profitability and the Economy
 - (d) Law of Supply and Demand and its relevance to Collective Bargaining
 - (e) Outline of Order of Deliberation of a Committee Meeting
 - (f) Point of Order, Right of Reply and Secondment of Motion
 - (g) Negotiation, Deadlock, Breaking of Deadlock and a Deal in Industrial Relations
 - (h) Industry and its value
 - (i) Industrial Relations and their functions
 - (j) Strikes, their causes, and processes involved in strike action
 - (k) ADR
 - (l) Current Liabilities, and Current Assets and their functions in business
 - (m) Conflict of Interest
-

SECTION B:

Answer any THREE (3) of the following questions. (40 Marks)

1. Outline the history, structure and functions of the ILO with regard to the social and economic aspects of the world.
2. With examples, critically describe what should be done to create jobs and ensure good industrial relation in the least industrialized countries such as Zambia.

3. Describe the different facets or techniques of ADR and explain their comparative advantages to litigation.
4. With examples, describe the concept of Wage Control and its pros and cons and indicate its dangers in a liberalized economy.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

S912: REFUGEE ISSUES AND SUSTAINABLE LIVELIHOODS

INSTRUCTIONS: SECTION A IS COMPULSORY. ANSWER ANY TWO QUESTIONS FROM SECTION B

TIME: THREE HOURS

SECTION A: COMPULSORY (60 MARKS)

Q.1. Present and discuss the sustainable livelihoods framework as advanced by DFID. By highlighting its **main components**, show **how** and **why** such an approach is suitable for promoting refugee livelihoods.

Q.2. Questions about how costs related to the reception, determination and integration of refugees are or should be distributed between states, have long been a preoccupation of national policy makers and UN officials. Why and under what conditions do nations agree to share the burden of refugees?

SECTION B: ANSWER ANY TWO QUESTIONS (40 MARKS)

Q.3. The principle of non-refoulement is said to contain a paradox where in while states have committed to respecting the principle by joining the 1951 Refugee Convention and key human rights conventions, its content is not established in international law. Why is this a paradox for refugee policy? Discuss how use this paradox to **restrict** Asylum.

Q.4. On June 21st, 2013 the Daily Mail reported that the majority of refugees in Mayukwayuka were reluctant to go back home and instead wanted to remain and be integrated into the local community. You have been hired by the Zambian government to give policy advice on this matter. What are the two solutions evident in this situation? Present a discussion of these solutions and advise the government on how to proceed.

Q.5. Forced migration is said to generate costs and benefits to both sending and receiving countries. By giving practical examples, show the extent to which this statement is true.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2012 ACADEMIC YEAR SECOND SEMESTER EXANIMATIONS

S915: DISASTER MANAGEMENT AND PREPAREDNESS

TIME: THREE HOURS

INSTRUCTIONS: This paper has four sections. Attempt all questions in section A, four questions in section B, and one question in section C. Section D is compulsory.

SECTION A (20 Marks)

1. As a disaster manager, you establish program objectives that will:
 - a. prevent natural disasters
 - b. reduce suffering from natural disasters
 - c. avoid economic losses from natural disasters
 - d. accelerate recovery
 - e. all of the above

2. The best protection against a local Tsunami would be:
 - a. a seawall or reef
 - b. the international Tsunami warning center in Hawaii
 - c. a regional warning system
 - d. belts of pine trees planted along the coastline
 - e. residential evacuation routes

3. Which of the following is not an element of disaster management:
 - a. risk management
 - b. impact reduction
 - c. control of events
 - d. resource management
 - e. equity of assistance
 - f. none of the above

4. In the chronology of disasters the preparatory phase includes:
 - a. preparedness
 - b. mitigation
 - c. warning
 - d. all of the above

5. Pre-disaster activities undertaken to reduce the society's vulnerability are considered _____ activities.
 - a. impact reduction

- b. control of events
- c. loss management
- d. resource management
- e. risk management

6. As a disaster manager, you establish program objectives that will:

- a. prevent natural disasters
- b. reduce suffering from natural disasters
- c. avoid economic losses from natural disasters
- d. accelerate recovery
- e. all of the above

Indicate T or F:

7. ____ When a variety of relief agencies are trying to provide assistance, they should assist the victims of their choice.

8. ____ Disaster management is more concerned with post- disaster response than with pre-disaster activities.

9. ____ Mitigation is the most important function in bringing disasters under control.

10. Examples of rapid-onset disasters include:

- a. tsunami
- b. drought
- c. epidemic
- d. famine

11. Economic vulnerability mapping should consider:

- a. energy facilities
- b. transportation networks
- c. schools and hospitals
- d. financial institutions
- e. a, b and d only

12. Planes, helicopters, mobile hospitals, bulldozers and qualified personnel are required for search-and-rescue operations. What is the first resource disaster managers should use to locate these items in an emergency?

- a. legislation
- b. military
- c. preparedness plans
- d. international organizations
- e. stockpile

13. Simply stated, the best definition of disaster preparedness is:
- identification and mitigation of various risks
 - coordination and organization of governmental and non-governmental relief agencies
 - development and implementation of an overall plan
 - creation and assignment of international aid organizations
 - hiring and training emergency personnel
14. The most important element of disaster preparedness planning is:
- money
 - information
 - international expertise
 - government cooperation
 - personnel
15. Where in the government should the organization which coordinates disaster response not be placed?
- military
 - social service office
 - executive office
 - planning department
16. Pre-disaster planning will make possible
- the prevention of the disaster
 - the effective application of aid where prevention is not possible
 - self-efficiency in dealing with natural hazards
 - anticipating the consequences of a disaster
17. Technology can now identify hazards and estimate their impact on an area. This permits:
- planning evacuation routes
 - applying for government aid and setting up monitoring stations
 - self-sufficiency in dealing with natural hazards
 - anticipating the consequences of disaster
 - all of the above
18. The majority of tsunamis take place in:
- earthquake zones
 - the pacific ocean

- c. the coastline of Indonesia
 - d. fault lines along the earth's crust
19. Tsunamis travel at a speed
- a. that can exceed 1,000 kilometers per hour
 - b. that increases as they approach land
 - c. that allows ample time for warning populations
 - d. proportional to the vertical depth of the displaced column of water
 - e. measured in knots per hour
20. The best foreign relief to an earthquake-stricken area is
- a. cash
 - b. food, blankets and clothing
 - c. teams of assessment workers and other volunteers
 - d. long term recovery assistance

SECTION B (20 Marks)

- 1) What is meant by Disaster Management? What are the different stages of Disaster management?
- 2) Differentiate between Natural Disasters and Manmade Disasters.
- 3) What is the rationale for having the Zambia Disaster Management Policy/Framework as outlined in the DMMU policy document
- 4) Differentiate Blummerian perspective and Weberian perspective on social action.
- 5) Write brief but concise notes on Disaster Preparedness measures
- 6) Outline the core focus of vulnerability Analysis within the Zambian context
- 7) Disasters in Zambia are said to be characteristic of prevailing structural conditions in society. In relation to vulnerability and hazards, critically analyze the above statement.
- 8) The difference between endemic and pandemic

SECTION C (20 Marks)

1. During the 15th World Congress held in 2007 in Amsterdam on Disaster and Emergency Medicine, experts in the field of disaster epidemiology discussed different aspects of disaster health outcomes assessment.
 - a. What is meant by disaster health outcome assessment?

- b. Why should one conduct a disaster health outcome assessment, and what are the objectives?
 - c. Who benefits from the information obtained by a disaster health outcome assessment?
2. A disaster is said to be an interface between natural hazards and vulnerable conditions. Critically discuss the above statement citing practical examples.

SECTION D

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

Background to the fuel subsidy issue

In every decade, Zambia tends to experience a food crisis or a disaster. In 2011, just after two years of surplus agricultural production, Zambia experienced a dramatic downturn following a drought and needed significant international assistance. James Morris, the UN Secretary-General's Special Envoy for Humanitarian Needs in Southern Africa once called for international assistance because the nation was not in a position to handle the impending disaster. Apart from the weather, the poor harvest was "once again, compounded by other factors, like HIV/AIDS". The government of Zambia, the UN Food and Agricultural Organization, WFP, and NGOs analyzed assessment results to determine the extent of the agricultural shortfall and the number of people who will require assistance the following year because of the impending disaster.

Question 1

- 1) To what extent do you agree that a disaster would occur following a poor harvest on account of crop failure? Discuss this question using the micro level framework. **(10 Marks)**.
- 2) HIV and AIDS add to disaster vulnerability. Discuss how this vulnerability would arise? **(10 Marks)**.
- 3) Disaster management requires making communities to be resilient. What could be done in disaster preparedness in Zambia to make communities overcome low crop yield in the area of resilience? **(10 Marks)**.
- 4) You are an expert of disaster preparedness and are asked to make a paper presentation at an early warning system conference. Discuss the key areas you would discuss to prepare this country against a disaster in this area. **(10 Marks)**.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2012 END OF ACADEMIC YEAR FINAL EXAMINATIONS
S 925: CRIMINOLOGY

TIME: THREE HOURS

INSTRUCTIONS: This paper contains two (2) sections, A and B. **Section A is compulsory** and all questions should be attempted. Answer **any 4 questions only** from the eight (8) from **section B**.

SECTION A

1. Write short notes on the following theories with very clear examples:

- a) The broken window hypothesis
- b) Differential Association Theory.
- c) Labeling Theory
- d) Control Theory
- e) Deterrence
- f) Retribution
- g) Utilitarian Philosophy and
- h) The Strain theory

SECTION B

2. The Percentages of both females and males in both prisons outside as well as inside are extremely low when compared to the general population. Provide an explanation with very good examples as to why this is so.

3. What offences if any have been committed in the following circumstances?

- a) John (13 years) and Peter (16 years) are taking a walk in one of the streets of Lusaka. They come across a certain house which has its gate open. Knowing that Jane a very beautiful girl stays at that house, they walk in and after trying to establish their presence, Jane does not come out. They find that the main door is not locked, Peter gains entry whilst he tells John to keep vigil and alert him when anybody comes around. Upon entry, Peter finds that Jane is about to have a bath. He opens the bathroom door and hides himself

whilst Jane is in the shower. He then beckons to John to go in and see. Before he can get in the bathroom, the father to Jane walks in and the two boys bolt.

b) Manda (50years) has a serious quarrel with Mumba during the day. At night Mumba goes to sleep and dreams he is involved in a fight with Mumba. In the morning Mumba is found dead from knife wounds. DNA test shows that Mumba is the one responsible for the death of Manda, but he disputes the results. Critically discuss

c) John gets into a vehicle which he believes is his, starts the car and drives off. After some hours the police alert everybody about the theft. When John is apprehended he claims that the car is his. **Explain.**

4. The issue of corruption is quite rife in the police. How would you explain this being the major source of misconduct?
5. With the help of practical examples, briefly discuss **mens rea** and all its components.
6. How is "parens patriae" explained in CJS and what challenges does it have?
7. How is the measurement of data in criminology explained and what challenges have been advanced?
8. Crime comes in different forms. Critically analyse this phenomenon.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

SS 242: STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

SECTION A (COMPULSORY)

THIS SECTION CARRIES 60 POINTS

1. Given the data below on the length of service of a random sample of KCM employees. Answer the questions that immediately follow:

Years of service	Number of employees
1-2	21
3-4	45
5-6	50
7-8	66
9-10	55
11-12	24

- a) Find the mean of years served by the workers and, in a sentence or two, explain what this means.
- b) Find the standard deviation of the distribution and, very briefly, explain what this suggests.
- c) Find the median year of service and in a sentence or two, explain what this means.
- d) Find the modal year of study and very briefly explain what this means.
- e) What is the percentage of students with years of service above 5.5 years?
- f) Above which year of service did 75% of the workers fall?

2. For the following statistical tests, indicate what the correct positions are:

		What is the scale of measurement?	Does it require the use of the normal curve? (Yes/No)	Does it make any inferences about the mean? (Yes/No)
a)	Analysis of variance			
b)	Difference between means			
c)	Single sample test for means			
d)	Regression analysis			

e)	Chi - square test of independence			
f)	Chi - square goodness of fit test			
g)	Rank - order correlation			

3. Given a situation where you have collected the data given below, indicate the type of graph that would be appropriate for the graphical representation of the data:

- a) Distribution of examination results in EC 215
- b) Distribution of students in S 412 by sex
- c) Racial classification of students
- d) Lecturers' salaries at CBU.

4. Indicate which of the following statements is true, false or neither:

- a) In a drug manufacturing plant, a chemist testing the efficiency of a new drug, changes the significance level from 5% to 10% thereby decreasing the probability of Type I error.
- b) In a car manufacturing firm, an engineer testing a new car changes the significance level from 10% to 5% thereby increasing the probability of Type II error.
- c) In an SGS laboratory, a scientist testing the toxicity of yellow maize changes the significance level from 5% to 10%, thereby increasing the probability of Type I error.
- d) A researcher concludes, based on 1 percent level of significance, that there is a relationship between religious affiliation and criminal behaviour after obtaining the following statistics from an SPSS output:

$$X^2 = 12.27, df = 5, p = .0055$$

- e) A researcher concludes, based on 5 percent level of significance, that there is a statistically significant difference in the ages of male and students at CBU after obtaining the following statistics from an SPSS output:

$$z = 0.64, df = 98, p = 0.934$$

5. The use of the laws of probability to make inferences and draw statistical conclusions about populations based on sample data is referred to as _____.

- a) Descriptive statistics
- b) Inferential statistics
- c) Sample statistics
- d) Population statistics

6. Which of the following statements sounds like a null hypothesis?

- a) The coin is not fair
- b) There is a correlation in the population
- c) There is no difference between male and female incomes in the population
- d) The defendant is guilty

7. If you drew all possible samples from some population, calculated the mean for each of the samples, and constructed a line graph (showing the shape of the distribution) based on all of those means, what would you have?

- a) A population distribution
- b) A sample distribution
- c) A sampling distribution
- d) A parameter distribution

8. What does it mean when you calculate a 95% confidence interval?

- a) The process you used will capture the true parameter 95% of the time in the long run
- b) You can be "95% confident" that your interval will include the population parameter
- c) You can be "5% confident" that your interval will not include the population parameter
- d) All of the above statements are true

9. Indicate only one appropriate statistical tests that would apply in the situations below:

	Condition	Statistical test
a)	The mean values for X and Y all lie on a straight line	
b)	The scale of measurement is nominal	
c)	The average size of the residuals is roughly constant	
d)	The scale of measurement is ordinal.	
e)	The scale of measurement is interval	
f)	The observations of Y are not in any way influenced by other observations	
g)	Population variances are homogeneous.	
h)	The scale of measurement is interval	

10. The analysis of variance is a statistical test that is used to compare how many group means?

- a) Three or more
- b) Two or more
- c) One mean

11. What is the standard deviation of a sampling distribution called?

- a) Sampling error
- b) Sample error
- c) Standard error
- d) Simple error
- e) Margin of error

12. Hypothesis testing and estimation are the two key branches of the field of inferential statistics?
- True
 - False
13. A _____ is a numerical characteristic of a sample and a _____ is a numerical characteristic of a population.
- Sample, population
 - Population, sample
 - Statistic, parameter
 - Parameter, statistic
14. A sampling distribution might be based on which of the following?
- Sample means
 - Sample correlations
 - Sample proportions
 - All of the above
15. As a general rule, researchers tend to use ____ percent confidence intervals.
- 99%
 - 95%
 - 50%
 - none of the above
16. When $p < .05$ is reported in a journal article that you read for an observed relationship, it means that the author has rejected the null hypothesis (assuming that the author is using a significance or alpha level of .05).
- True
 - False
17. When $p > .05$ is reported in a journal article that you read for an observed relationship, it means that the author has rejected the null hypothesis (assuming that the author is using a significance or alpha level of .05).
- True
 - False
18. _____ are the values that mark the boundaries of the confidence interval.
- Confidence intervals
 - Confidence limits
 - Levels of confidence
 - Margin of error
19. _____ results if you fail to reject the null hypothesis when the null hypothesis is actually false.
- Type I error
 - Type II error

- c) Compute the correlation coefficient and interpret the result.
- d) What is the amount of variation in salary attributable to years of experience?
4. Given below are quota preferences of UNZA students disaggregated by sex.
- a) Use chi square test of independence at 5% level of significance to verify the claim by a member of the University Senate that there is a relationship between quota preference and sex.
- b) The Senator further claims that female students are more inclined towards law and psychology while males are more likely to opt for demography, public administration, and economics. Do you agree or disagree with Senator. Use percentages to demonstrate how you have reached your conclusion.

Quota	Male	Female	Total
Law	10	20	30
Demography	11	10	21
Public Administration	12	8	20
Psychology	14	30	44
Economics	13	12	25
Total	60	80	140

END OF EXAMINATION

- c) Type III error
 - d) Type IV error
20. Which of the following is true about a weighted mean:
- a) It is an arithmetic mean in which each value is given an equal weight as any other value in the distribution.
 - b) It is an arithmetic mean in which each value is given arbitrary group weight regardless of their importance in the overall group.
 - c) It is an arithmetic mean in which each value is rarely weighted according to its importance in the overall group.
 - d) It is an arithmetic mean in which each value is weighted according to its importance in the overall group.
21. Which of the following is true about the percentile rank?
- a) It shows the score below which a certain number of measurements are located.
 - b) It shows the percentage of observations falling below a score.
 - c) It is the score below which half the observations are located.
 - d) It is the third quartile in a distribution of measurements.
22. The amount of time required per individual at a bank teller's window has been found to be approximately normally distributed with a mean of 130 seconds and a standard deviation of 45 seconds. What is the probability that a randomly selected individual:
- a) Require less than 100 second to complete a section?
 - b) Spend between 2 and 3 minutes at the teller's window?
 - c) Spend less than 2 minutes?
 - d) Spend more than 3 minutes?

SECTION B

ANSWER ANY TWO QUESTIONS

THIS SECTIONS CARRIES 40 POINTS – 20 POINTS FOR EACH QUESTION

1. A developer is considering alternative sites for constructing a shopping mall in Lusaka and Kitwe using the mean household incomes (in thousands) in the two cities as a proxy variable for purchasing power. For a random sample in Lusaka with 30 households, the average annual income is K45,000 with a standard deviation of K1,500. For a random sample of 40 households in Kitwe, the average annual income is K44,600 with a standard deviation of K2,400. The investor eventually decides to construct a shopping mall in Lusaka on the premise that the purchasing power of Lusaka residents is significantly higher than that of Kitwe residents. Is his decision justified? Test this hypothesis at 1% level of significance?

2. A demographer wants to examine whether the relationship between the length of time between marriages and the birth of first child is influenced by the socio-economic status (SES) of the father. The data below is based on his research.

	High SES	Middle SES	Low SES
Sample size	10	10	10
Mean interval between marriage and birth of first child	37.9	23.5	12.5
Grand mean	24.6		
Total sum of squares	3,619.0		

Use ANOVA at 5% level of significance to find out if there are statistically significant differences in the mean interval before the first child for the three social classes.

3. A random sample of 10 employees from the accounting division of ZESCO is shown below:

Employee Number	Weekly Salary (KR)	Years of Service with Company
1	230	2
2	200	3
3	170	1
4	315	5
5	185	1
6	330	7
7	250	4
8	300	7
9	225	6
10	325	9

- a) Compute a least squares regression equation to show the dependence of salary on experience.
- i. Interpret the meaning of the observed regression coefficients within the context of the question.
 - ii. Interpret the meaning of the intercept within the context of the question.
- b)
- i. If an employee has been with the company for 4 years, what would you estimate her weekly salary to be?
 - ii. If an employee earns K375,000 per week, how many years could he have been with the company?

TABLE I Proportions of Area under the Standard Normal Curve







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

Table I (continued)




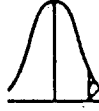


								
z	$0 z$	$0 z$	z	$0 z$	$0 z$	z	$0 z$	$0 z$
1.65	.4505	.0495	2.22	.4868	.0132	2.79	.4974	.0026
1.66	.4515	.0485	2.23	.4871	.0129	2.80	.4974	.0026
1.67	.4525	.0475	2.24	.4875	.0125	2.81	.4975	.0025
1.68	.4535	.0465	2.25	.4878	.0122	2.82	.4976	.0024
1.69	.4545	.0455	2.26	.4881	.0119	2.83	.4977	.0023
1.70	.4554	.0446	2.27	.4884	.0116	2.84	.4977	.0023
1.71	.4564	.0436	2.28	.4887	.0113	2.85	.4978	.0022
1.72	.4573	.0427	2.29	.4890	.0110	2.86	.4979	.0021
1.73	.4582	.0418	2.30	.4893	.0107	2.87	.4979	.0021
1.74	.4591	.0409	2.31	.4896	.0104	2.88	.4980	.0020
1.75	.4599	.0401	2.32	.4898	.0102	2.89	.4981	.0019
1.76	.4608	.0392	2.33	.4901	.0099	2.90	.4981	.0019
1.77	.4616	.0384	2.34	.4904	.0096	2.91	.4982	.0018
1.78	.4625	.0375	2.35	.4906	.0094	2.92	.4982	.0018
1.79	.4633	.0367	2.36	.4909	.0091	2.93	.4983	.0017
1.80	.4641	.0359	2.37	.4911	.0089	2.94	.4984	.0016
1.81	.4649	.0351	2.38	.4913	.0087	2.95	.4984	.0016
1.82	.4656	.0344	2.39	.4916	.0084	2.96	.4985	.0015
1.83	.4664	.0336	2.40	.4918	.0082	2.97	.4985	.0015
1.84	.4671	.0329	2.41	.4920	.0080	2.98	.4986	.0014
1.85	.4678	.0322	2.42	.4922	.0078	2.99	.4986	.0014
1.86	.4686	.0314	2.43	.4925	.0075	3.00	.4987	.0013
1.87	.4693	.0307	2.44	.4927	.0073	3.01	.4987	.0013
1.88	.4699	.0301	2.45	.4929	.0071	3.02	.4987	.0013
1.89	.4706	.0294	2.46	.4931	.0069	3.03	.4988	.0012
1.90	.4713	.0287	2.47	.4932	.0068	3.04	.4988	.0012
1.91	.4719	.0281	2.48	.4934	.0066	3.05	.4989	.0011
1.92	.4726	.0274	2.49	.4936	.0064	3.06	.4989	.0011
1.93	.4732	.0268	2.50	.4938	.0062	3.07	.4989	.0011
1.94	.4738	.0262	2.51	.4940	.0060	3.08	.4990	.0010
1.95	.4744	.0256	2.52	.4941	.0059	3.09	.4990	.0010
1.96	.4750	.0250	2.53	.4943	.0057	3.10	.4990	.0010
1.97	.4756	.0244	2.54	.4945	.0055	3.11	.4991	.0009
1.98	.4761	.0239	2.55	.4946	.0054	3.12	.4991	.0009
1.99	.4767	.0233	2.56	.4948	.0052	3.13	.4991	.0009
2.00	.4772	.0228	2.57	.4949	.0051	3.14	.4992	.0008
2.01	.4778	.0222	2.58	.4951	.0049	3.15	.4922	.0008
2.02	.4783	.0217	2.59	.4952	.0048	3.16	.4922	.0008
2.03	.4788	.0212	2.60	.4953	.0047	3.17	.4922	.0008
2.04	.4793	.0207	2.61	.4955	.0045	3.18	.4993	.0007
2.05	.4798	.0202	2.62	.4956	.0044	3.19	.4993	.0007
2.06	.4803	.0197	2.63	.4957	.0043	3.20	.4993	.0007
2.07	.4808	.0192	2.64	.4959	.0041	3.21	.4993	.0007
2.08	.4812	.0188	2.65	.4960	.0040	3.22	.4994	.0006
2.09	.4817	.0183	2.66	.4961	.0039	3.23	.4994	.0006
2.10	.4821	.0179	2.67	.4962	.0038	3.24	.4994	.0006
2.11	.4826	.0174	2.68	.4963	.0037	3.25	.4994	.0006
2.12	.4830	.0170	2.69	.4964	.0036	3.30	.4995	.0005
2.13	.4834	.0166	2.70	.4965	.0035	3.35	.4996	.0004
2.14	.4838	.0162	2.71	.4966	.0034	3.40	.4997	.0003
2.15	.4842	.0158	2.72	.4967	.0033	3.45	.4997	.0003
2.16	.4846	.0154	2.73	.4968	.0032	3.50	.4998	.0002
2.17	.4850	.0150	2.74	.4969	.0031	3.60	.4998	.0002
2.18	.4854	.0146	2.75	.4970	.0030	3.70	.4999	.0001
2.19	.4857	.0143	2.76	.4971	.0029	3.80	.4999	.0001
2.20	.4861	.0139	2.77	.4972	.0028	3.90	.49995	.00005
2.21	.4864	.0136	2.78	.4973	.0027	4.00	.49997	.00003

TABLE II Critical Values of t : Student t -test

df	Level of significance for a directional (one-tailed) test					
	.10	.05	.025	.01	.005	.0005
	Level of significance for a non-directional (two-tailed) test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Find the row corresponding to the indicated degrees of freedom, find the column corresponding to the chosen level of significance, taking into account the type of H_1 (directional or non-directional). The critical value t_{crit} is at the intersection of that row and that column. If $t_{obs} \geq t_{crit}$ then H_0 is rejected.

TABLE III (continued)

	Degrees of freedom for the numerator																								
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200		500	∞
11	4.84	3.58	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.86	2.82	2.79	2.74	2.70	2.65	2.61	2.57	2.53	2.50	2.47	2.45	2.42	2.41	2.40	11
	9.65	7.20	6.22	5.67	5.32	5.07	4.88	4.74	4.63	4.54	4.46	4.40	4.29	4.21	4.10	4.02	3.94	3.86	3.80	3.74	3.70	3.66	3.62	3.60	
12	4.75	3.88	3.49	3.26	3.11	3.00	2.92	2.85	2.80	2.76	2.72	2.69	2.64	2.60	2.54	2.50	2.46	2.42	2.40	2.36	2.35	2.32	2.31	2.30	12
	9.33	6.93	5.95	5.41	5.06	4.82	4.65	4.50	4.39	4.30	4.22	4.16	4.05	3.98	3.86	3.78	3.70	3.61	3.56	3.49	3.46	3.41	3.38	3.36	
13	4.67	3.80	3.41	3.18	3.02	2.92	2.84	2.77	2.72	2.67	2.63	2.60	2.55	2.51	2.46	2.42	2.38	2.34	2.32	2.28	2.26	2.24	2.22	2.21	13
	9.07	6.70	5.74	5.20	4.86	4.62	4.44	4.30	4.19	4.10	4.02	3.96	3.85	3.78	3.67	3.59	3.51	3.42	3.37	3.30	3.27	3.21	3.18	3.16	
14	4.60	3.74	3.34	3.11	2.96	2.85	2.77	2.70	2.65	2.60	2.56	2.53	2.48	2.44	2.39	2.35	2.31	2.27	2.24	2.21	2.19	2.16	2.14	2.13	14
	8.86	6.51	5.56	5.03	4.69	4.46	4.28	4.14	4.03	3.94	3.86	3.80	3.70	3.62	3.51	3.43	3.34	3.26	3.21	3.14	3.11	3.06	3.02	3.00	
15	4.54	3.68	3.29	3.06	2.90	2.79	2.70	2.64	2.59	2.55	2.51	2.48	2.43	2.39	2.33	2.29	2.25	2.21	2.18	2.15	2.12	2.10	2.08	2.07	15
	8.68	6.36	5.42	4.89	4.56	4.32	4.14	4.00	3.89	3.80	3.73	3.67	3.56	3.48	3.36	3.29	3.20	3.12	3.07	3.00	2.97	2.92	2.89	2.87	
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.45	2.42	2.37	2.33	2.28	2.24	2.20	2.16	2.13	2.09	2.07	2.04	2.02	2.01	16
	8.53	6.23	5.29	4.77	4.44	4.20	4.03	3.89	3.78	3.69	3.61	3.55	3.45	3.37	3.25	3.18	3.10	3.01	2.96	2.98	2.86	2.80	2.77	2.75	
17	4.45	3.59	3.20	2.96	2.81	2.70	2.62	2.55	2.50	2.45	2.41	2.38	2.33	2.29	2.23	2.19	2.15	2.11	2.08	2.04	2.02	1.99	1.97	1.96	17
	8.40	6.11	5.18	4.67	4.34	4.10	3.93	3.79	3.68	3.59	3.52	3.45	3.35	3.27	3.16	3.08	3.00	2.92	2.86	2.79	2.76	2.70	2.67	2.65	
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.29	2.25	2.19	2.15	2.11	2.07	2.04	2.00	1.98	1.95	1.93	1.92	18
	8.28	6.01	5.09	4.58	4.25	4.01	3.85	3.71	3.60	3.51	3.44	3.37	3.27	3.19	3.07	3.00	2.91	2.83	2.78	2.71	2.68	2.62	2.59	2.57	
19	4.38	3.52	3.13	2.90	2.74	2.63	2.55	2.48	2.43	2.38	2.34	2.31	2.26	2.21	2.15	2.11	2.07	2.02	2.00	1.96	1.94	1.91	1.90	1.88	19
	8.18	5.93	5.01	4.50	4.17	3.94	3.77	3.63	3.52	3.43	3.36	3.30	3.19	3.12	3.00	2.92	2.84	2.76	2.70	2.63	2.60	2.54	2.51	2.49	
20	4.35	3.49	3.10	2.87	2.71	2.60	2.52	2.45	2.40	2.35	2.31	2.28	2.23	2.18	2.12	2.08	2.04	1.99	1.96	1.92	1.90	1.87	1.85	1.84	20
	8.10	5.85	4.94	4.43	4.10	3.87	3.71	3.56	3.45	3.37	3.30	3.23	3.13	3.05	2.94	2.86	2.77	2.69	2.63	2.56	2.53	2.47	2.44	2.42	
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.20	2.15	2.09	2.05	2.00	1.96	1.93	1.89	1.87	1.84	1.82	1.81	21
	8.02	5.73	4.87	4.37	4.04	3.81	3.65	3.51	3.40	3.31	3.24	3.17	3.07	2.99	2.88	2.80	2.72	2.63	2.58	2.51	2.47	2.42	2.38	2.36	
22	4.30	3.44	3.05	2.82	2.66	2.55	2.47	2.40	2.35	2.30	2.26	2.23	2.18	2.13	2.07	2.03	1.98	1.93	1.91	1.87	1.84	1.81	1.80	1.78	22
	7.94	5.72	4.82	4.31	3.99	3.76	3.59	3.45	3.35	3.26	3.18	3.12	3.02	2.94	2.83	2.75	2.67	2.58	2.53	2.46	2.42	2.37	2.33	2.31	

Degrees of freedom for the denominator

TABLE IV Critical Values of Chi Square

df	Level of significance for a non-directional test					
	.20	.10	.05	.02	.01	.001
1	1.64	2.71	3.84	5.41	6.64	10.83
2	3.22	4.60	5.99	7.82	9.21	13.82
3	4.64	6.25	7.82	9.84	11.34	16.27
4	5.99	7.78	9.49	11.67	13.28	18.46
5	7.29	9.24	11.07	13.39	15.09	20.52
6	8.56	10.64	12.59	15.03	16.81	22.46
7	9.80	12.02	14.07	16.62	18.48	24.32
8	11.03	13.36	15.51	18.17	20.09	26.12
9	12.24	14.68	16.92	19.68	21.67	27.88
10	13.44	15.99	18.31	21.16	23.21	29.59
11	14.63	17.28	19.68	22.62	24.72	31.26
12	15.81	18.55	21.03	24.05	26.22	32.91
13	16.98	19.81	22.36	25.47	27.69	34.53
14	18.15	21.06	23.68	26.87	29.14	36.12
15	19.31	22.31	25.00	28.26	30.58	37.70
16	20.46	23.54	26.30	29.63	32.00	39.29
17	21.62	24.77	27.59	31.00	33.41	40.75
18	22.76	25.99	28.87	32.35	34.80	42.31
19	23.90	27.20	30.14	33.69	36.19	43.82
20	25.04	28.41	31.41	35.02	37.57	45.32
21	26.17	29.62	32.67	36.34	38.93	46.80
22	27.30	30.81	33.92	37.66	40.29	48.27
23	28.43	32.01	35.17	38.97	41.64	49.73
24	29.55	33.20	36.42	40.27	42.98	51.18
25	30.68	34.38	37.65	41.57	44.31	52.62
26	31.80	35.56	38.88	42.86	45.64	54.05
27	32.91	36.74	40.11	44.14	46.96	55.48
28	34.03	37.92	41.34	45.42	48.28	56.89
29	35.14	39.09	42.69	46.69	49.59	58.30
30	36.25	40.26	43.77	47.96	50.89	59.70
32	38.47	42.59	46.19	50.49	53.49	62.49
34	40.68	44.90	48.60	53.00	56.06	65.25
36	42.88	47.21	51.00	55.49	58.62	67.99
38	45.08	49.51	53.38	57.97	61.16	70.70
40	47.27	51.81	55.76	60.44	63.69	73.40
44	51.64	56.37	60.48	65.34	68.71	78.75
48	55.99	60.91	65.17	70.20	73.68	84.04
52	60.33	65.42	69.83	75.02	78.62	89.27
56	64.66	69.92	74.47	79.82	83.51	94.46
60	68.97	74.40	79.08	84.58	88.38	99.61

Find the row corresponding to the indicated degrees of freedom, find the column corresponding to the chosen level of significance, the critical value of χ^2_{crit} is at the intersection of that row and that column. If $\chi^2_{obs} \geq \chi^2_{crit}$, then H_0 is rejected.

STATISTICAL FORMULAS

$$1) \quad \bar{X} = \frac{\sum X_i}{n}$$

$$2) \quad PS = L + \frac{(P(n - F) - f)}{f} i$$

$$3) \quad S^2 = \frac{\sum (x_i - \bar{X})^2}{n - 1}$$

$$4) \quad \text{Mode} = L + \left(\frac{\Delta_1}{\Delta_1 + \Delta_2} \right) i$$

$$5) \quad PR = \frac{f(x - L) + F_i}{N}$$

$$6) \quad Z = \frac{u_1 - u_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

$$7) \quad SST = \sum_i \sum_j (x_{ij} - \bar{X})^2$$
$$SSB = \sum n_j (\bar{x}_j - \bar{X})^2$$

$$8) \quad B = \frac{N \sum XY - \sum X \sum Y}{N \sum X^2 - (\sum X)^2}$$

$$A = \bar{Y} - B \bar{X}$$

$$r = \frac{N(\sum XY) - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$9) \chi^2 = \frac{\sum_i \sum_j (O_{ij} - E_{ij})^2}{E_{ij}}$$

$$E_{ij} = \frac{\gamma * c}{N}$$

$$10) t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY

INSTRUCTIONS:

1. Question 1 in section A is compulsory. Choose any other **three questions** from section B
2. Indicate clearly in your answer booklet the questions you have answered

TIME: THREE HOURS

.....

SECTION A

1. For the well-being of the majority of the Zambian people to be improved, should the national focus be on economic development or social development? Justify your position with relevant examples. (20 marks)

SECTION B

2. You have just started your Block fieldwork in Nyimba District of Zambia. The village headman Mr. Fertilizer Tembo wants you to give an analytical talk to his subjects on the Zambia's Patriot Front Government policy of Removal of subsidies on Maize and Fuel (10 marks).
3. 2015 marks the end of achieving the Millennium Development Goals (MDGs). How far has Zambia gone in achieving all the eight (8) MDGs. What challenges is Zambia facing in achieving the MDGs and what affirmative actions have the Government of Zambia and other stakeholders put in place to in an attempt to achieve each of the eight goals? (10 marks).
4. "Education of a girl child is more important in addressing social problems in society than education of a boy child." Do you agree with this contemporary social policy argument? (10 marks).
5. You have just started your SW363 in Luangwa District of Zambia. The village headman Mr. Talktime Mwanza wants you to give a concise academic talk to his subjects on **The Draft Constitution of Zambia**. Specifically he wants you to a give a talk on how the Draft

Constitution of Zambia intends to address the needs of any of the following two categories of people in Zambia:

(i) The disabled (ii) The aged and (iii) Children (10 marks).

6. Most of the donors in developed countries are of the view that service delivery in developing countries should be transferred from the state to the Non-Governmental Organizations (NGOs). How reasonable is this social policy advice? Justify your position with relevant example. (10 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
SW 232: INTRODUCTION TO MACRO PRACTICE SOCIAL WORK METHODS

INSTRUCTIONS: Section A is compulsory. Write brief notes on any five concepts in section B. Choose any two questions in section C.

TIME: THREE HOURS

SECTION A: COMPULSORY (40-Marks)

1. A self acclaimed Social Worker is surprised that despite his *good intentions* people of Kapale village in Katete do not come to be part of the initiative which aims at tackling the problem of early marriages in the area. He has however, learnt that there are different approaches that he can use in this intervention. Humble enough, he decides to handover the project to you as a qualified Social Worker. How would you use Murry Ross's approach to deal with the situation? What similarities does this approach have with other different types of community work?

SECTION B: BRIEF NOTES (30 Marks)

Write brief notes on any five of the following:

2. Administrative Functions of Supervisors
3. Scientific Management
4. Community Organization
5. Bregha's levels of participation
6. Traits of games
7. Human Services

SECTION C: CHOOSE TWO QUESTIONS (30 Marks)

8. Chikumbuso believes he had a "revelation" to open a Child Welfare Organization in Mulilansolo Ward, Kasama District. He is ambitious about the project and wants to get started immediately. He has however, remembered that you studies Social Work and would like to have your say on the project since you have been is childhood friend. Define to Chikumbuso what a project is and explain the phases of a project. What critical aspects would you advice Chikumbuso to consider as he plans to make grant applications?

9. It has been observed that there is little done to improve the quality of life for the people of Mahopo Compound in Kabwata Constituency despite the Government having employed two community workers for the area. While people storm the Member of Parliament's office to complain on unknown community projects taking place in the area, he tells them that the Ministry of Community Development Mother and Child Health may have employed ineffective community workers. At this, a cadre shouts on top of his voice; "they do not have skills." As a Social Work student highlight some group skills for organizational and community change that these Community Workers lacked.

10. You have been appointed a chairperson of a community based organization working on water and sanitation project. However, your organization has no financial resources and you have been told by a retiree that you have to "fundraise." What is your understanding of the concept? Discuss the possible sources of funds for your project. Define grants and contracts, and highlight the sources of grants and contracts.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

SW 312: THEOREIS AND DIMENSIONS OF SOCIAL WELFARE

INSTRUCTIONS: SECTION A IS COMPULSORY. ANSWER ANY TWO QUESTIONS FROM SECTION B

SECTION A: COMPULSORY (60 MARKS)

Q.1. Present and Discuss Gøsta Esping-Andersen's welfare regimes. By giving practical examples, show which regime/s is more fitting to Zambia's welfare profile.

Q.2. Some scholars argue that workfare related policies infringe on social citizenship. By discussing **work fare** and **social citizenship**, show whether or not this assertion is true.

SECTION B: ANSWER ANY TWO (40 MARKS)

Q.3. Zambia has many sectors that play a key role in protecting and promoting the economic and social well-being of people. However, scholars and stakeholders argue that many Zambians are still very poor and socially excluded from the main stream society. With the aid of practical examples, critically discuss what social exclusion is and show how welfare programmes can help promote social inclusion in Zambia.

Q.4. "The monetary approach to poverty reduction is a means to ending poverty, whereas the capability approach is an end in itself as far as poverty reduction is concerned. This makes the monetary approach better than the capability approach to poverty reduction." Do you think this analysis is correct? Cite relevant examples to justify your arguments.

Q.5. You have been invited to represent UNZASWA at a public discussion on social welfare. By using practical examples, present a discussion on how social welfare programmes can be tools for **vertical** and **horizontal** redistribution of resources. Ensure that your discussion pays attention to **life course risks**, **inter-generational risks**, and **class risks**.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SECOND SEMESTER EXAMINATIONS - September 2013

SW 412: SOCIAL ADMINISTRATION

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: Answer all questions in Section I and any set of questions from Section II that add up to another 50 marks.

SECTION I: COMPULSORY (50 MARKS)

1. Social Administration is very important to the development of Zambia. Explain with practical examples from what is happening in the country. *(25 marks)*
2. You have been appointed to the position of Human Resource Specialist in the Public Service Reform Programme (PSRP) to be based at Establishment Division, Cabinet Office, in Lusaka. One of your responsibilities is to make sure that the merit principle is applied in the restructuring of the civil service.
 - a. Outline the elements of the merit principle. *(10 marks)*
 - b. Discuss the factors that are likely to affect your work? *(7.5 marks)*
 - c. How will you go about resolving the challenges you expect to face? *(7.5 marks)*

SECTION II: ANSWER ANY SET OF QUESTIONS THAT ADD UP TO 50 MARKS

3. Name the author of theory X and theory Y and outline the elements of each. What is the significance of these theories to human resources management? *(20 marks)*
4. Contrast the public sector and private sector as channels for the provision of social welfare. *(20 marks)*
5. Justify the provision of welfare services by the state and give three criticisms against that. *(15 marks)*
6. Name the process of creating an organisation's structure and list the six key elements of that process. *(15 marks)*
7. Identify and discuss five skills you require to do some of the actions you have identified in your answer to question 1. *(15 marks)*
8. While every manager carries out some human resource related tasks, human resource managers are still necessary in organisations. Validate this statement. *(10 marks)*
9. Explain any two types of budgets. *(5 marks)*

End of examination!!