

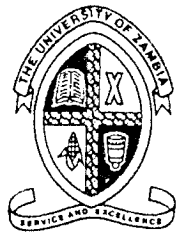
THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

2014/2015 MID YEAR EXAMS.

1. DEV 4154 –Research Methods and projects in Development studies.
2. EC 2115 –Intermediate microeconomic theory
3. ECN 1115 –Introduction To Microeconomic theory
4. ECN 1215 –Introduction to Macroeconomic theory
5. ECN 2115 –Intermediate Microeconomic Theory
6. ECN 2215 –Intermediate Macroeconomic theory
7. ECN 2311 –Mathematics for Economics 1
8. ECN 2331 –Statistics: Theory and Techniques for Economics (Parallel)
9. ECN 3225 –Money and Banking
10. ECN 3335 –Public Finance
11. ECN 3311 –Introduction to Economics
12. ECN 4121 –International trade theory and practice
13. ECN 4145 –Environmental Economics
14. ECN 4235 –Development Economics
15. ECN 4411 –Research Methods and procedure
16. ECN 9125 –Industrial organization
17. ECN 9155 –Health Economics
18. ECN 9415 –History of economic thought
19. FRE 2211 –African Literature in French
20. FRE 3111 –Intermediate French Language
21. FRE 3211 –African and Caribbean francophone
22. FRE 3311 –Translation from French to English
23. FRE 3411 –French Phology and Morphology
24. FRE 4111 –Advanced French Language
25. FRE 4311 –Advanced translation from French to English
26. FRE 4514 –Research methods in linguistics

27. LAN 2311 –The structure of African Bantu and Non –Bantu languages
28. LAL 3211 – The phonology and morphology of African languages
29. LIT 9715 –Issues in Gender Literature
30. MCS 1311 –Media Ethics
31. MCS 9155 –Media ,Gender and Children
32. PA 9015 –Public Financial Management
33. PAM 1025 –Introduction to Public Administration
34. PAM 9065 –Governance and Public management
35. PHI 9115 –Philosophy and good governance
36. PHI 9155 –Development Ethics
37. POL 1015 –Introduction to political Science
38. PSY 3315 – Social Psychology
39. PSY 9155 –African Psychology
40. SOC 9115 –Disaster management
41. SOC 9255 –Criminology examination
42. SOC 9415 –Environmental Sociology
43. SOC 9855 –Policy, projects and programs for development
44. SWK 3221 –Social work research methods
45. SWK 9315 –Social work disability and mental health.



THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF DEVELOPMENT STUDIES

MID-YEAR EXAMINATIONS – 6TH MARCH, 2015

DEV 4154: RESEARCH METHODS AND PROJECTS IN DEVELOPMENT STUDIES

TIME: 3 HOURS

INSTRUCTIONS:

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

1. It has been asserted that simple random and systematic sampling methods cannot be the most ideal approaches to selecting a sample in an irregular area like M'tendere compound. Critically discuss this assertion and recommend, from your personal understanding of sampling methods, the most ideal method(s) that you can use in such a location.
2. Critically discuss the main challenges that novice researchers are likely to face in the process of reviewing literature and preparing their literature review section. How could these challenges be overcome?
3. It has been asserted that unethical research is bad research. Critically discuss the major ethical issues that you as a researcher in Development Studies must consider as you plan and implement research with research participants. How would you minimize them?
4. It is obvious that one cannot embark on any research project without first identifying a research problem. Critically analyse the potential sources of research problems while making sure to highlight all the characteristic features that make a good researchable topic (research problem) as discussed in this course.
5. Critically discuss the main theoretical and practical differences between qualitative and quantitative research methodologies. For each, highlight the most ideal circumstances for their application.

END OF EXAMINATION

GOOD LUCK

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2015 ACADEMIC YEAR
MID-YEAR FINAL EXAMINATIONS

EC 2115: INTERMEDIATE MICROECONOMIC THEORY

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS. EXPLAIN YOUR WORK CLEARLY AND LABEL YOUR GRAPHS

Question one

a) Suppose a Juldan bus needs one driver, one conductor and one mechanic and a sixty seater bus to ferry 60 passengers between Lusaka and Nakonde per unit of time. What kind of isoquant will the transport company have? Suppose the number of drivers increases to 3. What will be the increase in the number of passengers transported? Show the isoquant for drivers and mechanics.

b) Suppose you are given two production functions:

(i) $Q = 0.5KL$ and (ii) $Q = 2K + 5L$.

Do these production functions exhibit increasing, constant or diminishing returns to scale?

c) Suppose the production function for Greenbelt Ltd has been estimated as:

$$Q_G = 100K^{0.25} L^{0.75}$$

And the one for Yellow belt Ltd has been estimated as:

$$Q_Y = 50 K^{0.25} L^{0.80}$$

Where Q = number of cars produced per day, K = units of capital, L = units of labour. Suppose also that both companies are using capital and labour in the same proportion.

- i) Which of the companies is operating under what law of returns to scale?
- ii) Which of the companies has greater marginal productivity of labour?

Question two

Given an economy producing two goods, X and Y and using capital and labour using the available technology described as:

$X = F(K, L)$ and $Y = F(K, L)$.

There are two consumers with utility functions described as:

$U_1 = U(X, Y)$ and $U_2 = U(X, Y)$ and a Social welfare function for the two consumers described as:

$$W_1 = W(U_1, U_2) \quad \text{and} \quad W_2 = W(U_1, U_2)$$

Graphically derive the Utility Possibility Frontier for the economy and show the economy's point of bliss (i.e., the society's social optimum).

Question three

A local ice-cream shop has hired a student majoring in economics at the University of Zambia to advise it on how to deal with the surge from business from the super markets in Lusaka. Because these super markets dominate the business, the local ice-cream shop operates as a price taker in the market. Using data, that the student, has collected, he finds that the ice-cream shop has fixed costs at K10 per day and the daily variable costs for ice-cream production is $q + 0.1q^2$ where q is daily ice-cream production.

- What is the ice-cream shop's short-run supply curve?
- What is the shop's shut down price?
- What is the shop's short run average cost? The student claims this reaches a minimum at $q = 10$. Verify this claim!
- Currently, the price of ice-cream is low at K2 per unit because one major supermarket is having a valentine special. Because this price does not cover average costs, the student advisers that the ice-cream shop should close until the valentine special is over. Do you agree? Explain.

Question four

The Dugout Corporation operates in a market where the demand for its product is exhibited by the following function:

$$Q = 6,000 - 50P$$

Where Q is Dugout Corporation monthly output and P is the price in Kwacha per unit.

Dugout Corporation cost function is given by the function $C = 60Q + 25,000$. Assume that the corporation maximizes profits.

- What is the monthly level of output, price, and total profit?
- What if the State decides to levy a tax of K14 cents per unit on this output, what will be the new output, price, and profit levels?
- What would be the result if the monopolist had to pay the tax instead of the consumer?

Question five

You are given two firms producing yoyos. The demand curve for yoyos is given by the function $Q = 10 - 0.2P$ where Q is quantity and P is the market price of yoyos. The two firms face cost functions, $C_1(Q_1) = 20 + 10Q_1$ and $C_2(Q_2) = 10 + 12Q_2$ where C_1 and C_2 are the total cost functions for firm 1 and 2.

- a) What is each firm's equilibrium output and profit if they behave non-cooperatively? Use the Cournot model.
- b) Draw the firms' reaction curves and show the equilibrium.
- c) If firm 1 becomes a leader and firm 2 a follower. The reaction function for firm 2 is:

$$Q_2 = 4 - Q_1$$

What are each firm's equilibrium output, market price and profits?

END OF FINAL EXAMINATION

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

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

SECTION ONE COMPULSORY: SHORT ANSWER QUESTIONS

QUESTION ONE

- A. Define the following terms, with relevant illustrations where necessary:
- i. Monopoly power
 - ii. Isoquant, isocost
 - iii. Economies of scale.
 - iv. Income expansion path
 - v. Diminishing marginal rate of substitution
- B. Explain the following; supported graphically where necessary:
- i. Movement along the demand curve and shift in the demand curve
 - ii. Producer surplus and consumer surplus
 - iii. Price floor and price ceiling
 - iv. Provide an example of a normal good; a necessity; and an inferior good. What type of income elasticities may we expect from each of them and why?

SECTION TWO: ANSWER ANY TWO QUESTIONS

QUESTION TWO

- i. What is a price discriminating monopolist?
- ii. How is a monopolist able to discriminate pricing in the market – explain how this arises and the important assumptions that should prevail for this to be possible.
- iii. "A monopolist has no supply curve". Explain

QUESTION THREE

- i. Explain the expected relationship between the Marginal Product of Labour and the Average Product of Labour.
- ii. Explain the relationship between the marginal cost and average cost curves in relation to (i) above.
- iii. When would we expect, under perfect competition, exit and entry conditions into the market to change? Support your answer with the appropriate diagrams.

QUESTION FOUR.

- i. With the application of comparative static analysis, show how an increase in demand, impacts the competitive industry market structure.

- ii. With the aid of a diagram;
 - a. explain why no two indifference curves can cross
 - b. explain what an indifference map is, and
 - c. a budget constraint

QUESTION FIVE

We can use the rule of equal marginal utility per dollar (MU/P) to analyze how consumers adjust their buying decisions in response to price changes. The following table shows Jake's utility from his two favorite foods: chicken wings (each order contains 10 wings) and hot dogs.

Given the information in the tables below, answer the questions that follow:

Table 1: Number of Orders and Marginal Utility for Chicken Wings and Hot Dogs

Chicken Wings		Hot Dogs	
Orders	MU per Order of Chicken Wings	Orders	MU per Order of Hot Dogs
1	120	1	80
2	80	2	64
3	40	3	40
4	20	4	20
5	8	5	8

Assume that Jake has \$20. Assume also that the price of chicken wings is \$4 per order and that the price of hot dogs is initially \$2. The following table shows the MU/P for wings and hot dogs at their initial prices, as well as the MU/P of hot dogs after the price increases to \$4.

Table 2: Marginal Utility:Price Ratios for Chicken Wings and Hot Dogs

Chicken Wing Orders	MU/P (Price = \$4)	Chili Dogs	MU/P (Price = \$2)	MU/P (Price = \$4)
1	30	1	40	20
2	20	2	32	16
3	10	3	20	10
4	5	4	10	5
5	2	5	4	2

- i. Using the rule of equal marginal utility per dollar spent, how many orders of wings and how many orders of hot dogs will Jake consume when the price of hot dogs is \$2? Justify your answer.
- ii. How many orders of wings and how many orders of hot dogs will Jake consume when the price of hot dogs is \$4?
- iii. What is the substitution effect of the change in the price of hot dogs? What is the income effect?
- iv. How does Jake's response to the increase in the price of hot dogs illustrate the law of demand?

END OF FINAL EXAMINATION

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

ECN 1215: INTRODUCTION TO MACROECONOMIC THEORY

TIME: TWO (2) HOURS

**INSTRUCTIONS: ANSWER SECTION A AND CHOOSE ANY TWO (2)
QUESTIONS FROM SECTION B**

SECTION A: MULTIPLE CHOICE (COMPULSORY)

1. The most direct way in which money eliminates the need for double coincidence of wants is through its use as a;
 - a) medium of exchange.
 - b) store of value.
 - c) standard of deferred payment.
 - d) unit of account.
2. The demand for money for speculative purpose is related to the function of money as a;
 - a) Medium of exchange.
 - b) Store of value.
 - c) Unit of account.
 - d) Generally acceptable means of payment
3. In terms of the demand for money, the interest rate represents;
 - a) The price borrowing money.
 - b) The rate at which current consumption can be exchanged for future consumption.
 - c) The return on money that is saved for the future.
 - d) The opportunity cost of holding money.
4. In an open market operation, the Bank of Zambia.....government bonds which.....commercial banks' reserve.
 - a) Buys, increases
 - b) Buys, decreases
 - c) Buys, maintains
 - d) Sells, increases
5. In the circular flow of income and spending.
 - a) Investment results in a decrease in the volume of the income flow.
 - b) Taxes result in an increase in the volume of income flow.
 - c) Imports result in an increase in the volume of income flow.
 - d) Savings result in a decrease in the volume of income flow.

6. If the cash reserve ratio is increased, the credit multiplier
 - a) Will decrease.
 - b) Will decrease, as long as banks hold no excess reserves.
 - c) Could either increase or decrease.
 - d) Will increase.
7. The notion that countries stand to gain more if they trade in the commodity of their lowest opportunity cost is referred to as;
 - a) International trade.
 - b) Comparative advantage.
 - c) Absolute advantage.
 - d) Equal advantage.
8. If the kwacha appreciates against other currencies in the exchange rate market, this will;
 - a) Have no effect on the Zambian current account.
 - b) Worsen the Zambian current account.
 - c) Improve the Zambian current account.
 - d) Have an effect depending on the other currencies in the market.
9. The terms of trade measure
 - a) The income of one country compared to another.
 - b) The quantity of exports of one country compared to another.
 - c) Export prices relative to import prices.
 - d) The difference between the value of exports and that of imports.
10. When the Gross Domestic Product is measured
 - a) The total value of final services is subtracted from the value of final goods.
 - b) The total value of locally produced intermediate goods and services is measured in a given period.
 - c) The total value of all final locally produced goods and services is measured in a given period.
 - d) The sum of the values added at each stage of production is lower than the spending on final goods and services.
11. As disposable income increases, consumption expenditure
 - a) Increases by the same amount.
 - b) Increases by a smaller amount.
 - c) Increases by a larger amount.
 - d) remains constant.
12. A tax is progressive if;
 - a) The marginal tax rate decreases as income increases.
 - b) The average tax rate remains the same for all income levels.

- c) The marginal tax rate increases as income increases.
 - d) Only the average tax increases as the income increases.
13. Which one of the following identities is correct
- a) GDP at market price + taxes on products - subsidies on products = GDP at basic prices.
 - b) GDP at basic prices + taxes on production - subsidies on products = GDP at factor cost.
 - c) GDP at factor cost + taxes on products - subsidies on products = GDP at basic prices.
 - d) GDP at market price + taxes on production - subsidies on products = GDP at factor cost.
14. Given the import function $Z = 300 + \frac{2}{3}Y$
- a) The marginal propensity to save is $\frac{1}{3}$
 - b) The induced component is 300
 - c) Imports are seen as autonomous
 - d) $\frac{2}{3}$ is the proportion of any increase in income that is spent on imports.
15. Aggregate demand will increase if
- a) Consumption falls
 - b) Investment falls
 - c) Export falls
 - d) Import falls
16. If people are made unemployed because of a fall in aggregate demand, this is known as.
- a) Frictional unemployment
 - b) Seasonal unemployment
 - c) Cyclical unemployment
 - d) Structural unemployment
17. The labour force is made up of
- a) The number of people employed minus the number of people unemployed
 - b) The number of people employed plus the number of people unemployed
 - c) The number of people employed only
 - d) The whole population in a country
18. Demand management policy measures tend to affect
- a) Output and level of employment in opposite directions
 - b) Output and the price level in opposite directions
 - c) The level of employment and the price level in opposite directions
 - d) The price level and the level of unemployment in opposite directions
19. An increase in deficit spending by the government that is financed by domestic borrowing would most likely
- a) Increase aggregate demand, but at the expense of lower investment spending
 - b) Decrease aggregate demand, but stimulate investment spending
 - c) Increase aggregate demand, and stimulate investment spending

- d) Decrease aggregate demand, as well as investment spending
20. Available data indicate that the level of real GDP will continue to decrease over the next few months. This suggests that the amount of unemployment will be
- a) Structural, decreasing
 - b) Frictional, increasing
 - c) Cyclical, increasing
 - d) Seasonal, increasing

SECTION B: ANSWER ANY TWO (2) QUESTIONS

QUESTION ONE

- a) Define the following terms;
 - i. Money
 - ii. Financial intermediation
 - iii. Money Multiplier
 - iv. Legal tender
- b) Give a brief account on how the Bank of Zambia can increase money supply by using monetary policy.
- c) Assume that the initial required reserve ratio is 20% and the initial deposit is K200.
 - i. Calculate the credit multiplier
 - ii. How much money will initially be available to be given out as loans
 - iii. How much will be kept as reserves
 - iv. How much will the deposits be in the Zambian economy by the end of the credit creation process?

QUESTION TWO

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

QUESTION THREE

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

END OF FINAL EXAMINATION

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

ECN 2115: INTERMEDIATE MICROECONOMIC THEORY
TIME: TWO HOURS
INSTRUCTIONS: ATTEMPT ANY **THREE** QUESTIONS

QUESTION ONE

- a) What is an externality? Give one example of a positive externality and another example of a negative externality.
- b) The tragedy of the commons is a prevalent externality associated with the use of common property. What is a common property?
- c) Suppose that government wants to control the use of the commons, what methods exist for achieving the efficient level of use?

QUESTION TWO

- a) Suppose a monopolist is facing the linear demand function below, derive his marginal revenue function. How does the marginal revenue function compare with his demand function?

$$p(y) = a - by$$

- b) Consider the following cost minimisation problem and use the Lagrangian method to find the conditional demand functions.

$$\min_{x_1, x_2} w_1 x_1 + w_2 x_2$$

Such that $x_1^a x_2^b = y$

- c) How do you interpret the Lagrangian multiplier in this case?

QUESTION THREE

- a) Explain three axioms of consumer preferences.
- b) Find the first order conditions for a consumer whose utility function and budget constraint are:

$$U = q_1^{1.5} q_2 \text{ and } 3q_1 + 4q_2 = 100$$

- a) For the constrained optimisation problem below, find the demand functions and the Lagrangian multiplier. Interpret the multiplier.

$$\text{Max } U(x, y) = 4x^2 + 3y^2 \quad \text{subject to} \quad 3x + 4y = 100$$

QUESTION FOUR

Two days ago, the Somali pirate ship, Black Mogadishu, sank on a reef not far away from a small tropical island in the Indian Ocean. Two of its mates, Nimal and Omar, each managed to make it ashore with a few provisions, of course some beer and dried beef. Nimal had 10 bottles of beer and 5 cans of dried beef. Omar had 6 bottles of beer and 15 cans of dried beef. Since the island is small and lacks resources, there are no opportunities for Either Nimal or Omar to engage in productive activities. In fact, about the only useful thing they can do is to

trade dried beef for beer. Since neither pirate has a pistol nor wants to be alone, we will assume that all trading bargains made by the two are struck in a friendly and non coercive fashion. In sum our Somali pirates constitute a perfect example of a classic economic model: two-person, two goods exchange economy.

- b) Sketch an Edgeworth box portraying the initial fixed endowment for Nimal and Omar at some point E.
- c) Nimal and Omar will reach through a series of trades a point in the Edgeworth box at which there exist no further feasible trades of beer and dried beef that would increase the utility of one of them without decreasing the utility of the other. What do you call the locus of these feasible points? Sketch the curve in the same diagram.
- d) If in some way, there is an additional allocation of 5 bottles of beer and 2 cans of dried beef to Nimal and 3 bottles of beer and 7 cans of dried beef to Omar in (a) , sketch an Edgeworth box showing the new fixed endowment for Nimal and Omar at some new point E.

END OF FINAL EXAMINATION

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

ECN 2215: INTERMEDIATE MACROECONOMIC THEORY
TIME: TWO (2) HOURS

INSTRUCTIONS:

Answer all **THREE** questions. Provide brief but clear answers along with your reasoning using graphs and equations to explain your answers as necessary. [Hint: To increase your marks, reread the question along with your answer to see if you have answered what the question has asked.]

QUESTION ONE

(a) What is meant by a "Liquidity Trap"? How does a liquidity trap happen? What is the shape of the LM curve under this trap? Describe the economic intuition for what happens when there is an increase in the supply of money, i.e. does it have an impact on output, and if so, how? If it does not have an impact on output, what happens?

(b) What is meant by an "Investment" trap? How does it happen? What is the shape of the IS curve under this trap?

(c) What is monetarism? Based on the Quantity theory of money equation: $PQ=VM$, where P = price level, Q = real output, M =total money in circulation and V = velocity of money. Briefly discuss the four key monetarists' conclusions.

QUESTION TWO

Assume the following model of a closed economy in the short run, with the price level (P) fixed at 1.0:

$$C = 0.5(Y - T); T = 1\,000; I = 1\,500 - 250r; G = 1\,500; M_d/p = 0.5Y - 500r \text{ \& } M_s = 1000$$

(a) Write a numerical formula for the *IS* curve, showing Y as a function of r alone. [Hint: Substitute out C , I , G , and T]

(b) Write a numerical formula for the *LM* curve, showing Y as a function of r alone [Hint: substitute out M_d/P]

(c) What are the short-run equilibrium values of Y , r , and national saving (S)?

(d) Assume that G increases by 1,500 (i.e., $G = 3,000$). By how much will Y increase in short-run equilibrium?

(e) You are the chief economic adviser in this hypothetical economy. Do you believe that fiscal policy is more potent than monetary policy? Briefly discuss.

(f) Write the numerical aggregate demand (AD) curve for this economy, expressing Y as a function of P

QUESTION THREE

Consider an economy with the following Cobb–Douglas production function: $Y=K^{1/3}L^{2/3}$. The economy has 1,000 units of capital and a labour force of 1,000 workers.

(a). Derive the equation describing labour demand in this economy as a function of the real wage and the capital stock.

(b). If the real wage can adjust to equilibrate labour supply and labour demand, what is the real wage? In this equilibrium, what are employment, output, and the total amount earned by workers?

(c). Now suppose that Parliament, concerned about the welfare of the working class, passes a law requiring firms to pay workers a real wage of 1 unit of output. How does this wage compare to the equilibrium wage?

(d). Parliament cannot dictate how many workers firms hire at the mandated wage. Given this fact, what are the effects of this law? Specifically, what happens to employment, output, and the total amount earned by workers?

END OF FINAL EXAMINATION

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

ECN 2311: MATHEMATICS FOR ECONOMICS I
TIME: TWO HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONE QUESTION FROM SECTION B.

SECTION A (Answer all Questions)

Question One

- a. Given the following sets $S_1 = \{2,4,6\}$, $S_2 = \{7,2,6\}$, $S_3 = \{4,2,6\}$, $S_4 = \{2,3,4\}$.
- $n(S_1 - S_4)$
 - $S_4 \cup S_2$
- b. A marketing survey wishes to find consumer preferences for three best selling products A, B and C. The following results were obtained: a total number of consumers interviewed was 1452. Of these, product A was preferred by 815 consumers, B was preferred by 554 consumers and product C by 401 consumers. But 315 consumers preferred both A and B, 182 preferred both B and C while 103 preferred A and C. A total of 252 consumers did not prefer any of the three goods. Find:
- The number of persons who liked all the three products.
 - The number of persons who liked A but not B.

Question Two

- a. From the following functions, find $\frac{dy}{dx}$
- $y = x \ln x$
 - $y = (2 - 3x)^3$
- b. Find
- $\int \ln x \, dx$
 - $\int (x^2 + 6x - 4)(x + 3) \, dx$

Question Three

- a. The demand function for a good X is given as $Q = 3000 - 4P_X + 5 \ln(P_Y)$ where Q and P_X are quantity demanded and price respectively of good X. P_Y is the price of a related good Y.
- What is the cross price elasticity of demand when $P_X = 5$ and $P_Y = 10$
 - On the basis of the answer to (a), what is the relationship between the two goods?

- b. An amount of K10 earns interest at 10% per year. Find the value of the asset after seven (7) years if interest is compounded:
- Monthly
 - Continuously

Question Four

A furniture producing company, producing tables and chairs, has asked for advice in planning its production schedule. The Machines perform each of the crucial steps in the production process. Production consists of three steps:

First, the main body of each item is cut by a table-saw. The table body consist of one large sheet; the chair body consists of two smaller sheets. Second, another table-saw cuts the boards used for legs. Each table has three legs and each chair has one leg. Third, after the pieces have been cut, the items are assembled. There are two assembly machines, one for tables and one for chairs. Each machine has the following capacities:

Table assembly: the machine can assemble a maximum of 50 tables per day.

Chair assembly: the machine can assemble a maximum of 60 chairs per day.

Leg production: the saw can cut 170 legs a day.

Sheet production: the machine can cut up to 140 sheets (whatever size) per day.

The profit for each table is K7 and the profit for each chair is K2.

- Write out the linear programming problem in terms of x (the number of tables) and y (number of chairs)
- Sketch the problem in a clearly labelled xoy plane.
- What is the optimal output combination (how many tables and chairs per day)?

SECTION B (Answer One Question only)

Question Five

A monopolistic firm has the following inverse demand functions for each of its two products X and Y.

$$P_x = 145 - 2x$$

$$P_y = 115 - y$$

The combined cost function is

$$C = 2x^2 + xy + y^2 + 35$$

- Write out the profit function simplify it.
- What are the optimal levels of output?
- Suppose now that due to regulations in force, there is a quota of 50 units on joint output; that is $x + y \leq 50$. What will be the optimal levels of output in view of this regulation?

Question Six

Given the following matrix of input-output coefficients and vector of final demands

$$A = \begin{bmatrix} 0 & .25 & 0 \\ .1 & 0 & .4 \\ .3 & .15 & 0 \end{bmatrix}, \quad d = \begin{bmatrix} 500 \\ 1,000 \\ 750 \end{bmatrix}$$

- a. Explain the meaning of the element 0 in the first row third column of the input output matrix A .
- b. Obtain the gross output vector it will be necessary to produce in order to meet the final demand vector.
- c. If the production of one unit of the first good requires 2 hours of labour time, one unit of the second good requires 5 hours of labour time, and one unit of the third good requires 1 unit of labour time, approximately how many hours of labour time are needed to meet the vector of final demands?

END OF FINAL EXAMINATION

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

ECN 2331: STATISTICS: THEORY AND TECHNIQUES FOR ECONOMICS(Parallel)
TIME: TWO HOURS
INSTRUCTIONS: ATTEMPT ANY **FOUR** QUESTIONS

QUESTION ONE

- (a) Distinguish continuous data from discrete data. Use appropriate examples to highlight the difference between the two.
- (b) Coefficients of variation of two series are 75 percent and 90 percent, with standard deviations 15 and 18, respectively. Obtain (i) the mean of the two series, and (ii) comment on which of the two is better represented by its mean.
- (c) A distribution has variance 42.25, mean 190, and mode 205. Obtain (i) Pearsonian first order coefficient of skewness, and (ii) comment on whether the distribution is positively or negatively skewed, and why?
- (d) The fourth moment about mean for a frequency distribution consisting of 100 observations is 2359.15, with standard deviation of 6.3. Obtain (i) moment coefficient of kurtosis, and (b) comment on the type of distribution.

QUESTION TWO

- (a) A company has 150 employees on its payroll. Out of them, 10 are in senior managerial positions, 25 are middle level managers, 40 are in supervisory positions, 65 are mechanical hands, and the rest 10 belong to line staff. The accounts book of the company shows their monthly salary bill as given below. Find the average monthly salary bill of the company.

Employee's Category	Monthly Salary Bill (K)
Senior Managers(A)	120,000
Middle Level Managers(B)	150,000
Supervisory Staff (C)	180,000
Mechanical Hands (D)	195,000
Line Staff (E)	25,000

- (b) The Consumer Price Index is reported monthly by the Central Statistics Office. It reports the change in prices for a market of goods from one period to another. The index for 2000 was 172.2. By 2009, it increased to 214.5. What was the geometric mean annual increase for the period?

QUESTION THREE

- (a) It has been found that the percentile coefficient of kurtosis of a frequency distribution is 0.536. With 10th percentile as 920.00, 90th percentile as 1050.00, and first quartile as 1020.00, find (i) third quartile, and (ii) quartile deviation.

- (b) Mupando Furniture is a family business that has been selling to retail customers in the Lusaka area for many years. The company advertises extensively on radio, TV, and the internet, emphasizing low prices and easy credit terms. The owner would like to review the relationship between sales and the amount spent on advertising. Below is information on sales and advertising expenses for the last four months.

Month	Advertising Expense (K' million)	Sales Revenue (K' million)
July	2	7
August	1	3
September	3	8
October	4	10

- (i) The owner wants to forecast sales on the basis of advertising expenses. Which variable is the dependent variable? Which is the independent variable?
- (ii) Draw a scatter diagram.
- (iii) Determine the correlation coefficient.
- (iv) Interpret the strength of the correlation coefficient.

QUESTION FOUR

- (a) A box contains 2 red, 3 black, and 5 white balls. If 3 balls are drawn at random without replacement, find the probabilities that; i) all 3 are black, ii) two are red and one black, iii) at least one is white, iv) one of each colour, and v) the balls are drawn in the order red, white and black.
- (b) In a university, 30 percent of the students doing a course in statistics use the book authored by A_1 , 45 percent use the one authored by A_2 , and 25 percent use the one authored by A_3 . The proportion of students who learnt about each of these books through their teachers are $A_1=0.50$, $A_2=0.30$, and $A_3=0.20$. One of the students selected at random revealed that he learnt about the book he is using through his teachers. Find the probabilities that the book used is authored by A_1 , A_2 , and A_3 , respectively.

QUESTION FIVE

- (a) (i) A company manufacturing woollen cloth discovers from its past experience that the manufacturing process on an average allows two defects per metre of cloth. Find the probabilities of 0, 1, 2, 3 and 4 defects in one metre of cloth.
(ii) In a sample of 200 metres of cloth, what will be the expected metres of cloth with no defects?
- (b) An entrance examination for admission to a degree course in economics was conducted at national level. The mean and standard deviation of the marks obtained by 15000 candidates were 40 and 8, respectively. Determine in terms of standard deviation, the standard marks of students getting 50 and 60 marks. Also find the marks obtained corresponding to standard marks 1.30 and 1.50.

END OF FINAL EXAMINATION

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

ECN3225: MONEY AND BANKING
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

The Bank Zambia sells K400m securities on the open market. Tembo Ltd buys K60m through Kabulonga Bank which also buys K30m of its own. Households and petty traders buy K10m using cash. The rest is bought by big corporations.

- a) Using T accounts show the impact of these transactions on:
 - Bank of Zambia
 - Kabulonga bank
 - Tembo Ltd
- b) If the money multiplier is 3, what is the anticipated change in money supply

QUESTION TWO

Discuss the genesis of the 2008/9 global economic crisis. What were the lessons for Zambia?

QUESTION THREE

- a) Outline the 8 credit management strategies used by commercial banks to mitigate the risks of adverse selection and moral hazard.
- b) Present the fundamental principles of central banking.
- c) Outline Friedman's Restatement of the Quantity Theory.
- d) If your company is planning to establish a staff pension scheme, what pension plan would you recommend and why?
- e) Is junk bond feasible in Zambia?
- f) Outline insurance management strategies to mitigate the risk of adverse selection and moral hazard.

END OF EXAMINATION

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

ECN 3235: PUBLIC FINANCE
TIME: TWO HOURS
INSTRUCTIONS: ATTEMPT ALL QUESTIONS IN SECTIONS A AND B AND EITHER
QUESTIONS 5 OR 6 IN SECTION C

SECTION A

QUESTION ONE

Study the statements (a) to (e) carefully and for each statement, state whether **True (T)** or **False (F)** or **Uncertain (U)** and then briefly **justify** your answer.

- (a) According to George Akerlof, in his paper "The Market for "Lemons": Quality Uncertainty and the Market Mechanism", the main reason why the lending rates of a local money lender are extremely high relative to the official lending rates at commercial banks is because the local money lender has insufficient information about the borrower and therefore he resorts to charging higher rates to make up for the higher rate of default.
- (b) Public highways get congested during peak hours because they are both non-rival and non-excludable in consumption.
- (c) A company wishing to signal higher profitability issues new shares rather than issuing debentures.
- (d) A tax system which is buoyant is necessarily elastic.
- (e) Pecuniary externalities operate through the market system by altering prices or costs upwards or downwards thereby causing a divergence between private costs or benefits and social costs or benefits respectively.

SECTION B

QUESTION TWO

- (a) Define Taxation from at least three perspectives and justify why it can be argued that it is the most reliable means of financing Government operations.

- (b) Briefly discuss factors that make small businesses less tax compliant than large businesses and discuss possible remedies to the problem.

QUESTION THREE

Table 1 below shows tax and non-tax revenues collected by the Zambia Revenue Authority (ZRA) in 2013. Study the table and answer the questions that follow.

Table 1: Tax and Non-Tax Revenues Collected by ZRA in 2013

Revenue Type	Revenue Collected in Million Kwacha
Company Tax-Non Mining	1,767.5
Company Tax-Mining	1,084.7
Personal Income Tax	5,738.7
Withholding Taxes & others	1,278.9
Mineral Royalty Tax	1,760.7
Excise Duties on various goods and services	1,546.9
Rural Electrification Levy	35.0
Fuel Levy	731.5
Carbon Tax	26.1
VAT on domestic goods	1,185.5
VAT on imports	6,178.3
Customs Duty	1,808.4
Export Duties	12.4
Medical Levy	2.5
Motor Vehicle Fees	33.5

(a) Calculate (and show your workings):

- (i) Total indirect tax revenues
- (ii) Total direct tax revenues
- (iii) Total tax revenues

(b) Using appropriate examples, explain how personal Income tax is computed in Zambia. Explain the advantages and disadvantages of such a system.

(c) What are excise duties? Suppose you are asked to justify the application of specific rates over ad valorem rates on excisable goods or services, what would be your major argument?

QUESTION FOUR

Table 2 shows the presumptive tax payable by public service vehicle operators in Zambia effective 1st January 2015.

Table 2: Presumptive Tax Payable by Public Service Vehicle Operators in Zambia

<i>Type of vehicle (seating capacity)</i>	<i>Proposed Amount of tax per vehicle (per annum)</i>
64 seater and above	K14,400
50-63 seater	K12,000
36-49 seater	K9,600
22-35 seater	K7,200
18-21 seater	K4,800
12-17 seater	K2,400
Below 12 seater (including taxis)	K 1,200

- (a) What is a presumptive tax?
- (b) What type of tax rates are stipulated in the table? What is the main disadvantage of such rates?
- (c) Comment on whether the tax regime for Public Service Vehicle Operators is progressive or not and briefly explain why?

SECTION C

QUESTION FIVE

Discuss the Zambian tax system with respect to the following aspects:

- (a) Elasticity or buoyancy of the system;
- (b) Structure of tax base;
- (c) Equity of the system.
- (d) Levels of tax evasion and tax avoidance and how the two vices can be minimised

QUESTION SIX

It is argued that the scale and direction of public expenditure may affect the pattern and levels of aggregate consumption; volumes of production; allocation of resources; distribution of incomes; prices; and employment.

- (a) Discuss how public expenditure affects Income distribution, aggregate consumption and levels of employment.
- (b) Discuss the link between public expenditure and public *sector debt*
- (c) Discuss factors that tend influence levels of public debt and public expenditure?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
MID-YEAR EXAMINATION

ECN 3311: INTRODUCTION TO ECONOMETRICS
 INSTRUCTIONS: ANSWER ALL QUESTIONS
 TIME: TWO (2) HOUR

QUESTION ONE

$$M_t = \beta_1 Y_t^{\beta_2} r_t^{\beta_3} e^{u_t}$$

Consider the following stochastic specification of the demand for money function. $M_t = \beta_1 Y_t^{\beta_2} r_t^{\beta_3} e^{u_t}$, where Y is national income, r is interest rates; u_t is the stochastic error term. If you want to find out which variable has a relatively higher impact on money demand, the obvious method is to use the method of standardized variables. Explain in detail how you would go about using this method to derive your conclusion.

QUESTION TWO

$$Y = \beta_0 K_t^{\beta_1} L_t^{\beta_2}$$

Consider the following Cobb-Douglas production function $Y = \beta_0 K_t^{\beta_1} L_t^{\beta_2}$ where Y = output, L = labor input, and K = capital input. Explain in detail how you would go about testing if the model exhibits constant returns to scale using.

- a) The t-test approach
- b) The F-test approach

QUESTION THREE

A student of econometrics regressed Y on X_1 and X_2 using E-Views Econometric software and obtained the following regression results. He used monthly data from 1994:1 to 2000:12. Study the results and answer the question that follow:

Dependent Variable: Y
 Method: Least Squares
 Date: 07/16/14 Time: 11:29
 Sample: 1994:01 2000:12
 Included observations: 84

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	13.59460	(.....)	2.813219	0.0062
X1	(.....)	0.187891	5.791718	0.0000
X2	-0.486677	0.235145	(.....)	0.0417
R-squared	0.635854	Mean dependent var		34.61071
Adjusted R-squared	0.626863	S.D. dependent var		18.33744
S.E. of regression	(.....)	Akaike info criterion		7.705018
Sum squared resid	10163.20	Schwarz criterion		7.791833
Log likelihood	-320.6107	F-statistic		(.....)
Durbin-Watson stat	0.332779	Prob(F-statistic)		0.000000

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

ECN4121: INTERNATIONAL TRADE THEORY AND PRACTICE

TIME: TWO (2) HOURS

INSTRUCTIONS:

- a) ANSWER **THREE** QUESTIONS
 - b) KEEP YOUR ANSWERS BRIEF. MARKS WILL BE ALLOCATED ON THE BASIS OF CONCISE AND CORRECT AND NOT LONG ANSWER
-

QUESTION ONE

The gravity model has significant explanatory power for trade between countries such that Deardorff (1998) referred to it as a “fact of life”. Discuss the characteristic features of the international trade gravity model in light of Deardorff’s statement.

QUESTION TWO

Countries engage in international trade if they stand to benefit from it. Discuss in detail the conditions that would inhibit nations from engaging in mutually beneficial trade.

QUESTION THREE

Countries impose restrictions on international trade for various reasons. Discuss the motivation for countries using infant-industry and strategic trade policies to restrict trade.

QUESTION FOUR

- (a) Define the law of comparative advantage
- (b) Determine the opportunity cost of producing one unit of tea and iron in Countries X and Y.
- (c) Which commodity will country Y specialize in?

Country	Production Possibilities	
	Tea output	iron output
X	300	450
Y	400	350

QUESTION FIVE

Define export subsidies. Provide the rationale for a nation subsidizing exports when the loss by domestic consumers and cost of subsidy to the nation’s taxpayers exceed the gain by domestic producers. Illustrate your answer with the aid of a diagram.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
MID-YEAR EXAMINATION

ECN 4145: ENVIRONMENTAL ECONOMICS
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER **ALL** QUESTIONS

QUESTION ONE

- I. Suppose the government is trying to decide how many kilometers of a very beautiful river it should preserve. There are 100 people in the community, each of whom has an identical demand function given by $P=10-1.0q$, where q is the number of kilometers preserved and P is the per kilometer price he or she is willing to pay for q kilometers of preserved river. *Hint: treat this river as a public good.*
 - a. If the marginal cost of preservation is K500 per kilometer, how many kilometers would be preserved in an efficient allocation? (5)
 - b. What are the net benefits associated with the preservation project? (5)
- II. Each of the following statements is either true, false or uncertain. State which each is and briefly, but precisely explain your answer.
 - a. The socially optimal quantity will always be less than the market equilibrium quantity. (2)
 - b. An impact analysis of a proposed industrial project would be a compact way to summarize the economic tradeoffs implied by the project. (2)
 - c. A market equilibrium will always be a social optimum because that's where the $MSC = MSB$. (2)
 - d. A major limitation to using direct methods to determine the value of environmental damages is that individuals may have an incentive to lie when filling out a survey. (2)
- III. When are an individual's willingness to pay (WTP) and willingness to accept (WTA) most likely to differ? Briefly explain. (2)

QUESTION TWO

Assume that the demand curve for an environmental good is fully coincidental with the marginal social benefit function and can be described as $MSB = MPB = 12-3q$, where q refers to the quantity of the good. Assume that the marginal private cost function can be described by $MPC = q$, and that marginal social costs are always triple the marginal private cost.

- a. Determine an equation for the marginal social costs (MSC). (2)
- b. Graph the functions and algebraically determine:
 - The market level of output (2)
 - The optimal level of output (3)
- c. Calculate social welfare at the market level of output and at the optimal level of output. What is the deadweight loss from these social costs? (10)

- d. Is it possible to correct this externality? Explain. (3)

QUESTION THREE

Let's assume that society is trying to allocate 40 units of a depletable resource (copper) across two time periods. Demand is given by the equation $P = 16 - 0.5Q$. The marginal extraction cost for the resource is constant at K1 per unit. The discount rate is 10%.

- a. What are the efficient quantities for each of the two periods? (10)
- b. What are the efficient prices for each of the two periods? (10)

QUESTION FOUR

- I. The lions near extinction were reintroduced into Kafue national Park in the year 2000. Since that time, the number of lions has grown to over 500. Incidents of predation of domestic livestock have increased in frequency, and conflict between proponents and opponents of the reintroduction has become acute. ZAWA recently called for the killing of 400 lions, approximately 80% of the current population. On what economic grounds could you argue that society as a whole is better off with the lions in Kafue National Park area, even though it means peasant farmers and ranchers will suffer some losses? (10)
- II. The residents of a rural Shangombo village own a common grazing land nearby. Each family is allowed to graze some cows on the commons, with the number decided upon by the village headman. For generations they have managed the commons without overgrazing it and the families have prospered.
 - a. What is the urge that individual families feel in regards to the number of cows that they are allowed to put on the commons? From their own selfish perspective, are they likely to wish they could have more or less? Explain your answer carefully. (5)
 - b. What do you expect would be the ultimate fate of the grazing land if the village headman decided to let each family choose the number of cows to graze? How do property rights play a role in this situation? (5)

QUESTION FIVE

- I. Briefly discuss the main difficulties encountered with using the travel-cost method to estimate the value of some environmental amenity like lake Bangweulu. (10)
- II. If Zambia ratifies the Kyoto Protocol, it will need to use a carbon tax, tradeable permits or command and control measures, or perhaps a combination of these instruments. What does economic analysis have to say about choosing among these three types of instruments? (10)

END OF FINAL EXAMINATION

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

ECN 4235: DEVELOPMENT ECONOMICS
TIME: TWO HOURS

INSTRUCTIONS: Answer all FOUR questions. Full marks will only be awarded for concise answers. Bonus points will be awarded for neat presentations.

Question 1

Some economists and international institutions argue that development planning is an unwanted interference in the operation of a liberalised economy.

- a) List and explain three arguments in favour of economic planning.
- b) Describe three types of planning
- c) State the four basic types of planning models.
- d) Give examples of 'short', 'medium' and 'long-term' planning in Zambia.

Question 2

Scholars and analysts are divided in describing trade as an "engine" of growth while others describe trade as a mechanism of perpetuating "international inequality".

- a) List and explain three gains from international trade.
- b) Briefly explain how international trade can perpetuate "international inequalities" in economic development using Prebisch's analysis.
- c) On the basis of your analysis in (b) above, briefly explain whether Zambia is a net beneficiary of trade or not.

Question 3

Agriculture and mining being primary industries, dominate Zambia's economy which is one of the main characteristics of developing countries' economies.

- a. Using Lewis's growth model, briefly explain the contributions agriculture should make to Zambia's economic development effort.

- b. State and briefly explain four impediments to agricultural growth in developing countries.
- c. What contributions should mining be making towards Zambia's economic development similar to those you have outlined in (a)?

Question 4

Write short notes on the following:

- a. Economic development and two main challenges facing the global economy.
- b. The "Purchasing Power Parity" as a better indicator for inter-country comparison of economic development than the official foreign exchange based per capita income.
- c. The actual growth rate, warranted growth rate and natural growth rate under the Harrod - Domar growth model.
- d. The Gap analysis's recommendation on a country's external financial borrowing and the main forms of international capital flows to developing countries.
- e. Income inequality and economic growth.

- End of Final Examination -

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

ECN 4411: RESEARCH METHODS AND PROCEDURE
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION THREE

The quality of research designs can be defined in terms of four key design attributes: internal validity, external validity, construct validity, and statistical conclusion validity. Briefly discuss each of these and explain various ways to improve internal and external validity in research.

QUESTION TWO

Compare and contrast the following terms

- a. Science, natural science and social science
- b. Basic science and applied science

QUESTION THREE

Depending on a researcher's training and interest, scientific inquiry may take one of two possible forms: inductive or deductive. Explain in detail each of these two terms and explain which approach your research topic in ECN 4411 /ECN 4422 takes.

QUESTION FOUR

Our design and conduct of research is shaped by our mental models or frames of references that we use to organize our reasoning and observations. These mental models or frames are called **paradigms**. Two popular paradigms today among social science researchers are positivism and post-positivism. Critically compare and contrast the two paradigms.

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR
MID-YEAR FINAL EXAMINATION

ECN: 9125 INDUSTRIAL ORGANISATION.

TIME: TWO HOURS

INSTRUCTIONS

- a) There are two sections in this Examination
 - b) SECTION A CONSISTING OF QUESTION ONE AND TWO IS COMPULSORY
 - c) CHOOSE ANY THREE QUESTIONS IN SECTION B
-

SECTION A

QUESTION ONE: CHOOSE THE BEST ANSWER

- i) In a vertical merger
 - a) firms combine along a supply chain.
 - b) firms combine at one level of a supply chain.
 - c) two firms producing entirely different products combine.
 - d) none of the above.
- ii) Under monopolistic Competition in the long run equilibrium, profits are:
 - a) Slightly higher than under perfect competition
 - b) Same as under monopoly
 - c) Zero
 - d) They are always positive because of product differentiation.
- iii) Suppose you have a symmetric Cournot Duopoly and firm one's best response strategy is given by $q_1 = 80 + \frac{q_2}{2}$. Find the Nash equilibrium for each firm;
 - a) 240
 - b) 160
 - c) 80
 - d) 40
- iv) Ways to solve double marginalisation problem are;
 - a) Vertical Separations
 - b) Two part tariffs which consist of a fixed fee and a variable fee equal to the upstream firms marginal cost.
 - c) Two part tariffs which consist of a fixed fee and a variable fee equal to the downstream firms marginal cost.
 - d) Retail price minimums
- v) In a Nash equilibrium of a Bertrand Model, the price of both firms is equal to
 - a) Monopoly Price
 - b) the price in the Cournot equilibrium
 - c) Marginal cost
 - d) Non of the above.

- VI) A market initially consists of 4 equally sized firms. Suppose two of these firms merge, and that firms retain market shares post merger. What is the Herfindal Index after the merger expressed (0-10000)?
- 125
 - 250
 - 2500
 - 3750
- VII) What is the difference between predatory pricing and limit pricing?
- Predatory price is for the entrant and limit pricing is for the incumbent
 - Predatory price is for the incumbent and limit pricing is for the entrant
 - Limit pricing strategy used by the incumbent to prevent entry whereas predatory pricing occurs after entry
 - Predatory pricing strategy used by the incumbent to prevent entry whereas limit pricing occurs after entry
- VIII) A monopoly faces a constant marginal cost of 2 and its demand curve is $Q(P) = 12 - 2P$. What is its Lerner index at the monopoly price?
- $1/3$
 - $1/4$
 - $1/2$
 - None of the above
- IX) Suppose a firm is selling two types of chocolates (DARK (D) and MILK (M)) to two (unobservable) types of consumers in equal shares (A and B). The reservation prices are given in figure 1 below. Assuming that the marginal cost is zero and the firm is a profit maximizer; what is the price combination if it is practicing pure price bundling?

	A	B
DARK	10	1
MILK	1	5

- 5
 - 6
 - 10
 - None of the above.
- X) Which of the following is TRUE regarding 3rd degree price discrimination (3DPD) by a monopolist?
- 3DPD is more efficient than uniform monopoly pricing
 - 3DPD is less efficient than uniform monopoly pricing if output is the same under the two
 - Profits are higher in uniform pricing than 3DPD
 - None of the above.

QUESTION TWO: ANSWER TRUE, FALSE or UNCERTAIN and EXPLAIN

- According to Alfred T. Marshall the value of good or service depend on the cost of inputs that went into its production.
- Monopoly is always preferable to regulated monopoly on the basis of productive efficiency.

- c) Consider a monopolist with a constant marginal cost. The higher is the elasticity of demand at the market price chosen by the monopolist, the higher is the monopolist's profit to sales ratio.
- d) The industry is composed of n firms with the same constant marginal costs who are Cournot competitors. Due to the new technology, every firm's marginal cost goes down by the same amount. Then the Herfindahl index for this industry must go up because it is proportional to mark-up over marginal cost.
- e) Duopoly will theoretically ALWAYS result in a lower total private surplus than under perfect competition.

SECTION B

QUESTION THREE

A monopolist offers two goods; Sweeties and Salties to four consumers. Each consumer buys at most one unit of each good. The consumers' valuations of the two goods are given in the table below. The monopolist faces no cost of production.

		CUSTOMERS			
		A	B	C	D
GOODS	SWEETIES	9	1	7	5
	SALTIES	1	9	5	7

- a) What are the optimal prices under uniform pricing?
- b) What is the optimal bundled price?
- c) What prices would exist under mixed bundling strategy?

QUESTION FOUR

Consider a Game between two Airlines. Players simultaneously choose whether to set a low (L) or high (H) price for their tickets. The payoffs are given by the following matrix

	L	H
L	1,1	0,6
H	6,0	5,5

- a) Find all the Nash equilibrium of this game. Are the Nash equilibria Pareto Optimal? Explain. If the game is repeated twice, write down a tree normal form representation of the game
- b) Instead suppose that both airlines can choose among three prices (L,M,H) the new payoff matrix for the new game are;

	L	M	H
L	1,1	2,0	6,0
M	0,2	3,3	2,0
H	0,6	0,2	5,5

Find all the Nash equilibrium of this game.

- c) Now suppose the game in d) above is repeated three times. Write down a tree normal form representation of the above game.

QUESTION FIVE

Suppose two firms A and B, compete over output. The firms have identical cost functions given by; $TC_i = 10 + 2q_i$. If the market demand function for the industry is as given below, answer the following questions;

$$P = 26 - Q$$

- a) Calculate the firms' reaction functions and solve equilibrium outputs, prices and profits. Illustrate your equilibrium with a diagram.
- b) Now, suppose firm A is a Stackelberg leader. Calculate the firms' equilibrium quantities, price and profits.

QUESTION SIX

Consider a vertical relation between two firms, a monopolist input producer and the monopolist retailer. The former (the upstream firm) produces inputs at a unit cost of K2. The only cost to the latter (Downstream firm) is the price it pays the upstream firm for its inputs, which it then sells to the upstream firm. Suppose the inverse demand function on the downstream market is given by $P = 10 - Q$. Suppose price discrimination is outlawed at both level.

- a) Calculate the prices for each firm and output set by the upstream and downstream firm and illustrate on graph.
- b) Now, suppose they are merged. Calculate the market price and output which the new firm will charge.

END OF FINAL EXAMINATION PAPER

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

ECN 9155: HEALTH ECONOMICS
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER QUESTION **ONE** AND **TWO** OTHER QUESTIONS

QUESTION ONE

- a) Explain the possibility of having negative marginal product from a health care intervention. How does this affect the shape of the production function?
- b) Explain the relationship between age and investment in health capital in the investment variant of the demand for health model.
- c) Distinguish between cost benefit analysis and cost effectiveness analysis.

QUESTION TWO

- a) Suppose that John Smith gets fired from work and consequently has to leave the luxurious company house in Kambulonga and relocate to Misisi compound, what prediction/s does the Grossman model make concerning his demand for health capital?
- b) Explain how the decision in 'a' above changes when John eventually lands a salary-based job in the civil service.
- c) As a manager at Tigwiridzane hospital, you have been given ZMK2, 000, 000 to invest in the Hospital by the Hospital board. Two options are available to you; to open up a Paediatric ward which promises 30 percent profit in five years, or to buy an MRI machine which promises 10 percent profit per year but depreciates by 2.5 percent by the end of five years. Which option do you choose and why?

QUESTION THREE

- a) The table below contains information about three Cholera interventions the Ministry of Health is considering for adoption. Calculate the Cost Effectiveness Ratio for each intervention. Which of the three interventions are you going to recommend and why?

Intervention	Cost (ZMK)	Health effect	CER
X	150, 000	1, 850	
Y	100, 000	1, 200	
Z	120, 000	1, 350	

- b) What is cost-minimisation analysis? When/how is it used?
- c) Explain at least three principals of economic evaluation.

QUESTION FOUR

- a) What is health financing and what are its three functions?
- b) What is costing and what does it involve?
- c) Relate health and development.

END OF FINAL EXAMINATION

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

ECN 9415: HISTORY OF ECONOMIC THOUGHT
TIME: TWO HOURS
INSTRUCTIONS: ATTEMPT ANY **THREE** QUESTIONS

QUESTION ONE

Critically evaluate the key tenets of the Physiocratic School.

Discuss Francois Quesnay's main contribution to the Physiocratic School. Contrast, in detail, the Quesnay model, with that of the contemporary model developed by the economist Frank Knight.

QUESTION TWO

Following a run of gold and gold reserves in 1797, England found itself on irredeemable paper standard. David Ricardo, intervened, in what has since been known as the currency question to make proposals, adopted in 1819 and legislated in 1821, which were effectively to remain in use until the early 1970s before the gold standard was, some may say, unilaterally abandoned.

- i. Provide a precise synopsis of the problem and the Ricardian solution.
- ii. Related to (i) above, briefly explain the Ricardian Equivalence Theorem in terms of contemporary macroeconomic theory.
- iii. Explain Ricardian theories of *Comparative Advantage*; *Diminishing Returns and Rent* based on the "*Extensive*" and "*Intensive*" concepts. Use quantitative illustrations where necessary.

QUESTION THREE

- a) Edgeworth argued that contrary to Cournot, price was indeterminate under duopoly. Compare both models and show how they are different based on the Edgeworth model.
- b) Explain the relationship developed in the Edgeworth analysis of Total Product, Average Product and Marginal Product with Jacob Viner's cost curves, clearly explaining the relationship between Viner's cost curves and the Edgeworth variables mentioned above.

QUESTION FOUR

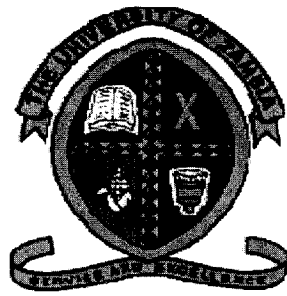
- a) Briefly, in what ways did each of the following influence the development of Marxian Socialist Economics:
 - i. David Ricardo
 - ii. Charles Darwin
 - iii. Georg Hegel
 - iv. Ludwig Feurbach
- b) Critically evaluate the six main elements of the *Law of Motion* of Capitalist Society by Karl Marx

QUESTION FIVE

- i. Carefully explain how depression occurs according to Keynes.
- ii. It is assumed that the role of interest rate is indeterminate under the Keynesian model. The response to this dilemma was the *Hicks – Hansen Synthesis*, which was expanded to include the Mundell – Fleming extension.

Analyse the *IS – LM* curve including the *BP* curve.

END OF FINAL EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 MID- YEAR EXAMINATION

FRE 2211 : AFRICAN LITERATURE IN FRENCH

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES AND BOOKS ARE ALLOWED

- ANSWER ALL QUESTIONS IN ALL THE THREE SECTIONS IN THE ANSWER BOOKLET PROVIDED.
- THIS PAPER COMPRISES TWO PAGES

SECTION A : LA POESIE

Etudiez le poème ci-dessous et répondez aux questions

Femme noire

Femme nue, femme noire

Vêtue de ta couleur qui est vie, de ta forme qui est beauté !

J'ai grandi à ton ombre ; la douceur de tes mains bandait mes yeux

Et voilà qu'au cœur de l'Été et de Midi, je te découvre,

Terre promise, du haut d'un haut col calciné

Et ta beauté me foudroie en plein cœur, comme l'éclair d'un aigle.

Femme nue, femme obscure

Fruit mûr à la chair ferme, sombres extases du vin noir, bouche qui fait lyrique ma bouche

Savane aux horizons purs, savane qui frémit aux caresses ferventes du vent d'Est

Tamtam sculpté, tamtam tendu qui gronde sous les doigts du vainqueur

Ta voix grave de contralto est le chant spirituel de l' Aimée.

Femme nue, femme obscure

Huile que ne ride nul souffle, huile calme aux flancs de

l'athlète, aux flancs des princes du Mali

Gazelle aux attaches célestes, les perles sont étoiles sur la nuit de ta peau

Délices des jeux de l'esprit, les reflets de l'or rouge sur ta peau qui se moire

A l'ombre de ta chevelure, s'éclaire mon angoisse aux soleils prochains de tes yeux.

Femme nue, femme noire

Je chante ta beauté qui passe, forme que je fixe dans l'Eternel

Avant que le Destin jaloux ne te réduise en cendres pour

nourrir les racines de la vie.

Questions

1. Qui est l'auteur de ce poème ? (2 points)
2. Combien de personnages y a-t-il dans ce poème ? (2 points)
3. Quelle est l'idée générale développée dans ce poème ? (5 points)
4. Avec des exemples tirés du poème, identifiez trois figures de styles utilisées par l'auteur. (6 points)

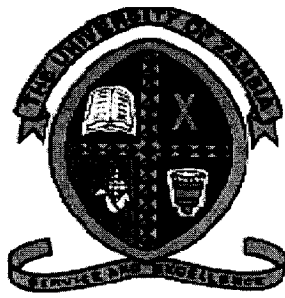
SECTION B : LE ROMAN L'ENFANT NOIR

1. Qui est l'auteur du roman L'enfant noir ? (2 points)
2. D'après le chapitre 5, commentez sur les pouvoirs magiques que la mère de l'enfant possède. D'où viennent ces pouvoirs ? (8 points)

3. Commentez sur les deux serpents que l'enfant côtoie dans le roman. Qu'est-ce que les deux serpents symbolisent ? **(8 points)**
4. Quelle est l'importance de la cérémonie de Konden Diara (chapitre 7) et celle de la circoncision (chapitre 8)? **(8 points)**

SECTION C : LE VIEUX NEGRE ET LA MEDAILLE ET UNE VIE DE BOY

1. À l'aide d'exemples, expliquez l'illusion et la désillusion de Meka dans Le vieux nègre et la médaille.
2. En quoi les romans Le vieux nègre et la médaille et Une vie de boy sont-ils semblables ? Expliquez en vous appuyant sur des exemples.
3. À quel niveau se manifeste la ségrégation raciale dans Une vie de boy ? Expliquez.
4. Dans Une vie de boy, comment le quartier indigène est-il décrit en comparaison à celui des blancs ?



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 MID- YEAR EXAMINATION

FRE 3111 : INTERMEDIATE FRENCH LANGUAGE

PAPER I

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES ARE ALLOWED

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

SECTION A: LA COMPREHENSION

Vous travaillez dans le laboratoire d'une université française et vous lisez les consignes de sécurité. Répondez aux questions après le texte.

CONSIGNES GENERALES DE SECURITE

- Pour des raisons de sécurité, il faut toujours minimum deux personnes par service : en cas d'accident d'une des deux personnes, l'autre pourra prévenir les secours ; en cas d'incendie, une personne pourra commencer à éteindre le feu et l'autre appellera les pompiers.
- S'il y a besoin de faire un travail seul et / ou en dehors des horaires d'ouverture, le chef de Service doit être informé et il doit donner son accord par écrit ; ce document indiquera les activités autorisées et les travaux interdits.
- Chaque étage possède un local spécial, avec une alarme incendie, pour ranger les produits chimiques. Attention : il est obligatoire de signaler très lisiblement avec des affiches ce local, parce qu'il contient des produits dangereux (produits toxiques, inflammables, etc.).
- Quand vous quittez un laboratoire, vérifiez toujours que l'eau, le gaz et l'électricité sont fermés.

1. Pourquoi devez-vous toujours être au moins deux travailleurs par service ?
2. Il y a le feu dans le laboratoire. Votre collègue appelle les secours. Et vous que faites-vous ?
3. Pour pouvoir travailler seul, vous devez
 - a) Demander une autorisation écrite
 - b) Téléphoner votre chef de service
 - c) Venir en dehors des heures d'ouverture.
4. Que trouvez-vous dans les locaux équipés d'une alarme incendie ?
5. Avant de quitter le laboratoire, vous devez faire ranger des contrôles de sécurité. **Vrai ou Faux ?**

SECTION B: LA TRADUCTION

Translate the following text from French into English.

Les jeunes déterminent l'avenir

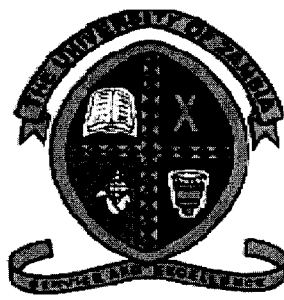
Le mois dernier, des centaines de jeunes leaders africains et chinois sont arrivés à Beijing. Ils s'étaient déjà rencontrés une fois à Windhoek, capitale de la Namibie. Un an plus tard, ils se sont rassemblés encore une fois pour discuter de questions nouvelles au 2eme Forum des jeunes leaders africains et chinois qui s'est déroulé entre 18 et 19 juin.

« Les jeunes jouent un rôle de plus en plus important dans le développement de leurs pays. Les échanges de jeunes sont devenus une partie intégrante de la coopération sino-africaine », a déclaré Jia Qinglin, dans son discours d'ouverture.

Près de 100 jeunes leaders du Forum sont originaires de 38 pays africains. Initié l'an dernier, le Forum a été co-organisé par le Parti Communiste Chinois (PCC) et le parti SWAPO (South West Africa People's Organisation) de la Namibie, avec le soutien du Comité du Forum sur la coopération sino-africaine.

Les jeunes leaders doivent apporter de nouvelles contributions au renforcement de l'amitié Chine-Afrique et à la sauvegarde des intérêts communs des pays en développement », explique Pendukeni Iivula-Ithana, secrétaire général du Parti SWAPO de la Namibie. Elle espère que les deux parties peuvent partager des intérêts communs dans de nombreux domaines et propose de mettre en place un fonds Chine-Afrique pour promouvoir les projets de coopération.

Certains délégués africains aimeraient voir de bonnes relations diplomatiques entre l'Afrique et la Chine au niveau individuel. Le Forum a pris fin le 19 juin, avec l'introduction d'une déclaration. Le contenu du document concerne des propositions d'échanges de jeunes et des propositions visant au développement rural en Chine et en Afrique grâce à l'échange de technologie. La possibilité de transferts de technologie des entreprises chinoises opérant en Afrique est également abordée.



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 MID- YEAR EXAMINATION

FRE 3211 : **AFRICAN AND CARIBBEAN FRANCOPHONE
LITERATURE**

DURATION : **THREE HOURS**

INSTRUCTIONS : **DICTIONARIES AND BOOKS ARE ALLOWED**

- **ANSWER ALL QUESTIONS IN SECTION A AND ONE QUESTION IN SECTION B IN THE ANSWER SHEET PROVIDED.**
- **THIS PAPER COMPRISES ONE PAGE**

SECTION A : UNE SI LONGUE LETTRE

1. Qui sont les personnages suivants (4 pts)
 - a) Aïssatou
 - b) Binetou
 - c) Modou, et
 - d) Mawdo

2. Dans le chapitre 6, comment la narratrice décrit-elle son mari ? Quelle est sa profession ? (5 pts)

3. Décrivez les relations entre la narratrice et la famille de Modou. (6 pts)

4. En vous référant au chapitre 15, décrivez les différences entre la Petite Nabou et Binetou. (5 pts)

SECTION B : XALA DE SEMBENE OUSMANE

SOIT

1. En l'opulent personnage de El Hadji Abdou Kader Beye ce sont les nantis, les nouveaux riches, les « hommes d'affaires », bref la nouvelle bourgeoisie nationale, qui sert de cible à Sembene Ousmane. Discutez.

SOIT

2. Il est tout à fait normal que la jalousie existe parmi les épouses dans un mariage polygame. Seulement il faut exercer la discrétion. Est-ce le cas dans le roman « Xala » de Sembene Ousmane.
-

END OF EXAMINATION

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

MID-YEAR EXAMINATION 2014/2015

FRE 3311: TRANSLATION FROM FRENCH INTO ENGLISH

INSTRUCTIONS: ANSWER ALL QUESTIONS UNDER SECTION A AND SECTION B

SECTION A: THÉORIE

Question 1:

Explain the following terms or Concepts that are commonly used in Translation or Interpreting. Please give examples wherever possible to support your answers.

- i) Technical translation
- ii) Linguistic meaning
- iii) Reference theory of meaning
- iv) Componential analysis
- v) Hyponymy
- vi) Homograph
- vii) Paronyms
- viii) Phases of translation
- ix) Transliteration
- x) Literary translation.

Question 2:

Give the equivalent English version of the following French Proverbs or Idiomatic expressions:

- i) Une pierre qui roule n'amasse point mousse.
- ii) Qui s'assemble se ressemble.

- iii) Il faut appeler les choses par leur nom.
- iv) Ne donne pas au client l'impression de vouloir lui en remonter.
- v) Il est bon à tout faire

SECTION 2 :

Translate the following passage from French into English:

Premiers jeux olympiques

Les premiers Jeux Olympiques se déroulent à Olympie, d'où leur nom. Selon la légende, ils furent instaurés par Héraclès en personne, tandis que les Dieux avaient donné l'exemple avec des épreuves de lutte. Les Jeux se tiendront tous les quatre ans et seront un symbole de l'unité culturelle des cités grecques ainsi que de la valeur qu'elles accordent aux athlètes. Les Jeux sont accompagnés d'une trêve militaire stricte tandis que seuls les citoyens, hommes libres, sont en droit d'y participer.

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Interdiction des Jeux Olympiques

L'Empereur romain Théodose premier, sur demande de l'évêque Ambroise, décrète l'interdiction de tous les jeux païens. Il sonne alors le glas de Jeux Olympiques déjà fortement altérés depuis la domination romaine. En effet, le caractère sacré avait été érodé par de multiples violations tandis que des Jeux s'étaient multipliés à travers les villes pour devenir l'affaire d'athlètes "professionnels". Les Jeux Olympiques n'auront pas survécu à la décadence des cités mais ils ont connu en 1896 sous la motivation de Pierre de Coubertin.

1894

juin

Fermeture du premier Congrès Olympique

Le premier Congrès olympique international (CIO) de la période

contemporaine, qui a pour objectif le rétablissement des Jeux Olympiques antiques, a lieu à l'Université de la Sorbonne à Paris. Le baron Pierre de Coubertin a ainsi pu réaliser son rêve. A sa demande, le premier président du CIO est un Grec. Coubertin sera lui-même président de 1896 à 1925.

1896 *mars*

Ouverture des premiers J.O modernes

A l'initiative du baron français Pierre de Coubertin, les premiers Jeux olympiques sont organisés à Athènes en mémoire de la tradition antique. 14 pays y sont représentés pour un total de 285 athlètes. Le berger grec Spiridon Louis, remportera l'épreuve la plus populaire du pays, le marathon.

1896 *avril*

James Connolly, premier médaillé des jeux modernes

Avec un triple saut à 13,71 mètres, l'étudiant d'Havard James Connolly devient le premier champion olympique depuis quinze siècles.

1896 *10 avril*

Spyridon Louis, héros des Olympiades

Spyridon Louis prend la tête du marathon quatre kilomètres avant l'arrivée. Quand il parvient au stade panathénien, il possède sept minutes d'avance sur le premier des 15 autres concurrents et est ovationné par près de 100 000 personnes. Chaussé par les habitants de son village, ce modeste berger grec de 24 ans devient un véritable héros national.

1900 *mai*

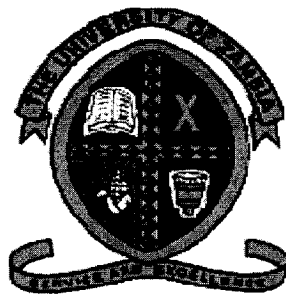
Ouverture des deuxèmes Jeux Olympiques à Paris

Les "Championnats du monde amateurs", dits Jeux Olympiques modernes, ont lieu à Paris, dans le cadre de l'Exposition universelle. 24 pays y participent, soit 1 225 athlètes dont 19 femmes. Ces jeux se dérouleront sur

une période de 5 mois dans la confusion la plus totale. Ainsi, les athlètes devront creuser eux-mêmes les fosses de saut. Les historiens du sport ont eu beaucoup de mal à reconstituer par la suite le palmarès et de nombreux sportifs ignoreront toute leur vie qu'ils ont participé à des Jeux Olympiques.



****** FIN ******



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 MID-YEAR EXAMINATION

FRE 3411 : FRENCH PHOLOGY AND MORPHOLOGY

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES ARE NOT ALLOWED

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

SECTION.....LA MORPHOLOGIE

1. En français on reconnaît que la terminaison du genre est marquée phonétiquement. Placez les terminaisons suivantes dans deux catégories : le féminin et masculin. Puis donnez trois noms pour chaque terminaison.

[y] ; [p] ; [z] ; [ʒ] ; [g] ; [j] ; [ʃ] ; [f] ; [u] et [n].

2. Donnez un exemple d'un mot avec

- a) L'apocope
- b) L'aphérèse
- c) Un sigle
- d) L'acronyme.

3. Donnez un exemple du genre selon les modèles suivants :

- a) Par addition
- b) Par suppression
- c) Par alternance vocalique
- d) Par alternance consonantique
- e) Par alternance lexicale

4. Trouvez et écrivez le contraire du mot en italique en mettant un préfixe

- 1. Je suis *content* de votre travail.
- 2. Cette vente est *légale*.
- 3. Ce que vous me dites est *intéressant*.
- 4. Cette ligne est une ligne *continue*.
- 5. Il est important de rester *unis*.
- 6. Dans ce groupe règne une *entente* modérée.
- 7. Faut-il toujours de *valoriser*. ?
- 8. Ce que tu me dis est *réel*.
- 9. Cet homme est *conformiste*.
- 10. Pense à *faire* ton lit.

5. Trouvez deux mots qui contiennent les suffixes suivants (soulignez les suffixes)

- a) - ité
- b) - itude
- c) - isme
- d) - el
- e) - esse

- f) - iste
- g) – ence
- h) – aire
- i) – ateur
- j) – ance
- k) –ion
- l) –age
- m) –ais
- n) –ois
- o) -er

6. Donnez un exemple avec la construction d'un mot composé selon les modules suivants :

- a) nom+ nom
- b) nom+ préposition + nom ou infinitif
- c) adjectif + nom
- d) verbe + verbe
- e) adverbe + adjectif

7. Donnez la morphologie du verbe " avoir" au futur simple, à l'imparfait et au subjonctif en utilisant la deuxième personne du pluriel seulement.

8. Ecrivez les sept classes fermées de la morphologie flexionnelle.

SECTION B : LA PHONOLOGIE

1. **A.** Classez les consonnes présentées ci-dessous selon les critères articulatoires suivants :

- a) Lieu d'articulation
- b) Mode articulatoire
- c) Présence ou absence de nasalité
- d) Présence ou absence de sonorité

Exemple : la consonne [p] est une occlusive, orale, bilabiale, sourde

- i) [b]
- ii) [f]
- iii) [m]
- iv) [t]
- v) [l]

B. De même, classez les voyelles suivantes d'après les critères articulatoires suivants :

- a) degré d'aperture
- b) degré d'avancement ou rétraction de la langue dans la cavité buccale
- c) position du voile du palais dans la bouche
- d) forme et activité des lèvres

Exemple : la voyelle [i] est antérieure, orale, non-arrondi et fermée.

- i) [y]
- ii) [u]
- iii) [o]
- iv) [a]
- v) [e]

2. Avec des exemples à l'appui décrivez les différentes formes que la syllabe française peut prendre.
3. Identifiez le phonème décrit au moyen des traits distinctifs :

Par exemple :

- + Haut
- + Antérieur
- arrondi
- consonantique
- nasal

La voyelle décrite ici c'est /i/

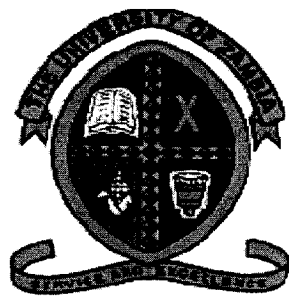
- a) + consonantique
- continu
- + labial
- + voisé
- nasal

- b) + consonantique
- continu
- + vélaire
- voisé
- nasal

- c) - consonantique
- + haut
- + arrondi
- antérieur
- nasal

- d) + consonantique
 - + labio-dental
 - + continu
 - voisé
 - nasal
 - e) + consonantique
 - + alveo-dental
 - + voisé
 - Nasal
 - Continu
4. Citez au moins deux éléments suprasegmentaux (prosodiques) du français moderne et définissez chacun d'eux, avec des exemples illustratifs
-

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2014/2015 MID-YEAR EXAMINATION

FRE 4111 : ADVANCED FRENCH LANGUAGE

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES ARE NOT ALLOWED

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

SECTION A : LA STYLISTIQUE

1. On a étudié quelques figures de style. Définissez brièvement avec un exemple les figures de style suivantes ?

- a) La métaphore
- b) La paronomase
- c) L'hyperbole
- d) La litote
- e) L'allitération

2. Copiez et précisez la nature de figure de style dans les énoncés suivants :

1. Le malheur est venu cogner à ma porte.
2. Manger son assiette.
3. Tes bleus yeux comme le ciel.
4. De vieilles mains attendent une lettre.
5. J'ai lu un Sidney Sheldon pendant mes vacances.
6. Un gros meuble à tiroirs encombrés de bilans, de vers, de billets doux, des lettres.
7. Je vous l'ai déjà répété cinquante millions de fois.
8. Dans mon jardin, il y a des fraises, des cerises, des pêches et des bananes.
9. Les étoiles volaient dans les branches des arbres.
10. 10. Partout l'image idée, partout la pensée fleur, partout les fleurs.
11. Acheter un vison.
12. Passion consommée, passion consumée.
13. Je quitterai bientôt ces murs.
14. Ces murs, maudits, par Dieu, par Satan profanés.
15. Je ne suis pas content de ton travail.

3. Copiez et donnez une expression idiomatique vue en classe en utilisant les mots suivants :

- a) tête b) main c) bleu d) rouge e) lapin f) dos g) quatrième i) bras j) nez k) pied

4. Ecrivez cinq proverbes français.

SECTION B : LE PRECIS

Vous recevez le courriel suivant :

De : contact @étudesinternationales.fr

Objet : **Enquête**

Anciens étudiants étrangers.

Partagez votre expérience !

Qu'avez-vous pensé de votre séjour en France ? Répondez-nous vite, cela nous aidera à accueillir les prochains étudiants !

Bien cordialement,

Le département des relations internationales

Vous répondez au message : vous dites quelles études vous avez faites dans cette université, quand et pendant combien de temps. Vous expliquez ce que vous avez aimé ou non pendant votre séjour. (60-80 mots)

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END OF EXAMINATIONS

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

MID-YEAR EXAMINATION 2014/2015

FRE 4311: ADVANCED TRANSLATION FROM FRENCH TO ENGLISH

INSTRUCTIONS:

ANSWER ALL QUESTIONS UNDER SECTION A AND SECTION B. YOU CAN ANSWER THE QUESTIONS EITHER IN FRENCH OR IN ENGLISH.

SECTION A: THÉORIE

Question 1

Explain each of the following terms or concepts commonly used in Translation or Interpreting. Give 2 or 3 examples to support each answer.

- i) Compensation
- ii) Adaptation
- iii) Equivalence
- iv) Modulation
- v) Transposition
- vi) Oblique translation
- vii) Calque
- viii) Borrowing
- ix) Relay interpreting
- x) Pivot Interpreting.

Question 2 :

What are the four (4) major domains that are covered by the Communicative competence of a translator or an Interpreter? Explain them one by one and as clearly as possible.

SECTION B

Translate the following passage from French into English.

L'histoire de Paris en résumé

À l'origine, l'île de la Cité est peuplée par quelques pêcheurs, les Parisii. En 52 avant J.C., les Romains la fortifient. Sur la rive gauche, ils structurent la ville avec des axes routiers passant sur les ponts. Paris est né et s'appelle encore Lutetia

En 486, Clovis conquiert la ville et en fait sa capitale. Au IXe siècle, Paris fait l'objet de pillages réguliers des Normands. Avec Hugues Capet, Paris devient définitivement la capitale du Royaume en 987.

Dès le XIe, la ville est tenue par les « marchands de l'eau ». Le transport fluvial apporte une nouvelle dimension commerciale et permet l'extension de la ville. Philippe Auguste donne un nouvel élan architectural avec des rues pavées, des fontaines et des halles. De nombreux édifices, dont le Louvre, voient le jour. Au XIIIe siècle, la Cathédrale Notre-Dame est achevée, la cité a 70 000 habitants. Paris rayonne par ses écoles et son université (la Sorbonne).

De la Renaissance à la Révolution

François 1er reconstruit le Louvre, fait bâtir l'Hôtel de ville, l'église Saint-Eustache. Pendant les guerres de religion, Paris est à l'origine du massacre de la Saint-Barthélemy. Henri IV entre dans Paris en 1594, mais y est assassiné en 1610. Au XVIIe, de nouvelles constructions sont édifiées comme le Palais-Royal, le Palais du Luxembourg. Un rempart est aménagé sous Louis XIII correspondant aux grands boulevards d'aujourd'hui. Sous Louis XIV, on poursuit l'embellissement de la capitale qui compte près de 500 000 habitants.

De la Révolution française à nos jours

Depuis Richelieu, mais aussi avec la prise de la Bastille et le régicide, la France est maintenant aux ordres d'une capitale centralisée. Désormais, la pensée intellectuelle, les valeurs, l'art, la mode des Parisiens influencent le monde entier. La ville de Paris sera remaniée fondamentalement par Haussmann sous Napoléon III.

Même si la capitale brille encore dans les années 1930, Paris souffre encore des guerres et de l'occupation, des déportations.

Par les barricades de mai 1968, Paris retrouve son esprit communard et sa volonté de liberté. En 1975, une réforme redonne un maire à la Commune de Paris.

Pour plus de renseignement, vous pouvez regarder une vidéo très intéressante sur l'histoire de Paris.

***** FIN *****

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

MID-YEAR EXAMINATION 2014/2015

FRE 4514: RESEARCH METHODS IN LINGUISTICS

INSTRUCTIONS: ANSWER ALL THE 6 QUESTIONS

Question 1

Imaginez ou identifiez tout d'abord un sujet de recherche dans une des différentes branches de la linguistique. Ensuite, **(40 points)**

- a) Formulez la spécification de la problématique
- b) Énoncez au moins quatre objectifs de recherche
- c) Formulez au moins quatre questions sur la base de vos objectifs
- d) Précisez les instruments ou techniques de collecte des données.

Question 2

Citez et Expliquez très clairement quatre techniques d'échantillonnage probabiliste et trois techniques d'échantillonnage non probabiliste que vous connaissez. **(15 points)**

Question 3

A votre avis, quelle différence y a-t-il entre les trois modes d'investigation ci-dessous : **(15 points)**

- a) L'approche quantitative,
- b) L'approche qualitative and
- c) L'approche mixte

Question 4

Comment peut-on reconnaître qu'une question de recherche est précise, claire, non confuse et opérationnelle. **(15 points)**

Question 5

D'après Albert Einstein, « Il n'y a pas de recherche là où il n'y a pas de Question ». Qu'en pensez-vous ? Discutez. **(15 points)**

END OF EXAMINATION



The University of Zambia
School of Humanities and Social Sciences
Department of Literature and Languages

LAN 2311: The Structure of African Bantu and non-Bantu Languages (2015 Final Examination - Full-time Students)

Time: Three (3) Hours

Instructions:

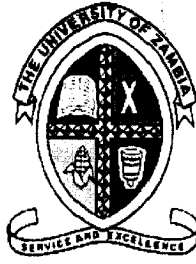
- (a) Answer all questions.
- (b) All answers must be accompanied with appropriate illustrations.
- (c) All illustrations not in English must be provided with their English glosses.

Total Marks: 100

1. (a) Explain the origins of the term Bantu. (4 marks)
(b) Where are Bantu languages spoken? (4 marks)
2. (a) Who came up with the term Proto Bantu? (2 marks)
(b) What does the term Proto Bantu mean? (6 marks)
3. Briefly compare and contrast Greenberg's and Guthrie's theories of Bantu origin and spread. (8 marks)
4. Discuss in general terms the morphological structure of nouns in Bantu languages. (10 marks)
5. Explain the meaning of the following concepts
(a) Open syllable
(b) Closed syllable
(c) Nucleus
(d) Onset (12 marks)
6. In Bantu languages adjectives can fall into the following categories:
(a) Primitive adjectives
(b) Derived adjectives
Explain the differences between these. (8 marks)
7. With examples from any Zambian language of your choice state and explain any four (4) verbal morphemes. (12 marks)
8. Bantu languages are said to be Subject + Verb + Object (SVO) languages. What is generally meant by this? (8 marks)
9. 'There are significant differences and similarities between African Bantu languages and African non-Bantu languages'. Discuss the validity of this statement with relevant examples of any TWO (2) differences between these two groups of languages. (8 marks)

10. In Bantu languages the cardinals 6 and above may involve addition, subtraction and multiplication. Explain what is meant by this with examples from any Bantu language you are most familiar with. **(8 marks)**
- 11 Provide a tree diagram of any three-syllable word from any Zambian language of your choice. **(10 marks)**

END OF EXAMINATION



University of Zambia

School of Humanities and Social Sciences

Department of Literature and Languages

2014/2015 Mid-Year Examinations

COURSE: LAL 3211 – The phonology and morphology of African languages

INSTRUCTIONS: (a) There are two sections in this examination. Each section carries the same weight.

(b) There are 12 questions in total, answer 5 from each section. Each question carries 10 marks

(b) Provide translations for all answers written in a language other than English.

(c) Write in a manner that is legible.

Section A: Phonology

Question 1

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

Question 2

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

Question 3

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

Question 4

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

Question 5

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

Question 6

How do you identify syllables in any given language?

Section B: Morphology**Question 7**

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

Question 8

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

Question 9

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

Question 10

Identify the functions of augments in Tonga.

Question 11

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

Question 12

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

End

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

FULL TIME

MID-YEAR EXAMINATIONS

2014-2015 ACADEMIC YEAR

LIT 9715 ISSUES IN GENDER LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS

- a) Answer any three (3) questions in this paper.
 - b) All questions carry equal marks.
 - c) Marks will be added for the correct use of language and scholarly presentation
-

1. With reference to Gideon Phiri's **Ticklish Sensation** and Okot p'Bitek's **Song of Lawino**, discuss how male writers disfigure female characters without realising they are doing so.

2. Patriarchy is a social system in which society is organised around male authority over women, children, and property. It implies the institutions of male rule and privilege, is dependent on female subordination. Most forms of feminism characterise patriarchy as unjust social system that is oppressive to women.
With reference to any one literary text you have studied in this course, demonstrate in detail how influential literature is in enhancing these disparities between man and woman and how this social-construct can be overcome.

3. Matron Jack "...wished women folk were as obedient as their men. She had been told again and again that African men were little Caesars who treated their women like slaves. But why was it that she found the men co-operative and obedient? It was the headstrong females whom she found impossible to work with...'
Drawing evidence from the text, critically analyse gender issues that reverberate from the above assertion.

4. Critically discuss male-female relationships that are prevalent in any novel/short story of your choice.

END OF EXAMINATION



UNIVERSITY OF ZAMBIA
DEPARTMENT OF MASS COMMUNICATION

MCS 1311 Media Ethics Final Exam

Duration: 3 hours

Date: 25th February 2015

SECTION A: ANSWER ALL QUESTIONS. THIS SECTION CARRIES 60 MARKS

1. What are the differences between values, morals and ethics? (10 marks)
2. Explain why the Zambian media chose self-regulation over statutory regulation. (10 marks)
3. Discuss the principles by which a photographer justifies taking and publishing disturbing images. (10 marks)
4. Distinguish between Ethics and Law (10 marks).
5. What is an Ethical Dilemma? Give an appropriate example. (10 marks)
6. Discuss ways in which the media violate people's right to privacy. (10 marks)

SECTION B: ANSWER TWO QUESTIONS. THIS SECTION CARRIES 40 MARKS

1. Discuss ETHICAL THEORIES that emphasize different aspects of solving Ethical Dilemmas (20 marks)
2. Identify, define, and apply the following ethical principles: ARISTOTLE'S GOLDEN MEAN, KANT'S CATEGORICAL IMPERATIVE, MILL'S PRINCIPLE OF UTILITY. (20 marks)

3. Describe and discuss the PRINCIPLES EACH ETHICAL THEORY tries to achieve in order to be successful. (20 marks)
4. Compare and Contrast the BOK MODEL AND POTTER'S BOX MODEL of ethical decision-making. (20 marks)
5. On a dry day for news, you come across the ONLY STORY IDEA which you think will get you a by-line in the publication you work for. However, you discover in the course of you gathering details on facts of the story that it is involving your close relative, who is involved in corruption scandal in one of the ministries. What ethical theoretical basis would you choose to apply and why. In your answer, state whether you will publish the story or not and why. (20 marks)

##Ends##



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

MID TERM EXAMINATIONS FOR 2014 – 2015 ACADEMIC YEAR

COURSE: MCS 9155 – MEDIA, GENDER & CHILDREN

INSTRUCTIONS:

There are two (2) sections in this paper: A & B

- **Answer ALL the five questions from section A**
- **Answer only FOUR questions from section B**
- **But question 8 is compulsory**

Duration: Three Hours (3 hrs)

Date: 26/02/2014

SECTION A

1. You are a media practitioner holding the Kids television time. Explain the guidelines you will follow in reporting about them. (5 marks)
2. Kindly mention the year and place where the fourth world conference on women was held and what were the critical areas of concern? (5 marks)
3. What is gender mainstreaming? (2.5 marks)
4. What are the advantages and disadvantages of the affirmative action? (2.5 marks)
5. Discuss women political appointments here in Zambia. (5 marks)

SECTION B

6. You are an expert in media and gender studies and hence you have been appointed as the Gender Focal Point Person at the Ministry of Information and Broadcasting. Discuss the steps you will follow to bring about gender equality in the Ministry. (10 marks)
7. Zambia Media Women Association (ZAMWA) is one of the few women's organizations championing Access to Information. What are the benefits. (10 marks)
8. Kindly analyse gender equality in the newspapers before you? (10 marks)
9. Research has shown that women prefer to read news on television much more than writing for a newspaper or reading news on radio. Why? (10 marks)

10. Discuss the roles of African women in Zambia before the colonial rule of 1800s to early 1900s and what made the turn from their roles to what it was in the independence era of 1964? (10 marks)
11. Discuss the main developments that Zambia has made after the 1975 Mexico Conference. (10 marks)

GOOD LUCK & ALL THE BEST

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/2015 ACADEMIC YEAR-MID-YEAR EXAMINATIONS
PA 9015: PUBLIC FINANCIAL MANAGEMENT-PARALLEL

TIME: THREE (3) HOURS

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

1. With the aid of relevant examples, practically analyse how socio economic development has developed in Zambia from Independence to date using MSS and MSB Curves. With substantial reasons, further explain whether or not the point of Maximum Social Advantage has been attained.
2. With the use of examples, discuss the notion that public debt has been ill- managed in developing countries and indicate the means through which the Zambian government has been using to reduce on public debt.
3. Relate local and foreign segments of Zambia's current parliamentary budget and discuss the implications to the country.
4. Explain the following concepts
 - a. Fines & Fees
 - b. Marginal Utility
 - c. Keynesian's principle on Public expenditure
 - d. Public expenditure for control of inflation and deflation
 - e. White book in the budgeting process
5. Practically compare and contrast decentralization systems of the British and Zambian models of local Government systems.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR EXAMINATION
PAM 1025: INTRODUCTION TO PUBLIC ADMINISTRATION

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

TIME ALLOWED: 3 HOURS

1. Write notes on the following:
 - a) Recruitment by patronage
 - b) Functional foremanship
 - c) Organisation by clientele
2. Using practical examples, explain the significance of a national budget.
3. What are informal organizations? How are they different from formal organizations? What are their causes, functions and problems?
4. Discuss Herbert Simon's theory of decision making. In your view, is it realistic in explaining the way decisions are made in the Zambian civil service? Give reasons for your answer.
5. Discuss the view that Public Administration is a science.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014/15 ACADEMIC YEAR MID-YEAR EXAMINATIONS
PAM 9015: PUBLIC FINANCIAL MANAGEMENT

Instructions to Candidates

1. *Time allowed is three (3) hours*
 2. *Attempt Section A, which is compulsory, and any one question from section B. In total, attempt three questions.*
-

SECTION A - Compulsory

1. Draw appropriate diagrams backed with correct explanations of the following scenarios based on the Principle of Maximum Social Advantage:
 - a) Changes in marginal social disutility due to changes in the doses of taxation.
 - b) Assuming only two goods (w and z) are being taxed; show the areas representing the gains or losses in total disutility, for each good and for the entire fiscal operation, due to changes in the doses of taxation.
 - c) Changes in marginal social benefit due to changes in the levels of public expenditure.
 - d) Assuming the government is only spending on two public goods (w and z); show the areas representing the gains or losses in total utility, for each good and for the entire fiscal operation, due to changes in the levels of public expenditure.
2. Draw appropriate diagrams to help you explain the buyer/seller incidence of taxation in the scenarios that follow below:
 - a) When demand is elastic but supply inelastic
 - b) When supply is elastic but demand is inelastic
 - c) When demand is perfectly elastic but supply is inelastic
 - d) When supply is perfectly inelastic but demand is elastic
 - e) For the scenarios in (a), (b), (c) and (d), above, draw a table that shows total tax imposed, buyer's tax burden, seller's tax burden and the locus of incidence.

SECTION B - Attempt only one question from this section

3. Write scholarly notes on the following methods of debt redemption:
 - a) Repudiation
 - b) Refunding
 - c) Conversion
 - d) Actual Repayment
4. Using an appropriate diagram, explain Adolph Wagner's hypothesis on public expenditure and discuss the neoclassical view that it is Keynesian.
5. Using a diagram, discuss the assertion that Zambia's Pay-As-You-Earn (PAYE) regime is degressive? What other methods of taxation can Zambia use as alternatives?

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

2014/15 ACADEMIC YEAR MID-TERM EXAMINATIONS

PAM 9065: GOVERNANCE AND PUBLIC MANAGEMENT

- INSTRUCTIONS:** a) Answer **QUESTION ONE** and **TWO** other questions
b) The time allowed is three (3) hours
-

1. During his first official working holiday in Mfuwe this February, 2015, Zambia's President Edgar Chagwa Lungu reprimanded the public media houses to change the traditional approach of doing business were they fully and merely rely on government grants. Instead, the President instructed them to adopt and embrace the corporate tenets of managing entities in order to reduce financial dependency on government, become competitive, enhance performance as well as become self-sufficient and more sustainable. As a student of Public Management and Governance, clearly and convincingly explain to the top management of Zambia Daily, Times of Zambia and Zambia National Broadcasting Corporation (ZNBC) what the President meant and state why this approach is important and emphasized in the administration of public organizations in the twenty first century as well as how it works by outlining and articulating not less than ten features of this management model. At every point and stage, you are required to give clear and empirical examples as you explain and defend the President's position to the top management of these public media houses.
Compulsory - (50 Marks)
2. While the question of governance actors answers the WHO matters in governance, the question of governance issues answers the WHAT matters in governance. By using a comparative approach, identify and discuss, with practical examples, at least not less than five (5) critical governance issues for a Third World Country such as Haiti or Zambia as well as a Developed Country such as Australia or France. **(25 Marks)**
3. According to the World Bank's PRSP Handbook, governance is defined as "the way power is exercised through a country's economic, political, and social institutions". By using clear and typical local examples, identify, define and discuss the main features,

- roles and relevance of as many governance actors as you know that are critical in the public management of a Third World Country such as Venezuela, India or Zambia. **(25 Marks)**
4. As a renowned graduating student of Public Management and Governance from UNZA, you have been invited to make a lecture presentation at NIPA on the topic “the changing dynamics in the management of public institutions in Zambia-lessons from the private sector”. Clearly itemize and provide a detailed description by citing ten (10) fundamental differences between public and private organizations as you defend your presentation. **(25 Marks)**
 5. While Zambia and Malawi are unitary states, the Democratic Republic of Congo and Nigeria are federal states. From the point of Public Management, it simply means that Zambia and Nigeria take different approaches in the way public organizations are managed. By comparing and contrasting the tax collection and management systems of Nigeria and Zambia, discuss the merits and demerits of public service delivery under a federal system in relation to a centralized system. **(25 Marks)**
 6. During the so called ‘golden era’ of the Welfare States 1945–1979, scholars argued that ‘most people believed and thought that it was the full responsibility of their governments to take care of them ‘from the cradle to the grave’ (Osborne 2010, 3; Bailey 2008). This was because a Welfare State is one in which the welfare of the people in such matters as social security, health and education, housing, and working conditions is the responsibility of the government and not the citizens themselves. As scholar is this course, appraise the Welfare State approach in relation to the core features of New Public Management (NPM). **(25 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS
2014/2015 ACADEMIC YEAR **MID-YEAR EXAMINATIONS**

PHI 9115: PHILOSOPHY OF GOOD GOVERNANCE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS.

.....

1. Explain any five components of good governance. For each of these components, briefly state which philosopher contributed to its development and what his views were.

2. Explain John Stuart Mill's distinction between self-regarding and other-regarding activities and then explain what reasons he would give for or against the gay rights debate going on across Africa. (Do not give empirical data about which African country supports or bans gays. Just give what, from his notions of morality, Mill would say about some of the arguments in the debate across Africa.).

3. Explain what Will Kymlicka refers to as 'group-differentiated rights', and outline the various groups involved and what rights they deserve.

4. Name one principled libertarian and explain what he would say about property ownership rights. Give a real or imagined Zambian example of what can happen in terms of wealth distribution if we follow libertarianism.

5. Explain three main parts of Karl Marx's political theory and for each, explain how it would apply to Zambia.

END OF EXAMINATION

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

2014/15 ACADEMIC YEAR

MID-YEAR EXAMINATIONS

PHI 9155: DEVELOPMENT ETHICS

TIME: THREE HOURS

INSTRUCTIONS: Answer **all** questions from Section **One** and
choose any **two** questions from Section **Two**.

SECTION ONE

Each question carries 5 Marks.

1. Explain the following concepts:
 - (a) Authentic development;
 - (b) Modernization;
 - (c) Equity;
 - (d) Esteem;
 - (e) Universal solidarity;
 - (f) Human rights.

SECTION TWO

Each question carries 10 Marks.

2. Discuss the significance of culture in development.
3. Explain why individuals and countries that are better off have obligations to those that are worse off.
4. From the point of view of development ethics and human development, explain why economic growth is not a sufficient measure of development.
5. Discuss the centrality of “the good life” to development and highlight the challenges associated with this notion.

END OF EXAMINATION

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

POL 1015: INTRODUCTION TO POLITICAL SCIENCE

REGULAR AND PARALLEL CANDIDATES ONLY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. In contemporary politics, political scientists contend that politics can be studied scientifically. Define science and in the process identify six characteristics of science and assess the extent to which the study of politics can be said to be a science.
2. Give a depth analysis of the political theory of Thomas Hobbes and that of John Locke on the creation of the state. In the process, draw the similarities and differences of the two theories.
3. With practical examples from the *Zambian* experience, discuss how interest groups have contributed towards democratization in the country.
4. With fragmentation in the party system in *Zambia*, discuss how political parties in the country have fared towards the realization of liberal democracy in the country.
5. What is political participation? With practical examples from the *Zambian* political system, discuss eight means by which citizens participate in politics.

END OF EXAMINATION

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

**2014-2015 ACADEMIC YEAR EXAMINATIONS
PSY 3315: SOCIAL PSYCHOLOGY**

VENUE: UPPER DINING HALL

TIME: 09HRS – 12HRS

**INSTRUCTIONS: THIS EXAMINATION HAS SIX SECTIONS.
CANDIDATES MUST ANSWER ALL QUESTIONS IN SECTIONS A, B AND
C ON THE QUESTION PAPER. CANDIDATES ARE REQUESTED TO
ANSWER PART A, B and C OF SECTION D IN SEPARATE BOOKLETS.
SECTION E IS COMPULSORY. CHOOSE ONE QUESTION IN SECTION F**

Section A - Multiple Choice Questions

1. A major difference between social psychologists and sociologists is that social psychologists tend to focus on _____ while sociologists focus on _____.
 - a. Aggression; violence
 - b. Prejudice; culture
 - c. Social cognition; political attitudes
 - d. The individual level; group level
2. The type of love that puts the feelings of others before personal feelings is referred to as
 - a. Eros
 - b. Agape
 - c. Storge
 - d. Ludus
3. Two groups of cadres from different political parties are having a dispute about who manages City Market and collects market levy from traders and bus drivers. During this dispute, fighting between these two groups escalates. This result could be most easily predicted from
 - a. Social categorisation theory.
 - b. Fundamental attribution error.
 - c. Confirmation bias.
 - d. Realistic conflict theory.
4. Which theory states that men and women are attracted to different characteristics in each other because these maximize reproductive success
 - a. Evolutionary theory
 - b. Attachment styles and intimate relationships

- c. Social exchange theories.
 - d. All of the above
5. Which of the following **is not** a characteristic of social psychology?
- a. The frequent use of experiment methodology
 - b. A broad perspective
 - c. A focus on observations of behaviour
 - d. A focus on the individual
6. In a television commercial for a brand of toothpaste, the spokesperson (a very well-known TV celebrity) says that eight out of ten dentists recommend the product. The reference to dentists is an attempt to establish
- a. Communicator credibility.
 - b. Fear arousal.
 - c. Self-monitoring.
 - d. Insufficient deterrence.
7. People engage in pro-social behaviour because
- a. It makes them feel better about themselves
 - b. They're born that way
 - c. They know how
 - d. All of the above
8. An emphasis on how both an individual's personality and environmental characteristics influence the social environment best describes the
- a. Psychoanalytic perspective
 - b. Interactionist perspective
 - c. Behavioural perspective
 - d. Evolutionary perspective
9. Before registering for a course, Susan asks her friends about the lecturer. They all say that he is a great teacher. Without knowing the lecturer, Susan comes to believe that he is a great teacher and looks forward to taking his class. This illustrates
- a. Reciprocal concessions.
 - b. Perceptual contrast.
 - c. Informational influence.
 - d. Public conformity.
10. Which part of the brain is associated with aggressive behaviour
- a. Hypothalamus
 - b. Cerebellum
 - c. Amygdala
 - d. Thalamus
11. Some researchers found a negative correlation between the number of individuals attending a football match and the number of fights that occurred during the game. Several other researchers found the same negative correlation. These findings suggest that

- a. There is a weak relationship between the number of individuals that attend matches and the number of fights during these matches.
 - b. The presence of relatively large crowds causes the football team to play in ways that produce fewer fights.
 - c. Fans are turned off by violence in football games and will stay away from games with teams that tend to fight a lot.
 - d. There is a great chance that fights will occur during a football match at which relatively fewer fans attend the match than when many fans are present.
12. Mary asked her friend Grace if she would do a small favour for her. After she agreed and did the small favour, Mary asked her to do an even larger favour for her. This scenario describes
- a. The-foot-in-the-door technique.
 - b. Reciprocal concessions.
 - c. Low-balling.
 - d. Minority influence.
13. Which of the following does not decrease the accuracy of eyewitness testimony
- a. Memory distortion
 - b. Intense emotions
 - c. Time and intervening information
 - d. Backup police line up
14. One way to increase the chances that a study will be high in external validity is to use
- a. Random sampling
 - b. Random assignment
 - c. Self-report measures
 - d. Behavioural observations
15. Which of the following statements concerning jigsaw classrooms is TRUE?
- a. Jigsaw groups emphasize cooperation over competition.
 - b. Compared to children in traditional classrooms, children in jigsaw groups were less prejudiced but had slightly lower grades.
 - c. Children in jigsaw groups initially learn “pieces” of information together as a group.
 - d. Even though the jigsaw groups as a whole perform better, high achievers
 - e. tend to do worse in such groups than when learning alone.

Section B: Fill in the blanks

1. _____ is an attachment style in which one desperately seeks closeness to others, but experience mixed, conflicting feelings even when they are in a loving relationship.
2. Our increased likelihood to help when we are feeling guilty, sad, or distressed, in an attempt to alleviate this negative emotional state is referred to as _____.

3. People with Type A personality types are more likely to engage in _____ in which the main goal of is to inflict harm on the victim.
4. _____ is when people help each other at work when it is not a required part of their jobs.
5. _____ and _____ are essential factors for marital success.
6. In social psychology, factors that exist in the here and now or that immediately precede what the individual does are known as _____ factors.
7. The process by which we seek to understand other persons is known as _____.
8. Difficulty accurately projecting forward and predicting how one might feel in the future is known as _____.
9. Bem's theory of introspection holds that _____

_____.
10. _____ proposed the theory, which suggests that other people help us define ourselves.
11. Social psychologists use the term _____ to refer to the tendency to view members of our in-group in favourable terms and reserve special treatment for them.
12. John overheard a female student narrate to her friend Jane how her relationship with her boyfriend came to an unexpected end; to which the friend replied, "You know men... they are all alike." Jane's belief that "all men are the same" is referred to as _____.
13. The tendency to change our perceptions, opinions, or behaviour in ways that are consistent with _____ group norms _____ best describes _____.
14. In their presidential campaigns, Mulenga Daka and Mwiinga Sichilima both present arguments stressing the logic of their positions and detailing the many reasons for their views. These candidates are trying to persuade voters through the _____.
15. Whenever there is a church programme on television, Monde, who is an atheist, changes television channels to avoid listening to Christian teachings. Monde is using _____ to avoid information that challenges his attitudes towards Christianity.

Section C: True or False

Section C: True or False

No.	Question	T	F
1.	Having a low locus of control increases the tendency to engage in pro social behaviour		
2.	Men are more prone to experiencing stress than women		
3.	Watching video games increases engagement in aggressive behaviour		
4.	Presenting pictures of the crime scene and of the victim are likely to cause people to give wrong eyewitness testimony		
5.	People who are physically attractive have healthier lifestyles		
6.	People are most likely to be in a state of cognitive dissonance if they engage in attitude-inconsistent behaviour.		
7.	Results of a study by Bond and Smith (1996) indicated that more conformity occurs in countries with individualistic cultures than countries with collectivistic cultures.		
8.	Solomon Asch's classic experiment in which subjects judged a standard line and comparison lines was arranged to test the limits of coercive power.		
9.	Distance between the teacher and the learner was a factor in determining the degree of obedience in Stanley Milgram's series of experiments.		
10.	Discrimination refers to behaviours that allow us tell one ethnic group from another.		
11.	A general rule is that self-esteem stays the same from childhood to adulthood.		
12.	Research has shown that self-verification does not affect the desire to be seen in a positive light.		
13.	Thorndike believes that the ability to recognise emotions has survival values.		
14.	Facial expressions can be more accurately used to judge emotions of an in-group community than emotions of an outgroup community.		
15.	The more self-focused people are in general, the more they are likely to find themselves in a bad mood and depressed.		

Section D: Short Essays: ANSWER PARTS A, B and C IN SEPARATE BOOKLETS

Part A

1. What are the five steps that are used as criteria for a bystander to intervene and help in an emergency situation?
2. What are some of the reasons that cause eye witnesses to be wrong?

Part B

1. What is the self-awareness trap? Briefly explain two possible ways of coping with the effects of the self-awareness trap.
2. Briefly explain the link between culture and self-esteem.

Part C

1. Briefly discuss factors that play a role in destructive obedience, highlighting how these factors influenced obedience in Stanley Milgram's experiments.
2. Discuss what happens when people are exposed to a persuasive message, according to the cognitive approach to persuasion.

Section E: Compulsory Question

Question one is a compulsory Question and should be written in the same booklet as Part A of the short Essays.

1. Imagine you are working as a marriage counsellor at a consulting firm and you have been asked to give a talk to young people who are looking to get married. In your work you have been asked to discuss
 - a. What factors are predictive of a successful marriage
 - b. What are some of the challenges that can be faced in a marriage
 - c. Some of the identifying factors that a relationship is coming to an end and the healthy ways of ending a relationship.

Based on the ideas above write a report on what your discussion will involve and how to address these factors

Section F: Long Essays Choose ONE Question from this section

Question One – Should be written in the same booklet as Part B of the short Essays.

1. Most people think highly of themselves and have unconscious positive associations with things that relate to the self. Describe the four ways in which individuals can enhance their self-image and cope with their faults and inadequacies. Explain how these self-enhancing biases can promote positive mental health.

Question Two - Should be written in the same booklet as Part C of the short Essays.

2. People take for granted the notion that attitudes influence behaviour. They usually assume that voters' opinions of opposing candidates predict the decision they make on Election Day, that consumers' preference for one product rather than competing products influence the purchases they make, and feelings of prejudice trigger bad acts of discrimination.
What is an attitude? Can we use people's attitudes to predict their behaviour? Discuss with reference to empirical evidence.

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

2014-2015 ACADEMIC MID YEAR EXAMINATIONS

PSY 9115: AFRICAN PSYCHOLOGY

TIME: 9 to 12 HOURS: DURATION: THREE HOURS

INSTRUCTIONS: THIS EXAMINATIONN HAS FIVE PARTS (A, B, C, D AND E). CANDIDATES SHOULD ANSWER ALL QUESTIONS IN PARTS A, B AND C. IN PARTS D AND E CANDITATES MUST CHOOSE ONE ESSAY .

Part A (carries 10% of the examination grade)

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

1. The methodology in cross-cultural psychological research that is sometimes termed "emic" seeks to describe human behavior
 - (a) In the language of the research participants
 - (b) In terms of categories that are part of the indigenous culture shared by the research participants
 - (c) By imposing the researcher's cultural categories on the behavior of those studied
 - (d) In terms of cross-culturally universal categories familiar to all human research participants
 - (e) By immersing the researcher in the culture of the host society

2. Studies of indigenous African ideas about child development among rural Baoule people in Cote d'Ivoire and rural Chewa people in Zambia have consistently found that in these societies
 - (a) Schooling is considered irrelevant to children's cognitive development
 - (b) Creativity in children's play is discouraged
 - (c) Intelligence is less valued in children than obedience
 - (d) Social cooperation and responsibility are considered essential aspects of intelligence

- (e) Both (b) and (c)
3. According to the African-American psychologist, Wade Boykin, the triple quandary faced by African-American youth arises from
- (a) The failure of different groups in America to agree on how to coexist in a racially divided nation
 - (b) The failure of their parents to hold up consistent standards of behavior for them to comply with
 - (c) Conflicts between African, minority and mainstream cultural standards in American society
 - (d) The inadequacy of tertiary level education
 - (e) The absence of a political party responsive to their aspirations
4. In Nsamenang's (1992) theoretical account of the growth of social selfhood among the Nso of Cameroon the concept of "priming" is used to refer to
- (a) Assigning responsibility to children as a way of stimulating the development of competencies they will need later in life
 - (b) Primary schooling as a source of negative influences on the authentic development of an African personality responsive to parental expectations
 - (c) Preventing children from attracting too much adult attention to themselves as a way of cultivating respect for others
 - (d) Prioritizing obedience over creativity in parental goal-setting for Afrocentric child development
 - (e) Primitive insistence by some African parents and teachers on compliance with adult instructions as a way of crushing the rebelliousness of adolescents
5. Mpfu's (2002) research among Zimbabwean university students found that
- (a) Most of them subscribed to a modern Western conceptualization of intelligence, emphasizing cognitive problem-solving over interpersonal social relationships

- (b) Most of them were more preoccupied with academic success than with everyday intelligence
 - (c) They considered intelligence to be a matter of personal preference in which academic skills were of very limited significance
 - (d) Most of them subscribed to a traditional African conceptualization of intelligence, emphasizing interpersonal social relationships over cognitive problem-solving
 - (e) They considered intelligence to be multilayered, and to be expressed across a broad range of life activities
6. To Piaget, Schemas reach a true state of equilibrium when they become part of a broad network of structures that can be jointly applied to the surrounding world through the process of
- (a) Equilibration
 - (b) Adaptation
 - (c) Assimilation
 - (d) Organisation
 - (e) Accommodation
7. Cross Cultural Research on structural equivalence of the Big Five constitutes a major finding that imposes constraints on associations between cultural contexts and make-up of personality. To this, Quantitative differences in scores on the Big Five theory of Personality show that
- (a) Big Five Theory is more represented in individualist societies than collective societies
 - (b) Smaller Individual differences in scores than cross cultural differences exist
 - (c) Smaller cross cultural differences than individual differences exist
 - (d) There is invariance in the scores between individuals and cultures
 - (e) Collectivistic societies do not reflect personality from the Big Five perspective
8. The studies by Kenneth Clark and Mamie Clark from the 1930s to 1950s using dolls and coloring experiments saw an important finding that

- (a) Racial Segregation in public was inevitable
- (b) Racial Segregation in public schools was unconstitutional
- (c) Racial Segregation affected black children's self perception
- (d) Fight against racial Segregation was a platform that Blacks used to have their voice heard
- (e) Both (a) and (c)

9. Why was the Association for Black Psychologists Formed?

- (a) A break away from the American Psychological Association (APA) due to racism
- (b) Felt that the APA did not represent the traditional Psychology
- (c) Pertinent Issues in scientific measures in testing, education and diagnosis were not addressed
- (d) Felt that mainstream psychology did not embrace or validate all the parts of the Black psychologists including spirituality and African traditions
- (e) Both (c) and (d).

10. According to Piaget, All Children, Including African children

- (a) Develop new ways of thinking as their brains develop
- (b) Have their Cognitive Development responsive to environmental stimulation
- (c) Have Cognitive Development that goes through the same stages
- (d) The ultimate cognitive ability is logical thinking
- (e) All the above

Part B (carries 10% of the examination grade)

Answer each of the following questions by **FILL IN THE BLANKS**

1. According to John Berry's theoretical perspective, acculturation by an international immigrant can take the following forms:
_____ in which the individual adopts the culture of the host society and rejects his or her culture of origin
_____ in which the individual rejects the culture of the host society and adheres to his or her culture of origin
_____ in which the individual adheres to both the culture of the host society and to his or her culture of origin
_____ in which the individual rejects both the culture of the host society and his or her culture of origin
2. According to Super & Harkness the developmental niche to which a growing child must adapt is structured in three different, complementary ways:
 - a) _____
 - b) _____
 - c) _____
3. According to Dasen's cross-cultural research using Piagetian concrete operational tasks, concepts relating to spatial cognition were mastered at an earlier age by members of cultural groups; while concepts of conservation of quantity were mastered at an earlier age by members of cultural groups.
4. In multilingual societies widely spoken speech varieties that differ from dialects spoken by particular rural communities are termed by linguists _____.
Examples in Zambia are _____; _____.
5. McClelland's theoretical account of cross-cultural differences in achievement motivation, that has been discredited by the dramatic rise in entrepreneurial productivity in the Little Tiger economies of Hong Kong, Singapore, South Korea, and Taiwan in East Asia was based on the notion that Western societies had cultivated a particular cultural tradition, rooted in what Max Weber called _____.

6. According to Kagitcibasi's theory of self, understanding of the self is at three levels, namely;

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

7. State the 3 processes of enculturation

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

8. Primordialism refers to

9. In understanding racial differences in intelligence, McShane and Berry (1988) proposed the term Dysgenesis which refers to

10. In the socialization process, group behavior of boys exhibits more of _____ tendencies while girls' groups are more -

11. State the difference between Pro-Black and Pro-African Psychology

Part C: Compulsory Essay (carries 40% of the examination grade)

Credit will be given for citing specific, relevant research evidence to support or illustrate your argument.

According to Jahoda (1954), among the Ashanti people of Ghana, a child is given the name of the day on which it was born. The name refers to *Kra*, the soul of the day. Among boys The *Kra* implies a disposition toward certain behaviour. Those born on *Monday* are supposed to be quiet and peaceful. Boys called *Wednesday* are held to quick-tempered and aggressive. An analysis by Jahoda of delinquency records in Juvenile court indicated a significantly lower number than expected convictions among youngsters called *Monday*. There was also some evidence that those called *Wednesday* were more likely to be convicted of crimes against others (e.g. fighting and assault). Jahoda's conclusion of this study was that the correspondence appears too striking to be easily dismissed. This study is an example of one of the myriad and often unexpected interconnections between personality and the social environment. *An excerpt from Berry et al., 2011; Cross-Cultural Psychology, 3rd Edition, Page 111.*

You are an Indigenous Zambian cross-cultural researcher who has keen interest on the debates surrounding cultural practices that give distinctively African identity. You have been asked by the Ministry of Chiefs, Culture and Arts to write a proposal on Distinct African Experiences and personality. Your interest is to establish whether these naming rituals have a relationship with an individual's personality. In addition, you have particular interest in the naming process and patterns in Zambia.

- (a) Write a proposal on why it is important that you undertake this study
- (b) Outline in this proposal why you think it is important to study distinct African experiences
- (c) In your proposal show how these African experiences foster extension of knowledge in Psychology
- (d) Outline some of your objectives
- (e) What methods would you use?
- (f) What kind of results would you anticipate?
- (g) Explain how your results may not be a reflection of social stereotypes and prejudices
- (h) Comment on how these social expectations may somehow be internalised and form children's personalities
- (i) What challenges do you anticipate?

Part D (carries 20% of the examination grade)

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

1. Considering that much of the form and content of contemporary public education in Zambia are derived from western culture, how can a Zambian student become educated without becoming alienated from indigenous African culture?
2. Discuss in detail and with relevant examples the concept of Ubuntu. How does this fit in with Nsamenang's (1992) sentiments that "in Africa, a man is not a man on his own" and re-emphasises in 2001 that "African conception of being is that the person coexists with the community, world of spirits and the ecological environment".

Part E (carries 20% of the examination grade)

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

1. Present a summary account of a published cross-cultural psychological study that included at least one sample of African participants. What do you think this study adds to our understanding of human behavior in Africa? If you had an opportunity to conduct further research, building on this study, what additional features would you wish to add to it? Explain why.
2. In what ways do one or more African languages influence the ways in which African people think? Cite one or more specific examples to illustrate your answer. (Extra credit will be given for answers to this question that include the results of systematic research.)
3. In the conclusion to his overview volume on *Psychology in Africa*, Wober (1975) urged the next generation of African social scientists to consider the possibility that they might become "more modern by not being just Western". Discuss the relevance of Wober's suggestion for the field of African Psychology.
4. In Kunst & Sam's (2013) study of identity among European Muslim minority members, some respondents endorsed the statement "I consider myself more as a citizen of the world, than as a citizen of some nation". How do you interpret this finding? Might it be relevant to some UNZA students in the modern city of Lusaka?

END OF EXAMINATION

THE VERY BEST OF LUCK!

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2014 MID-YEAR EXAMINATIONS
SOC 9155: DISASTER MANAGEMENT

TIME: THREE HOURS

INSTRUCTIONS: This paper is composed of two sections. Follow instructions under each section

SECTION A

Q1: Write shorts on any five of the following: 20 Marks

- a) Disaster risk reduction.
- b) Disaster vulnerability is compounding.
- c) Disaster mitigation.
- d) Risk
- e) Resilience
- f) Risk
- g) Hazard
- h) Hyogo Framework of Action

SECTION B

Read the following passages below and ANSWER ALL questions that follow.

February 7th 2014 was just like any other day until a bus collided with a small truck and a sport utility vehicle on the Great North Road, between the towns of Chibombo and Kabwe in Central Province. The accident resulted in the deaths of 59 people out of the 73 persons on board the bus, and of the truck driver and his assistant. A further 28 people were injured. The government declared this accident a disaster and the Disaster management Unit was asked to move in by the State.

On October 25, 2014, 26 pupils and two teachers from Henga Basic School and a villager drowned on Lake Kariba in Gwembe after the canoe in which they

were sailing capsized after it was caught in strong winds. The people died as they were crossing the Zambezi River to go and celebrate Zambia's 50th independence anniversary on the Zimbabwean side. The government declared this accident a disaster and the Disaster management Unit was asked to move in by the State.

However, when a bus carrying 60 passengers claimed fourteen lives, a horde of other people were injured and there was in addition loss of personal effects. Three children aboard the bus registration number ABA 4611 lost their mothers and were among eight that were evacuated to University Teaching Hospital (UTH) by two Zambia Air Force (ZAF) Z-9 helicopters.

Some handbook by the Disaster Management Unit is claimed to be used to guide the declaration of a disaster. The handbook reads: A national disaster in Zambia is known as serious unexpected misadventure caused by natural or by human induced destructive activities that disrupts the normal functioning of a large segment of human population, life losses, damage to property, and destruction of the environment exceeding the abilities of the affected communities to cope. A misfortune of such nature is declared a national disaster by Government since the management of such disasters is beyond the capacity of local authorities or one single government agency and requires the intervention and co-ordination of the state in order to mobilise resources at national level and sometimes at international level.

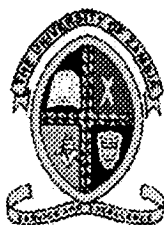
Q2: From the three passages, what was common that you think could have qualified the Luangwa accident a disaster? 10 Marks

Q3: How far do you agree with the definition of a disaster as outlined in the handbook? 10 Marks

Q4: It is stated by some disaster students that the Disaster Management Act, 2010 in the preliminary defines a disaster differently and that this is in line with the International Decade of Natural Disaster Reduction (IDNDR). What are the essentials of a disaster that could be contained in the two definitions? 10 Marks

Q5: The aftermath of emergency response in a disaster cycle is the recovery phase. What do you see ought to be included in this phase? 10 Marks.

END OF EXAMINATION



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

SOC 9255 – CRIMINOLOGY EXAMINATION

INSTRUCTIONS:

- (a) This paper has 2 sections i.e. A and B
 - (b) Section A is compulsory and all questions must be attempted.
 - (c) Section B is optional and contains 9 questions of which only 5 questions must be Attempted
-

QUESTIONS:

SECTION A (Compulsory)

Define the following concepts with very clear examples. Try to be as brief as possible.

1. What is meant by the term dark figures?
2. The “boiling pot” is used to describe the American System but certain times this System fails many of them. Discuss.
3. Explain the difference between Deviance and Crime.
4. Define four ways of punishment.
5. Highlight the meaning of the Disorganisation Theory as espoused by Criminologists.

SECTION B (Answer only five questions)

1. Men's Rea is explained in at least 4 ways. Discuss.
2. Juveniles and adults are treated in different ways. Discuss.
3. Strain Theory is explained in a number of ways. Discuss.
4. Chesney Lind et al have tried to explain the difference between crimes committed by men against those committed by women. Discuss.
5. What major excuses are advanced for one to be excused in any offence/crime?
6. [REDACTED]
7. What four forms of legal punishment have criminologists highlighted during the discussion associated with this phenomenon?
8. What do you understand by the concept propinquity?
9. How do you differentiate the various forms of detention centres?

End of Exam!

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR MID TERM FINAL EXAMINATIONS
SOC 9415: ENVIRONMENTAL SOCIOLOGY

INSTRUCTIONS : ANSWER ANY FOUR QUESTIONS IN THE PAPER.
TIME : 3 HOURS

1. With practical examples, discuss the requirements that a development project should meet in order to be regarded as an environmentally sustainable project (*25 Marks*).
2. With practical examples from any environmental situation of your choice, discuss what Environmental Impact Assessment (EIA) is all about and show how it is supposed to be conducted (*25 Marks*).
3. According to the realist approach in environmental sociology, climate change is the best indicator that the environment is being damaged. With practical examples, discuss the two major responses to climate change (*25 Marks*).
4. What is environmental degradation? With practical examples, discuss the various factors that may be responsible for environmental degradation (*25 Marks*).
5. What is 'sustainable development?' Discuss in detail the genesis of this concept (*25 Marks*).
6. Write brief notes on the following: (*25 Marks*)
 - (i) Environmental Audit and it differs from EIA
 - (ii) Renewable and non-renewable natural resources
 - (iii) Conflict perspective on environmental problems
 - (iv) Environmental sustainability and poverty
 - (v) The 1992 Earth Summit and its major declarations

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2014/2015 MID-YEAR FINAL EXAMINATIONS

SOC 9855: POLICY, PROJECTS AND PROGRAMS FOR DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: READ CAREFULLY INSTRUCTIONS IN EACH SECTION

SECTION A (40 Marks)

Write brief but concise notes on **all** of the following:

1. Capability approach to poverty reduction
2. What is project evaluation? Why is evaluation better undertaken by outside consultants rather than the project/program team?
3. What do you understand by a poverty trap and indicate its disadvantages
4. Identify and briefly explain any two advantages of stakeholder participation in all stages of the project cycle
5. Differentiate between process monitoring and performance monitoring and indicate their relevance during project implementation
6. Why is village mapping an important tool in carrying out needs assessment?
7. What is social appraisal and why is it significant during project appraisal
8. Explain what formative and summative evaluations are, and indicate their importance

SECTION B (60 Marks)

Answer any **two (2)** questions including question one which is **compulsory**

Q 1. WATERSAVE is an international NGO dealing with water and sanitation in Zambia. Assume you are a project manager for this NGO and in your situation analysis of water and sanitation in rural areas; you have come to learn that most of the poor households still lack access to safe and clean drinking water as well as proper sanitation, despite numerous Government efforts to address this situation. In addition, following a needs assessment exercise, your team identifies a number of factors that could be responsible for perpetuating this problem. Some of these factors include: long distance to water sources; increasing population; lack of proper sanitary and drainage facilities; poor/lack of proper representation; lack of basic knowledge on hygiene; climate change and environmental degradation among others. Having stated this, you are now required to carry out the following tasks and indicate their importance **(40 marks):**

- (a) Stakeholder analysis
- (b) Problem analysis and Objectives tree analysis
- (c) Derive five 'SMART' objectives
- (d) Risk Assessment

Q 2. State the main stages of the Policy Cycle and explain in detail what is involved at each stage. Further, discuss some of the factors that lead to the failure of most development policies in poor countries such as Zambia. As a policy analyst, what should developing countries do in order to have successful policies? **(20 Marks)**

Q 3. (a) By using practical examples and with as much detail as possible (you can as well use the example in question 1), discuss important components that are included in each of the following areas in project planning **(20 Marks)**

- I. Concept Note
- II. Project appraisal
- III. Logical framework
- IV. Capacity assessment

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2014 MID-YEAR FINAL EXAMINATIONS

SWK 3221: SOCIAL WORK RESEARCH METHODS

TIME: THREE HOURS

INSTRUCTIONS: CAREFULLY READ THE INSTRUCTIONS UNDER EACH SECTION

SECTION A: ANSWER ONLY ONE QUESTION IN THIS SECTION (10 MARKS)

1. Research can be said to be a process of inquiry and investigation, that is systematic, methodological and ethical; it helps solve problems and increase knowledge. With the help of this statement, critically discuss five purposes of research. **(10 marks)**

2. Robert John (2012) using the law in social work, quoted the definition of social work from the international Association of schools of social work and International Federation of Social Workers as, “a profession that promotes social change, problem solving in human relationships and empowerment and liberation of people to enhance well being. Utilising theories of human behavior and social systems, social work aims to intervene at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.” With the aid of this statement, practically discuss five issues that show the relevance of research to the social work practice. **(10 marks)**

SECTION B: COMPULSORY: ANSWER ALL QUESTIONS (10 MARKS)

1. With the aid of examples, practically define the following concepts:
 - a) Exploratory research

- b) Descriptive research
- c) Analytical research
- d) Predictive research

SECTION C: ANSWER ONLY ONE QUESTION (10 MARKS)

1. In order to ensure that reliable, systematic, efficient and effective methods of research are undertaken, the scientific community has norms for its research. Discuss five norms of science relating to research that were stated by Neumann (2002). **(10 marks)**
2. The first important test of whether variables are effective in quantitative research is whether they are actually measuring what the researcher wants to measure (termed validity). Bostwick and Kyte (1993) argue there to be two main aspects to validity. State these two main aspects. **(4 marks)** There are further, basically three main ways to assess validity in quantitative research. With the aid of practical examples discuss these three ways of assessing validity in quantitative research. **(6 marks)**

SECTION D: ANSWER ALL QUESTIONS (20 MARKS)

1. Zilile Ngoma Drums is a research consultant who has been engaged by a local NGO (Sebana Wikute) to conduct a study on the prevalence of gender-based violence against women and children in low, medium and high density areas of Lusaka District. Zilile has 3 strata with 1400, 1000 and 600 population sizes. Ngoma therefore decides to use proportionate stratified sampling by employing a sampling fraction of $\frac{1}{4}$.
 - a) How many subjects would Zilile Ngoma Drums sample from each stratum? **(2marks)**
 - b) Discuss the rationale for using proportionate stratified sampling. **(2marks)**
 - c) Discuss how Zilile would recruit research subjects using proportionate stratified sampling. **(4 marks)**
 - d) Discuss the difference between cluster sampling and stratified sampling. **(2 marks)**
2. Researchers employ different qualitative and quantitative data collection methods.

- a) Using examples, discuss the rationale for using self-completion surveys, instead of structured interviews. **(3 marks)**
- b) With the help of examples, discuss the distinction between life history interviews (biographical method) and narrative interviews. **(3 marks)**
- c) Discuss the difference between structured observation and participant observation. **(2 marks)**
- d) Briefly discuss the distinction between interview guide and interview schedule. **(2 marks)**

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2014/2015 ACADEMIC YEAR-FINAL EXAMINATION

SWK 9315: SOCIAL WORK, DISABILITY AND MENTAL HEALTH

TIME: THREE (3) HOURS

INSTRUCTIONS: CAREFULLY READ THE INSTRUCTIONS IN EACH SECTION

SECTION I: COMPULSORY

Define any five concepts (25 marks)

1. Salutogenesis (5 Marks)
2. Aetiology (5 Marks)
3. Mental disorders (5 Marks)
4. Universal design (5 Marks)
5. Inclusive education (5 Marks)
6. Inability (5 Marks)

SECTION II: COMPULSORY

Provide short answers (25 marks)

1. Discuss the term recovery in mental health. (5 Marks)
2. Analyse mental health promotion in Zambia. (5 Marks)
3. Discuss the terms consumer and customer in relation to mental health. (5 Marks)
4. With the aid of practical examples, discuss the traditional approach to disability. (5 Marks)

5. Using practical examples, discuss how disability is a human rights issue. **(5 Marks)**

SECTION III

Answer only **two** questions **(50 Marks)**

1. Discuss some of the challenges associated with the role of being a Carer in mental health. **(25 Marks)**
2. Poverty, vulnerability and disability are said to be inextricably linked. Using practical examples, show the extent to which this statement is reflective of the Zambian society today. **(25 Marks)**
3. Analyse the New Horizons vision in contemporary mental health. **(25 Marks)**
4. With the aid of practical examples, discuss the relevance of universal (inclusive) design to the Zambian situation. **(25 Marks)**

END OF EXAMINATION