

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER EXAMINATIONS
2011/2012

1. DE 111 –Introduction to Demography
2. DE 321 –Methods of Data Collection and Evaluation
3. DE 935 –Health Demography
4. DS 101 –Introduction to Development Studies I
5. DS 411 –Technology and Development
6. DS 965 –Economic Policy, Growth and Development
7. E 221 –English Literature from 16th to 18th century
8. E 971 –American Literature
9. E981 -Romantic Literature
10. EC 115 –Introduction to microeconomics theory
11. EC 125 –Introduction to Macroeconomic theory
12. EC 341 –Econometrics I
13. EC 955 –Health Economics
14. E 231 –Romantic and Classical Criticism
15. H112 –Africa Prior to Colonialism
16. H231 –History of Modern Africa
17. H911 –Pre-colonial history of Zambia
18. MC 101 – Exams
19. MC 135 –Media Law
20. MC 201 –Introduction to mass Media Reporting
21. MC 411 –Media Management
22. PH 101 –Introduction to Philosophy
23. PH 345 –Philosophy ,Gender And Law
24. PL 451 –Socialist Political Theory I
25. PS 101 –Psychology
26. SW 331 –Analysis of Social work intervention
27. SW 475 –Community Change and Development

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 111: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A (COMPULSORY) AND ANY TWO QUESTIONS: ONE FROM SECTION B AND ONE FROM SECTION C.

SECTION A

ANSWER ALL THE QUESTIONS

1. Give any four (4) reasons why it is important to study population.
2. Answer the following questions:
 - a) Who pioneered the numerical analysis of births and deaths using data from the Bills of Mortality?
 - b) Who constructed the first life table and in which year?
 - c) Who wrote the book "An Essay on Population"? In which year was this?
 - d) Who argued that each economic system has its own laws of population?
 - e) Who are the two scholars who refined the application of the logistic curve to population growth?
 - f) When was the first World Population Conference held? Where was it held?
 - g) In which part of the world was the pioneering work that culminated in the institutionalization of demography as a separate discipline?

3. Answer briefly these questions on the aging of populations:
- What is the most commonly used measure of aging?
 - Where would you place Zambia in terms of aging of the population using this measure?
4. Which of the following situation refers to i) vital statistics registration system ii) population register iii) demographic sample survey iv) census:
- Collection of demographic data for the entire population.
 - Collection of demographic data for part of the population
 - Continuous and permanent compulsory recording of births, deaths, and marriages.
 - Continuous system of registration vital events commonly used in Scandinavian countries and Israel.
5. Given the population below, compute the following and briefly interpret the results:
- The overall sex ratio
 - The dependency ratio
 - The proportion of the population above age 14

Age Group	Male	Female
0-1	198,388	201,122
1-4	396,775	402,243
5-9	553,193	564,638
10-14	511,845	516,401
15-19	454,345	485,050
20-24	329,925	380,836
25-29	248,186	284,597
30-34	210,486	218,863
35-39	146,636	150,014
40-44	126,510	139,051
45-49	104,291	109,868
50-54	92,170	99,813
55-59	74,276	66,513
60-64	59,054	56,498
65-69	40,674	33,224
70+	31,313	25,196
Total	3,578,067	3,733,927

6. Demonstrate your understanding of the components of population change by briefly discussing the following:
- a) The difference between population growth and the rate of natural increase.
 - b) The doubling time of a population whose population growth rate of a country is 3.5%.
 - c) The process of population change using a balancing equation.
 - d) The difference between the rate of population growth and the rate of natural increase?
 - e) How the median age is used as a measure of the aging of the population and show whether Zambia has a young or an old population?
7. Given the scenarios below, indicate which represents (i) formal demography or (ii) population studies.
- a) Analysis of the influence of the size women in reproductive years and changes in the fertility rate
 - b) The impact of socioeconomic status on the levels of mortality
 - c) The influence of the changes in mortality and fertility levels on the age structure of the population of Zambia
 - d) The impact of age structure on changing voting patterns in South Africa.
8. What is your understanding of the following concepts?
- a) Optimum population size
 - b) Carrying capacity of the population
 - c) Total fertility rate
 - d) Gross reproduction rate
 - e) Net reproduction rate
 - f) Life expectancy

9. Explain the following and, in each case, give an example from demography:

- a) Count
- b) Rates
- c) Ratios
- d) Proportion
- e) Constant

10. Briefly explain the following concepts associated with migration:

- a) In- migration
- b) Emigration
- c) Out-migration
- d) Immigration
- e) Net migration

SECTION B

ANSWER ONE QUESTION ONLY

1. Discuss, with examples where possible, how:

- a) Fertility and mortality may influence a woman's status.
- b) Economic development factors may influence demographic variables.

2. Explain how the following disciplines are related to demography:

- f) Medicine
- g) Ecology
- h) Mathematics
- i) Sociology
- j) Economics

3. Compare and contrast Marx and Malthus views on population.

SECTION C

ANSWER ONE QUESTION ONLY

1. Discuss the role of demographic information and methods in:
 - a) Political planning
 - b) Planning for education

2. Discuss how the following demographic factors can influence economic development: :
 - a) Population growth;
 - b) Population size, and;
 - c) Age structure

3. Discuss, with examples where possible, how:
 - a) A woman's status may influence fertility and mortality.
 - b) How demographic factors may influence economic development

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY FIRST SEMESTER EXAMINATION
NOVEMBER/DECEMBER 2011

DE 321: METHODS OF DATA COLLECTION AND EVALUATION

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

TIME: THREE HOURS

SECTION A

1. The table below shows the population of Zambia from 1969 to 2010. We know that population change can be measured in absolute as well as relative terms.
 - i. Using the data in table 1, demonstrate your knowledge, by showing with formulae, of how to measure population development.
 - ii. Assuming the population was growing exponentially between 1980 and 1990, calculate the growth rate.
 - iii. Assume that between 1990 and 2010 the population was growing geometrically, calculate the growth rate.
 - iv. During the 2000 – 2010 intercensal period, CSO informed the nation that the population was growing at 2.8 percent. Looking at the 13 million people recorded in 2010, how long will it take for Zambia's population to reach the 26 million mark?

Table 1: Zambia's Population from 1969 to 2010

Time of Census	Population for Zambia (Million)
July 1, 1969	3.8
July 1, 1980	5.8
July 1, 1990	7.8
July 1, 2000	9.9
Nov. 1, 2010	13.0

2. Answer the following questions about graduation or smoothing of data
- i. How can you tell that data are in error and need to be adjusted?
 - ii. When adjusting population data, what does an analyst need to have in mind?
 - iii. Adjust the following data in table 3 by using both the Carrier-Farrag and moving averages and comment on the results.
 - iv. Discuss the advantages and disadvantages of moving averages and Carrier-Farrag as methods of data smoothing.

Table 2: Population, by age and sex for Pakistan in the year 2000

Age group	Total Population
5-9	1470540
10-14	1096482
15-19	831213
20-24	720594
25-29	733185
30-34	606219
35-39	498346
40-44	391599

45-49	320576
50-54	294448
55-59	179746
60-64	190630
65-69	111720
70-74	101248
75-79	48529
80-84	47709
85+	56259

SECTION B

3. Using data in table 2 for Colombo district in Sri Lanka in 2000, calculate the UN Joint Score to assess the quality of data and comment on your findings.

Table 3: Population, by age and sex for Colombo district in Sri Lanka, in 2000

Age	Population	
	Male	Female
0-4	85,276	81,228
5_9	82,036	77,866
10_14	80,158	75,716
15_19	104,340	94,536
20_24	135,585	116,004
25_29	112,710	100,183
30_34	100,122	90,804
35_39	89,406	86,037
40_44	80,918	78,921
45_49	69,423	68,659
50_54	64,763	63,816
55-59	47,125	49,376
60-64	33,842	36,023
65-69	25,325	29,235
70-74	18,710	22,756
75+	21,675	28,701
Total	1,151,414	1,099,861

4. Please answer the questions that follow
- Discuss sources of demographic data. What are their advantages and disadvantages?

- ii. What affects the completeness of a census count?
- iii. Differentiate random from systematic errors in demographic data.

- b) Study the table below containing statistics from Zambia. Provide an analysis of the statistics in the table.

Table 4: Summary of Myers' Index for Digit Preference in Age Data by Residence and Sex in Zambia

Residence	Sex	1980 Census	1990 Census	2000 Census
Zambia	Both Sexes	7.4	7.1	7.8
	Male	7.0	6.9	7.9
	Female	7.5	7.1	7.7
Rural	Both Sexes	8.2	7.5	7.5
	Male	8.0	7.4	7.4
	Female	8.6	7.8	7.6
Urban	Both Sexes	5.7	6.2	6.9
	Male	6.0	6.3	6.9
	Female	5.5	6.1	6.8

5. The below contains data from Kazakhstan in 2000. Assess the quality of data and comment on the results.

Table 5: Preference for terminal digits by Myers' index method for Kazakhstan in 2000

Terminal digit a,	Population with terminal digit a	
	Starting at age 10+a	Starting at age 20+a
0	3,742,622	2,871,389
1	2,048,273	1,194,064
2	2,580,711	1,586,583
3	2,104,252	1,274,327
4	1,981,533	1,193,429
5	2,346,751	1,660,770
6	1,660,711	977,879
7	1,658,429	985,779
8	1,920,561	1,189,687
9	1,424,207	857,363

END OF EXAMINATION



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

UNIVERSITY FIRST SEMESTER EXAMINATIONS

NOVEMBER/DECEMBER-2011

DE 935: HEALTH DEMOGRAPHY

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

TIME: THREE (3) HOURS

SECTION A

- Q1. (a) What is the relevance of studying health demography in Zambia?
(b) What are the sources of data for health studies? And what are the problems inherent with these data sources?
(c) Write short notes on the Epidemiological Transition Theory (ETT).

OR

- Q2. (a) What is the relevance of studying health demography in Zambia?
(b) What are the four models of defining health? How do they define health?
(c) Write short notes on observational studies and experimental studies.

SECTION B

- Q3. (a) In a study to establish the association between obesity (exposure) and hypertension (outcome), in a sample of District A residents aged 45 years and above; the table below is an output of a cross tabulation.

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

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

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

- Q4. The following equations are for multivariate regression models used in health studies:

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

- (a) Identify each of the equations above and define the key terms

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

- Q5. (a) Given the following information on Age Specific Fertility Rates (ASFRs) and Maternal Mortality Ratios (MMRs) obtained from a number of sources for Zambia in the table below:
- (i) Calculate the Total Fertility Rate (TFR) for each of the given years;
 - (ii) Compute the Lifetime Risk of Maternal Death (LRMD); and
 - (iii) Comment on your results and how the LRMD has changed overtime.

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

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

- (b) In a study in the United States of America, the incidence rate of stroke was measured in 118 539 women who were 30–55 years of age and free from coronary heart disease, stroke and cancer in 1976 (see Table below). A total of 274 stroke cases were identified in eight years of follow-up (908 447 person-years)

Table: Relationship between cigarette smoking and incidence rate of stroke in a cohort of 118 539 women

Smoking category	Number of cases of stroke	Person-years of observation (over 8 years)
Never smoked	70	395,594
Ex-smoker	65	232,712
Smoker	139	280,141
Total	274	908,447

- (i) Calculate the stroke incidence rate among the never smoked;
- (ii) Calculate the stroke incidence rate among the ex-smokers;
- (iii) Calculate the stroke incidence rate among the smokers;
- (iv) Calculate the overall stroke incidence rate among the women; and
- (v) What is your conclusion?

-END OF EXAMINATION-
GOOD LUCK!

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SCHOOL OF HSS – DEPARTMENT OF DEVELOPMENT STUDIES
DS 101-: INTRODUCTION TO DEVELOPMENT STUDIES I
2011/2012 SECOND SEMESTER EXAMINATIONS – MAY 2012**

TIME-: THREE (3) HOURS

INSTRUCTIONS - : Question one (1) is compulsory and any other two (2) questions.
In all three (3) questions must be answered. Credit will be given
for concise clear good English.

1. "Small Scale farmers are critical to any Rural Development Strategy. In turn Rural Development is critical for a growth oriented development strategy". Discuss the above assertion drawing practical examples from the Zambian perspective.
2. Define and write short notes on any five (5) of the following concepts giving practical examples as much as possible-:
 - A) Gross Domestic Product
 - B) Poverty Elimination
 - C) Agricultural Development
 - D) Law of Diminishing Returns
 - E) Linear Stages of Growth Model
 - F) Sustainable Development
 - G) Equity Considerations
3. Briefly, but substantially, contrast any five of the following concepts or situations giving practical examples as much as possible-:
 - A) Absolute Poverty with Relative Poverty
 - B) Modernisation Theory with Dependency Theory
 - C) Internal Economies of Scale with External Economies of Scale
 - D) Urban Poverty with Rural Poverty
 - E) Gender Equity with Gender Equality
 - F) Poverty Alleviation with Poverty Reduction
 - G) Balanced Development with Rural Development

4. Briefly, but substantially discuss the negative developmental implications of the following common identifying features of developing countries-:
- A) High population growth rates
 - B) Technological and financial dependency
 - C) Dependency on primary commodity export products
 - D) Dependency on the agricultural sector as the major economic sector vis-à-vis GDP growth, tax revenue etc
 - E) HIV and AIDS
 - F) Corruption
 - G) High population growth rates

END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**DEFERRED EXAMINATIONS FOR THE ACADEMIC YEAR 2011/2012 FIRST
SEMESTER
IN
DS 411: TECHNOLOGY AND DEVELOPMENT**

INSTRUCTIONS:

1. There are **Three Sections**. Section one is Compulsory. Answer One Question from Section 2 and Another Question from Section 3
 2. The duration of the exam is **three hours**. Do **not spend more than one hour on each** of the three main questions.
-

Section One (Do not spend more than one hour on this section)

This section constitute question one and it is **compulsory** to all candidates.

1. Give brief answers to each of the following 10 questions;

- i. Give brief definitions of Science and Technology and state the main difference between them
- ii. Give four out of the various reasons advanced for having Indicators of Science and Technology
- iii. Briefly define Appropriate Technology as it relates to Developing Countries and state how this definition differs from the one relating to developed countries
- iv. Briefly define the concept of Technological Dependence and state one of its negative effects on the development of Least Developed Countries
- v. Mention four out of the various factors that affect technological choice in Least Developed Countries
- vi. Defined inappropriate technology with regard to both developed and least developed countries
- vii. State briefly how technological obsolescence affect the choice of appropriate technology in Least Developed Countries
- viii. Give two reasons out of the many explanations for developing nations continued use of inappropriate Technology

- ix. Briefly define what is meant by Department One of the Means of Production and list two reasons out of the many reasons given for its significance to the development of Science and technology
- x. Mention at least four reasons why Least Developed Countries appear to be failing to develop their Science and Technology

Section two (Do not spend more than one hour on this section)

Pick one question and write an essay on it

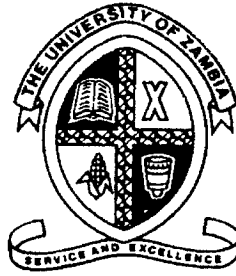
- 2 Explain the concept of Indigenous Technological Capacity and give reasons why Least Developed Countries need to develop this sort of capacity
- 3 Discuss Technological backwardness in Least developed Countries from the point of view of Technological Dependency
- 4 Discuss Technological backwardness in Least developed Countries from the point of view of the type of appropriate technology prescribed for them by Western Development Experts.

Section three (Do not spend more than one hour on this section)

Select one question from this section and write an essay on it

- 5 Give details about the right infrastructure required for technological development in Least Developed Countries.
- 6 Discuss both the merits and demerits of direct state participation in a developing country's development of Science and Technology
- 7 Either criticise or support the notion that Central planning and direct state involvement in the economy is a must if a technological and industrial Revolution has to happen in Developing nations,

END OF EXAMINATION



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

DS 965: ECONOMIC POLICY, GROWTH AND DEVELOPMENT.

**FINAL EXAMINATIONS
31st May 2012.**

TIME: THREE HOURS

INSTRUCTIONS.

- 1. This paper is comprised of four questions. You are required to answer Question one (1) which is compulsory and any two (2) questions of the remaining three (3).**
- 2. Marks will be given for a concise, logical and coherent presentation using good standard English. Credit will be given for adequate coverage of the subject matter.**

1. Figure 1 below shows the International Monetary Fund (IMF)'s lending trend over a period of 62 years (1947 to 2009). You are required to critically study and analyse the graph in order to answer the questions that follow.

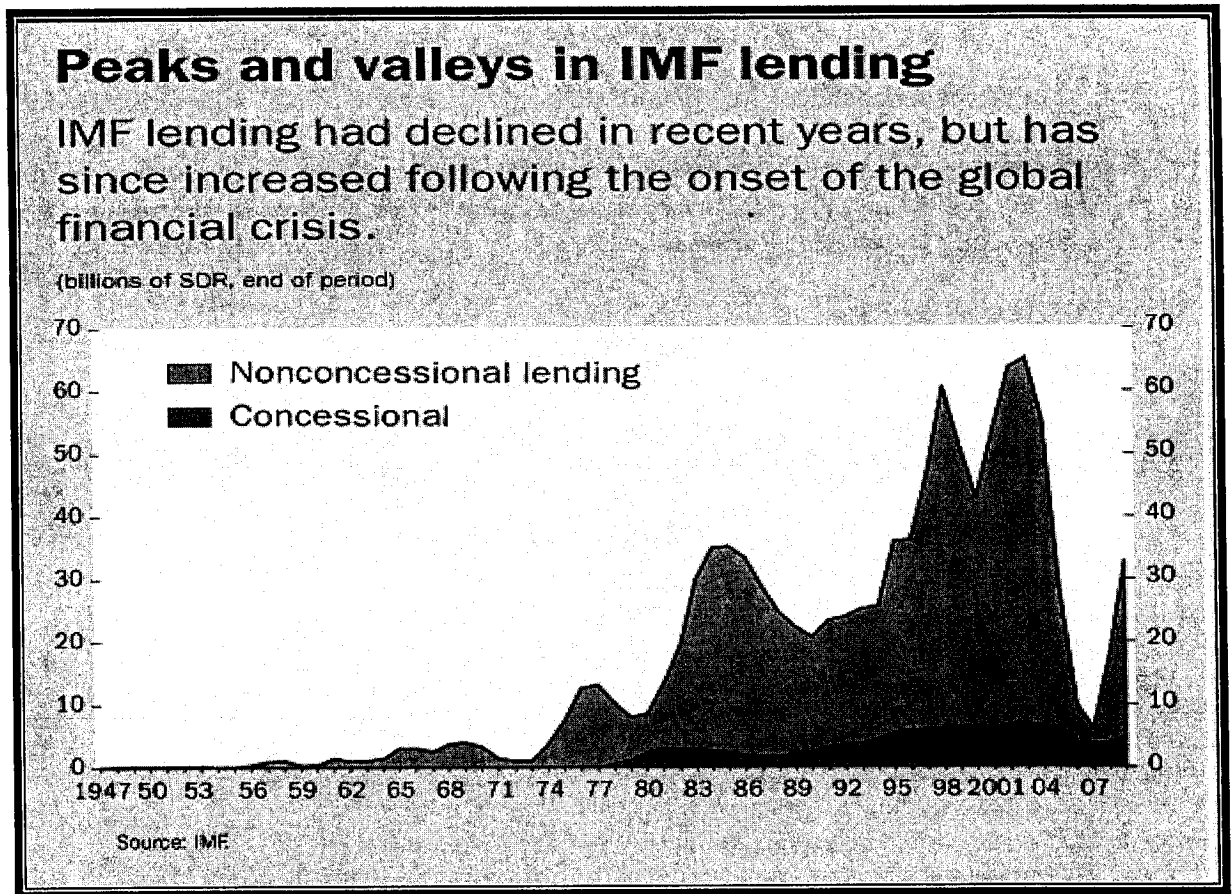


Figure 1. IMF Lending Trend.

- (a) Give a brief account on the Fund's lending trend during the period under review (15 marks).
- (b) Mapangahya, a Low Income Country, has suffered prolonged periods of economic stagnation since independence a generation ago and is in critical need of finance for infrastructure development. Based on the trend in the fig.1 above, what would you advise Hon Suntwe Munguli, Minister of Finance, Commerce and National Planning on external sources of finance? (25 marks).
2. Kolwestan is among the high performing Sub Saharan African economies that have registered some positive economic growth rates in the recent past. However, being a typical Low Income Country, it is subject to frequent adverse shocks in her economy. As an Economic Policy Expert, you have been tasked by the Secretary to the Treasury and Economy to come up with an appropriate foreign exchange regime to help Kolwestan sustain or better the current economic growth performance (30 marks).

- ✓ 3. The International Monetary Fund (IMF) and the World Bank have been subjected to scathing criticism from Development Specialists and other concerned parties over the years with calls for reform growing louder. You are part of a team of Economic Policy Experts drawn from the Global South tasked to come up with proposals for reform at the two institutions; what would be your policy proposals? **(30 marks)**.
- ✓ 4. The newly independent Republic of Kululand has offered you a consultancy contract to craft a science and technology policy to guide its economic development and industrialization trajectory. Using either Japan or Singapore as a case study, you are required to submit a six (6) point policy to Mr. Mufanasaye Muteba, Permanent Secretary, Ministry of Finance and Economic Development **(30 marks)**.

The end, wishing you the best.



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

FIRST SEMESTER NEXAMINATIONS – MAY 2012

**E 221 ENGLISH LITERATURE FROM THE 16th TO THE 18th
CENTURY (DISTANCE)**

TIME: 3 Hours

INSTRUCTIONS:

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

Dictionaries and **Primary** texts (novels/plays/poems) are allowed in this examination.

SECTION A COMPULSORY QUESTION

Question 1

Many scholars hold it that literature is both a creation and a reflection of society and thus an important element of a people's culture. With reference to any two works studied on this course, discuss the validity of such opinion, highlighting any developments of historical significance that manifest in the works selected.

SECTION B Answer ANY ONE question in this Section

Question 2

Dr. Faustus is a rejection of Medieval Christian doctrine to embrace renaissance principles. What in your opinion is the value of these principles given that Dr Faustus ends up in damnation?

Question 3

Some misfortunes are considered as "blessings in disguise." Would you place Eve's disobedience of the creator's instructions in Christopher Marlowe's *Paradise Lost* as a blessing in disguise for mankind?

Question 4

Jonathan Swift in *Gulliver's Travels* does not only take a totally different narrative approach to the art but also a different sociological dimension to fiction. Instead of using one character to demonstrate departure from the old order, he engages the whole English society in revealing the flaws while using the first person narrative voice. Comment on the effectiveness of *Gulliver's Travels* as a commentary on the English society.

SECTION

Answer ANY ONE question in this Section

Question 5

Macbeth and Dr Faustus as characters through their deeds and utterances in the plays *Macbeth* and *Dr Faustus*, respectively, present rather extreme desire for power. What explanations would be advanced to rationalise the two characters' rather insatiable appetite for power.

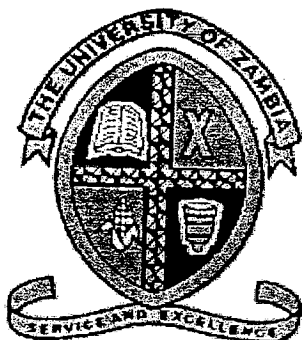
Question 6

Compare and contrast the ways in which women take charge of affairs in their respective settings in *Paradise Lost* and *Macbeth*.

Question 7

Discuss symbolism as it is used any two texts of your choice covered in the course.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPT OF LITERATURE AND LANGUAGES

2011 – 2012 ACADEMIC YEAR, FIRST SEMESTER FINAL EXAMINATION

E971: American Literature

Time Allowed: 3hrs

Instructions to candidate

1. Ensure that you read through all the questions in this paper before you attempt to answer any
2. Please write your computer number on every answer booklet
3. Answer three questions in all.
4. All questions carry equal marks.
5. Candidates may bring into the examination a copy of any English dictionary but prescribed books are **NOT** allowed into the examination room.

SECTION A (Compulsory)

1. "I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; 'and the glory of the Lord shall be revealed and all flesh shall see it together.'

This is our hope, and this is the faith that I go back to the south with" (Martin Luther King Jr.)

Discuss this statement in relation to the American Dream.

SECTION B

Either : 1. In *The Great Gatsby* Daisy Fay is 'the Wind' that Gatsby chases. Discuss what this theme implies and the consequences that follow.

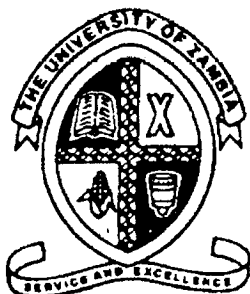
Or 2. With close reference to incidents in the text discuss 'Spiritual and Physical dryness and desolation in *The Great Gatsby*.

SECTION C

Either: 1 "The impact of both imagism and symbolism on twentieth – century poetry has been great."

Discuss the innovations generated by these movements and the influences exerted through explicit theory and practice of poets.

Or: 2 "It is possible to identify certain tendencies in Romantic poetry theory and practice that have special importance for the modern revolution in poetry." With this idea in mind discuss: - the abandonment of neo – classical forms (like the heroic couplet, genre distinctions in favour of originally determined functional forms, the general revolt against the authority of the old etc.



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

FIRST SEMESTER EXAMINATION
2011-2012 ACADEMIC YEAR

E 981: ROMANTIC LITERATURE
TIME: THREE HOURS

INSTRUCTIONS:

Answer **THREE** questions making sure that you answer one question from each section.

Dictionaries and prescribed texts are allowed in the examination hall.

Question **One** section A carries 40 marks.

Other questions carry 20 marks each.

SECTION A (Compulsory)

1. Matters of immortality and mortality have preoccupied mankind. Is it possible to analyse this statement with what you see as the general picture of the Romantic society as reflected by the works of the poets covered in the course.

SECTION B

EITHER

1. William Blake's poetry is rich in biblical imagery. Discuss

Or

2.

“A Slumber did My Spirit Seal”
(William Wordsworth)

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

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

- (a) What is the relationship of the human being to natural things as seen in the poem?
- (b) Is the speaker made reconciled to the thought that the dead woman is intertwined with rocks, stones and trees or does he feel an anguished grief that this should be so?
- (c) In line 1, the speaker says ‘a slumber did his spirit seal’. Why does he say so when the shocking event is now that slumber has sealed her spirit?
- (d) Why does the speaker call her a ‘thing’ (line-3) when she was still alive rather than reserving this term for her present state in which she is as inert as a stone?

SECTION C

EITHER

1. What do you understand by Shelley's philosophy that "poetry redeems from decay the visitations of the divinity in man"? With reference to "Ode to the West Wind" show how this philosophy is underscored.

OR

2. "The Odes To Nightingale, To Melancholy and To a Grecian Urn have a similar thought process behind them. The starting point of each of them is the inevitable sadness of mortality." Discuss.

END OF EXAM

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

EC 115: INTRODUCTION TO MICROECONOMICS THEORY

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS: Answer **ALL** Questions in Section A and **ANY TWO** in Section B.

SECTION A: MULTIPLE CHOICE QUESTIONS

1. Other things being equal, demand is MORE elastic when;
 - a) The good is a luxury and not a necessity.
 - b) The good is broadly defined (a hamburger rather than a Big Mac).
 - c) The item is NOT a large part of your budget.
 - d) All of the above.
2. The production possibility curve (or frontier) is concave due to
 - a) Its negative slope.
 - b) Its shifting out over time.
 - c) Increasing opportunity costs.
 - d) All of the above.
3. If flour is an inferior good, then
 - a) An increase in income will decrease the demand for flour.
 - b) The demand for flour is negatively related to income.
 - c) The income elasticity of flour is negative.
 - d) All of the above.
4. When both demand and supply increase
 - a) The equilibrium price definitely falls.
 - b) The equilibrium price definitely rises.
 - c) The equilibrium quantity definitely falls.
 - d) The equilibrium quantity definitely rises.
5. In the short run, a perfectly competitive firm will produce even with an economic loss, as long as
 - a) Marginal revenue equals marginal cost. ($MR=MC$)
 - b) Price is less than average total cost. ($P < ATC$)
 - c) Price is greater than average variable cost. ($P > AVC$)
 - d) Price is greater than marginal revenue. ($P > MR$)
6. With diminishing marginal utility,
 - a) As more and more units of a good or service are consumed, total utility becomes smaller and smaller.

- b) As more and more units of a good or service are consumed, marginal utility becomes smaller and smaller.
 - c) The marginal utility curve is always upward sloping.
 - d) Marginal utility is constant.
7. A major technological advance will have which of the following effects on the production possibility frontier (PPF)?
- a) A movement off the PPF toward a point outside the frontier
 - b) A movement toward the PPF from inside the frontier
 - c) An outward shift of the PPF
 - d) A movement up and to the left along the frontier
8. In economics, the term “marginal” is used to refer to which of the following:
- a) Something of little value or importance
 - b) Something that can only be measured in subjective terms
 - c) The effect of an all-or-nothing decision
 - d) The effect of a small increase or decrease in some activity or variable
9. In the long run, a profit maximizing firm will choose to exit a market when
- a) Fixed costs exceed total costs
 - b) Total revenue from production is less than total costs
 - c) Average fixed cost is rising
 - d) Marginal cost exceeds marginal revenue at the current level of production
10. Assume Coffee and Tea are substitutes, an increase in the coffee price, *ceteris paribus*, is likely to have which of the following effects on the market for tea:
- a) A movement down along the tea demand curve
 - b) A leftward shift in the tea demand curve
 - c) A movement up and along the tea demand curve
 - d) A rightward shift in the tea demand curve
11. Assume clothing to be a normal good, an increase in consumer incomes *ceteris paribus*, would tend to have which of the following effects:
- a) Increase in the demand for clothing
 - b) Decrease in demand for clothing
 - c) Increase in quantity of clothing demanded
 - d) Decrease in the quantity of clothing demanded
12. In contrast to perfectly competitive markets, monopolists
- a) Do not have to worry about market demand
 - b) Sell only if demand is inelastic
 - c) Can never incur an economic loss
 - d) Can earn an economic profit indefinitely
13. If wheat demand is 400 bushels per month when price is \$4 per bushel and 600 bushels at price of \$3 per bushel, other things remaining the same, it can be concluded that:

- a) Demand for wheat is elastic in this price range
 - b) Demand for wheat is inelastic in this price range
 - c) Demand is unit elastic
 - d) Demand is infinitely elastic in the price range
14. A Movie Theatre reduces ticket price from \$4 to \$1 and notes that attendance increases from an average of 45 to 55 per night. In this price range which of the following is closest to the price elasticity of demand (based on arc elasticity formula)?
- a) 0.6
 - b) 1.66
 - c) 6
 - d) 0.16
15. Perfectly inelastic demand means that consumers
- a) Are willing to buy any quantity of the good at a given price, but none at a higher price
 - b) Decrease their consumption as price rises
 - c) Increase their consumption as price rises
 - d) Will buy a certain quantity, regardless of price
16. As one moves down and to the right on a normally shaped indifference curve the ratio of the marginal utility of good on horizontal axis to marginal utility of good on vertical axis will show which of following trends ?
- a) Increases
 - b) Remains the same
 - c) Decreases
 - d) None of the above
17. A point on the production possibilities frontier reflects an
- a) Attainable point with full employment of all resources
 - b) Attainable point without full employment of all resources
 - c) Unattainable point with full employment of all resources
 - d) Unattainable point without full employment of all resources
18. The profit-maximizing rate of output for a firm in a perfectly competitive market is found when which of the following occurs?
- a) Total revenue equals total cost. ($TR = TC$)
 - b) Price equals average total cost. ($P = TC$)
 - c) Marginal revenue equals marginal cost. ($MR = MC$)
 - d) Price equals average variable cost. ($P = AVC$)
19. For a monopoly, when does marginal revenue exceed demand?
- a) When output is less than profit maximizing output.
 - b) When output is greater than profit maximizing output.
 - c) Never.
 - d) None of the above.

20. New firms will exit a perfectly competitive market when:
- a) Average variable costs are less than average total costs
 - b) Price is greater than average variable costs
 - c) Marginal revenue is greater than average total costs in the short run
 - d) Price is less than average total costs in the long run

SECTION B

QUESTION ONE

- (a) Consider a monopolist facing a downward sloping demand curve and a constant marginal cost equal to the average cost curve. Use an appropriate diagram to demonstrate; (i) the profit-maximizing level of output; (ii) the profit for the monopolist and (iii) the deadweight loss, (iv) what are the potential benefits to monopolies?
- (b) Use appropriate graphics to isolate the income and substitution effects of a price change. Extend your analysis to show the nature of these two effects in the case of a Giffen good.

QUESTION TWO

- (a) Show a simple derivation of Engel Curves from Income Consumption Curves (or Paths).
- (b) Briefly explain the law of Equi-marginal Utility in consumption theory. How would you explain consumer equilibrium based on this law?
- (c) Illustrate why in equilibrium a consumer will choose a basket of goods at which the marginal rate of substitution (MRS) equals the price ratio of the goods in question.

QUESTION THREE

- (a) A firm in a perfectly competitive market, in the short run, faces a price of \$20 per unit of its output. It is producing 200 units per week and employing 40 workers. The last unit of output takes 32 percent of one worker's week to produce. The wage rate is \$50 per week and fixed costs (per week) are \$1,000.
 - (i) Calculate MC, AC, and profit at the present level of output.
 - (ii) Is the firm maximizing its profit?
 - (iii) Suppose that the price falls to \$16 and fixed costs rise to \$1,500. Should the firm close down?
- (b) Why is the Marginal Rate of Technical Substitution (MRTS) equal to the ratio of factor prices at the cost-minimizing combination of inputs for a given output?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 125: INTRODUCTION TO MACROECONOMIC THEORY
TIME: TWO HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY ONE QUESTION FROM SECTION B

SECTION A

Question 1

Consider an economy that produces only Chickens, Bread and Beef. The table below contains data for the period 2008-2011.

Base

	2008	2009	2010	2011
Price of Chickens	K 10,000	K 9,000	K 12,000	K 15,000
Price of Bread	K 3,500	K 4,000	K 4,500	K 5,000
Price of Beef/kg	K 12,000	K 15,000	K 17,500	K 20,500
Quantity of Chickens	1,000	1,200	1,500	1,600
Quantity of Bread (Loaves)	5,000	4,000	4,500	6,000
Quantity of Beef (Kg's)	2,000	3,000	5,000	5,500

- a) Using **2008** as a base year compute the following statistics
- Nominal and real GDP for each of the years
 - The implicit price deflator and CPI for each of the years
 - Inflation rate implied by the CPI for each of the years
- b) Briefly explain the differences between CPI and the implicit GDP deflator.

Question 2

- a) Assume a model with expenditure-income identity. If the marginal propensity to save is 0.2, the income-tax rate is 0.25 and the marginal propensity to import is 0.1 then the size of the investment multiplier is:
- b) In an income-expenditure model with marginal propensity to import as 0.1 and income tax rate as 0.2 , a decline of investment of \$100 will lead to a decline in income of \$200 if marginal propensity to consume is:
- c) Briefly explain the following terms;
- Balance of payments
 - Trade balance

- iii. Current account balance
- iv. Capital account balance
- v. Spot Exchange rate
- vi. Forward Exchange Rate
- vii. Price Quotation System
- viii. Volume Quotation System

SECTION B

Question 3

- a) How different is the short-run Philips curve from its long-run counterpart? *Use appropriate assumptions and diagrams to aid your elucidation.*
- b) Thoroughly but succinctly discuss the causes of, effects of and, cures for, inflation.
- c) Distinguish cost-push inflation from demand-pull inflation.
- d) When there is inflation, everyone loses. Discuss the foregoing assertion within the framework of costs and effects of inflation.

Question 4

Consider the table below and answer the questions that follow.

Table 1: Wheat and Cloth production

	U.S.	U.K.
WHEAT (BUSHEL/MAN-HOUR)	6	1
CLOTH (YARDS/MAN-HOUR)	4	5

- a) What are the differences between Absolute advantage and Comparative advantage?
- b) From table 1 above, is there a basis for trade between the U.S. and the U.K.? Explain?
- c) If the United States exchanges six bushels of wheat (6W) for Six yards of British Cloth (6C), how much cloth will the United States gain and how much time will the United States save?
- d) How much cloth would the United Kingdom have gained and how much time would it have saved?
- e) Suppose banks wish to hold cash reserves R equal to some fraction C_b of deposits D , and that the private sector desires to hold cash in circulation C equal to a fraction C_p of deposits D , derive an expression of the money multiplier in terms of C_b and C_p . Further ascertain what the impact of a high/large C_b would be on the multiplier and therefore banks' credit creation process. Explain thoroughly.

END OF FINAL EXAMINATION

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

EC 341: ECONOMETRICS I

TIME: TWO HOURS

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

SECTION A

QUESTION ONE

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

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

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

QUESTION TWO

Using 25 observations and 5 regressors, including the constant term, a researcher estimates a linear regression model by OLS and finds

$$b_2 = 4.21 ; \text{standard error of } b_2 = 1.80$$

$$b_3 = -0.116 ; \text{standard error of } b_3 = 0.0388$$

Let t_{20df} be a random variable having a t distribution with $n - K = 25 - 5 = 20$ degrees of freedom.

Use the following probabilities:

$$\text{Prob}(t_{20df} > 1.75) = .05$$

$$\text{Prob}(t_{20df} > 2.086) = .025$$

For each of the pairs of hypotheses given below, use a t -test to accept or reject H_0 at the 5% significance level. Show your reasoning.

- (a) $H_0 : \beta_2 = 0 ; H_a : \beta_2 < 0$
- (b) $H_0 : \beta_2 = 0 ; H_a : \beta_2 \neq 0$
- (c) $H_0 : \beta_2 = 0 ; H_a : \beta_2 > 0$
- (d) $H_0 : \beta_3 = 0 ; H_a : \beta_3 < 0$

(e) $H_0 : \beta_3 = 0$; $H_a : \beta_3 \neq 0$

(f) $H_0 : \beta_3 = 0$; $H_a : \beta_3 > 0$

(g) $H_0 : \beta_2 = 1$; $H_a : \beta_2 \neq 1$

QUESTION THREE

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

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

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

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

QUESTION FOUR

Using 100 observations and 10 regressors, including the constant term, a researcher estimates a linear regression model by OLS and finds

$$b_2 = 3.1 ; \text{st.err. of } b_2 = 1.7$$

Let t_{90df} be a random variable having a t distribution with 90 d.f.. Use the following probabilities:

$$\text{Prob}(t_{90df} > 1.66) = .05$$

$$\text{Prob}(t_{90df} > 1.99) = .025$$

(a) For each of the pairs of hypotheses given below, use a t-test to accept or reject H_0 at the 5% significance level. Show your reasoning.

(i) $H_0 : \beta_2 = 0$; $H_a : \beta_2 < 0$

(ii) $H_0 : \beta_2 = 0$; $H_a : \beta_2 \neq 0$

(iii) $H_0 : \beta_2 = 0$; $H_a : \beta_2 > 0$

(iv) $H_0 : \beta_2 = 1$; $H_a : \beta_2 \neq 1$

(b) Which one of the four tests in part (a) has the smallest P-value?

(c) Compute the 95% confidence interval for β_2 .

SECTION B

QUESTION FOUR

- a) Given the following data:

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

Calculate the price index number by;

- i) Laspeyre's method
 - ii) Paasche's method
 - iii) Fisher's ideal index method
- b) Calculate Fisher's ideal index for the following data. Also test whether it satisfies the time reversal test and the factor reversal test

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

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

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

QUESTION FIVE

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

b) Suppose;
 $Y_t = Y_{t-1} + U_t$

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

c) Suppose also;

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

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

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

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMNITATIONS**

EC 955: HEALTH ECONOMICS
TIME: TWO HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY TWO QUESTIONS IN SECTION B

SECTION A

QUESTION ONE

Part 1

- i. If changes occur in income earned and lower depreciation (rate) is experienced explain how this impacts on demand for health capital.
- ii. Explain the demand for health capital and the health capital stock that accrues due to changes that individuals may realise as a result of (a) investing in education (b) increasing age. Show changes occurring on the cost of capital, δ , and the marginal efficiency of investment (MEI).

Part 2

- i. Given two factor inputs, capital and labour, define the elasticity of substitution and use a graph to distinguish between relative high and low substitution with the relevant slopes.
- ii. Define the prevalence elasticity of demand for prevention care. Explain what would be expected for instance, if the prevalence elasticity of demand for prevention care for HIV/AIDS was 0.1
- iii. What would be the impact of a 10% rise in the prevalence of HIV/AIDS in the population be?

SECTION B

QUESTION TWO

- A) Health insurance has been characterized as a tradeoff between risk spreading and moral hazard. Show how this tradeoff occurs using a diagram of demand for health care, showing specifically how the welfare loss from the "moral hazard" effect arises, and specifically show the out of pocket spending for a consumer with and without insurance.

- B) With the use of a graph show how the welfare loss in health care markets from a standard “coinsurance” type of insurance policy gets bigger, given a decline in the price elasticity of demand for the service that's insured.

QUESTION THREE

Health care economic evaluation has a number of key methods for undertaking evaluation and reaching decision making points so as to allow appropriate resource allocations to be made.

- Distinguish among these key methods
- Describe the analytical basis for decision making through cost – benefit analysis using the approach based on equating marginal social benefits and marginal social costs
- Given the following data, make the necessary computations and inferences based on the results you obtain with respect to the CBA:

There are two health projects with the following characteristics:

Project 1

Cost of Project 1 is K5,000,000 in Year 1

Benefits are K2,000,00 in Year 1, Year 2, Year 3 and Year 4 only (i.e. the first four years only)

Project 2

Costs of Project 2 is K5,000,000

Benefits are K2,000,000 in Years 6, 7, 8, 9 and 10

Task

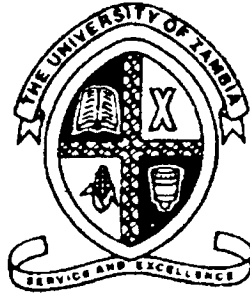
- You are required to compute the net benefits using comparative discount rates of 6% and 12%.
- State the inferences about these two projects given the computations made.

Note: Show your workings clearly including the formula used

QUESTION FOUR

What mechanisms are available to finance a universal health insurance system in any modern country and what limitations are faced by the different models at one level and on another level, by the different socio – economic development processes of countries?

END OF EXAMINATION



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

FIRST SEMESTER EXAMINATIONS
2011/2012

E231: ROMANTIC AND CLASSICAL CRITICISM
TIME: THREE HOURS

INSTRUCTIONS: There are two sections in this paper. Answer one question from section A and two questions from section B. Section A is compulsory. All questions carry equal marks. Only dictionaries are allowed in the Examination Hall.

SECTION A (Compulsory)

1. Show with practical examples whether or not you agree that without an understanding of the critical approaches to literature, one would not be able to read literary texts competently.

SECTION B (Answer any two questions from this section)

1. In any analysis of Shakespearean tragedy, one is fascinated by the negative and positive potentialities of Humanity. Hamlet has been portrayed as philosopher, therefore intellectual and to an extent an idealist incapable of comprehending certain negative realities of Humanity for example usurping of throne through regicide, consequent revenge and incest. Discuss the portrayal of Hamlet from both the historical, philosophical and autobiographical point of view.

2. In Marvell's *To His Coy Mistress* (text appended), discuss the themes passion, change of attitudes in persona's 'weltanschauung' (world-view) with regard to 'carpe diem' (seize the day) as a philosophy of life and the overriding theme of 'the passage of Time'.

3. Young Goodman Brown

"Faith!" shouted Goodman in a voice of agony and desperation; and the echoes of the forest mocked him, crying "Faith! Faith" as if bewildered wretches were seeking her all through the wilderness.

The cry of grief, rage, and terror was yet piercing the night, when the unhappy husband held his breath for a response. There was a scream, drowned immediately in the louder murmur of voices, fading into far-off laughter, as the dark cloud swept away, leaving the clear and silent sky above Goodman Brown. But something fluttered likely down through the air and caught on the branch of the tree. The young man seized it, and beheld a pink ribbon.

"My Faith is gone!" cried he, after one stupefied moment. "There is no good on earth; and sin is but a name. Come, devil; for thee is this world given."

Discuss the significance of the above quotation in Goodman Brown's spiritual transformation.

4. How important are quilts in Alice Walker's short story *Everyday Use*? What do they represent and why were those given to Maggie? Explain in detail.

5. How does Alice Walker use characters to portray human mind in her short story *Everyday Use*?

6. It seems Mary Shelley's *Frankenstein* is an attempt at attributing the falling apart of society to God's creation falling out of His control. Discuss.

7. Mary Shelley's novel *Frankenstein* portrays Victor Frankenstein and 'the monster' as being 'different'. Discuss the theme of 'otherness' in the novel.

END OF EXAM

nderstand fully what they are reading.
anner, they do well to bring to bear
an province that justifiably helps them
anding. For literature is a part of the
ience: it at once thrives on it, feeds it,
ant part of it. When we realize this, we
ied with the simple notions that a story
e idler or the impractical dreamer, that
ty combination of sounds and sights,
is equivalent to an escapist motion pic-
odrama. Browning's Fra Lippo Lippi

plot for us,
ans intensely, and means good:
ng is my meat and drink.

ide toward any worthy piece of litera-

oaches to Literature. Englewood Cliffs, NJ:

Appendix A

Andrew Marvell TO HIS COY MISTRESS

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

5

10

15

20

Deserts of vast eternity.
Thy beauty shall no more be found, 25
Nor, in thy marble vault, shall sound
My echoing song; then worms shall try
That long preserved virginity,
And your quaint honor turn to dust,
And into ashes all my lust: 30
The grave's a fine and private place,
But none, I think, do there embrace.
Now therefore, while the youthful hue
Sits on thy skin like morning dew,
And while thy willing soul transpires 35
At every pore with instant fires,
Now let us sport us while we may,
And now, like amorous birds of prey,
Rather at once our time devour
Than languish in his slow-chapped power. 40
Let us roll all our strength and all
Our sweetness up into one ball,
And tear our pleasures with rough strife
Thorough* the iron gates of life:
Thus, though we cannot make our sun 45
Stand still, yet we will make him run.

*thorough: through

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

UNIVERSITY OF ZAMBIA SEMESTER EXAMINATIONS MAY 2012

H112: AFRICA PRIOR TO COLONISATION

FULL TIME, DISTANCE AND PARALLEL PROGRAMME

TIME: THREE (3) HOURS FRIDAY 25TH MAY 2012 09:00-12:00HRS

INSTRUCTIONS: Answer three (3) of the following questions:

1. To what extent would one argue that agriculture and iron technology were complementary in aiding Africa's socio-economic and political advancement prior to European colonization?
2. What people are referred to as the **Bantu**? Explain the origins, migration and settlement areas of these people.
3. How important were Egypt and Kush in the political and socio-economic development of the African continent?
4. Define the *Great Zimbabwe debate*. What evidence can we use to prove that Africans and not aliens built Great Zimbabwe?
5. Show how Islam was both a *source of problems* and *development* for the West African societies up to the 16th century.
6. Trade takes people and civilizations to distant lands. In what ways can we say trade and the camel brought Islam into the West African subcontinent?
7. Assess the significance of the *Periplus of the Erythrean Sea* to the history of the East Coast of Africa.
8. Examine the role played by the 14th - 15th century European voyages of discovery in the *globalization* of the world.
9. Slavery and slave trade took away African men and women to distant lands and with them went many years of African development. How far would you agree with this view?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY FIRST SEMESTER EXAMINATIONS-DECEMBER 2011

H 231

HISTORY OF MODERN AFRICA: 1750-1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. Examine the ecological factors which influenced human settlement in pre-colonial or traditional Africa.
2. European nations colonized areas in Africa due to a variety of motives. Which motives, in your opinion, were more valid than others?
3. Examine the contribution of the Mineral Revolution to the development of South Africa before 1910.
4. Critically examine the primary resistance and collaboration which the African societies resorted to when confronted by the invading colonial armies. Give examples of the groups which resisted and those which collaborated with the imperial armies.
5. Critically examine the vitality of the socio-economic and political systems of the African societies on the eve of European colonization of Africa.
6. Examine the weaknesses and strengths of the literature on African history.
7. Urbanization emerged in Africa long before the Europeans set foot on the African continent. Account for the characteristics of the cities and towns in ancient Africa.
8. Discuss the occupation and eventual colonization of the Cape of Good Hope by the United Dutch East India Company.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY
2011 UNIVERSITY FIRST SEMESTER EXAMINATIONS

H911: PRE-COLONIAL HISTORY OF ZAMBIA

TIME ALLOWED: **THREE HOURS**

INSTRUCTION: ANSWER ANY **THREE (3)** QUESTIONS

1. Oral traditions are a very important source for the reconstruction of Zambia's pre-colonial history. Discuss.
2. Using the archaeological argument, how would you convince a non-historian on the origins and spread of the Bantu peoples?
3. Examine the *Portuguese factor* in the history of the Chewa kingdom of the Undis before 1890.
4. Critically examine Harry W. Langworthy's assertion that the origins of the Lozi people are carefully concealed for reasons of the prestige and selectiveness of the ruling dynasty. Did the ecological disasters of the 19th century in South Africa have any effect on the Lozi state?
5. If there was one major factor in the formation of states in pre-colonial Zambia, it was ecology. What is your view?
6. Was there any relationship between trade and politics in pre-colonial Zambia?
7. Discuss some aspects of the pre-colonial history of Zambia that you have learnt on the course H911 from **EITHER** Francois Coillard's *On the Threshold of Central Africa* **OR** Antonio Gamitto's *King Kazembe* (2 volumes).

8. EITHER

- (a) Assess the impact of the Swahili-Arab activities in the period 1840-1890 on the political economies of the Lake Mweru-Tanganyika and Lake Nyasa-Luangwa regions.

OR

- (b) Analyse the development of the Chikunda and show how they became long distance traders.

**UNIVERSITY OF ZAMBIA
DEPARTMENT OF MASS COMMUNICATION**

FIRST SEMESTER EXAMINATION

FINAL EXAMINATION

MC 101 EXAMINATION

TIME: 3 HOURS

SECTION A - COMPULSORY

SECTION B ANSWER ANY FOUR (4) QUESTIONS IN THIS SECTION

SECTION A: ANSWER ALL QUESTIONS (40)

1. Describe the common characteristics of the “White Press” in Northern Rhodesia (5)
2. Describe main characteristics of Yellow Journalism (5)
3. Discuss the similarities and differences of the role played by the Zambian Press and American Press in the struggle for independence (10)
4. Discuss the state-owned press in Zambia before and after independence in terms of its content and editorial policy (10)
5. Compare and contrast the British Broadcasting Corporation - BBC and the Zambia National Broadcasting Corporation - ZNBC (10)

SECTION B: ANSWER ANY FOUR(4) QUESTIONS (60)

1. Compare and contrast the Church Press in Zambia before and after independence (15)
2. Narrate the John Peter Zenger Trial. Explain its relevance (15)
3. Give a detailed comparison of the Central African Mail and the Northern News (15)
4. Discuss factors that led to establishment of newspapers in China (15)
5. Discuss factors that led to introducing Radio Broadcasting in Northern Rhodesia in 1941 by the colonial government (15)

**END OF EXAMINATION
GOOD LUCK!**

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES
FIRST SEMESTER EXAMINATIONS
2012
MC 135
MEDIA LAW

n

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

DURATION: 3 hours

TIME: 14:00HRS -17:00HRS

SECTION A (THIS SECTION IS COMPULSARY)

1. The Draft Zambian Constitution has been circulated to the public for input. Discuss what is being proposed in the Draft Constitution regarding Freedom of Information.

(20 points).

2. On November 16 2009, Chansa Kabwela, Former post newspaper news editor was acquitted on the charge of dissemination of obscene material. On what grounds was she acquitted? Discuss.

(20 points).

SECTION B ANSWER ANY SIX (60 POINTS).

1. How is the court system administered in Zambia?
(10 points).
2. Define freedom of speech and explain how it is protected internationally.
(10 points).
3. Distinguish between Absolute and qualified privilege.
(10 points).

4. How do the criminal law and civil law differ?
(10 points).
5. What is Defamatory Matter?
(10 points).
6. Juvenile reporting should be handled with care why?
(10 points).
7. Journalists usually get themselves in trouble due to contempt of court, What is contempt of court? How should journalists avoid being cited for this offence?
(10 points)
8. Under copyright law, Explain the meaning of the following :
 - a) Copyright Protection
 - b) Work of joint authorship
 - c) Artistic work
 - d) Fair dealing(10 points)
9. What is Considered as Obscene Material under the law of Obscenity
(10 points)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER FINAL EXAMINATION
INTRODUCTION TO MASS MEDIA REPORTING (MC 201)

DATE: 29TH NOVEMBER 2011

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS FROM SECTION B

DURATION: THREE (3) HOURS

SECTION A: ANSWER ALL QUESTIONS (60 MARKS)

- (1) You are a trainee reporter on industrial attachment at the *Zambia Daily Mail*. You have been assigned to attend a workshop for journalists organised by the Electoral Commission of Zambia. The aim of the workshop is to equip journalists with the necessary knowledge to enable them report accurately about the functions of the ECZ. One of the presentations at the workshop contained the following information.

Article 76 (1) and (2) of the Constitution of Zambia provides for the establishment of the Electoral Commission of Zambia (ECZ) and promulgation of legislation to determine the composition and operations of the Electoral Commission Act No. 24 of 1996.

The Electoral Commission is mandated to delimit constituencies, supervise the registration of voters and conduct Presidential and National Assembly Elections. The role of the media is to bring out content of all campaign activities in its reportage. To make sure that the substance of campaign propaganda such as the activities, statements of the political parties and or candidates ideas, policies and developmental strategies are covered. By so doing, the media is helping the electorate to make informed choices. When publishing or carrying electoral advertisements, the Act requires every newspaper, whether private or public, to clearly indicate that the matter is an advertisement by placing the word "Advertisement" as a headline. Electoral Code of Conduct provides for both public and private media to practice fairness in the coverage of candidates and political parties in the spirit envisaged by the Electoral Act. All print and electronic media are therefore bound by the provisions of the code during elections. All media shall report news on elections in an accurate manner. Further, all media shall identify any editorial comment they wish to make and separate it from the news. All media shall not make any abusive editorial comment, incite violence or advocate hatred based on race, ethnicity, tribe, gender, political or religious conviction. The media may actively participate in fuelling violence in their coverage of individuals, events and issues during this time. The media therefore should endeavour to project reconciliation, harmony, and unity rather than conflict.

Using the information presented above and with reference to the news writing guidelines provided to you at UNZA in MC 201, write a hard news story for the *Daily Mail*. Ensure that your news story is as comprehensive as possible. You are required to invent other details. Remember that a mark will be deducted for every error made. **(10 marks)**

- (2) The information below is an excerpt from an article that appeared in the *Monk and Moma Campus Magazine*. The news editor at UNZA Radio has requested you to write a news story for the radio station. However, the campus magazine is not produced by mass communication students so the articles are not professionally written. Despite this, the magazine is very popular within and outside campus because of its highly sensationalised stories. But for this latest edition, the magazine has made an attempt to include a "serious" article in the magazine.

Note that the information is not presented in a logical order. You are expected to observe the rules that guide broadcast news writing. Be cautioned that any mistake made attracts a penalty of ONE mark. Invent the event and other details.

The purpose of the visit was to gather information from a cross section of people and institutions regarding their knowledge and perceptions about the National Assembly of Zambia. The major finding of the study was that people are very ignorant about the work of the National Assembly despite it being such an important

institution in Zambia. At the same time the study showed that people are willing to participate in the work of NAZ in different ways as long as they can be educated on the functions of the institution and helped to understand how they can get involved.

People are not knowledgeable about the work of the NAZ and its proxy institutions. Many attributed this lack of knowledge to non-availability of information about the institution and its mandate. Others consider NAZ as a mythical institution which cannot even be discussed in public for fear of being arrested. Others have certain expectations of the NAZ that do not specifically fall under its mandate.

There is serious lack of information flow between the MPs and the constituents. Many respondents claimed that they have never had opportunities to interact or even communicate with their member of parliament. While in other areas the MPs have made their phone numbers readily available to the constituents. There was emphasis on physical visitations by MPs to their respective constituencies.

In a nutshell there is need to marshal all the communication tools to embark on massive sensitisation and education of the citizenry on the work of the National Assembly. People are willing to learn and get involved in enhancing the work of NAZ. At the moment their role is minimal since they do not know how to participate in the governance process through the National Assembly. **(10 marks)**

- (3) Explain the significant differences between print and broadcast news writing? (5 marks)
- (4) Explain the KISS principle including when it should be used. (3 marks)
- (5) Name and explain 4 rudiments of a news story (8 marks)
- (6) If you were requested to recruit a journalist for your media outlet, what qualities/attributes would you include in the job advertisement? Remember to justify your qualities/attributes instead of merely listing them.(5 marks)
- (7) What important issues should you take into account if you have to conduct successful interviews with sources of news? (5 marks)
- (8) Why should news writers pay particular attention when writing the lead? (5 marks)
- (9) With examples, explain five types of interviews? (5 marks)
- (10) Write brief explanatory notes on the following concepts
 - a) Identification
 - b) Fairness
 - c) Balance
 - d) On the record(4 marks)

SECTION B: ANSWER TWO QUESTIONS ONLY (40 MARKS)

- (11) Discuss in great detail factors that determine news worthiness? (20 marks)
- (12) Discuss the various news structures? (20 marks)
- (13) With appropriate examples explain the key features of broadcast news writing? (20 marks)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA FINAL EXAMINATION

DEPARTMENT OF MASS COMMUNICATION

MEDIA MANAGEMENT 1 MC 411

TIME: 3 HOURS

DATE: 30TH NOVEMBER 2011

VENUE: OTHERS

SECTIONS 1: ANSWER ALL QUESTIONS 60 MARKS

1. What are the worst enemies of time management
5 marks
2. Discuss the eight steps of Management by objectives (MBO).
10 marks
3. Briefly explain the following concepts of management:
 - a) Checker Board
 - b) The five primary appeals in media products
 - c) The A B C of time management
 - d) Syndication window
 - e) Theory X and theory Y10 marks
4. Discuss the 13 steps of planning in a media house
25 marks
5.
 - a) What are the good qualities of a leader?
 - b) what are the bad qualities of a leader ?10 marks

SECTION 2 ANSWER FOUR (4) QUESTIOS ONLY(40 MARKS)

6. What are the functions of the programming Directorate?

10marks

7. Explain the Likert four system theory in dealing with human resource.

10 arks

8. a) Name the four important elements that a leader should cultivate.

b) Discuss the process of how leaders cultivating and acquiring these four elements named in (a)

10 arks

9. What are the good qualities of a leader?

10 marks

10. a) Discuss Max weber's charismatic leadership ?

b) What are the advantages of charismatic leadership styles

c) What are the disadvantages of charismatic leadership styles?

10 arks

11. Discuss and explain the ten guidelines in broadcast strategic programming

10 marks

END

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

**DIRECTORATE OF DISTANCE EDUCATION
2012 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PH 101: INTRODUCTION TO PHILOSOPHY

INSTRUCTIONS: Choose one question from each section.

TIME: Three (3) hours

**SECTION ONE
POLITICAL PHILOSOPHY**

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

**SECTION TWO
ETHICS**

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

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

SECTION THREE PHILOSOPHY OF RELIGION

5. Give a detailed analysis of the problem of evil. You must state what the problem is and explain various theories given to explain the problem and the weaknesses of those solutions.
6. Give a detailed analysis of the problem of miracles.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

PH 345: PHILOSOPHY, GENDER AND LAW

TIME: THREE HOURS

INSTRUCTIONS: Answer **all** the questions from Section A and choose only **one** from section B.

SECTION A [60 marks]

Ensure the relevant key concepts are clearly defined and problematic aspects spelt out. Give gendered examples to illustrate your explanations.

1. Explain what philosophy is and give two reasons for its importance to issues of gender. [6]
2. Define 'law' and 'ethics' clearly explaining how they are or ought to be related. [4]
3. Outline the five steps in making a utilitarian ethical evaluation of a practical problem. Give two criticisms against ethical utilitarianism. [10]
4. Explain the 'Universal Law' and the 'Humanity' formulations of the categorical imperative. Give two criticisms against Kantian ethical theory. [8]
5. State and explain the two foundational principles for a just society, according to John Rawls. Give two criticisms of the Rawlsian theory of a just society. [8]
6. Distinguish between positive and negative rights. What is John Stuart's view on negative rights vis-à-vis the state or society? [8]
7. State and explain Wesley Hohfeld's fourfold typology of rights. [8]
8. Explain the two interpretations of human nature which, according to Plato, if confounded, would lead to gender bias. [4]

SECTION B [40 Marks]

Use any number of relevant ethical theories and concepts in Section A for your analysis. Your essay must be as factually well-informed as possible and your arguments must be developed logically from sentence to sentence and paragraph to paragraph.

9. You are the ethicist employed by the National Assembly of Zambia. Explain the legal and social standing of lesbianism in Zambia. Write an advisory paper to the Parliamentary Committee on Lesbianism on whether lesbianism is morally permissible or not.
10. International and local organizations or conventions espouse gender equality in various spheres of human endeavour. In order to redress gender imbalances, some governments and organizations alike employ the mechanism of affirmative action. Write an ethical evaluation of the gender-based positive discrimination policy or practice at the University of Zambia. With sound reasons, advise the University Council and Management on whether the policy or practice should be maintained, modified or terminated in attaining the motto of “Service and Excellence”.
11. Prostitution is usually both legally and socially frowned upon in many societies. Discuss critically whether prostitution is morally impermissible or are the negative views and practices towards prostitution symptomatic of yet another patriarchal fear that it would make women socially and economically free and powerful? Write to the (hypothetical) Parliamentary Committee on Prostitution in Zambia.

END OF EXAMINATION

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

**DIRECOTORATE OF DISTANCE EDUCATION
2012 ACADEMIC YEAR FISRT SEMESTER
FINAL EXAMINATIONS**

TIME: THREE HOURS

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

SECTION I: METAPHYSICS

(Answer one question)

1. Critically discuss the various solutions of five different philosophers to the problem of permanence and change. You must give details of what each philosopher explains and a critic of his view.
2. Explain with your own example each of the six themes of existentialism. You must list each of them, explain what it means and then give an example of your own making to elaborate what it means in real life.

SECTION II: EPISTEMOLOGY

(Answer one question)

3. (a) Outline five different key components of the theory of knowledge of Bishop George Berkeley.
(b) Give two points about Berkeley's view which you find reasonable.
(c) Give three points about Berkeley's view which you find unreasonable.
4. (a) Outline five different key components of the theory of knowledge of Rene Descartes.
(b) Give two points about Descartes' view which you find reasonable.
(c) Give three points about Descartes' view which you find unreasonable.

SECTION III: LOGIC

(Answer all questions)

Part one (Determining Validity)

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

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

Part two (fallacies)

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

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

Part three: Obvert, Convert, Contrapose.

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2011 ACADEMIC YEAR

FIRST SEMESTER EXAMINATIONS

PL 451: SOCIALIST POLITICAL THEORY I

INSTRUCTIONS

ANSWER THREE QUESTIONS

TIME: THREE HOURS

1. Pierre Joseph Proudhon was critical of both capitalism and communism. Analyse the extent to which the ideal society that he predicted would come (known as “liberty”) differed from the two socio-economic systems.
 2. Discuss the way in which St. Simon reached the conclusion that, with the coming of industrial society, politics would become the science of production.
 3. Analyse the extent to which Karl Marx’s and Frederick Engels’ critique of “utopian socialism” was justified.
 4. Discuss the contributions of Lenin to the Marxist theory of revolution.
 5. Critically analyse Robert Owen’s approach to reforming contemporary society.
-

END OF EXAMINATION

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

PS 101 Examination

Date: 1/12/11

Instructions: *This paper has 5 sections (A, B, C, D, & E). Answer all questions in section A, B, C and answer 2 questions from section D and question 1 from section E is compulsory and choose **one** any other question from section E*

Section A: Multiple Choices – Answer all the questions from this section

1. In order to examine the social behavior of chimpanzees, researchers spent several years observing them in their native habitat. Which research method was used in this example?
 - A. Case study
 - B. Experimental study
 - C. Correlational study
 - D. Naturalistic observation

2. What does it mean if two variables have a positive correlation?
 - A. As one variable increases, so does the other
 - B. As one variable increases, the other decreases
 - C. The correlation between the two variables is 0
 - D. The correlation between the two variables is greater than 1.0

3. Which of the following correlations indicates the weakest relationship?
 - A. +.10
 - B. +.83
 - C. -.74
 - D. -.21

4. In what type of study does a researcher study an individual subject in depth?
 - A. Naturalistic observation
 - B. Laboratory observation
 - C. Case study
 - D. Survey

5. Which of the following is a research method that allows a researcher to get information about a large number of subjects relatively inexpensively and easily?
 - A. Naturalistic observation
 - B. Case study
 - C. Laboratory observation
 - D. Survey

6. Out of the following correlations, which indicates the strongest relationship?
- A. $+0.12$
 - B. $+0.79$
 - C. -0.39
 - D. -0.98
7. What is the mean of the following numbers: 2, 7, 6, 5, 4, 2, 8, 9, 1, 6
- A. 2
 - B. 4
 - C. 5
 - D. 7
8. Which of the following broad domains can be studied by psychologists?
- A. Affective and cognitive processes
 - B. Biological bases of behavior
 - C. Motivation
 - D. Developmental processes
 - E. All of the above
9. The beginning of modern psychology was based on which of the following
- A. Philosophy and physiology
 - B. Structuralism and functionalism
 - C. Behaviorism and Dualism
 - D. All of the above
10. Which of the following schools of thought would most likely reject introspection as a method of inquiry
- A. Psychoanalysis
 - B. Behaviouralism
 - C. Structuralism
 - D. Functionalism
11. The cognitive revolution in psychology was a response to the limitation of which school of thought
- A. Psychoanalysis
 - B. Humanist
 - C. Cognitive
 - D. Behaviorism
12. The organization, integration processing and interpretation of information by the brain involved a process known as _____.
- A. Psychophysics
 - B. Sensation
 - C. Perception
 - D. Difference threshold.

13. Which of the following is not used to measure sensitivity of our sense organs?
- A. Method of limits
 - B. Constant stimuli method
 - C. Staircase method
 - D. Stimulus reintroduction method.
14. Psychologists refer to absolute threshold as _____
- A. The smallest magnitude of stimuli that can be detected 50% of the time.
 - B. The smallest magnitude of stimuli that can be detected 75% of the time.
 - C. The smallest magnitude of stimuli that can be detected 60% of the time.
 - D. The smallest magnitude of stimuli that can be detected 100% of the time.
15. The _____ are long, thin receptors that are more concentrated in the periphery of the retina than in the foveal region.
- A. Ganglions
 - B. Bipolar cells
 - C. Rods
 - D. Cones
16. Martha has trouble distinguishing between the different primary colours. One possible conclusion is that she has challenges
- A. with signal detection
 - B. colour blindness
 - C. signal manipulation
 - D. signal discrimination
17. When an action potential is generated in a nerve cell _____
- A. The sodium ion gates are unlocked and allow positive sodium ions to rush into the cell.
 - B. The chlorine ion gates are unlocked and allow chlorine ions to rush into the cell. .
 - C. The potassium ion gates re unlocked and allow potassium ions to rush in to the cell.
 - D. The potassium and chloride ions gates are unlocked and allow chloride and potassium ions to rush into the cell body.
18. The hypothalamus are involved in _____
- A. The regulation of the limbic system
 - B. Eating, drinking, sex and behaviour generally
 - C. Receiving hormones from the pituitary gland.
 - D. None of the above
19. The hindbrain
- A. Includes the medulla and the pons.
 - B. Is primarily concerned with planning.
 - C. Includes the medulla, the pons and the cerebellum
 - D. Distinguishes man from other primates.

20. Which three structures make up the limbic system?
- A. The septum, hippocampus and the pons
 - B. The thalamus, hypothalamus, and association areas
 - C. The hippocampus, the septum and amygdala
 - D. The hypothalamus, the cerebellum and the thalamus
21. The _____ produces a hormone that is important for metabolism.
- A. Pituitary gland
 - B. Thyroid gland
 - C. Parathyroid gland
 - D. Pancreas
22. Natural opiate-like chemical substances linked to pain control are called:
- A. Acetylcholine
 - B. Dendrites
 - C. Morphine antagonists
 - D. Endorphins
 - E. GABA
23. Which of the following is true of learning?
- A. Learning is relatively permanent.
 - B. Learning involves a change in behavior.
 - C. Learning occurs through experience.
 - D. All of the above.
24. While Ivan Pavlov is famous for his contribution to psychology, he was actually a:
- A. Linguist
 - B. Physiologist
 - C. Zoologist
 - D. Botanist
25. People who solicit alms along the streets of the city do not stop just because 100 passers-by in a row fail to give money. Which pattern of reinforcement maintains this behavior?
- A. Variable-Ratio schedule
 - B. Variable-Interval schedule
 - C. Fixed-Interval schedule
 - D. Fixed-Ratio schedule
26. Mulenga's parents confiscated her laptop after they realized that she spent hours on social networks and neglected her school work. This is an example of:
- A. Negative reinforcement
 - B. Negative punishment.
 - C. Positive punishment.
 - D. Positive punishment.

27. In John Watson's famous experiment, Little Albert was conditioned to fear a white rat, but he also demonstrated a fear of furry, white objects. This is an example of:
- A. A phobic behavior.
 - B. Stimulus discrimination
 - C. Stimulus generalization.
 - D. Superstitious behavior.

Section B: Filling in the Blanks – Answer all the questions from this section

1. _____ Psychology studies the causes and treatment of emotional, behavioral and other psychological disorders.
2. The major contribution of functionalism to psychology were
 - a). _____
 - b). _____
3. The four basic goals of psychology are _____, _____, _____, _____ behavior
4. When you were studying for PS 101 exam, you were able to distinguish words in ink from the page in your notebook. This principle in psychology is known as _____
5. Structuralism is to Wundt as Gestalt is to _____
6. What distinguishes Psychoanalysis from early perspectives like structuralism and functionalism was its focus on _____
7. The behavior that is measured during an experiment is known as the _____ variable.
8. The _____ method is most appropriate method if you are looking for a causal relationship in a research study?
9. The score at the middle of a distribution is known as the _____.
10. The score that occurs most frequently in a distribution is known as the _____.
11. The _____ variable is the variable that a researcher manipulates in an experiment?
12. _____ and _____ are some physical properties of the stimulus that affect our perceptions.
13. Light is altered by the objects it encounters by being _____, _____ and _____.
14. The third layers of retinal cells contain _____, which _____ light energy into electrochemical energy enabling the eye to see.

15. The _____ is the small area on the retina where the optic nerve pushes aside photoreceptors to exit the eye.
16. The signal detection theory helps deal with response bias and background noise. This is done through the use of _____.
17. _____ are few and sparsely branched in certain conditions such as Down syndrome.
18. According to the _____ the impulse sent by a neuron does not vary in strength.
19. The midbrain is important for _____ and _____.
20. The _____ is sometimes called the brain's relay centre
21. People receiving chemotherapy for cancer often vomit during or shortly after the procedure. After several chemotherapy sessions, they begin feeling sick as soon as they enter the treatment room.

UCS _____

UCR _____

CS _____

CR _____

22. R.T.S.A. recently carried out campaigns to promote use of seat belts by motorists. Suppose as part of this campaign, Police stop drivers and give them a prize if their seatbelts are buckled; seat belt use increases in town. This would be an example of _____

Section C: True/ or False statements – Answer all the questions from this section

1. In the perceptual process, the steps are arranged in a circle to emphasize the fact that the process is dynamic and continually changing _____
2. The brain contains visual systems which process features and space of object _____
3. Prosopagnosia is the inability to perceive objects accurately or assign meaning to visually present objects _____
4. Superposition is a monocular cue _____
5. Bottom up process are driven solely by the input _____
6. Electromagnetic spectrum is the range of energy of varying wavelengths and the human eye are able to detect a narrow band of this spectrum from about 350-850 nanometers _____
7. The eye contains 120 million rods and 8 million cones, which differ in their location, composition and response to light _____
8. Within rods and cones are photochemicals, which are chemical substances that absorb light _____

9. In order to maintain the body's internal environment at optimal levels, homeostasis takes place to accommodate our sensitivity to stimuli changes_____.
10. The SDT method is not only used in psychophysics, it can also be used to study some aspects of decision making_____.
11. Movements such as moving your legs when walking or running are controlled by the primary motor cortex in the frontal lobe_____.
12. Recording of brain waves using electrodes is called Position Emission Tomography_____.
13. When you cross a recessive gene with a dominant gene the product will be a recessive gene_____.
14. An experimenter flashes the keyhole across the visual field of a split brain patient. When asked to indicate what he saw the patient says he saw key but points to hole_____.
15. Too much of acetylcholine in the body causes spasms and tremors_____.
16. If some neutral stimulus is present before the UCS, it may, through the process of learning, become "associated" with the UCS and come to trigger a response similar to that elicited by the UCS. If so, the previously neutral stimulus is now called a CS (conditioned stimulus).
17. An individual who engages in frequent gambling is exhibiting what is known as the partial reinforcement effect.
18. In operant conditioning, if pressing the lever no longer results in food pellets, the rat will eventually stop making the response.
19. Though learning involves changes in behavior, there are changes in behavior that are due to factors other than learning.
20. Advertisers attempt to classically condition favourable consumer attitudes to products by associating the products with other positive stimuli, such as physically attractive models.

Section D: Short Essays – Answer 2 questions from this section

1. In what sense is psychology both a science and a profession?
2. Explain the factors that influence individual and cultural differences in perception
3. Explain how after light has traveled through the eye, how this information is then transmitted to the brain.
4. Briefly discuss the functions of the following parts of the neuron:
 - a) The cell body
 - b) The axon
 - c) The myelin sheath
 - d) The terminal buttons

Section E: Long Essay – in this you have to answer two questions in total. Question 1 (one) is compulsory and answer 1 (one) any other question from this section

1. Mr. Leo (from Rio) gave a tutorial quiz to PS 101 students, out of 10 marks. On the answer script of the quiz, he also asked them to indicate how many days they have attended class this semester. As an amateur statistician, he produced the following frequency tables of the observations.

Quiz score (Out of 10)	Frequency	Class attendance (This semester)	Frequency
1	1	2	1
3	1	3	2
5	2	4	1
7	4	5	1
8	1	7	3
10	1	8	2

- a) From the *quiz scores*, calculate and show
 - I. The Mean, Median, and Mode
 - II. The variance and standard deviation
- b. As a new lecturer, from Brazil, Mr. Leo was curious to see if Zambian students' class attendance affected their grades. Calculate the Pearson correlation between class attendance and quiz scores. Given that the formula is;

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

2. Discuss the various methods that psychologists use to investigate the nervous system.
3. Mulenga's lecturer gives her students scheduled tests every four weeks while Mwenya's lecturer gives unscheduled surprise tests during the semester.
 - a) Identify the schedules of reinforcement that these examples/situations represent and clearly explain them.
 - b) Clearly explain the likely behavior(s) of the students in the two scenarios.
 - c) Of the two schedules identified in (a) which one would be more resistant to extinction and why?
4. How do psychologists define learning? Briefly comment on this definition bringing out aspects of the definition that are worth noting and discuss the factors that affect the process of acquisition. Use examples to illustrate these factors

All the best



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2011 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION

Time: Three (3) Hours.

Instructions:

1. Section A is compulsory.
2. There are seven (7) questions in section B, answer only five (5) questions by providing short/brief answers.
3. Choose and attempt two (2) long essays from section C.

SECTION A

1. A boy writes to Muvi TV and tells them that he had been adopted by an aunt of his at the **age of 6**. The aunt he said is a well educated woman and holds a big position in a mining company in North Western Province, maintains a good, big house and two guards protecting it.

The boy had lived with his aunt for a long time with no problems till the time he turned 16yrs old and his aunt found him chatting with a girl one day when she returned from work. The aunt chased the girl and beat the boy telling him she would kill him if she ever found him talking to another girl again.

Soon after that incident the aunt one night went to his room and started kissing him. This went on every night till one day after work the aunt came drunk and told the boy he was then of age and able to drink with her. The aunt got him drunk and later demanded sex, after which the aunt threatened to kill him if he ever told anyone about it.

The boy is **now 18yrs** old and for the past two years has been forced to sleep with his aunt whenever she demanded. The boy claims that she has even gone to the extent of locking him indoors with the two guards instructed not to let him out. He is only allowed to leave the home when going to school, in which case the aunt takes and picks him up from school.

The boy says that he is in constant fear for his life and is not sure what to do.

Imagine you were the Social Worker assigned to this case.

1. What theory/ies would you use to help you understand this and explain the scenario?
2. What other issues would you consider in dealing with this case?

SECTION B

3. Compare and contrast **transmitted change** and **transformed change**.
4. Whittaker writes about how one practitioner's own assumptions affect his/her treatment of clients. Outline **four (4)** approaches and limitations to interpersonal relationships. **Give examples.**
5. Discuss the concept of **Social Development** and its **tenets**.
6. What does Florence Hollis mean by the term **DIRECT TREATMENT**?
7. Discuss the **knowledge base** of the Social Development paradigm.
8. Is **Social Case Work** not a luxury in a Developing Country like Zambia? Discuss.
9. Analyse the concept of **Social change** and its importance to social work.

SECTION C

10. Critically analyze The Rationale Empirical paradigm and its applicability to the
Zambian situation
11. Helen Harris Perlman`s work is well known as applied to case work in relation to
Problem Solving process: Analyze the 4 Ps which she discusses Case Work under.
12. Discuss the origins of formal/ modern Social Work in Zambia: outlining some of the
issues which emerged with the genesis of professionalism.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
2011 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATIONS
SW 475: COMMUNITY CHANGE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS EXAMINATION. READ THE INSTRUCTIONS IN EACH SECTION.

PART (A): Answer ^{four}~~three~~ (4) questions only (15 points each = 60 points)

1. Discuss the following concepts of community development. Illustrate your answer by giving examples in the Zambian context.
 - a) Social development
 - b) Functional literacy
 - c) Social capital
 - d) Personal empowerment
2. Give operational definitions and major characteristics of each of the following types of residential neighbourhoods. Illustrate your answer by giving examples in the Zambian context.
 - a) Parochial Neighbourhood
 - b) Diffuse Neighbourhood
 - c) Integral Neighbourhood
3. Discuss the basic assumptions and implications for community development practice of the following community theories:
 - a) Eco-systems theory
 - b) Community power theory
 - c) Human behaviour theory

4. Discuss the following models of community practice in the Zambian context. Give examples to illustrate your answer.
 - a) Community Socioeconomic development model
 - b) Collaboration community development model
 - c) Social planning model
5. Discuss the advantages and disadvantages of the following methods of Community Needs Assessment. Give examples in the Zambian context to illustrate your answer.
 - a) Gathering opinions and judgments from key informants
 - b) Conducting and locating surveys
 - c) Service Statistics

PART (B): Answer all questions (20 points each = 40 points)

1. Discuss six (6) essential steps of community development planning process. Illustrate your answer in the context of locality development model of community practice.
2. Discuss the strengths and limitations of locality community development model as practiced during the pre-colonial Zambia.

END OF EXAMINATION