

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013/2014 FINAL EXAMINATION.

TABLE OF CONTENT

<u>COURSE CODES</u>	<u>TITLE</u>
1. ARCH 4210	- AFRICAN ARCHAEOLOGY.
2. DEM 2414	- RESEARCH AND STATISTICAL METHODS IN DEMOGRAPHY.
3. DEM 3110	- POPULATION AND DEVELOPMENT.
4. DEM 3310	- COMPUTER APPLICATIONS IN DEMOGRAPHY.
5. DEM 4110	- ADVANCED METHODS OF DEMOGRAPHIC ANALYSIS AND ESTIMATION.
6. DEV 1150	- INTRODUCTION TO DEVELOPMENT STUDIES.
7. DEV 2150	- SOCIAL AND POLITICAL CHANGE IN DEVELOPMENT COUNTRIES.
8. DEV 2150	- SOCIAL AND POLITICAL CHANGE IN DEVELOPMENT COUNTRIES. (DISTANCE)
9. DEV 3150	- AGRICULTURE, FOOD SECURITY AND RURAL DEVELOPMENT.
10. DEV 4250	- SCIENCE, TECHNOLOGY, INNOVATION AND DEVELOPMENT.
11. DEV 4450	- TRADE POLICY AND DEVELOPMENT.
12. DEV 9050	- CIVIL SOCIETY AND DEVELOPMENT.
13. DEV 9110	- HUMAN DEVELOPMENT.
14. DEV 9210	- DEVELOPMENT MANAGEMENT
15. DEV 9350	- THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT.
16. DEV 9450	- ECONOMIC POLICY, GROWTH AND DEVELOPMENT.
17. DEV 9650	- WOMENT AND DEVELOPMENT, POLICIES AND STRATEGIES.
18. DEV 9950	- WORLD COMMODITIES MARKET.
19. DRA 3120	- TRADITIONAL AND POPULAR AFRICAN DRAMA.
20. DRA 4120	- THEATRE FOR DEVELOPMENT.
21. E 352	- CONTEMPORARY AFRICAN PROSE FICTION.
22. E 4710	- MODERNIST AND POSTMODERNIST LITERATURE.
23. ECN 1115	- INTRODUCTION TO MICROECONOMIC THEORY.
24. ECN 1215	- INTRODUCTION TO MICROECONOMIC THEORY.

- 25. ECN 2215 - INTERMEDIATE MACROECONOMICS THEORY.
- 26. ECN 2322 - MATHEMATICS FOR ECONOMICS II.
- 27. ECN 2342 - APPLIED STATISTICS.
- 28. ECN 3215 - ADVANCED MACROECONOMIC THEORY.
- 29. ECN 3322 - ECONOMETRICS II.
- 30. ECN 4135 - LABOUR ECONOMICS.
- 31. ECN 9115 - HEALTH ECONOMICS.
- 32. ELL 2210 - ENGLISH PHONETICS, PHONOLOGY AND MORPHOLOGY.
- 33. ELL 3210 - SEMANTICS AND PRAGMATICS.
- 34. ELL 3212 - ENGLISH DISCOURSE ANALYSIS.
- 35. ELL 3220 - ENGLISH SYNTAX.
- 36. FR 2211 - AFRICAN LITERATURE IN FRENCH.
- 37. FRE 2222 - INTRODUCTION TO FRENCH LITERATURE.
- 38. FRE 2222 - INTRODUCTION TO FRENCH LITERATURE (DISTANCE).
- 39. FRE 3111 - INTERMEDIATE FRENCH LANGUAGE.
- 40. FRE 3222 - INTERMEDIATE STUDIES IN FRENCH LITERATURE.
- 41. FRE 3222 - INTERMEDIATE STUDIES IN FRENCH LITERATURE (DIST)
- 42. FRE 3322 - TRANSLATION FROM ENGLISH TO FRENCH.
- 43. FRE 4322 - ADVANCED TRANSLATION FROM ENGLISH TO FRENCH.
- 44. FRE 4422 - THEORETICAL SYNTAX IN FRENCH.
- 45. GDS 4240 - GENDER AND HEALTH.
- 46. GDS 9330 - GENDER AND LAW.
- 47. GS 211 - THEORIES OF GENDER EQUALITY I.
- 48. GS 915 - GENDER AND POLITICS.
- 49. GS 932 - WOMEN'S HEALTH: DISEASES AND PREVENTION.
- 50. H 111 - INTRODUCTION TO THE STUDY OF HISTORY.
- 51. H 932 - HISTORY OF SOUTHERN AFRICA SINCE 1880.
- 52. HIS 2310 - A SURVEY OF AFRICAN HISTORY FROM THE 18TH CENTURY TO PRESENT.
- 53. HIS 2410 - STUDIES IN THE GROWTH OF CAPITALISM.
- 54. HIS 3210 - HISTORY OF EUROPE FROM 1789.
- 55. HIS 9110 - HISTORY OF ZAMBIA.
- 56. HIS 9310 - HISTORY OF SOUTHERN AFRICA FROM 1800 TO THE PRESENT.
- 57. LAL 2110 - LITERARY STUDIES AND WRITINGS IN ZAMBIAN LANGUAGES.
- 58. LAN 1100 - COMMUNICATION AND STUDY SKILLS.
- 59. LAN 1100 - COMMUNICATION AND STUDY SKILLS (DIST).
- 60. LAN 2311 - THE STRUCTURE OF AFRICAN LANGUAGES.
- 61. LAN 4211 - THEORETICAL PHONOLOGY AND MORPHOLOGY.

- 62. LAN 4212 - THEORETICAL SYNTAX.
- 63. LAN 4375 - TERMINOLOGY, TRANSLATION AND INTERPRETING.
- 64. LAN 9310 - PSYCHOLINGUISTICS.
- 65. LAN 9340 - SOCIOLINGUISTICS.
- 66. LIT 2710 - CLASSICAL, ROMANTIC AND MODERN CRITICISM.
- 67. LIT 3510 - AFRICAN PROSE FICTION.
- 68. LIT 4210 - ENGLISH LITERATURE FROM 16TH TO 19TH CENTURY.
- 69. MCS 1310 -
- 70. MCS 1312 - MEDIA LAW.
- 71. MCS 1340 - WRITING AND PRESENTATION SKILLS.
- 72. MCS 2110 - FOUNDATION OF MEDIA PRODUCTION.
- 73. MCS 2310 - RESEARCH METHODS IN MEDIA COMMUNICATION.
- 74. MCS 3110 - RADIO AND TELEVISION PRODUCTION.
- 75. MCS 3310 - COMMUNICATION FOR CHANGE.
- 76. MCS 4110 - MEDIA MANAGEMENT.
- 77. MCS 9410 - PUBLIC RELATIONS THEORY AND PRACTICE.
- 78. PA 2020 - LOCAL GOVERNMENT ADMINISTRATION.
- 79. PAM 1025 - INTRODUCTION TO PUBLIC ADMINISTRATION.
- 80. PAM 2010 - NATIONAL GOVERNMENT AND ADMINISTRATION.
- 81. PAM 2020 - LOCAL GOVERNMENT ADMINISTRATION.
- 82. PAM 3010 - ORGANISATION THEORY, DESIGN AND MANAGEMENT.
- 83. PAM 3020 - ORGANISATIONAL, BEHAVIOUR AND MANAGEMENT.
- 84. PAM 4024 - PUBLIC POLICY ANALYSIS.
- 85. PAM 9015 - PUBLIC FINANCIAL MANAGEMENT.
- 86. PAM 9040 - ADMINISTRATIVE ETHICS AND LAW.
- 87. PAM 9055 - STRATEGIC MANAGEMENT.
- 88. PEM 3139 - APPLIED RESEARCH.
- 89. PHI 9125/ECN9422 - BUSINESS ETHICS.
- 90. POL 1015 - INTRODUCTION TO POLITICAL SCIENCE.
- 91. POL 2010 - COMPARATIVE POLITICS.
- 92. POL 2020 - INTRODUCTION TO POLITICS IN ZAMBIA.
- 93. POL 4020 - POLITICS OF INTERNATIONAL PEACE AND SECURITY.
- 94. POL 9010 - POLITICS IN SOUTHERN AFRICA.
- 95. POL 9025 - DIPLOMACY IN INTERNATIONAL AFFAIRS.
- 96. PS 331 - COGNITIVE DEVELOPMENT AND CULTURE I
- 97. PSY 1110 - INTRODUCTION TO PSYCHOLOGY.
- 98. PSY 2210 - FOUNDATIONS OF RESEARCH METHODS.
- 99. PSY 3110 - LIFE SPAN DEVELOPMENT.

- 100. PSY 9110 - COGNITIVE NEUROPSYCHOLOGY.
- 101. SDS 2414 - RESEARCH METHODS IN SOCIAL SCIENCES.
- 102. SDS 9110 - HUMAN RIGHTS AND DEVELOPMENT.
- 103. SDS 9210 - SOCIAL PROTECTION.
- 104. SDS 9215 - PARTICIPATORY PLANNING MONITORING & EVALUATION.

- 105. SOC 1110 - INTRODUCTION TO SOCIOLOGY.
- 106. SOC 9010 - INDUSTRIAL SOCIOLOGY.
- 107. SOC 9155 - DISASTER MANAGEMENT AND PREPAREDNESS.
- 108. SOC 9210 - SOCIAL CHANGE AND DEVELOPMENT.
- 109. SOC 9255 - CRIMINOLOGY.
- 110. SOC 9415 - ENVIRONMENTAL SOCIOLOGY.
- 111. SOC 9610 - RURAL SOCIOLOGY AND DEVELOPMENT.
- 112. SOC 9855 - POLICY, PROJECTS AND PROGRAMS FOR DEVELOPMENT.

- 113. SOC 9950 - SOCIAL IMPACT ASSESSMENT.
- 114. SWK 2320 - SOCIAL WORK PRACTICE METHODS.
- 115. SWK 2430 - SOCIAL WORK AND LAW.
- 116. SWK 3110 - SOCIAL WELFARE THEORY AND SOCIAL POLICY ANALYSIS.
- 117. SWK 4110 - SOCIAL PLANNING & ADMINISTRATION.

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

UNIVERSITY FINAL EXAMINATIONS, JULY 2014

ARCH 4210: AFRICAN ARCHAEOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

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

PART ONE

1. Match the following sets of corresponding items – Match letter and number:
e.g A - 1
A - Denotes a geological period ranging from 0.125 to 0.01 million years
B - Is a comparative study that is used to seek to identify recurring patterns of behavior among early hominins.
C - Refers to the evolution or historical development of a plant or animal species, a human tribe or similar group.
D - Denotes a geological period ranging from 1.70 million years ago to the most recent times.
E - Is the basis in the classification of Archaeological units
F - Is the basis unit in biological classification
G - Refers to branching tree-like diagram used to illustrate evolutionary relationships among organisms
H - Is a study that seeks to identify agencies responsible for dispersal and deposition of Archaeological traces.
I - Denotes a geological period ranging from 0.01 million years ago to the most recent.
J - Is based on fossils extracted from rock layers

1. Biostratigraphic Unit
2. Terminology
3. Cladogram
4. Upper Pleistocene
5. Species
6. Taphonomy
7. Holocene
8. Phylogeny
9. Ethnoarchaeology
10. Quaternary

2. a) Name four important tasks of an archaeologist in the study of the prehistoric past.
- b) The significance of African archaeological research is anchored on a number of aspects that are important to the discipline. Name four of these.
- c) The coming of New Archaeology in the 1960s introduced investigations of broader issues into the discipline. Name two themes that are associated with New Archaeology.
- d) Stratigraphic units may be defined as successive layers of rock distinctive qualities. Describe the following:
- Biostratigraphic Units
 - Chronostratigraphic units
 - Culture stratigraphic units
- e) Name two archaeological sites in Africa that have produced Developed Oldowan and Kalari industries.
- f) The study of chimpanzees has contributed significantly to our understanding of human behavior. Name a scientist whose work has demonstrated the presence of diversity, variability and complexity of behavior in African Ape populations.
- g) Name three sets of anatomical structures that are crucial in the evolutionary process.
- h) What is the significance of the Geological Time Scale (GTC) to Archaeology? How do Archaeologists correlate archaeological assemblages and hominins that they study to cultural time using the GTC?
- i) What is meant by the term 'schlepp' effect?
- j) Name four regions in Africa that are considered to be early cradles of agriculture and cattle domestication.
- k) Which researcher on food production has attributed it to lack of subsistence stress?
- l) Variability in stone tool assemblages is explained in terms of the following:
- (a) That there were distinct ethnic groups
 - (b) That there were different traditions
 - (c) That cultures were transmitted by distinct hominids with different cultural lineages
 - (d) All the above
 - (e) (a) and (b) only
- m) Which of the following represents the MSA horizon at Olduvai Gorge?
- (a) Bed IV
 - (b) Beds II and III
 - (c) Masek Beds and Bed IV
 - (d) Ndutu, Naisiusiu Beds
 - (e) Beds I and II
- n) Which East African Archaeological site is associated with the KBS Tuff?
- (a) Hardar
 - (b) Olduvai Gorge
 - (c) FxJj 50
 - (d) Olorgesailie
 - (e) Isimila

PART TWO

3. Discuss those non-anatomical changes that took place during human development that are derived from studies of chimpanzees that are useful to our understanding of early humans.
4. Discuss the impact of food production on the early communities of southern Africa that adopted it at the beginning of the Christian era.
5. Following a successful excavation of a Stone Age site, an archaeologist usually ends up with a large assemblage of stone artifacts. In your assessment of the importance of technology and stone tools, what information can you hope to obtain from the study of stone tools? Discuss.
6. Discuss the importance of food sharing and home base as models of socio-economic behavior among early hominins with specific reference to East African sites.
7. Discuss the nature of evidence in the Nile Valley and central Sahara that clearly indicate a transition from foraging to food production. What does the evidence suggest about the beginning of permanent settlement in the region?
8. Did the invention of iron technology have any impact on the people that came into possession of this knowledge? What was its utilitarian and ritual significance among African communities?

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR FINAL EXAMINATIONS

DEM 2414: RESEARCH AND STATISTICAL METHODS IN DEMOGRAPHY

INSTRUCTIONS:

SECTIONS A and B are COMPULSORY. ANSWER TWO QUESTIONS: ONE FROM SECTION C AND ANOTHER FROM SECTION D

TIME: THREE (3) HOURS

SECTION A

**ANSWER ALL QUESTIONS IN THIS SECTION
THIS SECTION CARRIES 30% OF THE TOTAL MARKS.**

1. Which form of reasoning is the process of drawing a specific conclusion from a set of premises?
 - a) Rationalism
 - b) Deductive reasoning
 - c) Inductive reasoning
 - d) Probabilistic

2. Research that is done to examine the findings of someone else using the "same variables but different people" is which of the following?
 - a) Exploration
 - b) Hypothesis
 - c) Replication
 - d) Empiricism

3. Which of the following is not a form of nonrandom sampling?
 - a) Snowball sampling
 - b) Convenience sampling
 - c) Quota sampling
 - d) Purposive sampling
 - e) They are all forms of nonrandom sampling

4. Which of the following best describes quantitative research?
 - a) The collection of nonnumeric data
 - b) Research involving the use of statistics
 - c) Research that is exploratory

5. A condition or characteristic that can take on different values or categories is called

 - a) A constant

- b) A variable
 - c) A cause-and-effect relationship
 - d) A descriptive relationship
6. A variable that is presumed to cause a change in another variable is called a(n):
- a) Categorical variable
 - b) Dependent variable
 - c) Independent variable
 - d) Intervening variable
7. Sources of researchable problems can include:
- a) Researchers' own experiences as researchers
 - b) Practical issues that require solutions
 - c) Theory and past research
 - d) All of the above
8. A review of the literature prior to formulating research questions allows the researcher to do which of the following?
- a) To become familiar with prior research on the phenomenon of interest
 - b) To identify potential methodological problems in the research area
 - c) To develop a list of pertinent problems relative to the phenomenon of interest
 - d) All of the above
9. The feasibility of a research study should be considered in light of:
- a) Cost and time required to conduct the study
 - b) Skills required of the researcher
 - c) Potential ethical concerns
 - d) All of the above
10. What is the opposite of a variable?
- a) Constant
 - b) An extraneous variable
 - c) A dependent variable
 - d) A data set
11. An ordinal scale is used to rank order people, objects, or characteristics.
- a) True
 - b) False
12. Which scale is the simplest form of measurement?
- a) Nominal
 - b) Ordinal
 - c) Interval
 - d) Ratio

13. Which of the following terms best describes data that were originally collected at an earlier time by a different person for a different purpose?
- a) Primary data
 - b) Secondary data
 - c) Experimental data
 - d) Field notes
14. Researchers use both open-ended and closed-ended questions to collect data. Which of the following statements is true?
- a) Open-ended questions directly provide quantitative data based on the researcher's predetermined response categories
 - b) Closed-ended questions provide quantitative data in the participant's own words
 - c) Open-ended questions provide qualitative data in the participant's own words
 - d) Closed-ended questions directly provide qualitative data in the participants' own words
15. The researcher has secretly placed him or herself (as a member) in the group that is being studied. This researcher may be which of the following?
- a) A complete participant
 - b) An observer-as-participant
 - c) A participant-as-observer
 - d) None of the above
-
16. Which of the following can best be described as a nominal variable?
- a) Age
 - b) Annual income
 - c) Grades point average
 - d) Religion
17. Which of the following sampling techniques is an equal probability selection method in which every individual in the population has an equal chance of being selected?
- a) Simple random sampling
 - b) Systematic sampling
 - c) Proportionate stratified sampling
 - d) Cluster sampling
 - e) All of the above are give an equal chance of selection.
-
18. Mr. Banda is giving a breakdown of the characteristics of the students who participated in a research on drug abuse at CBU. Which of the following methods does he appear to be using?
- a) Prediction
 - b) Description
 - c) Explanation
 - d) Exploration

19. In which of the following nonrandom sampling techniques does the researcher ask the research participants to identify other potential research participants?

- a) Snowball
- b) Convenience
- c) Purposive
- d) Quota

20. What properties of scales of measurement do you associate with the scales below?

- a) Nominal scale
- b) Ordinal scale
- c) Interval scale
- d) Ratio scale

21. Identify the three designs below:

a)

R O1 X O2
R O3 O4

b)

O1 X O2
O3 O4

c)

O1 X O2

22. Briefly explain what you understand by these terms:

- a) Sampling fraction
- b) Sampling interval
- c) Blank foreign element
- d) Incomplete frame

23. Given below are data on UNZA students, you are required to do the following:

- a) Select a sample of a sample of 100, the criteria for stratification being sex and social class using proportionate stratified sampling.

Social class	Sex	
	Male	Female
Low	400	200
Middle	300	500
Upper	500	100

24. In framing questions for research, certain pitfalls that have to be avoided. Identify the pitfalls in the questions below:

- a) You don't think the government is fighting inflation strongly, don't you?
- b) Do you watch cinemas and play video games in your spare time?
- c) Are you of the view that diminishing returns in agriculture account for the exponential decline in Zambia's gross national product?
- d) Are you in support of the gross abuse of human rights by the current regime?
- e) Do you participate in sports because you are a fit?
- f) Is your father an alcoholic?

25. In choosing a random number of, $n=5$, from a population of $N=40$, demonstrate, with very brief explanations, how you would select this sample using the table of random numbers below:

58	64	68	87	00	89	61	83
33	59	90	73	99	47	13	87
27	23	70	50	01	37	29	04
82	22	53	25	70	59	61	16
31	44	36	99	33	8	82	57

SECTION B

~~ANSWER ALL QUESTIONS IN THIS SECTION~~
~~THIS SECTION CARRIES 30% OF THE TOTAL MARKS.~~

1. For the following statistical tests, indicate what the correct positions are:

		What is the scale of measurement?	Does it require the use of the normal curve? (Yes/No)	Does it make any inferences about the mean? (Yes/No)
a)	Analysis of variance			
b)	Difference between means			
c)	Single sample test for means			
d)	Regression analysis			
e)	Chi - square test of independence			
f)	Chi - square goodness of fit test			
g)	Rank - order correlation			

1. Given below are data on sex and preference for different brands of beer.

	Preference		
Sex	Mosi	Castle	Total
Male	43	10	53
Female	71	93	154
Total	114	104	217

- a) What is the probability of preferring Mosi?
 - b) What is the probability of being female or preferring Castle?
 - c) What is the probability of being male and preferring Mosi?
 - d) What is the probability of preferring Castle given that one is female?
2. Given a situation where you have collected the data given below, indicate the type of graph that would be appropriate for the graphical representation of the data:
- a) Distribution of examination results in EC 215
 - b) Distribution of students in S 412 by sex
 - c) Racial classification of students
 - d) Lecturers' salaries at CBU.
3. Indicate which of the following statements is true, false or neither:
- a) In a drug manufacturing plant, a chemist testing the efficiency of a new drug, changes the significance level from 5% to 10% thereby decreasing the probability of Type 1 error.
 - b) In a car manufacturing firm, an engineer testing a new car changes the significance level from 10% to 5% thereby increasing the probability of Type II error.
 - c) In an SGS laboratory, a scientist testing the toxicity of yellow maize changes the significance level from 5% to 10%, thereby increasing the probability of Type 1 error.
 - d) A researcher concludes that there is a relationship between religious affiliation and criminal behaviour after obtaining the following statistics from an SPSS output:

$X^2 = 12.27, df = 5, p < 0.05$
 - e) A researcher concludes that there is a statistically significant difference in the ages of male and students at CBU after obtaining the following statistics from an SPSS output:

$z = 0.64, df = 98, p > 0.05$
4. Assuming that the distribution of family income in Kitwe is normally distributed with a mean of 20,000 and a standard deviation of 4,000, find:
- a) The probability that a family has an income under 12,000

- b) The probability a family's income is over 19,000
- c) The probability family's income is between 18,000 and 26,000
- d) The probability of a family's income exceeding 40,000.

SECTION C

**ANSWER ANY ONE QUESTION FROM THIS SECTION.
THIS SECTION CARRIES 20% OF THE TOTAL MARKS.**

1. Describe the sampling designs below and, for each, explain the circumstances under which you would use it:
 - b) Purposive sampling
 - c) Proportionate stratified sampling
 - d) Quota sampling
 - e) Linear systematic sampling
 - f) Snowball sampling

2. Answer the following questions briefly:
 - a) Define measurement.
 - b) Why is measurement necessary?
 - c) Why are scales of measurement necessary?
 - d) Describe the link between measurement and questionnaire construction.
 - e) Describe in the correct sequence, the stages in questionnaire construction.

3. Answer the following questions as briefly as possible:

- a) Give three conditions that are necessary for a problem to be worthy of investigation.
- b) Give four important reasons for undertaking literature review
- c) Discuss the criteria for prioritizing a research problem.
- d) Discuss three important reasons why formulation of research objectives is important.

SECTION D

**ANSWER ANY ONE QUESTION FROM THIS SECTION.
THIS SECTION CARRIES 20% OF THE TOTAL MARKS.**

1. Given below are data on voter reactions to a tax increase proposal in this year's budget according to party affiliation. You are required to answer the questions that follow:

Party affiliation	Reaction tax increase		
	In favour	Neutral	Opposed
MMD	50	30	60
PF	120	20	20
UPND	50	10	40

- a) Is there any reason to believe that there is a relationship between party affiliation and reaction to the tax increase? Use 5% level of significance to answer this question.
- b) Would you agree with a political analyst's assertion that relatively more UPND and MMD members than PF members are opposed to the tax increase? Demonstrate, with figures, what your position is.
2. The sample data below represents the number of hours spent by students and their examination scores in DEM 2414.

Examination scores in DEM 2414	Study hours
64	20
61	16
84	34
70	23
88	27
92	32
72	18
77	22

- a) Compute the correlation coefficient and interpret the result.
- b) Compute a least squares regression equation to show the dependence of examination scores in DEM 2414 on the number of hours spent studying.
- i. Interpret the meaning of the observed regression coefficient (B) within the context of the question.
 - ii. Interpret the meaning of the intercept (A) within the context of the question.
- c)
- i. If a student has been studying for 14 hours, what would you estimate her/his examination score to be?
 - ii. If a student scored 56 in the examination, for how many hours could he/she have been studying?

3. A developer is considering alternative sites for constructing a shopping mall in Lusaka and Kitwe using the mean household incomes (in thousands) in the two cities as a proxy variable for purchasing power. For a random sample in Lusaka with 30 households, the average annual income is K45,000 with a standard deviation of K1,500. For a random sample of 40 households in Kitwe, the average annual income is K44,600 with a standard deviation of K2,400. The investor eventually decides to construct a shopping mall in Lusaka on the premise that the purchasing power of Lusaka residents is significantly higher than that of Kitwe residents. Is his decision justified? Test this at 1% level of significance?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 ACADEMIC YEAR FINAL EXAMINATIONS
17TH JULY, 2014
DEM 3110: POPULATION AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER A TOTAL OF THREE QUESTIONS WITH AT LEAST ONE QUESTION FROM EACH SECTION. BUT QUESTION TWO (2) IN SECTION C IS MANDATORY

SECTION A

1. Write brief but candid notes on the following propositions:
 - (a) Demographic variables are intricately associated with sustainable development.
 - (b) The Demographic factors that affect demand and supply for housing do the same on technology and development.
2. State your position on the difference between implicit and explicit population policies. Use this backdrop to illustrate how institutional frameworks can be applied within these two paradigms.

SECTION B

1. Discuss what is meant by unemployment and explain the various types/causes of unemployment. Outline how unemployment is measured in Zambia. Discuss briefly the main characteristics of unemployment in Zambia and give some examples of what policies government has designed to reduce unemployment.

2. Explain what is meant by Child Labour and outline how the International Labour Organisation (I.L.O) and Zambia define Child labour. Explain the various characteristics of Child Labour and give examples of policies related to its ending.

SECTION C

1. (i) Given the following data for Zambia:

Labour force in 2005 = 4918788

Labour force in 2008 = 5003871

Calculate the following:

- (a) The average annual exponential growth rate of the Labour force
- (b) What will be the projected Labour force in 2015

(ii) Also, given that the projected population for Zambia for 2015 will be 15,302,680 and the population aged 15 and over will be 54.7 percent of this population. Using this information and the data given and which you derive from (i) above, Calculate the following:

- (a) The Crude Activity Rate for 2015
- (b) The Refined Activity Rate for 2015
- (c) The Economic Dependency Ratio for 2015.

2. Complete the table of school life for Egypt, 1994, and comment on the following:

- (a) Show the formulae for relational functions of the tables of school life below
- (b) Are there differences between enrolled population and total population in their average number of school life?
- (c) Does dropping-out of school have a sound effect on the loss of schooling life?

x	l_x	L_x	S_x	P_{sx}	L_{sx}	l_{sx}	Q_x	\bar{S}_x	S_x^m	S_x^d	R_x	R_x^m	R_x^d	T_{sx}	e_{sx}	e'_{sx}	
	1			3	4	5	6	7	8	9	10	11	12	13	14	15	16
6	93662	93615	0.97664		91428	45712		351	84	267	0.003839	0.001832	0.005857				
7	93567	93529	0.97378			91252		442	68	374	0.004853	0.001503	0.008215				
8	93491	93459	0.96978			90856		2000	59	1941	0.022066	0.001334	0.042855				
9	93427	93398	0.949			89635		4990	54	4936	0.056293	0.001281	0.111444				
10	93369	93342	0.89612		83645	86140		4677	49	4628	0.055912	0.001236	0.110722				
11	93314	93287	0.84651		78968	81307	0.000595	2712	47	2665	0.034349	0.001231	0.067548				
12	93260	93232	0.81792		76256	77612	0.000617	7327	47	7280	0.096081	0.001364	0.191046				
13	93203	93174	0.73979	0.54003	68929	72593	0.00089	505	61	444	0.007326	0.001792	0.012884	327383			

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR FINAL EXAMINATIONS

DEM 3310: COMPUTER APPLICATIONS IN DEMOGRAPHY

INSTRUCTIONS:

SECTIONS A and B are *COMPULSORY*. ANSWER *TWO QUESTIONS* FROM SECTION C

TIME: THREE (3) HOURS

SECTION A

1. Give any two common applications of MS – EXCEL in the work place.
2. In MS – EXCEL, to refer to a cell that is at the intersection of column A and row 10, which of the following two addresses do you use?
 - a) 10A
 - b) A10
 - c) a10
 - d) 10a
3. An MS-EXCEL formula must always be preceded by the following symbols:
 - a) =
 - b) *
 - c) ^
 - d) @
4. What type of computations are the following symbols used for in MS – EXCEL:
 - a) /
 - b) *
 - c) +
 - d) ^
 - e) -
5. In MS-EXCEL, you use an absolute reference to fix a value so that it is constant in the computations. Which of the following is an absolute reference?
 - a) \$F1
 - b) C1

- c) F\$1
- d) \$F\$1

6. Which of the following statements about EXCEL are true or false?

- a) Text is placed on the left of the cell
- b) Numbers, dates, and times are put on the right
- c) Numbers and formulas can be treated as text by typing inverted marks(") at the front of the entry
- d) Formulas cannot start with an =, + or - sign, which is followed by an expression.

7. Which of the following is correct about MS - EXCEL statement is true or false):

- a) The columns are labelled as A, B, C, D, etc.
- b) The rows are labelled as VAR001, VAR002, VAR003
- c) The records are arranged along the rows and the variables are arranged along the columns.
- d) The records are arranged along the columns and the variables are arranged along the rows.
- e) The records are arranged along the rows and the variables are arranged along the rows.
- f) The records are arranged along the columns and the variables are arranged along the columns.

8. What does the acronym Epi-data stand for?

9. What type of software is Epi-data?

- a. Data analysis
- b. Data entry and analysis
- c. Data documentation
- d. Data entry and documentation

10. Epi-data software allows you to import data from other statistical software?

- a. True
- b. False
- c. Neither

11. Epi-data software can permit you to merge data sets entered from different computers

- a. True
- b. False
- c. Neither

12. The character "#" in epi-data is recognized as

- a. String character
- b. String or numeric character
- c. Numeric character

- d. None of the above
13. What is the maximum character limit for a string variable in epi-data?
- a. 80 characters
 - b. 100 characters
 - c. 120 characters
 - d. 85 characters
14. What is the relevance of "Checks" in epi-data?
15. The "document tools" in epi-data allows you to.
- a. List data
 - b. View codebook
 - c. Validate data entry notes
 - d. Create data entry notes
 - e. All the above
16. What does the acronym CSPro stand for?
17. What type of software is CSPro?
- a. Data analysis
 - b. Data entry and analysis
 - c. Data documentation
 - d. Data entry and documentation
18. What is the function of the Dictionary application in CSPro?
19. A "Roster" in CSPro is used for what purpose?
20. The "Logic" application in CSPro is used for what purpose?

Section B (COMPULSORY)

1. Briefly describe when and how you use the SPSS commands below.

- a) AUTOMATIC RECODE
- b) RECODE WITHIN THE SAME VARIABLE
- c) RECODE INTO DIFFERENT VARIABLES

2. In CSPro what are the following tab options used for?

- a) Data entry application
- b) Batch edit application
- c) Tabulation application

3. What are the functions for the following tabs on the Epi-data tool bar?

- a) Define Data
- b) Checks
- c) Enter data
- d) Documentation

4. What is data evaluation and what is its importance?

5. Describe the process involved when performing data evaluation?

6. What is data smoothing and why is it important in demography?

Section C (ANSWER TWO QUESTIONS)

Q1. Attempt the following questions.

- a) Explain the relevance of conducting population projections.
- b) Briefly explain steps involved when making population projections.
- c) Describe the various stages and processes of performing population projections using DemProj and AIM computer modules.
- d) Briefly highlight and explain the major outputs from DemProj and AIM modules.

Q2.

- a) Briefly explain the steps involved in creating a data entry screen in MS –ACCESS.
- b) Briefly describe the steps you would take to transfer the data entered in the MS – ACCESS data entry screen first to MS –EXCEL.
- c) Briefly describe the steps you would take to transfer the data from MS – EXCEL to SPSS.

Q3.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY END OF YEAR EXAMINATIONS

July 2014

DEM 4110: Advanced Methods of Demographic Analysis and Estimation

INSTRUCTIONS:

SECTION A IS COMPULSORY. ANSWER TWO QUESTION FROM SECTION B

TIME: THREE (3) HOURS

SECTION A

1. Population projections can be useful in influencing of future public policy including family planning and other reproductive health services. Attempt the following questions.
 - (a) Explain the relevance of conducting population projections.
 - (b) Provide comprehensive details of each step involved in making population projections.
 - (c) Show your understanding of the various stages and processes of performing population projections using DemProj and AIM modules.
 - (d) Briefly highlight and explain the major outputs from DemProj.

2. A prospective dual record demographic survey was carried out in Malawi during 2000-2. The life table was calculated directly from the data obtained by the survey.

Using the General Standard Life table l_x as standard:

- (a) Convert survival functions to logits and plot observed and standard logits
- (b) Find the parameters beta and alpha
- (c) Compare the fitted $l_x(s)$ with the observed. What do you observe on data from Malawi?

General Standard		Observed Life Table: Malawi 2000-2	
Age	l_x	Age	l_x
0	1.0000	0	1.000
1	0.8499	1	0.858
2	0.807	5	0.653
3	0.7876	10	0.603
4	0.7762	15	0.592
5	0.7691	20	0.559
		25	0.548
10	0.7502	30	0.528
15	0.7362	35	0.511
20	0.7130	40	0.492
25	0.6826	45	0.460
30	0.6525	50	0.435
35	0.6223	55	0.404
40	0.5898	60	0.381
45	0.5535		
50	0.5106		
55	0.4585		
60	0.3965		
65	0.321		
70	0.238		
75	0.1516		
80	0.0768		
85	0.0276		
90	0.0059		
95	0.0006		
100	0.0000		

3.

(a) What is a stationary population? How different is it from a stable population? What are some of the applications of the stable population models?

(b) Given the data in the table below calculate a stable age distribution for Zambia (**Assume: $a_0=0.3$; $a_1=1.6$; $L_{80+} = \text{male}=0.028$, $\text{female}=0.029$; $\text{NRR}=2.3737$; T or $u=28$ years; average age (y) age 0-1=0.3; age 1-4=2.6; age 80+=85)**)

Age	Male lx	Female lx	n
< 1	100000	100000	1
1 - 4	90682	91936	4
5-9	77543	80023	5
10-14	73717	77113	5
15-19	70953	75153	5
20-24	66689	70542	5
25-29	60673	64495	5
30-34	53544	58549	5
35-39	46301	53794	5
40-44	38974	49167	5
45-49	31924	44552	5
50-54	26192	39017	5
55-59	21052	34545	5
60-64	16967	30149	5
65-69	12744	25466	5
70-74	9098	19610	5
75-79	4956	10843	5
80+	2289	5053	

Source: Computed from 2006 Zambia LCMS

Section B

4.
 - (a) Discuss the application of demographic models in mortality, fertility and migration analysis.
 - (b) What are the limitations of these models?
 - (c) What are the guidelines in selecting the mortality pattern for Zambia when using the Princeton Regional Model Life tables?

5. Discuss in detail the importance of evaluation of data quality in demography. Further, outline and discuss the different approaches to data quality evaluation as well as their strengths and weakness.

6.

- (a) Discuss the method of indirectly estimating infant and child mortality using child survivorship data in Zambia.
- (b) What are the limitations of this method when applied to Zambian population data?
- (c) What factors affect the mortality estimates derived from this method?

7.

- (a) Discuss the Brass P/F Ratio Method of estimating fertility in Zambia.
 - (b) What are the limitations of this method when applied to Zambian population data?
 - (c) What factors affect the fertility estimates derived from this method?
-

-END OF EXAMINATION-

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

DEV 1150: INTRODUCTION TO DEVELOPMENT STUDIES

INSTRUCTIONS:

- **Duration: Three hours**
 - **Answer ANY three questions of your choice**
 - **All questions carry equal marks**
-

1. Old Bina Bbwe, a matriarch of Chabota village in Choma District, shook her head as she walked to the river to draw water. She could not understand why the local Member of Parliament (MP) was saying that Zambia was ‘growing’ and growth was a better way of looking at the situation of people. Even her son at UNZA, Ringtone, told her that Zambia was growing and that this was a good way of looking at the situation of people. How? Bina Bbwe asked herself, as she paused to look at the malnourished children playing in the mud. Wasn’t there a better way of looking at the situation of people? She wondered. As a DEV 1150 student, what would you tell Bina Bbwe?
2. Samsung Lotion Banda was elated. According to a news item on ZNBC Radio One, foreigners, especially the Chinese, were coming to Eastern Province to prospect for minerals. Samsung was convinced that the presence of foreigners would turn the region into a paradise where people would no longer have to eat mice to survive. But old Telephone Banda, the young man’s grandfather, was not convinced. He had seen it all on the Copperbelt. Despite the presence of foreigners, things never changed, he told his nephew. Telephone Banda added that it would be better to receive support from other countries than invite foreigners to come to Zambia. As a DEV 1150 student, what would be your comment on the excitement of Samsung and the disillusionment of Telephone?
3. Simcard Phiri could not understand why, despite having large mineral reserves and the largest water resources in Southern Africa, Zambia was still poor. The country was still exporting ‘soil’, as President Sata once said. Why was it like this? Simcard asked himself. As a DEV 1150 student, what would you tell Simcard Phiri?
4. “Viva workers!” thundered Hadyokoli Chuuka, the trade unionist, “Once we defeat these dirty pigs, we shall live in paradise. We want a revolution to overthrow the swine!” But, Kulya Bwino, the Managing Director of Yaba Yama Investments, was annoyed as he watched the proceedings on his 60” television set in the living room of his mansion in Chalala. These workers must change their mind-set and attitudes if Zambia is to develop and generate prosperity for all, Kulya Bwino cursed, as he turned off the TV. Based on what you have learnt in DEV 1150, to what extent were Chuuka and Kulya Bwino realistic?
5. Watching news on Aljazeera, two DEV 1150 students were amazed to see one African President, His Excellency the President for Life, Prof. Dr. Israel Ajilu, the Greatest Witch

in the Land, inform his people that only he could develop his country. Everybody else should follow his directives failure to which they would be fed to crocodiles in the country's biggest river. The President further announced that all the people, animals and minerals in the country were his. 'No wonder Africa has failed to develop' exclaimed the students. Based on what you have learnt in DEV 1150, what would you say about President Ajilu?

6. Mulenga Mpumpumpu was whistling his favourite *Kalindula* tune as he made his way to the bar to watch Germany play Brazil on the big TV screen. As he watched a German player score the seventh goal against Brazil, his mind quickly shifted to an issue that had been troubling him that evening. Why was there a proliferation in the number of non-governmental organisations claiming to be helping the poor with support from countries like Germany? Would it not be better for the government to continue helping the poor and not these organisations? Based on what you have learnt in DEV 1150, to what extent was Mulenga Mpumpumpu correct?

END OF EXAMINATION



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

END OF YEAR EXAMINATIONS FOR THE ACADEMIC YEAR 2013/2014
IN DEV: 2150; SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES

INSTRUCTIONS

1. There are three sections. Section One is compulsory. Answer one question from section two and another question from section three
 2. The duration of the Exam is three hours. Do not spend more than one hour on each of the three questions
-

Section One

This section constitute question one and is compulsory to all candidates

1. Give brief answers to each of the following 10 questions
 - i. List at least five forms of modern liberalism
 - ii. Distinguish between 19th Century French Socialism and what was then known as Scientific Socialism
 - iii. Give three reasons for Imperialism by Using either the Radical or Liberal perspective
 - iv. Mention the different patterns by which the African continent was incorporated in the world economy during colonialism
 - v. Briefly define Nationalism and give at least two reasons why Africans fought to liberate themselves from colonialism
 - vi. Mention at least two major internal Factors and two major external factors behind the evident development crisis in many African countries today
 - vii. Briefly define Neo Colonialism
 - viii. Briefly define Globalization and give at least two reasons if favor or against it with regard to the development of developing nations
 - ix. Briefly define a centrally planned economy and give at least two reasons for or against it with regard to the development of Least Developed Countries
 - x. Give at least two reasons in favor or against state regulation as a means of facilitating economic growth and development in Least Developed Countries

Section Two

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

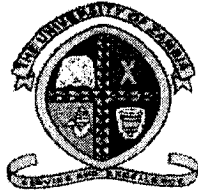
2. Define foreign Aid and mention and describe at least five specific types of foreign aid that developing nations receive and explain how each and everyone of these types of aid are either relevant or irrelevant to the development needs of developing nations.
3. Define the concept of Civil Society, give examples of at least two such societies and describe the general democratic functions of civil societies in modern society
4. Give and explain the major arguments of the Inclusive growth perspective (the post Washington Consensus) against neo liberalism and give and explain some of the alternatives this new perspective offers to developing nations

Section Three

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

5. Explain the reasons behind the emergence of neo liberalism in the late 1980s and give and explain factors given by either proponents or opponents of neo liberalism to explain the evident failure of neo liberalism to resolve the development crisis in developing countries.
6. Use either the Radical or Liberal perspective to explain the impact of globalization on the development of developing nations
7. With specific reference to Zambia, account for both the external and internal factors in the development crisis of extending from the early 1970s to date
8. Define the state in either Marxian or Liberal terms. Using either of the two perspectives, discuss how the prominent role of the state in the economy affect the development of developing nations. Do so by using any case study of your choice

END OF EXAM. GO BACK AND CHECK YOUR WORK FOR ERRORS



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

FINAL EXAM

DEV 2150: SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES

Instructions: choose and answer any three questions from the following (1-7).

Time: Three (3) hours

1. State the various stages of growth according to W.W. Rostow and show the key features in each stage. At which stage would you put Zambia and why?
2. Differentiate between the Radical and Liberal theories of Imperialism. Use examples to illustrate your points.
3. The post colonial state has been in a crisis. What is the nature of the crisis and what are the possible solutions to this crisis?
4. Structural adjustment programme (SAP) led by the IMF and the World Bank was implemented by many developing countries. What were the measures of SAP and how have they impacted on the Zambian Economy.
5. Democracy, democratization and good governance are good for any society. Discuss.
6. Describe the various modes of production articulated by Karl Marx. What mode or modes of production can describe the Zambian society today?
7. Colonialism in Zambia, although gone for the last 50 years, has left a number of political, economic, social cultural scars which are somewhat permanent on our society. What are these scars? Discuss and use examples to illustrate.

End of Exam

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF DEVELOPMENT STUDIES – SCHOOL OF HSS
2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS
DEV 3150 – AGRICULTURE, FOOD SECURITY AND RURAL DEVELOPMENT

INSTRUCTIONS -: 1) Time Three Hours 2) Section A (question 1) is compulsory. 3) In addition, answer any one (1) each from Sections B and C and in all three (3) questions must be answered.

SECTION A

1. Define any five (5) of the following concepts drawing practical examples from the Zambian experience;
 - a) Agricultural Policy
 - b) Food Insecurity
 - c) Project Cycle (from an agricultural perspective)
 - d) Structural Adjustment Programme (SAP)
 - e) Rural Development
 - f) Land Reforms

SECTION B

2. Define the concept of “The Green Revolution” and critically analyze its relevance to the food security position and development prospects of developing countries. As much as possible draw practical examples from the Zambian experience or any other developing country of your choice.
3. Analyze the role played by the demand and supply factors in causing famine vulnerability. Which ones are more pertinent in precipitating famine conditions in Africa?

SECTION C

4. Compare and contrast the pre-1991 with the post-1991 marketing and pricing policies in Zambia. Critically analyze the extent to which these policies contributed to the food security position of Zambia.
5. “The peculiar nature of the demand and supply factors in the agricultural sector makes government intervention in the sector inevitable”. Do you agree with the above statement? Justify your answer from a developing country context or perspective.

END OF THE EXAMINATION

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

FINAL EXAMINATIONS

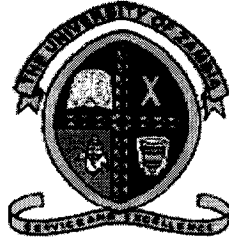
DEV 4250: SCIENCE, TECHNOLOGY, INNOVATION AND DEVELOPMENT

Instruction: Choose and answer any three questions from the following (1-6).

1. Scientific and technological knowledge alone cannot change and improve society's living conditions unless it is fully applied in society. Using both historical and contemporary examples, show how scientific and technological knowledge application has improved human living conditions in many societies.
2. What are the available technological choices, which the less developed countries can use, from the developed countries or indeed the global technology? State them and discuss.
3. Technology transfer involves a lot of processes and actions, if it has to lead to a successful industrialization of any country. Describe and discuss what is involved in the process of technology transfer from the developed countries to the less developed countries.
4. Intellectual property rights are key in the transfer of technology. What are these rights? State them and discuss their roles in the process of transfer. Use examples to illustrate your points.
5. Take any case of successful industrialization and show what kinds of policies were used to make the society or nation industrialize.
6. President Sata has stated that he wants to see Zambia develop economically and industrialize. Advise the president on the type of policies that can lead to Zambia's industrialization.

END OF EXAM





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

**UNIVERSITY EXAMINATIONS
2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS**

DEV 4450: TRADE POLICY AND DEVELOPMENT

INSTRUCTIONS:

- **This examination has a 3 HOURS duration**
- **There are 3 Sections in this examination: please observe the instructions for each section**

SECTION ONE (COMPULSORY: 40 MARKS)

Q1. The ultimate end of trade mainstreaming for a country like Zambia is to promote trade-centred wealth creation thereby contributing to poverty reduction. Thus, The World Bank Group and the Ministry of Commerce, Trade and Industry of the Republic of Zambia have for many years collaborated on different trade mainstreaming initiatives.

- a) From the foregoing, what is trade mainstreaming; and what are the reasons for mainstreaming trade? **(10 marks)**
- b) With examples, discuss how the Diagnostic Trade Integration Study (DTIS) is a significant tool for mainstreaming trade in Zambia as a pathway to development. **(30 marks)**

SECTION TWO (30 MARKS)

Section Two has two sub-sections

Q2 a: Answer ALL the 15 multiple choice questions – transfer all your answers to the answer booklet (15 marks)

- 1) Which of the following is true about price taking firms?
 - (a) Cannot significantly influence input or output price
 - (b) Faces infinitely elastic demand
 - (c) Can significantly influence output and price
 - (d) a and b

- 2) Which of the following is an example of a Horizontal Agreement?
 - (a) Cartel
 - (b) Toyota Zambia
 - (c) Game Stores
 - (d) b and c

- 3) A Vertical Agreement occurs when:
 - (a) Firms at different level of production and supply chain cooperate to restrict competition
 - (b) Firms at same level of production and supply chain cooperate to restrict competition
 - (c) Firms form a cartel
 - (d) None of the above

- 4) Which one of the following issues is part of the main issues in trade and environment negotiations?
 - (a) Liberalization of goods and services under GATT XXIV;
 - (b) Negotiations on the Economic Partnership Agreements
 - (c) Fisheries subsidies.
 - (d) (a) and (b)

- 5) Panel or Appellate Body reports are adopted:
 - (a) by the Dispute Settlement Body, by consensus
 - (b) automatically upon issuance
 - (c) unless the Dispute Settlement Body rejects them by consensus
 - (d) both (a) and (c)

- 6) The "Enabling Clause" refers to a Decision taken by Members allowing them to:
 - (a) take measures against illegal actions from other Members
 - (b) grant differential and more favourable treatment to developing countries
 - (c) increase bound rates in specific circumstances
 - (d) grant differential and more favourable treatment to developed countries

- 7) A World Trade Organization (WTO) Member can use the Dispute Settlement Mechanism in case of:
 - (a) violation of the provisions of a WTO Agreement only
 - (b) violation of the provisions of a WTO Agreement or in the absence of a violation when a Member's benefits under a WTO Agreement have been nullified or impaired
 - (c) violation of the provisions of a WTO Agreement and the United Nations principles
 - (d) any trade conflict between two governments

- 8) If two developing countries, which are both WTO members, exchange trade preferences between themselves on a few tariff lines, they would in principle seek legal coverage in the WTO under:
 - (a) GATT Article XXIV
 - (b) a waiver, as stipulated in Article IX of the Marrakech Agreement
 - (c) the Enabling Clause
 - (d) Committee on Regional Trade Agreements

- 9) A case can be brought to the Dispute Settlement Body (DSB) of the WTO by:
- (a) WTO Members exclusively
 - (b) any company or government affected by the behaviour of a WTO Member
 - (c) any entity from a WTO Member who is affected by the behaviour of another WTO Member
 - (d) as in (a) and (b)
- 10) The Subsidies and Countervailing Measures Agreement contains provisions regarding the application of countervailing measures against:
- (a) subsidies which cause serious prejudice to exports of a Member in a third country
 - (b) all subsidies which have an impact on exports
 - (c) subsidies which are "specific" to an enterprise, industry (or groups thereof), or to a region
 - (d) none of the above
- 11) If a Zambian company opens a branch in another country which is also a member of the World Trade Organization, which mode of supply would it correspond to according to the General Agreement on Trade in Services (GATS)?
- (a) mode 4: Presence or movement of natural persons
 - (b) mode 1: Cross-border supply
 - (c) mode 2: Consumption abroad
 - (d) mode 3: Commercial presence
- 12) For the purposes of the Anti-Dumping (AD) Agreement, a product is being "dumped" if:
- (a) it is exported at a price lower than the one applied in the country of production
 - (b) it is exported at a price lower than the one applied in the country of importation
 - (c) it is exported at a price made competitive by the grant of a governmental subsidy
 - (d) both (a) and (c)
- 13) Which form may an Anti-Dumping measure take?
- a) an embargo on the import of the dumped good
 - b) a subsidy granted by the importing country to the domestic products in competition with the dumped imported products
 - c) a duty collected by the importing country on top of the ordinary customs duty
 - d) both (b) and (c)
- 14) The Safeguards Agreement aims at:
- (a) preserving Members' essential security interests
 - (b) neutralizing "unfair" trading practices by exporting firms
 - (c) allowing emergency measures in order to protect the domestic industry
 - (d) All of the above
- 15) Before a provisional or a final safeguarded measure can be applied:
- (a) there is no need to conduct an investigation or a preliminary determination
 - (b) an investigation must be conducted by the Committee on safeguard
 - (c) authorities of the importing country must conduct an investigation or have a preliminary determination of serious injury

(d) both (c) and (d)

Q2b. Briefly (in not more than half a page/face per question) answer any three (3) questions

- i. Explain any two trade-related policy instruments that the Zambian Government uses to implement effective environmental protection **(5 marks)**
- ii. State the Environment Kuznet Curve and describe its significance in sustainable environmental management and protection **(5 marks)**
- iii. Describe three initiatives aimed at integrating women into global markets and value chains **(5 marks)**
- iv. Explain two trade policy instruments that target prices and two trade policy instruments that target quantities **(5 Marks)**
- v. Taking Zambia as a case study on trade and gender dynamics; list three main constraints and two main opportunities/benefits for women producers to link to global markets **(5 Marks)**

SECTION THREE (30 MARKS)

Answer only one question

- Q3.** Assume you are a new university graduate and the Ministry of Commerce, Trade and Industry (MCTI) recruits you as a Trainee Trade Advisor (TTA). Using concrete theoretical knowledge and practical examples, write a paper to be submitted to MCTI discussing “the role of trade liberalization in Zambia’s development process”. In this paper you are also expected to discuss whether trade liberalization is a universal/comprehensive solution to Zambia’s development challenges.
- Q4.** Under “Competition and Consumer Protection,” there are concepts such as “horizontal agreements” and “vertical agreements”. Define these two concepts and discuss, with practical examples, the different types through which each of them works in order to constrain/restrict competition.
- Q5.** “Managing for results” is one of the five pillars in the aid effectiveness pyramid associated to the Paris Declaration on Aid Effectiveness: discuss this pillar and, with examples, explain why it is vital to focus on “results” in trade development.

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

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY DEFERRED EXAMINATIONS
2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

DEV 9050: CIVIL SOCIETY AND DEVELOPMENT

Instructions:

Duration: 3 Hours

Section A is compulsory

You are required to answer **any two** questions in Section B

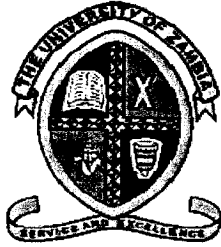
SECTION A (40 Marks)

1. Write short and concise notes on any **four** of the following issues:
 - a. The framing process in social movement politics
 - b. Transparency as it relates to good governance
 - c. Difference between civil society and an NGO
 - d. The link between civil society and social capital
 - e. Placation in Arnstein's Ladder of Citizen Participation
 - f. The concept of empowerment

SECTION B (30 marks each)

2. What are social movements? To what extent are social movements important in influencing change in society?
3. Discuss the merits and demerits of self-regulation for civil society in Zambia.
4. More sustainable solutions cannot be hoped for without the active involvement of civil society. Discuss.
5. Critically analyse David Korten's evolutionary roles of Northern NGOs and show how it has influenced the development of NGOs in the South.

END OF EXAMINATION



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

**END OF YEAR EXAMINATIONS FOR THE ACADEMIC YEAR 2013/2014
IN DEV 9110: HUMAN DEVELOPMENT**

INSTRUCTIONS

1. There are three sections. Section One is compulsory. Answer one question from section two and another question from section three
 2. Each of the three main questions must be written in its own separate booklet
 3. The duration of the Exam is three hours. Do not spend more than one hour on each of the three questions
-

Section One

1. Give brief answers to each of the following ten questions
 - i. State whether or not the Human Development Paradigm is a Liberal theory and give at least two reasons to justify your answer.
 - ii. Mention at least two key determinants of Human Exclusion and two of its contextual elements.
 - iii. Mention at least two additional measures of Human Development that UNDP introduced in 2010
 - iv. Distinguish between Gender roles and Sex roles and mention at least two ways in which gender discrimination is perpetrated
 - v. What is MDG number 7? And mention at least two major constraints in its achievement world wide
 - vi. Briefly define the concept of Good Governance and give two of its major characteristics
 - vii. Mention at least 4 Human Development and HIV and AIDS interface
 - viii. Human Rights can be classified into Negative and Positive Rights, mention one example from each of the two groups of rights and specifically state how positive rights in general affect the realization of Human Development
 - ix. Isolate at least two economic policies that have tended to negatively affect the realization of Human Development in Zambia
 - x. Give any two reasons why the Human Development Paradigm is either suitable or unsuitable as a guiding tool of development in developing nations

Section Two

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

2. Define Neo Liberalism and relying upon examples from Zambia, show how its major policy prescriptions served to deepen the Human Development Crisis in Less Developed Countries.
3. Define Human Development, outline the major issues it has had against Neo Liberalism with regard to the role of the State in the development of developing countries and argue for or against suggestions made by the Human Development paradigm.
4. Mention and describe the various actors in Governance and what roles the Human Development and other modern inclusive growth theories expect them to play in the promotion of human wellbeing in Less Developed Countries. Giving reasons, state whether or not such assigned roles are conducive to the attainment of Human Development.

Section Three

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

5. Present and discuss Zambia's efforts in implementing the Millennium Development Goals, the successes scored and the challenges faced, and what preparations are being made for the post 2015 period.
6. Define cooperate Social Responsibly and argue very strongly for or against reliance on this principle, and the market forces in general, as effective tools for achieving Human Development In Less Developed Countries.
7. Define Human Rights and Freedoms and show how such rights and freedoms are either not necessary, or necessary to the attainment of Human Development. Do so by giving examples from any country or group of countries of your choice.

End of Exam

Check your work for errors

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY EXAMINATIONS
2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

DEV 9210: DEVELOPMENT MANAGEMENT

Instructions:

Duration: 3 Hours

This Examination has two sections; A and B.

Section A is compulsory.

You are required to choose and answer any TWO questions from section B.

SECTION A (Compulsory) (40 marks).

1. Drawing from your experience in DEV 9210 course, discuss problem tree analysis and its importance in development management. What issues would you consider when conducting an objective tree analysis?

Section B: Answer any two questions in Section B (30 marks each).

2. What are Participatory Rural Approaches? Discuss any four PRAs you would employ in a development project. What is the significance of employing these approaches in your project?
3. What is the purpose and importance of this stakeholder analysis in this project? Explain major issues you would consider when conducting a stakeholder analysis.
4. Define a log-frame? What are the advantages and disadvantages of employing a log-frame in projects?
5. Discuss the significance of monitoring and evaluation in development management.
6. Assuming you have been appointed a project manager for a community initiative aimed at ensuring food security through enhanced productivity and improved incomes. Explain how your project can ensure sustainability and manage risks associated.
7. Discuss SWOT and PESTLE analysis. What are the strengths and weaknesses associated with each of these approaches?

End of Examination

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

2013/2014 ACADEMIC YEAR- FINAL EXAMINATIONS

DEV 9350: THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS:

THIS EXAMINATION HAS TWO SECTIONS

SECTION A IS **COMPULSORY**

CHOOSE AND ANSWER ANY **TWO** QUESTIONS FROM SECTION B

SECTION A

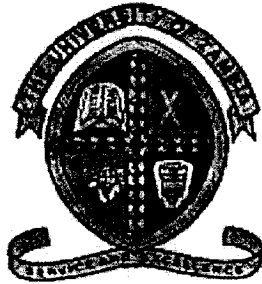
1. Write short and concise notes on **ALL** the following concepts. (40 marks)
 - a) Environmental Degradation
 - b) Ozone Layer Depletion
 - c) Intra-generational equity
 - d) Tragedy of the Commons

SECTION B

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

2. Discuss the neoclassical economic approach to environmental analysis. What are the strengths and weaknesses of this approach?
3. CBNRM as a natural resource management strategy came in response to the failures of the 'protected areas' approach. Drawing practical examples from any country you are familiar with, highlight the strengths and challenges associated with CBNRM programs. Suggest recommendations that would enhance the implementation of CBNRMs.
4. Effective environmental management requires concerted efforts at global level. Using any convention on environment, discuss the extent to which environmental concerns are being addressed in practice.

END OF EXAMINATION.



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

**ECONOMIC POLICY, GROWTH AND DEVELOPMENT DS 9450:
END OF 2013/2014 ACADEMIC YEAR
FINAL EXAMINATION**

DATE: 24 JULY 2014 VENUE: NELT: 14:00 – 17:00 HRS

INSTRUCTIONS TO STUDENTS

- **Answer question 1 and any other 2, 1 from each of the remaining sections.**
- **This examination constitutes 50% of total marks.**

SECTION 1:

1. Gross Domestic Product and Gross National Income have been widely used as indicators of economic policy performance. Explore their practical application by comparing the economic performance during two periods: state-led 1964-1991 and the market – driven economic 1991-2014 (40 MARKS).

SECTION 2:

2. World Bank and IMF policies have played a central role in the stabilization of the Zambian economy since the late 1980s. By tracing Zambia's economic performance since 1991, discuss key successes and failures of policy measures supported by these institutions and propose measure for addressing their weaknesses (30 MARKS)

3. The failure of Zambia's economic development hinges on its inability to sustain gains in economic and social investments. At the core of this failure has been the lack of policy complementarity between agriculture and industry. Discuss the relevance of this statement with respect to Zambia's economic policy and performance since 1974(30 MARKS).

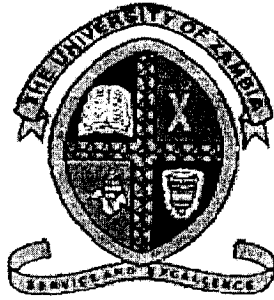
SECTION 3

4. Strengthening the link between industrialisation and human development requires combining private sector development policies and macro-economic ones. These should focus on transforming agricultural productivity and grow SMEs. How successful has Zambia economic policies been in combining the two and what remedial measures can you propose?(30 MARKS)

5. Explore the role of private sector in Zambia's economic development, especially in relation to economic growth, savings and investment and poverty reduction. To what extent has the Government leveraged the private sector for growth and development?(30 MARKS)

6. Economic growth has not translated into human development gains in the last 25 years. Government and private sector partners should seriously implement social protection policies to counteract the effect of jobless growth. Discuss this statement and some of the critical measures that government and private sector can undertake to implement social protection policies (30 MARKS).

END OF EXAM



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

DEV 9650: WOMEN AND DEVELOPMENT, POLICIES AND STRATEGIES

2013/2014 ACADEMIC YEAR EXAMINATION

DURATION: THREE HOURS

INSTRUCTIONS

- 1. ANSWER THREE (3) QUESTIONS**
- 2. QUESTION ONE (1) IS COMPULSORY**
- 3. WRITE CLEARLY**

1. According to the Millennium Development Goals (mdgS) 2013 report, there are differential primary and secondary school completion rates according to the social characteristics of individuals. The following table presents the statistics:

Table 1: Primary Access and Completion Rates According to Social Characteristics of Individuals in 35 countries, 2006-2011

	Total	Gender		Location		Wealth Levels	
		Girls	Boys	Rural	Urban	Q123	Q45
Access	81.6	80.0	83.1	77.5	91.2	76.2	90.4
Completion	54.8	52.5	57.1	44.6	71.5	41.7	70.9

Key: Q123 =poorest
 Q45=wealthiest

You are the Gender Focal Person in the Ministry of Education, conduct a gender analysis using the data provided. Identify policy interventions to address the gaps.

(20 Marks)

2. Critically analyse the main arguments of the Liberal Feminists and the Radical Feminists. How applicable are these to our Zambian situation?

(15 Marks)

3. Caroline Moser wrote extensively about the various shifts in policy approaches to development. Discuss these in the context of African countries, giving specific examples and illustrations.

(15 Marks)

4. Compare and contrast the Women in Development (WID) approach and the Gender and Development (GAD) in doing so take into account the approach, the focus, the problem, the goal, the solution and the strategies proposed and implemented.

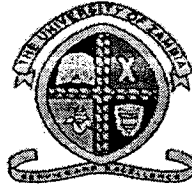
(15 Marks)

5. Provide a detailed synthesis of Gender Analysis as a concept. In doing so consider the various frameworks and tools used in analysis and their applicability to both the community and household level.

(15 Marks)

6. Gender mainstreaming addresses obstacles to male/female participation in the development process. Discuss

END OF EXAM



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

END OF YEAR EXAMINATIONS

DS 9950- WORLD COMMODITIES MARKET

DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS WITH QUESTION ONE BEING COMPULSORY

1. Write brief notes on the following concepts:
 - World commodities market
 - London metal Exchange
 - Contract Farming
 - Future Contract
 - Futures Market

2. President Sata in January 2013 commented on the copper industry by saying we to value addition to the Zambian copper industry. This is a welcome statement by the Head of State. Discuss the Zambian copper industry from the perspective of value chain analysis and do you think that in the current position of the industry value addition can be realized?

3. The Zambian economy is experiencing tremendous growth in the infrastructure and industrial sectors which has resulted into more demand than supply of energy. What do you think the energy industry in Zambia can do to meet the shortage of energy?

4. The Zambian Gemstone stones industry is renown of high valued and quality Emerald stones. What do you think would be the best way of developing the Gemstone industry in Zambia compared to the highly developed diamond industry in South Africa?

5. The Zambian agriculture industry has not developed to the required standards despite the country having huge arable land and 60% of the waters in SADC region. Discuss the food value chain and how it can benefit the agriculture industry and the Zambian economy.

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

DRA3120: TRADITIONAL AND POPULAR AFRICAN DRAMA

FINAL EXAMINATIONS 2013/14
FULL TIME

-
1. **INSTRUCTIONS:** Answer three questions. **One** from each Section
 2. Primary texts and the English dictionary are allowed in this examination.
 3. Time allowed is **3 hours**
-

SECTION A: Compulsory (40 marks)

1. Traditional African drama has had a lot of influence on life in general.
 - a) With reference to any 2 popular dance movements discuss the role played by traditional and popular drama in the liberation struggle in Southern Africa (Zambia inclusive).
 - b) Demonstrate how dance has been used in the works of any 2 African drama plays studied in the course.

SECTION B: Answer two questions from this Section Traditional African Drama. Each question carries (20 marks)

2. It is said that the origins of TAD lie in man's desire to control his world. Discuss the view with reference to one form of TAD you are familiar with.
3. With examples from any 2 traditional dances you are familiar with discuss the view that "dance is expression by space-time movement of the human body disciplined by rhythm of sound and locomotion."
4. Demonstrate how content and aesthetics of the African oral narrative qualify it as a dramatic form.
5. Relate the theories regarding the origins of the *Gule wa M'kulu* to the Chewa cultural setup.

SECTION C: Answer ONE question from this Section on Popular African Drama. Each question carries (20 marks)

6. Identify and discuss social functions of popular theatre associated with the Nigerian Yoruba folk opera and the Ghanaian concert party.
7. Show how Theatre for Development is a form of popular theatre

END OF EXAMINATION

GOOD LUCK!



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

DRA 4120: THEATRE FOR DEVELOPMENT

**FINAL EXAMINATIONS 2013/14
FULL TIME/PARALLEL**

INSTRUCTIONS:

1. Answer any **THREE** questions in this examination.
 2. Time allowed is **THREE (3)** Hours
-

Question 1

What reasons would you advance for the use of art to carry development messages for local communities?

Question 2

Theatre and drama are a universal language where matters of psychosocial support are involved. Discuss this assertion in the context of the Umodzi project.

Question 3

While Theatre for Development (TFD) has been acknowledged as useful intervention in development, caution needs to be maintained on its use. Identify the delicate stages in the theatre for development process and suggest ways in which they can be overcome.

Question 4

A successful Theatre for Development (TFD) project depends to a large extent on clear understanding of the target community. Discuss the 4 aspects of a community and strategies for acquiring knowledge about the community.

Question 5

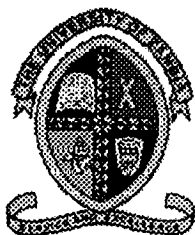
Coding is one of the stages of the theatre for development process. What do you understand by coding? Which of the various coding methods would you consider the best and why?

Question 6

Discuss the role of popular theatre in Theatre for Development.

END OF EXAMINATION

GOOD LUCK!



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2012/13 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

E352 – CONTEMPORARY AFRICAN PROSE FICTION

TIME: THREE HOURS

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

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

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

1. Below is an excerpt from Ellen Banda-Aaku's novel, *Patchwork* (pp78-9). Read it and answer the question that follows.

'Yes, we were very poor, very poor. You're lucky you have food. We had to eat our neighbours' leftovers...Prakash, you see, they see me today and no matter how many times I tell them I once had nothing they can't comprehend. They think Tata arrived in this word with cars and designer suits, three farms and two factories... These kids have no idea...And now look at me – Joseph Sakavungo... Look at what I have done for myself. I have so much I could live to one hundred and still have a full plate. I have worked for all this alone.'

Sakavungo utters the above words to his family cameraman, Prakash, as well as to his children. Relate Sakavungo's pursuit of success as reflected above to Meja's and Maina's pursuit of success in *Kill Me Quick*.

SECTION B (60 marks)

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

2. Discuss the gap between hope and reality in *Harvest of Thorns*.
3. EITHER
- (a) 'When two elephants fight, it is the grass that suffers.' Discuss the relevance of this adage in relation to the conflict(s) in Dominic Mulaisho's *The Tongue of the Dumb*.
- OR
- (b) How does the resolution of the novel *Tongue of the Dumb* by Mulaisho put an end to the crisis in Mpona's chiefdom?
4. The text *Bound to Violence* suggests that the African is bound in a circle of unending violence. What different explanations does the text give as reasons for this?
5. It can be asserted that in *Collector of Treasures* it is suggested that the bonding together of women is important to their survival, yet there is a silent way in which it again suggests that women may be a contributing factor to the affliction that they suffer.
6. With detailed illustrations from the text, explain what elements in *A Cowrie of Hope* make it a successful story.

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

**END OF YEAR EXAMINATIONS
2013/2014 ACADEMIC YEAR**

E4710: MODERNIST AND POSTMODENIST LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. Please write your computer number on every answer booklet used.
 3. This paper has **three** sections. Answer **one** question from each section.
 4. Each Section must be answered in a different answer booklet.
 5. All questions carry equal marks.
 6. Candidates will earn more marks if they support their answers with quotes from primary texts.
 7. A copy of the English dictionary and primary texts are allowed in the examination room.
-

SECTION A

1. One of the common features of Modernism and Postmodernism can be said to be about the loss of innocence and the breaking down of traditional metanarratives in the face of rigid traditional boundaries of social order becoming fluid.

Discuss how the Invisible Man in Ralph Ellison's *Invisible Man* loses innocence as he journeys north and demonstrate how, in his exploration of the north, he becomes increasingly skeptical of the traditional metanarratives.

2. In Elise Blackwell's *Hunger*, the botanists at the Institute have a collection of seeds; discuss what is postmodernist about the institute and its activities.

SECTION B

3. Discuss the use of incarceration in both Kafka's *Metamorphosis* and Sartre's *No Exit*.
4. The whole play *No Exit* can be said to have been written to illustrate Sartre's belief that one does not need to die to experience death because hell is other people. Discuss.
5. Explain Kafka's understanding of the problem of identity in *Metamorphosis*.
6. In modernist writing many authors make novels from their own life experiences, particularly in early life. How true is this statement in regard to the novel *Sons and Lovers* by D. H Lawrence? Explain.
7. The individual remains isolated even to greater degree when he is, first and foremost unaware of the fragmentation inside him/her or when the storm of protests persists in him/her but is unknown to him/her. Discuss isolation and fragmentation in William Faulkner's novel *Light in August*.

SECTION C

8. How far does the Baldwin's *Go Tell It on the Mountain* explore the irrelevance of ideas of morality amidst social demands?
9. Read the following poem by Harryette Mullen and explain how it challenges the relationship between sleep/illusion and reality.

Dream Cycle

The ice cream truck
goes by again

It could snow me
under this heat

It could freeze my teeth
crystalize a sigh

and i could lick
a quick dream

when the ice cream truck
goes lullaby again

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR
END OF YEAR FINAL EXAMINATIONS

ECN 1115: INTRODUCTION TO MICROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL THREE QUESTIONS

Question one

Mr. Grumpy's Pizzeria has fixed costs of K100 per month. His total costs and level of output are indicated in the table below. Use this information to answer the questions that follow.

Output (Pizza)	Total cost in Kwacha	Marginal cost
10	200	
20	320	
30	460	
40	620	
50	800	
60	1000	

- a) Calculate the marginal cost and explain it.
- b) If the current price for a piece of Pizza is K18, how many pieces of Pizza must be sold to maximise profits. What is the profit?
- c) Suppose the price falls to K14, what level of output will maximise profits?
- d) What is the total profit at this level of output?
- e) Draw a diagram depicting equilibrium price and output in a perfectly competitive industry.
- f) Draw another diagram to show the changes in equilibrium when there is an increase in supply in this industry. What factors could lead to this increase in supply?

Question two

For each of the following, draw the curve and explain its shape.

- a) The demand curve
- b) The demand curve for a perfectly competitive firm
- c) The long run average cost curve
- d) An indifference curve
- e) The production possibilities frontier

Question three

- a) The elasticity of demand for cigarettes is 0.6. If the price of cigarettes increases from \$2 to \$3, what will the impact be on the market for cigarettes? What will happen to consumer expenditure on cigarettes?
- b) Using indifference curve analysis, show the income and substitution effects for an increase in price of a commodity if the commodity in question is a Giffen good.
- a) Suppose that a consumer can purchase two goods: good X and good Y. The price of X is P_X and the marginal utility is MU_X . And assume that the price of Y is P_Y and the marginal utility of Y is MU_Y . Write an expression that maximizes consumers' utility?
- b) Assume that the price of X (P_X) is K15 and Kalaki's marginal utility from consumption of X (MU_X) is 60; and the price of Y (P_Y) is K3 and marginal utility from consumption of Y (MU_Y) is 60. Is Kalaki maximising utility? If not, what should he do to maximise his utility?

END OF FINAL EXAMINATION



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ECONOMICS
2013/ 2014 ACADEMIC YEAR FINAL EXAMINATION**

ECN 1215: INTRODUCTION TO MACROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER THREE (3) QUESTIONS
QUESTION ONE IS COMPULSORY
CHOOSE ANY OTHER TWO (2) QUESTIONS

QUESTION ONE (COMPULSORY)

The following is the information from the national income accounts for the economy of Zambika Island for the year 2010 measured in millions of dollars.

GNP at market prices.....	12000
Consumption.....	7000
Investment.....	550
Consumption of fixed capital.....	85
Imports.....	1200
Indirect taxes	220
Government purchases.....	2800
Factor payments from abroad.....	1200
Factor payments to abroad.....	1950

Based on the information given above for Zambika, compute the following;

- (a) Gross National Product at basic prices
- (b) Gross Domestic Product at market prices
- (c) Net export
- (d) Exports
- (e) Net National Product at Market prices
- (f) National Income

QUESTION TWO

- a) Use a well-labelled diagram to illustrate the linkages between the foreign sector and the government, households and firms using the circular flow model of income and spending. Clearly explain the flows in the model.
- b) Explain the three (3) different approaches of measuring the gross domestic product

QUESTION THREE

- a) What is Inflation
- b) Use graphs to discuss Demand- Pull Inflation and Cost Push Inflation. Clearly explain the causes, effects and solutions

QUESTION FOUR

- a) List five (5) main functions of the Bank of Zambia
- b) Give an account of the three (3) monetary policy instruments the central bank uses to influence money supply and interest rates. Clearly explain both expansionary and contractionary monetary policy.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR
END OF YEAR FINAL EXAMINATIONS
DISTANCE EDUCATION

ECN 2215: INTERMEDIATE MACROECONOMICS THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER **ALL QUESTIONS**, CLEARLY SHOWING ALL THE WORK AND USING WELL LABELLED DIAGRAMS WHERE NECESSARY.

QUESTION ONE

- a. What is a liquidity trap?
- b. If the economy was stuck in a liquidity trap, would you advise the use of monetary policy or fiscal policy? **Explain.**

QUESTION TWO

Consider an economy in which production is characterised by the neoclassical function $y = 5k^{0.5}$. Suppose again that it has a savings rate of 0.4, a population growth rate of 0.1 and an average depreciation rate of 0.1.

- a. Find the steady-state (equilibrium) values of k and y .
- b. Now suppose that due to the discovery of new technology, the production function changes to $y = 8k^{0.5}$, find the new equilibrium values of k and y .
- c. Illustrate the above information on a magnificent and well labelled diagram.

QUESTION THREE

The following equations describe an economy

$$\begin{aligned}AD &= C + I + G \\C &= 0.8(1 - t)Y \\t &= 0.25 \\I &= 900 \\G &= 800 \\M^D &= 0.25Y - 62.5i \\M^S &= 500\end{aligned}$$

Where C , I and G represent consumption, investment and government expenditure on goods and services respectively while M^D and M^S represent money demand and supply respectively.

- a. Determine the equilibrium level of income.
- b. Explain why the answer in (a) is not affected by monetary policy
- c. Suppose that after extensive research, the investment is now represented by the function

$$I = 900 - 50i$$

- i. Derive the IS equation
- ii. What is the equilibrium level of income and interest rate?

QUESTION FOUR

Expectations of Economic agents about the future exert a significant impact on the effectiveness of macroeconomic policy.

- a. Briefly explain the key difference between adaptive and rational expectations.
- b. In the context of the Philips curve, explain the impact of a policy aimed at reducing unemployment under adaptive expectations.
- c. How would your answer in (b) change if economic agents behaved rationally?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR
END OF YEAR FINAL EXAMINATIONS

ECN 2322: MATHEMATICS FOR ECONOMICS II
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

Due to large-scale mining activity on the Copperbelt, there are opportunities for small companies to do business by way of providing a variety of ancillary services to large-scale mining companies. At any time, there are 6000 small business companies that are actually engaged in business or are seeking to do business. From past data, we know that a company that is doing business this year has a 30 percent chance of losing its business next year, and for a company without business this year, there is 60 percent chance that it will have business next year.

- a. Write out the stochastic matrix for the above scenario
- b. Find the equilibrium number of small companies that will be engaged in business with the large companies.

QUESTION TWO

A Publisher agrees to pay the author of a book a royalty of 15 percent for every copy sold. The demand for the book is

$$x = 200 - 5p$$

and the production cost is

$$c = 10 + 2x + x^2$$

- a. Find the optimal sales (x) from:
 - i. The author's perspective.
 - ii. The publisher's perspective.
- b. Comment on your results in (a)

QUESTION THREE

The prices of inputs K and L are given as K12 per unit and K3 per unit respectively, and a firm operates with the production function

$$Q = 25(KL)^{0.5}$$

- a. What is the minimum cost of producing 1250 units of output?
- b. If the firm only has K500 at its disposal, is there a way it can still produce the same output as in (a)?

QUESTION FOUR

An economy's output at time $t = 0$ was 100 and the rate of change of output is given by:

$$\frac{dy}{dt} = 0.1y$$

- Find the time-path of output of the economy.
- Comment on the time path pattern.

QUESTION FIVE

In an agricultural market whose demand and supply schedules are

$$Q_t^D = 400 - 20P_t$$

$$Q_t^S = -50 + 10P_{t-1}$$

A long run equilibrium has been established for several years but then one year there is an unexpectedly good crop of 160 (that is, output in time $t = 0$ is 160).

- Find the long-run equilibrium price and quantity.
- The price P_0 following a good crop.
- Explain how price will behave over the next few years following this 'shock' to the market.

QUESTION SIX

A two person zero sum game for player 1 and player 2 has the following payoff matrix which pertain to player 1. Is

$$A = \begin{pmatrix} 5 & 9 \\ 9 & 6 \end{pmatrix}$$

(Player I's choices are rows while Player II is in columns)

- Formulate the linear programming problem.
- Find the optimal strategies for the two players.

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2013/2014 ACADEMIC YEAR
ECN2342 APPLIED STATISTICS**

FINAL EXAMINATION

Date: MONDAY 14th July, 2014

Time allowed: 2 HOURS

Instructions: Candidates may attempt ALL questions in SECTION A and attempt only ONE question from SECTION B. The total number of marks allocated to each question is shown in brackets.

SECTION A [80 marks]

1. What do you understand by the term simple random sampling? Describe conditions under which it may not be a suitable sampling procedure, or where it would be desirable to combine it with some other sampling method. **[8 marks]**

2. An audit has been commissioned in a hospital. The aim is to estimate the frequency of occurrence of a particular adverse event for the whole hospital over a 12-month period. The people carrying out the audit have been advised that they do not need to visit every ward, but that they can select wards and also months in which to carry out the audit.

(i) Identify the type of sampling used, giving reasons for your answer. **[4 marks]**

(ii) Discuss whether you think this is an appropriate method of sampling for this audit. **[8 marks]**

3. The following extract appeared in a report of a survey carried out in India.

"The sampling was carried out as follows. In the first stage, 2000 clusters were chosen from 3 strata: 400 from urban areas, 200 from the tea estate sector and 1400 from rural areas. The second stage involved systematic selection of 10 houses from each cluster. In this way we are assured that the results of the survey were representative of the whole country."

(i) Define the terms clusters and strata. **[4 marks]**

(ii) What other information would you require before you could comment on how representative the results are likely to be? **[8 marks]**

4. In an application of index numbers to human fertility, in any particular year the birth rate (number of live births per woman) is analogous to prices for economic index numbers, the number of women is analogous to quantity and the number of live births is analogous to value.

(i) State the formulae for Laspeyres and Paasche birth rate indices where period 0 is the base period and period t is the current period, simplifying where appropriate. **[8 marks]**

Age group	Number of women in 2008	Number of live births in 2008	Number of women in 2009	Number of live births in 2009
15–17	3095	30	2985	28
18–21	4056	439	4027	401
22–29	7483	984	7514	975
30–39	10247	426	10473	453
40–49	9835	37	9626	52

(ii) Using data from the table above relating to a small province, calculate the Laspeyres, Paasche and Fisher birth rate indices for this province in 2009, using 2008 as the base period. **[12 marks]**

(iii) What would an index for number of women quantify? Calculate the Laspeyres index for number of women. **[5 marks]**

5. The values of Lusaka building contracts (in \$ millions) for a 12-month period are shown below.
240 350 230 260 280 320 220 310 240 310 240 230

(i) Construct a time series plot. What type of pattern exists in the data? **[4 marks]**

(ii) Use $\alpha = 0.3$ to compute the exponential smoothing forecasts for the time series. **[8 marks]**

(iii) Use a smoothing constant of $\alpha = 0.5$ to compute the exponential smoothing forecast. Does a smoothing constant of 0.3 or 0.5 appear to provide more accurate forecasts based on the Mean Squared Error (MSE)? **[7 marks]**

6. To use moving averages to forecast a time series, we must first select the order, k , or number of time series values to be included in the moving average. If only the most recent values are considered relevant, then a larger value of k is better. Why? **[4 marks]**

SECTION B [20 marks]

INSTRUCTION: CHOOSE ONLY ONE QUESTION FROM THIS SECTION

7. Answer the following questions in the context of a real survey of which you are aware.

(i) Briefly describe the survey in terms of its purpose, the target population, the sampling procedure, and the methods of collecting and processing the data. **[10 marks]**

(ii) When carrying out a survey there are many sources of error. Identify the possible sources of error in your chosen survey and describe the strategies used to try to minimise them. State, giving reasons, whether you think these strategies were adequate and suggest any modifications, if any.

[10 marks]

8. (i) A process sampled 20 times with a sample of size 8 resulted in $\bar{\bar{x}} = 28.5$ and $\bar{R} = 1.6$. Compute the upper and lower control limits for the \bar{x} and R charts for this process. **[8 marks]**

(ii) The Goodfellow Tire and Rubber Company periodically test its tires for tread wear under simulated road conditions. To study and control the manufacturing process, 20 samples, each containing three radial tires, were chosen from different shifts over several days of operation, with the following results. Assuming that these data were collected when the manufacturing process was believed to be operation in control, develop the \bar{x} and R charts. **[8 marks]**

Sample	Tread Wear*		
1	31	42	28
2	26	18	35
3	25	30	34
4	17	25	21
5	38	29	35
6	41	42	36
7	21	17	29
8	32	26	28
9	41	34	33
10	29	17	30
11	26	31	40
12	23	19	25
13	17	24	32
14	43	35	17
15	18	25	29
16	30	42	31
17	28	36	32
18	40	29	31
19	18	29	28
20	22	34	26

*Hundredths of an inch

iii) Even if all points are within the upper and lower control limits, a process may not be in control? Why? **[4 marks]**

Table: Factors for \bar{x} and R Control Charts

Observations in Sample, n	d_2	A_2	d_3	D_3	D_4
2	1.128	1.880	0.853	0	3.267
3	1.693	1.023	0.888	0	2.574
4	2.059	0.729	0.880	0	2.282
5	2.326	0.577	0.864	0	2.114
6	2.534	0.483	0.848	0	2.004
7	2.704	0.419	0.833	0.076	1.924
8	2.847	0.373	0.820	0.136	1.864
9	2.970	0.337	0.808	0.184	1.816
10	3.078	0.308	0.797	0.223	1.777
11	3.173	0.285	0.787	0.256	1.744
12	3.258	0.266	0.778	0.283	1.717
13	3.336	0.249	0.770	0.307	1.693
14	3.407	0.235	0.763	0.328	1.672
15	3.472	0.223	0.756	0.347	1.653
16	3.532	0.212	0.750	0.363	1.637
17	3.588	0.203	0.744	0.378	1.622
18	3.640	0.194	0.739	0.391	1.608
19	3.689	0.187	0.734	0.403	1.597
20	3.735	0.180	0.729	0.415	1.585
21	3.778	0.173	0.724	0.425	1.575
22	3.819	0.167	0.720	0.434	1.566
23	3.858	0.162	0.716	0.443	1.557
24	3.895	0.157	0.712	0.451	1.548
25	3.931	0.153	0.708	0.459	1.541

Source: Adapted from Table 27 of ASTM STP 15D, *ASTM Manual on Presentation of Data and Control Chart Analysis*. Copyright 1976 American Society for Testing and Materials, Philadelphia, PA. Reprinted with permission.

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

ECN 3215: ADVANCED MACROECONOMIC THEORY

TIME: TWO (2) HOURS

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

QUESTION ONE (COMPULSORY)

- a) Explain the concept of consumption smoothing in the context of the;
 - i. Ando- Modigliani Life Cycle Hypothesis
 - ii. Friedman's Permanent Income Hypothesis
- b) Explain how a family facing an intertemporal budget constraint is affected or influenced in its consumption over the years.

QUESTION TWO

- a) With the aid of a diagram, show that the natural rate of unemployment is the unemployment rate such that the real wage chosen in wage setting is equal to the real wage implied by price setting
- b) Illustrate with the aid of a diagram what happens to the natural rate of unemployment when unemployment benefits increase
- c) Explain with the aid of a diagram what happens to the real wage and the natural rate of unemployment when markups increase

QUESTION THREE

Write concise notes on the following;

- a) Expectations- augmented Philips Curve
- b) Efficiency wage theory
- c) Adaptive Expectations
- d) Rational Expectations

QUESTION FOUR

- i. With the aid of a diagram, illustrate what happens to the firm's demand for rented capital when planned output increases and the rental price of capital and the wage remain the same
- ii. With the aid of a diagram, explain how the firm chooses its capital stock
- iii. With the aid of a diagram, explain how the desired stock of housing is determined in the economy.
- iv. Derive the baseline model for investment

QUESTION FIVE

- a) List all the policy prescriptions contained in what is termed as the "Washington Consensus"
- b) For each of the policy prescriptions listed above, provide a brief explanation of which policy options worked and which ones did not work for Zambia.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013/ 2014 ACADEMIC YEAR
END OF YEAR FINALEXAMINATION

ECN 3322: ECONOMETRICS II
TIME: TWO (2) HOUR
INSTRUCTIONS: ANSWER ALL QUESTIONS

QUESTION ONE

- a) What is a dummy variable trap and how can it be avoided?
- b) The public accounts committee of the National Assembly of Zambia has informed you that Members of Parliament do declare their assets at the beginning of each 5 year term but has noticed that there is a disproportionate accumulation of assets between opposition members of parliament and those of the ruling party. The difference is even more significant if the Member of Parliament is a minister. Design a model using dummy variable methods that will help you test the hypothesis that assets of members of parliament in the ruling party and ministers accumulates significantly more than their colleagues who are just members of parliament and in the opposition.

QUESTION TWO

A student of Research Methodology was interested in finding out the determinants of consumption expenditure and regressed Consumption expenditure on per capital GNP and Personal Wealth. He came up with the following regression equation

$$\widehat{CE}_t = 24.7747 - 0.9415PGNP_t - 0.0424WEALTH_t$$

(6.7525)	(0.8229)	(0.0807)
(3.6690)	(1.1442)	(-0.5261)

$$R^2 = 0.9635 \quad \text{Adjusted } R^2 = 0.9531 \quad \text{df} = 7$$

- a) Interpret and comment on the above regression results.
- b) Explain briefly how you would go about checking;
- i. formally if multicollinearity is serious or not in the above model.

- ii. informally if multicollinearity is serious or not in the above model.
 c) If it's serious, how would you solve for the problem?

QUESTION THREE

A student of econometrics regressed Y on X1 and X2 using E-Views Econometric software and obtained the following regression results. He used monthly data from 1994:1 to 2000:12. Study the results and answer the question that follow:

- a) Use the Durbin Watson test to check if there is Autocorrelation in the model

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

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	13.59460	4.832401	2.813219	0.0062
X1	1.088214	0.187891	5.791718	0.0000
X2	-0.486677	0.235145	-2.069690	0.0417
R-squared	0.635854	Mean dependent var		34.61071
Adjusted R-squared	0.626863	S.D. dependent var		18.33744
S.E. of regression	11.20141	Akaike info criterion		7.705018
Sum squared resid	10163.20	Schwarz criterion		7.791833
Log likelihood	-320.6107	F-statistic		70.71924
Durbin-Watson stat	0.332779	Prob(F-statistic)		0.000000

- b) In addition to Durbin Watson (DW) test the student also wished to test the presence of autocorrelation using the runs test using the residuals produced by the above model. The residuals are presented on the next page. Using these residual and the runs test check if there is autocorrelation in the model.

obs	Residual	obs	Residual	obs	Residual
1994:01	44.9032	1996:05	10.9957	1998:09	0.48213
1994:02	35.4599	1996:06	9.11291	1998:10	-0.29117
1994:03	32.8925	1996:07	5.59716	1998:11	-2.35825
1994:04	-1.59682	1996:08	7.69983	1998:12	2.21611
1994:05	-25.6273	1996:09	3.82209	1999:01	2.48278
1994:06	-23.8201	1996:10	-6.46524	1999:02	0.89007
1994:07	-26.8999	1996:11	-10.3434	1999:03	-1.95481
1994:08	-22.0207	1996:12	-9.18477	1999:04	-4.10691
1994:09	-18.6647	1997:01	-8.23534	1999:05	-3.73178
1994:10	0.49208	1997:02	-0.25485	1999:06	-3.08388
1994:11	16.4812	1997:03	-1.33887	1999:07	-2.4387
1994:12	13.7792	1997:04	-4.63296	1999:08	-3.44675
1995:01	12.6102	1997:05	-5.78714	1999:09	-4.7866
1995:02	6.39983	1997:06	-3.01107	1999:10	-5.46629
1995:03	7.00278	1997:07	-2.96702	1999:11	-5.15481
1995:04	-0.99169	1997:08	-3.95175	1999:12	-9.90347
1995:05	-6.76824	1997:09	-3.58397	2000:01	-9.75481
1995:06	-8.797	1997:10	-1.9575	2000:02	-6.13746
1995:07	-9.54299	1997:11	-1.7054	2000:03	-3.65381
1995:08	-9.86407	1997:12	-4.11345	2000:04	-0.99561
1995:09	-1.77746	1998:01	-3.48699	2000:05	-1.76921
1995:10	10.5904	1998:02	-5.23063	2000:06	-2.84274
1995:11	15.031	1998:03	-2.4758	2000:07	0.22516
1995:12	12.3084	1998:04	1.05445	2000:08	2.29035
1996:01	8.65557	1998:05	3.95114	2000:09	3.8981
1996:02	6.69418	1998:06	0.11841	2000:10	2.80486
1996:03	5.50526	1998:07	1.81734	2000:11	3.63748
1996:04	8.33403	1998:08	1.63464	2000:12	5.10379

GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR
END OF YEAR FINAL EXAMINATION

ECN 4135: LABOUR ECONOMICS
INSTRUCTIONS: ANSWER ALL QUESTIONS
TIME: TWO (2) HOURS

QUESTION ONE (1)

Some economists have alleged that the local market for nurses can be correctly modeled as a monopsony in which there is only a single employer – the local hospital.

- i. Explain how equilibrium level of employment of nurses will be determined in this case. (5 marks)

Consider the following hypothetical scenario

Workers	Wage (ZMW)	Total Cost of Labour (TCL)	Marginal Cost of Labour (MCL)	Marginal Revenue Product (MRP)
1	100	100		700
2	200	400	300	600
3	300	900	500	500
4	400	1600	700	400
5	500	2500	900	300
6	600	3600	1100	200
7	700	4900	1300	100
8	800	6400	1500	0

- ii. Use the data above to determine the monopsony and competitive market outcomes. (5 marks)
- iii. Is the level of employment level of 3 nurses efficient? Explain carefully (5 marks)

QUESTION TWO (2)

In 2012, the government revised the minimum wage so as to fulfill its campaign promises to offer people decent wages for services. However, some stakeholders argued that it was erroneous for the government to prescribe a wage that would cut across all sectors without consultations with the wide stakeholders.

..... "We see more people out of employment as employers may not be able to meet the sudden demand for such huge increases in their wage bill. It is also most likely that the cost of living for many Zambians will go up in an uncontrollable manner as employers panic to raise more money to increase wages. This will have an effect of increased inflation."**Moses Mwale, July 2012.**

What knowledge gaps can be identified from the above statement to be able to give a correct assessment of the employment effects of the minimum wage laws of 2012 in Zambia? (20 marks)

QUESTION THREE (3)

Explain how each of the following could be used by employers to motivate their workers work towards the objectives of the firm.

- i. Pay for Performance (3 marks)
- ii. Time Based Pay (3 marks)
- iii. Fairness (3 marks)
- iv. Group Loyalty (3 marks)
- v. Motivation of individuals in the Group (3 marks)

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ECONOMICS
2013/2014 ACADEMIC YEAR
END OF YEAR FINAL EXAMINATIONS

ECN 9115: HEALTH ECONOMICS
TIME: TWO HOURS
INSTRUCTIONS: ANSWER ANY THREE QUESTIONS: Choose ONE question from Section One and any TWO questions from Section Two

SECTION ONE: ANSWER ONE QUESTION

QUESTION ONE

Critically examine the data in the Tables provided that show the HIV and AIDS prevalence in selected Southern African Development Community (SADC) Member States (MS) and selected European Union (EU) MS.

- i. Define the terms incidence, prevalence and hazard rates. What relevant key interpretations would you make of the data?
- ii. Would HIV and AIDs being an infectious condition benefit from the availability of publicly financed vaccine programme if one were to be developed? Explain your reasons for this. (Trace your answer based on the Marginal Benefits and Costs of Vaccinations and show the derivation of the Socially Efficient Equilibrium given a beneficial or positive externality).
- iii. What would we expect of economic epidemiology in terms of rationality and the demand for prevention?
- iv. Comment on the demographic and economics of HIV and AIDS based on the data provided, general theory and other socio-economic experiences.

QUESTION TWO

In the health sector, it is often argued that the competitive economic mode deviates from standard assumptions and this leads to market failure.

- i. Briefly state the assumptions of perfect competition which are notable in the sense to which they are likely to impact differently on the health sector.
- ii. Comment on three key assumptions from the above list, detailing the differences that arise to in how they are different in the health sector.
- iii. Define the term need. Using the principle of need and needs based distribution of health care resources, show how and explain why society may make its selected choice of health care need outcomes. In doing this, use an approach based on application of *both* the Utility Possibility Frontier and Egalitarian Preference based Social Welfare Function and Utility Possibility Frontier. Clearly show the expected egalitarian allocation.

SECTION TWO: ANSWER ANY TWO QUESTIONS

QUESTION 3

- i. Ordinarily what are the determinants of health policy reform?
- ii. From your understanding, what were the key reform aspects of the Zambian health reforms?
- iii. Of these key reform issues, discuss health care financing, outlining the how differences in socio-economic development may impact the design of Health Care Financing Policy.
- iv. Explain the key factors in assessing the design features of Health Care Financing Policy.

QUESTION 4

- i. What are the key methods of evaluating health care programmes?
- ii. What are the limitations of Cost Benefit Analysis and Cost Minimisation Analysis as preferred evaluation methods in health programmes?
- iii. What are the preferred options for health care evaluation and how are these applied?

QUESTION 5

- i. What approaches are used in the valuation of human life in Cost Benefit Analysis?
- ii. What is health economics? Outline your definition with the use of Williams (1987) Schematic Outline of the Scope of Health Economics.
- iii. With the assistance of diagrammatic analysis, show the differences between closed and open budget health care systems.

END OF FINAL EXAMINATION

Country / Region	Year	Estimated adults and children living with HIV	Adult (15-49) prevalence (%)	Adult (15-49) incidence rate	AIDS-related deaths in adults and children	Adults and children newly infected with HIV	Estimated adults (15+) living with HIV	Estimated women (15+) living with HIV	Adults (15+) newly infected with HIV	Young women (15-24) prevalence (%)	Young men (15-24) prevalence (%)	Estimated children (0-14) living with HIV	Estimated orphans due to AIDS	Children (0-14) newly infected with HIV
HIV estimates with uncertainty bounds														
1990-2012														
Source: UNAIDS Report on the Global AIDS Epidemic - 2013														
Botswana	1990	30 000	4.3	2.14	<1000	13 000	30 000	17 000	13 000	...	...	<500	1300	<500
Botswana	1995	170 000	19.9	6.17	5700	42 000	170 000	96 000	39 000	...	...	3400	19 000	2000
Botswana	2000	290 000	28.2	4.17	19 000	30 000	280 000	160 000	27 000	...	...	9100	90 000	3400
Botswana	2001	300 000	28.1	3.65	21 000	27 000	290 000	160 000	24 000	...	...	10 000	110 000	3200
Botswana	2002	300 000	27.6	3.23	22 000	24 000	290 000	160 000	21 000	...	...	11 000	130 000	3000
Botswana	2003	300 000	26.9	2.84	22 000	22 000	290 000	160 000	19 000	...	...	11 000	140 000	2500
Botswana	2004	300 000	26.2	2.50	19 000	19 000	290 000	160 000	17 000	...	...	12 000	150 000	1700
Botswana	2008	310 000	24.5	1.95	10 000	16 000	300 000	170 000	15 000	...	...	12 000	150 000	<1000
Botswana	2009	320 000	24.1	1.83	8700	15 000	310 000	170 000	14 000	...	...	12 000	140 000	<1000
Botswana	2010	330 000	23.7	1.60	6800	13 000	310 000	180 000	13 000	...	...	11 000	130 000	<1000
Botswana	2011	330 000	23.4	1.51	5800	13 000	320 000	180 000	12 000	...	...	11 000	130 000	<1000
Botswana	2012	340 000	23.0	1.48	5700	12 000	330 000	180 000	12 000	6.7	3.7	11 000	120 000	<500
Lesotho	1990	6900	0.8	0.58	<100	3900	6700	3400	3800	...	...	<500	<200	<200
Lesotho	1995	110 000	11.5	4.90	2500	39 000	110 000	60 000	36 000	...	...	4700	4700	2600
Lesotho	2000	260 000	22.9	4.08	13 000	36 000	240 000	140 000	30 000	...	...	19 000	46 000	5900
Lesotho	2001	280 000	23.4	3.63	16 000	33 000	250 000	150 000	27 000	...	...	22 000	62 000	6100
Lesotho	2004	300 000	23.0	2.91	22 000	29 000	270 000	160 000	23 000	...	...	31 000	110 000	6000
Lesotho	2005	300 000	22.7	2.91	23 000	29 000	270 000	160 000	23 000	...	...	33 000	130 000	5900
Lesotho	2006	300 000	22.5	2.93	22 000	29 000	270 000	160 000	24 000	...	...	35 000	140 000	5600
Lesotho	2007	310 000	22.5	3.04	20 000	30 000	280 000	160 000	25 000	...	...	37 000	150 000	5000
Lesotho	2008	320 000	22.7	3.14	18 000	31 000	280 000	170 000	26 000	...	...	38 000	160 000	4900

Lesotho	2009	330 000	22.9	3.00	17 000	30 000	290 000	170 000	25 000	...	...	38 000	160 000	4400
Lesotho	2010	340 000	23.0	2.70	15 000	27 000	300 000	180 000	23 000	...	...	39 000	160 000	3900
Lesotho	2011	350 000	23.1	2.61	14 000	25 000	310 000	180 000	22 000	...	...	38 000	160 000	3100
Lesotho	2012	360 000	23.1	2.61	15 000	26 000	320 000	190 000	23 000	10.7	5.8	38 000	150 000	3700
Malawi	1990	570 000	11.6	2.53	28 000	110 000	530 000	290 000	93 000	...	...	43 000	120 000	15 000
Malawi	1995	880 000	15.5	2.74	57 000	130 000	790 000	450 000	100 000	...	...	94 000	340 000	24 000
Malawi	2001	1 100 000	15.5	1.91	86 000	110 000	910 000	530 000	83 000	...	...	160 000	660 000	28 000
Malawi	2002	1 100 000	15.1	1.76	90 000	110 000	920 000	530 000	79 000	...	...	160 000	710 000	28 000
Malawi	2003	1 100 000	14.6	1.61	92 000	100 000	910 000	530 000	75 000	...	...	170 000	750 000	28 000
Malawi	2004	1 100 000	14.0	1.48	94 000	100 000	910 000	520 000	72 000	...	...	180 000	790 000	28 000
Malawi	2005	1 100 000	13.4	1.36	92 000	96 000	900 000	520 000	68 000	...	...	180 000	820 000	27 000
Malawi	2009	1 100 000	11.5	0.98	63 000	78 000	900 000	520 000	56 000	...	...	190 000	840 000	23 000
Malawi	2010	1 100 000	11.2	0.93	57 000	76 000	910 000	530 000	54 000	...	...	190 000	830 000	22 000
Malawi	2011	1 100 000	11.0	0.89	52 000	72 000	930 000	540 000	54 000	...	...	180 000	800 000	17 000
Malawi	2012	1 100 000	10.8	0.88	46 000	66 000	950 000	560 000	55 000	4.5	2.7	180 000	770 000	11 000
Mozambique	1995	240 000	3.1	1.05	7600	69 000	230 000	120 000	63 000	...	...	13 000	22 000	6100
Mozambique	2002	960 000	9.8	2.09	48 000	170 000	880 000	510 000	140 000	...	...	75 000	210 000	24 000
Mozambique	2003	1 100 000	10.5	1.97	57 000	170 000	970 000	570 000	140 000	...	...	89 000	260 000	27 000
Mozambique	2004	1 100 000	11.0	1.85	65 000	160 000	1 000 000	610 000	130 000	...	...	100 000	330 000	29 000
Mozambique	2005	1 200 000	11.3	1.72	73 000	160 000	1 100 000	650 000	130 000	...	...	120 000	390 000	30 000
Mozambique	2009	1 400 000	11.5	1.38	73 000	130 000	1 300 000	750 000	110 000	...	...	160 000	620 000	26 000
Mozambique	2010	1 500 000	11.4	1.36	76 000	130 000	1 300 000	770 000	110 000	...	...	170 000	660 000	28 000
Mozambique	2011	1 500 000	11.2	1.33	77 000	130 000	1 300 000	790 000	100 000	...	...	180 000	700 000	24 000
Mozambique	2012	1 600 000	11.1	1.34	77 000	120 000	1 400 000	810 000	100 000	6.6	2.8	180 000	740 000	14 000
Namibia	1990	8300	1.1	0.61	<200	3500	8000	4500	3300	...	...	<500	<500	<200
Namibia	1995	62 000	6.7	2.53	1800	18 000	59 000	34 000	17 000	...	...	2600	5000	1200
Namibia	1996	81 000	8.4	2.85	2600	22 000	77 000	45 000	20 000	...	...	3500	7600	1600
Namibia	2002	180 000	15.4	2.36	11 000	22 000	170 000	98 000	18 000	...	...	12 000	50 000	3200
Namibia	2003	190 000	15.4	2.09	12 000	20 000	170 000	100 000	16 000	...	...	14 000	61 000	3300
Namibia	2004	190 000	15.3	1.82	13 000	18 000	180 000	100 000	14 000	...	...	15 000	72 000	3200

Namibia	2008	200 000	14.0	1.13	6600	11 000	180 000	110 000	9300	...	...	19 000	90 000	2100
Namibia	2009	210 000	13.8	1.06	5400	11 000	190 000	110 000	8900	...	...	19 000	87 000	1700
Namibia	2010	210 000	13.6	1.03	4900	10 000	190 000	110 000	8800	...	...	19 000	84 000	1200
Namibia	2011	220 000	13.4	1.07	4800	10 000	200 000	110 000	9400	...	...	19 000	79 000	<1000
Namibia	2012	220 000	13.3	1.06	5000	10 000	200 000	120 000	9700	4.1	2.2	18 000	76 000	<1000
South Africa	1995	1 100 000	4.8	2.04	21 000	440 000	1 100 000	620 000	420	...	...	33 000	28 000	20 000
South Africa	2001	4 300 000	15.3	2.62	200 000	640 000	4 100 000	2 400 000	560	...	...	220 000	530 000	75 000
South Africa	2002	4 700 000	16.1	2.39	250 000	600 000	4 400 000	2 500 000	510	...	...	260 000	720 000	81 000
South Africa	2005	5 300 000	17.1	1.97	350 000	520 000	4 900 000	2 900 000	440	...	...	380 000	1 400 000	82 000
South Africa	2006	5 500 000	17.2	1.90	360 000	500 000	5 000 000	2 900 000	430	...	...	410 000	1 700 000	79 000
South Africa	2007	5 600 000	17.3	1.84	350 000	490 000	5 200 000	3 000 000	420	...	...	440 000	1 900 000	71 000
South Africa	2008	5 700 000	17.5	1.83	340 000	490 000	5 300 000	3 100 000	420	...	...	460 000	2 000 000	68 000
South Africa	2011	6 000 000	17.8	1.83	330 000	450 000	5 600 000	3 300 000	430	...	...	420 000	2 400 000	21 000
South Africa	2012	6 100 000	17.9	1.49	240 000	370 000	5 700 000	3 400 000	350	13.9	3.9	410 000	2 500 000	21 000
Swaziland	1994	46 000	10.1	4.85	<1000	18 000	44 000	25 000	17 000	...	...	2000	1100	1300
Swaziland	1995	65 000	13.7	5.51	1300	21 000	62 000	35 000	19 000	...	...	3100	2200	1700
Swaziland	2000	140 000	24.3	4.06	6500	18 000	130 000	73 000	15 000	...	...	11 000	25 000	3400
Swaziland	2001	150 000	24.8	3.77	7700	17 000	130 000	77 000	14 000	...	...	13 000	34 000	3600
Swaziland	2005	170 000	25.6	3.48	10 000	17 000	150 000	86 000	14 000	...	...	19 000	69 000	3600
Swaziland	2006	170 000	25.6	3.31	9400	16 000	150 000	89 000	13 000	...	...	20 000	76 000	3200
Swaziland	2007	180 000	25.8	3.14	8200	16 000	160 000	92 000	13 000	...	...	21 000	79 000	3200
Swaziland	2008	190 000	25.9	3.06	7600	16 000	170 000	96 000	12 000	...	...	22 000	80 000	3200
Swaziland	2009	190 000	26.1	2.93	7100	15 000	170 000	100 000	12 000	...	...	23 000	81 000	2600
Swaziland	2010	200 000	26.2	2.89	6800	14 000	180 000	100 000	12 000	...	...	23 000	80 000	2200
Swaziland	2011	210 000	26.5	2.88	6100	14 000	180 000	110 000	12 000	...	...	23 000	80 000	1700
Swaziland	2012	210 000	26.5	2.46	5500	12 000	190 000	110 000	10 000	20.0	10.3	22 000	78 000	1600
Zambia	1994	710 000	14.6	2.63	42 000	110 000	640 000	310 000	88 000	...	...	72 000	250 000	21 000
Zambia	1995	760 000	15.1	2.51	48 000	110 000	680 000	330 000	86 000	...	...	83 000	300 000	23 000
Zambia	2001	940 000	15.1	1.89	77 000	100 000	800 000	400 000	75 000	...	...	140 000	670 000	27 000
Zambia	2002	950 000	14.7	1.80	80 000	100 000	800 000	400 000	73 000	...	...	150 000	720 000	27 000



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

**ELL 2210: ENGLISH PHONETICS, PHONOLOGY AND MORPHOLOGY
EXAMINATION (FULL-TIME AND PARALLEL STUDENTS)**

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

TOTAL MARKS: 100

SECTION A: PHONETICS: ANSWER ALL QUESTIONS

1. State and explain **one (1)** use of phonetics and phonology. **(2marks)**

2. Provide phonetic descriptions of the following English phonemes.
(a) /ʃ/ (b) /ʒ/ (c) /dʒ/
(d) /tʃ/ (e) /ŋ/ **(5 marks)**

3. Give the correct technical terms for the sounds marked by the following:
(a) Both lips coming together
(b) The lower lip and upper teeth coming together
(c) The tongue touching the upper teeth ridge
(d) The tongue touching the hard palate
(e) The tongue touching the soft palate
(f) Complete closure of air passage followed by slow release
(g) Complete closure of oral cavity with air diverted through nose
(h) Partial closure through blocking of air by the tip of the tongue but allowing it to escape round the sides of the tongue
(i) Incomplete closure of the air passage
(j) Complete closure followed by a sudden release of air **(5 marks)**

4. With example words, give **two (2)** different spellings for the following English sounds
(a) /k/ (b) /z/ (c) /i/ (d) /u:/ **(4 marks)**

5. With examples provide any one (1) instance of the following:
(a) When is the letter /b/ silent in RP?
(b) When is the letter /t/ silent in RP?
(c) When is the letter /g/ silent in RP?
(d) When is the letter /h/ silent in RP? **(4 Marks)**

6. Write the following in ordinary spelling:
 ðə wɒz ə bit əv li:n in ðə mi:dl əv jɔ:z sɜ:, bət its kaɪnd əv ʃrʌŋk ʌp ɪn ðə kʊkɪŋ
 bæd kʊkɪŋ ðæts ɔ:l enɪ pɒrɪdʒ
 əv jes sɜ: ðeəz pɒrɪdʒ
 ʌmpɪ aɪ sə pəʊz
 jes sɜ: kwɑɪt naɪs ən ʌmpɪ
 wel teɪk ðə ʌmpɪs aʊt ə maɪn

(10 marks)

SECTION B: PHONOLOGY

1. Explain the following statement:
 “Phonology, in a sense, begins where phonetics leaves off.” (4 marks)
2. Provide words in their ordinary spelling and transcription that show that the following sounds are different phonemes in English.
 (a) /tʃ, θ/ (b) /p, t/ (c) /s, ʃ/ (d) /z, ð/ (4 marks)
3. Provide tree diagrams of the syllable structure of the following English words:
 (a) came (b) firms (8 marks)
4. Which of the following consonant clusters are possible in syllable-final position in RP? Provide an example word to illustrate each possible cluster.
 (a) /mpst/ (b) /mpz/ (c) /ŋkt/ (d) /mn/
 (e) /ft/ (f) /nds/ (g) /dzd/ (h) /ksts/ (8 marks)
7. Explain the rule with regard to the occurrence of three-syllable initial clusters in the English language. (6 marks)
8. Identify the types of assimilation affecting the underlined. In doing so also identify the phoneme that is affected.
 (a) The cat's s gone (b) We just have to (c) Cup p final
 (d) I told you. (4 marks)
9. Characterise the following as to whether they involve linking or intrusive /r/.
 (a) The colour of your eyes
 (b) The idea of a pair of new shoes
 (c) They erred on the side of mercy
 (d) The awe-inspiring Shah of Persia (4 marks)
10. Explain two (2) functions of intonation or tone in English. Provide illustrations with your answer. (8 marks)

SECTION C: MORPHOLOGY

1. With examples discuss the differences between a stem, root and base. (6 Marks)
2. Illustrate and briefly explain the following concepts in morphology.
 (a) Phonological Conditioning
 (b) Morphological Conditioning
 (c) Allomorph

- (d) Inflection
- (e) Derivation

(10 marks)

3. In the words *decentralisations* and *Detoxification*

- (a) List all the affixes and name them
- (b) Identify the bound morphemes.
- (c) List all the inflectional morphemes
- (d) Identify the stem and root.

(8 marks)

(TOTAL MARKS: 100)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013-2014 ACADEMIC YEAR FINAL EXAMINATION
ELL 3210 SEMANTICS AND PRAGMATICS

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate examples will receive credit

1. Outline the structure of propositions and the nature of propositional meaning. How does this differ from sentence meaning?
2. How do words derive meaning from their positions on the paradigmatic and syntagmatic dimensions?
3. Why was prototype theory developed as an approach to the description of meanings in language, and what are its main features?
4. Distinguish sense from reference, and illustrate the different ways in which we refer in English?
5. "Tense locates an event in time, whereas aspect has to do with the event's temporal distribution or contour..." Discuss and illustrate these assertions.
6. "Modal systems allow speakers to signal stronger or weaker commitment to the factuality of statements, and to highlight a contrast between the actual world and possible worlds." Explain and provide linguistic evidence for these statements.
7. By what criteria do we distinguish pragmatic meaning from semantic meaning?

8. “ Deictic categories are in some way *anchored* to the context of use.”
What is the evidence for this opinion?

9. Describe the theory of Speech Acts as developed by Austin and Searle.

10. What are the main features of the politeness theory of ‘face’?

11. What are the pragmatically important features of language?

12. What are the essential properties of conversational implicature?
Discuss with illustrations.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR
FINAL EXAMINATIONS

ELL 3212: ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: Answer three (3) questions in all as follows:

- (i) the compulsory question in Section A and;
- (ii) any two (2) questions from Section B.

SECTION A: Compulsory Question (20 marks)

1. Critical Discourse Analysis is said to be an approach to Discourse Analysis which focuses on “how social relations of power are exercised and negotiated in and through discourse” (Fairclough & Wodak, 1997). Illustrate the validity of this statement by undertaking a detailed Critical Discourse Analysis of three front page headlines (and the first four paragraphs) given below from three dailies for the same day (28th October, 2010) reporting on the same event by:
 - (i) **analysing** the discursual relationship between the title and the lead sentence;
 - (ii) **analysing** how language (grammar, lexis and other aspects) is used to communicate particular assumptions or attitudes; and
 - (iii) **stating** any general conclusions you can make from the analysis about the ideological position (or set of beliefs) of each of the three papers.

HEADLINE A

Nsanda’s daughter nabbed by DEC

The Drug Enforcement Commission (DEC) has arrested a 23-year-old woman for alleged illegal possession of cocaine.

DEC Public Relations Manager John Nyawali said in a statement in Lusaka yesterday that Jasmine Mutale Nsanda, daughter of Chimwemwe Member of Parliament Willie Nsanda, was arrested at a named motel in Lusaka.

“Jasmine Mutale Nsanda was arrested in Chawama township following a successful trail”. Mr. Nyawali said.

He said Ms. Nsanda was arrested together with Ibrahim Richard Phiri, a local businessman of Chawamatownship, who was found with three sachets of cocaine and K200,000.00 suspected to be proceeds of cocaine sales.

HEADLINE B

DEC nabs Nsanda’s daughter

The Drug Enforcement Commission (DEC) has arrested a daughter of Patriotic Front (PF) Chimwemwe Member of Parliament (MP) Willie Nsanda for illegal possession of cocaine.

DEC Public Relations Manager John Nyawali said in Lusaka yesterday that Jasmine Nsanda was arrested from Blue Water Motel in Chawama Township following a successful trail.

Mr. Nyawali said Ms. Nsanda was arrested alongside Ibrahim Phiri, a local businessman of Chawama Township, who was found with three sachets of cocaine and K200,000 believed to be proceeds from the sale of cocaine.

Ms. Nsanda and her accomplice were remanded in police custody and will appear in court soon.

HEADLINE C

DEC nabs Lusaka woman for cocaine possession

The Drug Enforcement Commission (DEC) has arrested a 23-year-old woman for illegal possession of cocaine.

Jasmine Nsanda, 23, was arrested from Blue Water Motel in Lusaka's Chawama township following a trail by the Commission.

DEC Public Relations Manager John Nyawali disclosed yesterday that Jasmine was arrested together with Ibrahim Richard Phiri, a local businessman of Chawama township who was found with three sachets of cocaine and K200,000 believed to be proceeds from cocaine sales.

He said the duo is in custody and will appear in court soon.

SECTION B: Answer any two (2) questions from this section (each question carries 15 marks)

2. Illustrate the distinction between *cohesion* and *coherence* and show the relevance of each to the teaching of English at secondary school level in Zambia.
3. Write brief notes on each of the pairs of linguistic concepts presented below, illustrating clearly how the concepts in each pair differ from each other.
 - (i) Logical inferencing and Pragmatic inferencing;
 - (ii) Frame and schemata;
 - (iii) Bottom-up processing and Top-down processing;
 - (iv) Theme and rheme; and
 - (v) Given and new information.
4. Read the text given below carefully and subject it to a cohesion analysis by:
 - (i) Classifying each of the **bolded** cohesive ties;
 - (ii) Sub-classifying each of the **bolded** cohesive ties;
 - (iii) Specifying the presupposed element for each of the **bolded** cohesive ties.

The sentences have been numbered to ease identification

(1) In **our** streets both in the cities and towns, and market centres, **one** finds an ever growing number of underfed and poorly dressed children. (2) **They** live on what they can find in garbage heaps around **the town**. (3) The influx of **street children** into our towns is growing in leaps and bounds. (4) **They** come from the small village markets to the capital itself. Children grow up, and so in our towns you do not find only children under eighteen years of age but also young people. (5) **They** wander about and beg from their fellow countrymen as well as from foreign tourists. (6) For **this**, they are termed a nuisance to **these people**. (7) These young street dwellers come mostly from very humble backgrounds. (8) Indeed **they** come from families plagued by socio-economic and environmental difficulties. (9) **This** induces them to drift to the towns little knowing that **they** are jumping from the frying pan into the fire.

(10) The first fact, clear as crystal, is that these emaciated children, dressed in tattered clothes, are a symptom of family problems at home. (11) **Many** come from broken families where they live with a single parent, relative or guardian. (12) **Some** live in tiny, dilapidated slum houses in the town or near the town while **others** come from similar countryside houses. (13) In **these homes**, they lived on the bare minimum of food in great poverty and deprivation since their **caretakers** are either unemployed or earn too little to effectively support the home.

(14) The home situation varies considerably, of course from one family to **another**. (15) It is evident, however, that **some** live with single mothers who, due to traumas **they** have experienced in life (like separation from their husbands) turn to alcohol and drink in excess and all the little **they** earn is spent on beer. (16) It is no wonder that **they** cannot clothe, feed and care for their children. (17) **Others**, due to **this** or related problems behave in **the same way** and even batter their children.

END OF EXAMINATION

The University of Zambia
School of Humanities and Social Sciences
Literature and Languages Department
ELL 3220 English Syntax
2013/2014 Academic Year
Final Examination

Duration: 3 Hours

Total Marks: 100

Instructions: This examination is composed of two sections.

(a) Answer ALL the questions in Section A

(b) Answer ANY FOUR questions in Section B

Section A: Compulsory

[60 marks]

1. . With Examples, show the difference between syndetic and asyndetic Coordination (use diagrams for clarity). [10 marks]

2. Based on the different sentence patterns, identify the form and function of the sentence slots represented in each sentence below. [20 marks]
 - a. The boys prepared a terrific sports day.
 - b. An old Fiat turned into our driveway.
 - c. The ugly duckling turned into a beautiful duck.
 - d. The mud gets on little toddler's feet.
 - e. On Sundays the neighbour walks his father at 6.00AM
 - f. I cannot make out the address on this envelope.
 - g. After two months, the teacher called off his vacation.
 - h. Everyone was reminiscing at our class reunion about the good old days.
 - i. My best friend from high school majors in English at Cavendish University.
 - j. The majority of women lead lives of quiet desperation.

3. Explain the following theories represented in Government and Binding Theory.
 - a. Empty Category Principle (ECP) [10 marks]
 - b. Principles and Parameters [10 marks]
 - c. Binding theory [10 marks]

Section B: Answer ANY FOUR questions

[40 marks]

4. With examples, differentiate copula constructions from non-copula constructions [10 marks]

5. Show how agreement and government are used in syntactic linkage. [10 marks]

6. Illustrate how the following transformations are achieved. [10 marks]
 - a) Passivisation
 - b) Relativisation

7. With examples, discuss the criteria for roles. [10 marks]

8. Discuss the rules of thumb that can be used to identify different types of clauses. [10 marks]

9. Show the different modes of presenting situations that speakers use. [10 marks]



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

2013/2014 ACADEMIC YEAR FINAL EXAMINATION

FR 2211: AFRICAN LITERATURE IN FRENCH

DURATION: THREE HOURS

INSTRUCTIONS: DICTIONARIES AND TEXTS ARE ALLOWED
- ANSWER ONE QUESTION IN SECTION A AND ALL
QUESTIONS IN SECTION B ON THE ANSWER SHEET
PROVIDED.

- THIS PAPER COMPRISES TWO PAGES

SECTION A

Question 1

Vous avez lu le roman L'enfant Noir de Camara Laye :

- 1) Donnez le résumé de ce roman tout en disant de quoi il s'agit dans ce livre.
- 2) Que pensez-vous du thème de l'éducation dans le livre L'enfant Noir ?

Question 2

CONSIGNES: Répondez à toutes les questions par des phrases complètes. Toute réponse non rédigée ne sera pas prise en considération. (25 pts)

1. Quel est le cadre spatial de *Une vie de boy* de Ferdinand Oyono? (2 pts)

2. Comment l'aspect religieux est-il mis en évidence ? (5 pts)
3. Comment Ferdinand Oyono dénonce-t-il le colonialisme dans *Une vie de boy*? (6 pts)
4. Discutez en détail la transformation de Toundi au travers d'*Une vie de boy*. (6 pts)
5. Comment la ségrégation raciale est-elle représentée dans ce roman? Expliquez en donnant des détails. (6 pts)

SECTION B : POESIE DU MONDE NOIR

Lisez le texte suivant et répondez aux questions qui suivent :

A ma mère

Femme noire, femme africaine
ô toi, ma mère, je pense à toi...

O Dâman, ô ma mère, toi qui me portas sur le dos, toi qui
m'allaitas, toi qui gouvernas mes premiers pas, toi qui la
première m'ouvris les yeux aux prodiges de la terre, je pense à toi...

Femme des champs, femme des rivières, femme du grand fleuve,
ô toi, ma mère, je pense à toi...

O toi, Dâman, ô ma mère, toi qui essuyais mes larmes, toi qui
me réjouissait le cœur, toi qui, patiemment, supportais mes
caprices, comme j'aimerais encore être près de toi, être enfant
près de toi !
Femme simple, femme de la résignation, ô toi, ma mère, je pense à toi...

O Dâman, Dâman de la grande famille des forgerons, ma pensée
toujours se tourne vers toi, la tienne à chaque pas m'accompagne,
ô Dâman, ma mère, comme j'aimerais encore être dans ta chaleur,
être enfant près de toi...

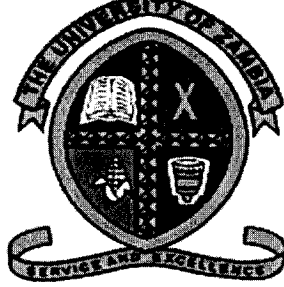
Femme noire, femme africaine, ô toi, ma mère, merci ; merci
pour tout ce que tu fis pour moi, ton fils, si loin, si près de toi

- 1) Commentez l'imagination intimiste et discutez la théorie de la clé et la serrure dans ce poème de Camara Laye.
- 2) Au niveau stylistique, quelles sont les figures de style qu'on trouve dans ce texte ? Expliquez-les.

- 3) Faites ressortir et expliquez les dimensions qui montre le thème de la nostalgie dans ce texte.
- 4) En dehors du thème de la nostalgie, quel autre grand thème pouvez-vous trouver dans ce texte de Camara Laye ? Expliquez et justifiez votre réponse par le texte.
- 5) A qui pourraient s'appliquer les appellations : femme noire, femme africaine ?
- 6) Pourquoi l'auteur appelle aussi sa mère femme des champs, femme des rivières, femme du grand fleuve ?
- 7) Comment sa mère lui a-t-elle ouvert les yeux aux prodiges de la terre ?
- 8) Comment l'auteur peut-il être à la fois si loin et si près de sa mère ?
- 9) Quel est le sentiment exprimé par l'auteur quand il dit « si loin, si près de toi » ?

END OF EXAMINATION

Full-Time



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/2014 END OF YEAR FINAL EXAMINATION

FRE 2222 : INTRODUCTION TO FRENCH LITERATURE

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES AND BOOKS ARE ALLOWED

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

SECTION A : *LES FABLES* de La Fontaine

Le Loup et l'Agneau

La raison du plus fort est toujours la meilleure :

Nous l'allons montrer tout à l'heure.

Un Agneau se désaltérait

Dans le courant d'une onde pure.

Un Loup survient à jeun qui cherchait aventure,

Et que la faim en ces lieux attirait.

Qui te rend si hardi de troubler mon breuvage ?

Dit cet animal plein de rage :

Tu seras châtié de ta témérité.

- Sire, répond l'Agneau, que votre Majesté

Ne se mette pas en colère ;

Mais plutôt qu'elle considère

Que je me vas désaltérant

Dans le courant,

Plus de vingt pas au-dessous d'Elle,

Et que par conséquent, en aucune façon,

Je ne puis troubler sa boisson.

- Tu la troubles, reprit cette bête cruelle,

Et je sais que de moi tu médis l'an passé.

- Comment l'aurais-je fait si je n'étais pas né ?

Reprit l'Agneau, je tette encor ma mère.

- Si ce n'est toi, c'est donc ton frère.

- Je n'en ai point. - C'est donc quelqu'un des tiens :

Car vous ne m'épargnez guère,

Vous, vos bergers, et vos chiens.

On me l'a dit : il faut que je me venge.

Là-dessus, au fond des forêts

Le Loup l'emporte, et puis le mange,

Sans autre forme de procès.

epilogue

1. Qu'est-ce qu'une fable ?
2. Dans la fable « Le loup et l'agneau »
 - i. Etudiez les arguments du loup et les réponses de l'agneau. Qui est dans son droit ?
 - ii. Quelle est la leçon morale de la fable ?
 - iii. En vous basant sur les premiers quatre vers de la fable,
 - a) commentez sur la valeur, la richesse des rimes
 - b) Identifiez le type de rime (la disposition des rimes) que la fontaine utilise.
 - c) Identifiez la nature des rimes

SECTION B : *L'AVARE* de Molière

1. Qu'est-ce que « L'avare » de Molière ?
2. Etudiez les personnages dont les comportements sont comiques dans l'ouvrage de Molière. Identifiez les aspects comiques dans leur comportement.
3. Commentez sur les projets de mariage qu'Harpagon organise pour ses enfants.

SECTION C : *ANDROMAQUE*

Question 1 : Répondez aux questions suivantes, en faisant des phrases complètes. Toute réponse non rédigée ne sera pas prise en compte ! (10 pts)

1. Quels sont les nom et prénom de l'auteur d'*Andromaque* ? A quel siècle a vécu cet écrivain ? _____ / 1
2. En quelle année a été jouée pour la première fois la pièce *Andromaque* ? Combien d'actes comporte cette pièce ? _____ / 1
3. Qui est Andromaque ? Comment s'appelle son fils ? _____ / 1
4. Où se passe l'action de la pièce ? _____ / 1
5. Que vient demander Oreste, au nom des Grecs, à Pyrrhus, au début de la pièce (acte I scène 2) ? Pourquoi les Grecs font-ils une telle requête à Pyrrhus ? _____ / 1
6. Pourquoi Andromaque éprouve-t-elle de la haine envers Pyrrhus ? Répondez avec précision. _____ / 1
7. Quelle(s) décision(s) prend Andromaque pour sauver son fils ? Répondez avec précision. _____ / 1
8. Quel personnage se suicide à la fin de la pièce ? Pourquoi ? _____ / 1
9. Quand elle apprend que Pyrrhus ne veut plus l'épouser, que demande Hermione à Oreste ? _____ / 1
10. De qui Oreste est-il amoureux ? Est-il aimé en retour ? Pourquoi ? _____ / 1

Question 2 : Répondez avec précision aux questions suivantes. (15 pts)

1. Comment appelle-t-on la première scène d'une pièce de théâtre ? Quel en est l'objectif ? _____ / 3
2. Relevez les informations essentielles à la compréhension de la pièce *Andromaque*, qui sont délivrées dans la scène 1 de l'acte I. _____ / 3

3. Pylade est plus qu'un confident pour Oreste. En vous appuyant sur la scène 1 de l'acte I, analysez les caractéristiques de la relation qui unit les deux personnages. _____ / 3
4. Dans la scène 4 de l'acte I, Pyrrhus doit faire plier celle qu'il aime, et lui laisse pour cela le choix entre la mort de son fils ou le mariage. Expliquez le chantage qu'il impose à Andromaque. / 3
5. En quoi Andromaque est-elle une épouse et mère exemplaire ? Expliquez en vous servant des (vers 865-866). _____ / 3

END OF EXAMINATION

Distance



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2013/2014 ACADEMIC YEAR FINAL EXAMINATION

FR 2222: INTRODUCTION TO FRENCH LITERATURE

DURATION: THREE HOURS

INSTRUCTIONS: DICTIONARIES ARE ALLOWED
- **ANSWER THREE QUESTIONS IN SECTION A AND ALL QUESTIONS IN SECTION B ON THE ANSWER SHEET PROVIDED.**

- **THIS PAPER COMPRISES TWO PAGES**

SECTION A : L'HISTOIRE LITTÉRAIRE

1. Donnez une petite définition brève de la littérature en utilisant des mots selon vous.
2. Commenter brièvement la renaissance littéraire du 16^{ème} siècle.
3. Que vous rappellent la préciosité en littérature française et qu'est-ce que l'âge classique ou le classicisme littéraire ?
4. Illustrez le mouvement de la préciosité avec quelques grands noms tenants.
5. Présentez et expliquez les classes d'œuvres littéraires et donnez-en les genres qui en découlent.

SECTION B : LES FABLES DE LA FONTAINE

La Mort et le Bucheron. (Livre premier, texte n°16).

Un pauvre Bûcheron, tout couvert de ramée,
Sous le faix du fagot aussi bien que des ans
Gémissant et courbé, marchait à pas pesants,
Et tachait de gagner sa chaumine enfumée.
Enfin, n'en pouvant plus d'effort et de douleur,
Il met bas son fagot, il songe à son malheur.
« Quel plaisir a-t-il un plus pauvre en la machine ronde ?
En est-il un plus pauvre en la machine ronde ?
Point de pain quelquefois, et jamais de repos. »
Sa femme, ses enfants, les soldats, les impôts,
Le créancier et la corvée
Lui font d'un malheureux la peinture achevée.
Il appelle la Mort. Elle vient sans tarder,
Lui demande ce qu'il faut faire.
« C'est, dit-il, afin de m'aider
A charger ce bois ; tu ne tarderas guère. »

Le trépas vient tout guérir ;
Mais ne bougeons d'où nous sommes :
Plutôt souffrir que mourir,
C'est la devise des hommes

1. **Dans la fable « La mort et le bûcheron » :**
 - a) **étudiez le portrait physique et psychologique du bûcheron**
 - b) **Quelle est la leçon morale de la fable ?**
2. **La peinture de la misère : relevez les mots qui indiquent le malheur et la souffrance.**
3. a) **Donnez la définition d'une fable et ses caractéristiques.**
 - c) **Utilisez votre réponse pour justifier la composition de la fable « La mort et le Bucheron »**

END OF EXAMINATION



UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

END OF YEAR EXAMINATIONS 2014

FRE 3111: INTERMEDIATE FRENCH LANGUAGE

TIME: THREE HOURS

INSTRUCTIONS:

- Dictionaries are **NOT** allowed
- Answer all questions neatly in the answer booklet provided
- Use the format of the questions given and indicate the title of your answers

SECTION A: LA GRAMMAIRE

1. Copiez et mettez les phrases ou à la voix passive ou à la voix active si possible.

1. Jean pensait à son dernier match.
2. Le roi a épousé une jeune femme du peuple.
3. Nicole fait ses devoirs.
4. Ce type a un superbe château.
5. Elle avait été expulsé pour manque de politesse.
6. La porte a été ouverte.
7. Le monsieur que j'ai vu s'appelle Bernard.
8. La dame qui avait été assassinée a été la mère de Paul.
9. Les enfants nagent dans la piscine.
10. Le livre que j'ai lu a été très intéressant.
11. On construira une ville nouvelle.
12. Il espère que ses rêves se réaliseront.
13. Le fromage s'est vendu du jour au lendemain.

14. Nous faisons ces devoirs tous les jours.

15. L'ambulance emportera le blessé.

11. Donnez l'adverbe de ces mots dans une phrase claire et correcte :

1. Savant
2. Prudent
3. Moment
4. Gentil
5. Gai
6. Courant
7. Délicat
8. Soigné
9. Pénible
10. Curieux

**111. Copiez et écrivez la forme correcte de « tout » dans les phrases suivantes .
Soulignez la réponse.**

1. Les leçons sont difficiles mais ont été bien expliquées.
2. Ils sont restésparticulièrement attentifs à mes propos.
3. Elles sont restées émues de vos compliments.
- 4.....autre solution me paraît irréalisable.
5. Je vous assure demon affection.
6. Faites ce que vous pourrez de cette vesteusagée.
7. Les enfants sont.....contents de voir la première neige.
8. C'était écrit en.....lettres, elle ne voulait plus correspondre avec lui.
9. Marc a du mal à choisir car, en fait, il préfère les cravatesen soie.
10. Ils sont.....partis à l'école, enfin seuls !
11. Nos voisins étaient en Grèce. Ils sont revenuscontents de leurs vacances.
12. Je me faisais une.....autre idée de la vie en communauté !
13. Sarah aime étudier..... en écoutant de la musique
- 14 La peau de Yannick est.....rouge, je crois qu'il a un coup de soleil
15. Acceptez le, je vous l'offre avec amour..

IV. Copiez et répondez en utilisant un pronom pour remplacer les mots soulignés.

1. Est-ce que vous pensez aux vacances ?

Oui, nous

2. Les ménagères vont-elles prêter du maïs à leur amie ?

Non, elles.....

3. Avez-vous entendu du bruit derrière la maison ?

Non, je.....

4. Je t'ai donné ta carte ?

Oui, tu.....

5. Voulez-vous vous éloigner de ma table ?

Non, je.....

SECTION B: LA PHONETIQUE

1. Transcrivez en alphabet phonétique:

2. Nous étions montés dans le train à sept heures.
3. Tu penses qu'il va le faire sans nous ?
4. Lui et son chien s'aiment beaucoup.
5. Voulez-vous une chambre ?
6. Elles sont très gentilles, ces filles.

11. Donnez les 4 caractéristiques importantes de 16 voyelles françaises. Soyez précis comme dans l' exemple de cette consonne :

[p] occlusive, sourde, orale, bilabiale

SECTION C : LA COMPREHENSION

Lisez le texte ci-après et puis répondez aux questions.

« Je sais qu'il est ici, celui qui a osé attenter à la vie de notre cher président – fondateur bien – aimé qui vivra éternellement dans le panthéon de nos héros immortels. Je sais que cet individu de malheur porte une barbe et est borgne. Si dans dix minutes vous ne me dites pas où il se cache, je brûle toutes vos maisons, je tire l'un de vous au hasard, on le torturera et on le fusillera ! »

Les dix minutes passèrent dans un silence angoissé et profond comme les silences qui précédèrent la création du monde. Le chef des soldats ordonna alors le début des représailles. Ils molestèrent les villageois : ils pendirent certains par les pieds puis les chicotèrent, ils passèrent du piment rouge sur les blessures ouvertes des autres, ils firent manger de la bouse de vache fraîche à d'autres encore... Les villageois ne dénoncèrent point l'homme recherché. Ils brûlèrent alors toutes les maisons du village ainsi que les récoltes, fruit du travail d'une année dans un pays où l'on mangeait à peine à sa faim. Les villageois ne donnèrent toujours point le renseignement désiré. En fait, la raison de leur attitude était bien simple : ils ne connaissaient vraiment pas celui qui 'avait fait le coup'

L'homme avait agi seul. Il s'était préparé pendant des mois, lisant, étudiant, planifiant ; puis il avait mis une barbe postiche, un bandeau noir sur son œil gauche comme un pirate. Il avait trouvé le moyen de violer l'inviolable palais et de tuer le grand dictateur ; le moyen était si simple qu'il s'était juré de ne jamais le révéler, même étonné de voir les soldats dans son village. Mais l'avaient – ils vraiment démasqué ou n'était-ce qu'un coup de bluff ? Manifestement, ils ne le connaissaient pas, lui qui se tenait devant eux, parmi ses frères villageois qui, eux, ignoraient tout. Il était là, debout, imberbe et avec ses deux yeux, attendant la suite des événements.

Le chef des soldats, un commandant, se fâcha plus violemment encore devant le mutisme des suppliciés :

- Je vous le répète pour la dernière fois ! si vous ne me dites pas où se cache ce salopard de fils de pute borgne et sans couilles qui a assassiné notre bien-aimé président à vie, fondateur de notre parti et chef de la nation, je prends l'un de vous au hasard et je fusille !

Jazz et vin de palme,
E.B. Dongala, Hatier – Paris- mars 1982

Questions

Ecrivez la lettre de la bonne réponse.

1. D'après ce texte, choisissez la bonne réponse et écrivez la lettre de votre réponse.

1. Une barbe postiche, c' est une barbe :
a. sale b. naturelle c. propre d. artificielle
2. "Inviolable palais" veut dire un palais:
a. Incontournable b. Impénétrable c. Sans garde d. Incontrôlable.
3. 'Devant le mutisme des suppliciés' signifie :
a. Devant la peur de la population b. Devant le bruit des villageois
c. Devant le silence des gens d. Devant l' inquiétude.
4. " Imberbe" veut dire :
a. Avec de longue barbe b. Avec des poils c. Sans barbe du tout.
d. Sans beaucoup de cheveux
5. " Prendre quelqu'un au hasard " c'est :
a. Choisir un ami b. Prendre celui qui se hasarde beaucoup c. Prendre
n' importe qui

11. Répondez clairement aux questions selon les informations du texte.

1. Quels étaient les signes pouvant aider à reconnaître l'assassin du président ?
2. Quelles sont les menaces dont se sert le commandant pour que la population montre celui qui a tué le président ?
3. Montrez que le commandant torturait les villageois à montrer l'assassin du président.
4. Quelles sont les conséquences de l'incapacité des villageois à montrer l'assassin ?
5. Quel est le vrai motif du manque de réponse des villageois à la question du commandant ?

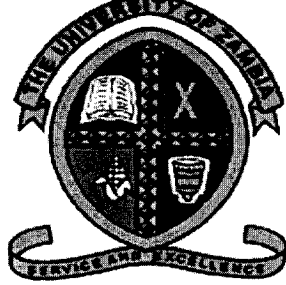
111. Répondez par « vrai » ou « faux » aux énoncés suivants :

1. Les villageois ne voulaient vraiment pas dire celui qui avait tué leur président.[]
2. Les villageois avaient raison de n'avoir rien à répondre au commandant.[]
3. Tous les moyens utilisés par le commandant pour arriver à son but ont été efficaces.[]
4. L'assassin du président était totalement prêt à toutes les conséquences de son acte au lieu de quelqu'un d'autre .[]
5. Le commandant savait bien que celui qu' il a fusillé le vrai assassin.[]

IV. Trouvez le mot ou les mots dans le texte qui veut dire :

1. Avec un œil
2. Sans fin
3. Sans choisir
4. Avec beaucoup de peine
5. Demandeurs des pardons

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/2014 END OF YEAR FINAL EXAMINATION

**FRE 3222 : INTERMEDIATE STUDIES IN FRENCH
LITERATURE**

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES AND BOOKS ARE ALLOWED

- ANSWER **THREE (3)** QUESTIONS IN SECTION A, ALL QUESTIONS IN SECTION B AND **ONE** QUESTION IN SECTION C IN THE ANSWER SHEET PROVIDED.
- THIS PAPER COMPRISES SIX PAGES

SECTION A: *LA REINE MORTE* d'Henry de Montherlant

1. Faites un résumé de l'ouvrage de Montherlant.
2. Commentez sur la relation qui existe entre Ferrante et son fils Pedro.
3. Comparez Inès de Castro à l'Infante au niveau stylistique et moral.
4. a) Qu'est-ce que vous comprenez par le terme « genre dramatique » en littérature ?
b) Qu'est-ce qui fait de « La Reine Morte » le genre qu'il est ?

SECTION B : *MADAME BOVARY*

Question 1 : Répondez aux questions suivantes en faisant des phrases complètes. Toute réponse non rédigée ne sera pas prise en compte ! (5 pts)

1. Qui a écrit ce roman ? _____ / 1
2. Durant quel siècle ce roman fut-il publié ? _____ / 1
3. Quel est le prénom de Madame Bovary ? _____ / 1
4. Quelle est la profession de son mari ? _____ / 1
5. À quel terme ce roman a-t-il donné naissance ? _____ / 1

Question 2 : En vous servant du roman *Madame Bovary*, choisissez la lettre qui correspond à la meilleure réponse. (20 pts)

1. Toutes les désillusions sentimentales que connaît madame Bovary remontent finalement à une même cause première:
 - a) La vie dans un "trou" à la campagne, ce qui la déprime continuellement.
 - b) L'absence d'une mère morte trop jeune.
 - c) Une éducation inadaptée, au couvent des Ursulines de Rouen.

d) Une condition sociale ne correspondant pas à ses désirs.

2. De ces affirmations, une seule est fausse:

- a) Emma vit de sentiments faux parce qu'elle est plongée dans l'illusion de ses lectures, de ses rêveries et elle ne s'en rend jamais compte.
- b) Emma n'accorde de réalité qu'aux êtres de ses fictions, plus beaux, plus grands que nature, et son mari n'existe plus pour elle dès qu'il lui paraît contraire à ses modèles.
- c) Il y a dans le caractère d'Emma tout un côté passif qui l'empêche de lutter pour conquérir son bonheur qu'elle s'imagine toujours dépendre de circonstances extérieures à elle.

3. De qui parle-t-on? "Il ne discutait pas ses idées; il acceptait tous ses goûts; il devenait sa maîtresse plutôt qu'elle n'était la sienne."

- a. Rodolphe
- b. Charles
- c. Léon
- d. Justin

4. Charles apparaît d'abord comme un faible, destiné à être dominé. Par sa mère d'abord, puis par ses deux femmes successives. Homme sans caractère, c'est aussi un lourdaud et un incapable. Il est le contraire de ce qu'aurait voulu Emma. Un des éléments suivants fait allusion à un épisode où Emma perd tout à fait le peu d'estime qu'elle lui gardait encore:

- a. une bourse vide dans un tiroir;
- b. un bal au château de Vaubyessard;
- c. le pied-bot d'Hippolyte;
- d. une soirée à l'opéra.

5. Les personnages: les choses ou les situations s'opposent souvent par leurs caractères ou leurs qualités contrastés. Ainsi, Emma, par la grâce et l'élégance, est tout le contraire de la veuve Dubuc, la première femme de Charles. Si on considère maintenant Emma en tant que mère, à qui s'oppose-t-elle le plus?

- a. la veuve Dubuc
- b. Mme Homais
- c. la nourrice
- d. Mme Bovary mère

6. "Voilà une salle à manger, pensait Emma, comme il m'en faudrait une." Il s'agit de la salle à manger de

- a. Rodolphe
- b. Père Rouault
- c. notaire Guillemin
- d. Homais

7. Pour quelle raison Homais décida-t-il d'essayer de sympathiser avec Charles Bovary dès son arrivée?

- a. Pas de raison particulière. C'était une amitié désintéressée.
- b. Pratiquant des métiers apparentés, ils étaient tout naturellement attirés l'un vers l'autre.
- c. Homais était secrètement attiré par Mme Bovary et cherchait à se concilier les grâces du mari pour obtenir ensuite celles de la femme.
- d. Homais espérait éviter que Charles ne dénonce les consultations médicales qu'il donnait en toute illégalité.

8. Plusieurs personnages jouent un rôle secondaire dans le déroulement de l'action, mais n'en ont pas moins une valeur de symbole. Un d'entre eux représente pour Emma comme un reproche muet de son adultère, car elle pense qu'il connaît son secret.

- a. Binet
- b. Hippolyte
- c. l'aveugle
- d. Justin
- e. le curé

9. Les objets occupent une place importante, non tant par l'usage qu'en font les personnages que par leur rôle symbolique. Les objets suivants montrent symboliquement la déchéance du ménage Bovary. Il y a cependant un intrus:

- a. le bouquet de mariage
- b. le curé de plâtre
- c. le châle bleu d'Emma

10. Une des affirmations suivantes concernant Homais est fautive:

- a. Il est anticlérical.
- b. Il a plutôt un penchant pour l'avarice.
- c. Il est assez perspicace dans les affaires de cœur et a deviné que Léon venait courtiser chez Emma.
- d. Il est assez pédant.

11. "C'est la faute à la fatalité!" Qui prononce cette phrase pathétique après la mort d'Emma?

- a. Charles
- b. Homais
- c. la mère de Charles
- d. Rodolphe
- e. Léon
- f. le père d'Emma

12. Emma essaye une seule fois de se confier à quelqu'un pour expliquer ses problèmes sentimentaux. C'est un échec, car elle se heurte au malentendu et à l'incompréhension de cette personne qui est:

- a. madame Bovary mère
- b. sa bonne Félicité
- c. le curé
- d. madame Homais

13. Le ménage Bovary quitte Tostes à la fin de la première partie du livre. Il y a deux causes à ce départ. Lesquelles?

- a. la situation économique du ménage;
- b. le bal au château;

- c. la maladie nerveuse d'Emma;
- d. la mort du père d'Emma.

14. Il est amoureux d'Emma, mais elle n'en saura jamais rien:

- a. Homais b. le curé c. Justin d. Lheureux e. Rodolphe f. Léon

15. Combien d'amants Emma a-t-elle eus?

- a. 1 b. 2 c. 3 d. 4

16. Pourquoi le père Rouault offrait-il chaque année une dinde à Charles?

- a. Pour son anniversaire de mariage;
- b. parce que c'est la tradition en Normandie;
- c. pour le remercier d'avoir guéri sa jambe cassée;
- d. pour payer les soins de l'année en cours.

17. Sous quel prétexte Emma va-t-elle chaque semaine à Rouen pour retrouver Léon?

- a. Visite à une amie;
- b. achats divers;
- c. leçon de piano;
- d. spectacles à l'opéra.

18. Comment Emma meurt-elle?

- a. Elle se suicide avec Léon.
- b. Elle se noie.
- c. Elle prend du cyanure.

d. Elle se tire une balle dans la tête.

19. Que devient Charles Bovary?

- a. Il meurt de chagrin.
- b. Il se remarie.
- c. Il quitte la France et part exercer à l'étranger.
- d. Il écrit ses mémoires.

20. Pourquoi Emma ne s'enfuit-elle pas avec Rodolphe?

- a. Parce qu'elle ne l'aime pas assez;
- b. parce que Rodolphe ne l'aime pas assez et renonce à elle;
- c. parce qu'elle ne veut pas faire de la peine à sa fille;
- d. parce que Rodolphe tombe malade.

SECTION C : *LES FLEURS DU MAL* de Baudelaire

1. Essentiellement l'œuvre de Baudelaire évolue autour de la thématique de l'Ennui et l'idéal. Discutez.
2. Analysez l'importance du poème « L'Albatros »
3. Analysez l'importance du poème « A une dame creole »

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2013/2014 ACADEMIC YEAR FINAL EXAMINATION

FRE 3222: INTERMEDIATE STUDIES IN FRENCH LITERATURE

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES AND TEXTS ARE ALLOWED
 -ANSWER ALL QUESTIONS OF ALL SECTIONS ON THE ANSWER SHEET PROVIDED.
 -THIS PAPER COMPRISES THREE PAGES

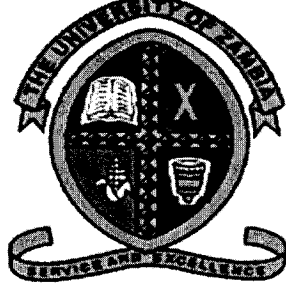
SECTION A: ORPHEE

1. Que vous rappellent la préciosité en littérature française et qu'est-ce que l'âge classique ou le classicisme littéraire ?
2. Analysez le thème de la mort dans *Orphée* de Jean Cocteau.

SECTION A : LA REINE MORTE DE HENRY DE MONTHERLANT

- 1) Dégagez la syntaxe des protagonistes dans cette pièce de théâtre.
- 2) Illustrez la différence entre Acte 1 et Acte 2 en ce qui concerne la tension.

END OF EXA MINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/2014 END OF YEAR FINAL EXAMINATION

FRE 3322 : TRANSLATION FROM ENGLISH TO FRENCH

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES ARE ALLOWED

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

SECTION A: Translate the following passage from English into French

LOWER EDUCATION IN ZAMBIA

Schooling usually falls into three levels:

- Primary, grades one to seven
- Junior Secondary, grades eight and nine
- Upper Secondary, grades ten to twelve

So-called "basic schools" teach years one to nine, as year nine is considered to be a decent level of schooling for the majority of children. However, schooling is only free up to year seven and most children drop out then.

Private, Government and community schools exist in Zambia. Education is difficult for the government of Zambia to provide because of the very small tax base of the economy. On top of this, tax on Zambian citizens is increasing. Without money to buy equipment schools must operate within limited resources. Due to these impoverished schools, students are not receiving the help that they need. Additionally, 74% of Zambian children are not continuing their education in Middle or High Schools.

The private school system began largely as a result of Christian mission efforts during the late 19th and early 20th centuries. Private schools operate under either the British or American way of schooling. One of the most famous private schools is the Roman Catholic-run St Mary's Seminary in Eastern Province. The majority of the Zambian population is very poor and cannot afford the education for their children.

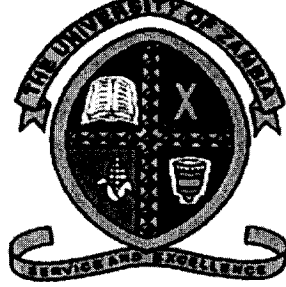
From my personal experience of Zambian private schools and talking to trainee teachers at Mufulira Teacher Training College, I found that teachers do not desire to teach in private schools. The majority of teachers at private schools seem to lack enthusiasm for the job. The trainee teachers told me this was due to the lack of benefits and pay they get from working in private schools. However, government schools are desired by teachers as they provide better pay and more benefits. For example, many teachers at government schools are part of the ZANUT (Zambian National Union of Teachers).

As mentioned previously, government schools are the most popular for teachers. Also they are over subscribed with pupils who do to the education being free. If they fail this year then the pupils' family has to pay for them to retake the year. Therefore, many pupils do not even gain qualifications from attending school. Community schools are run by the community and the teachers work there voluntarily unless these schools are sponsored by charities.

SECTION B: TRANSLATE THE FOLLOWING SENTENCES FROM ENGLISH INTO FRENCH

- i) Her second husband, who drank a lot, left her with a broken eardrum.
- ii) What I want is her dress.
- iii) They sang me a song, which moves me a great deal.
- iv) They sang me a song which moved me a great deal.
- v) "Mum, this is Natasha, who phoned this morning".
- vi) Joyce always says what is on her mind.
- vii) Who do you think you are talking to?
- viii) We laughed, which made the teacher furious.
- ix) She chose the large house, which is a good thing.
- x) She remembers very well the day when she met her husband.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/2014 END OF YEAR FINAL EXAMINATION

FRE 4322 : **ADVANCED TRANSLATION FROM ENGLISH TO
FRENCH**

DURATION : **THREE HOURS**

INSTRUCTIONS : **DICTIONARIES ARE ALLOWED**

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

SECTION A: TRANSLATE THE FOLLOWING PASSAGE FROM ENGLISH INTO FRENCH (30 marks)

SADC

The origins of SADC lie in the 1960s and 1970s, when the leaders of majority-ruled countries and national liberation movements coordinated their political, diplomatic and military struggles to bring an end to colonial and white-minority rule in southern Africa. The immediate forerunner of the political and security cooperation leg of today's SADC was the informal Frontline States (FLS) grouping. It was formed in 1980.

The Southern African Development Coordination Conference (SADCC) was the forerunner of the socio-economic cooperation leg of today's SADC. The adoption by nine majority-ruled southern African countries of the Lusaka declaration on 1 April 1980 paved the way for the formal establishment of SADCC in April 1980. SADCC was transformed into SADC on 17 August 1992, with the adoption by the founding members of SADCC and newly independent Namibia of the Windhoek declaration and treaty establishing SADC. The 1992 SADC provided for both socio-economic cooperation and political and security cooperation.

On 14 August 2001, the 1992 SADC treaty was amended. The amendment heralded the overhaul of the structures, policies and procedures of SADC, a process which is ongoing. One of the changes is that political and security cooperation is institutionalized in the Organ on Politics, Defence and Security.

SADC FTA

The SADC Free Trade Area was initiated in 2000; its original members were the SACU countries (South Africa, Botswana, Lesotho, Namibia, and Swaziland). Next to join were Mauritius, Zimbabwe, and Madagascar. In 2008 Malawi, Mozambique, Tanzania, and Zambia joined, bringing the total number of SADC FTA members to 12. Angola, DR Congo and Seychelles are not yet participating.

On Wednesday 22 October 2008, SADC joined with the Common Market for Eastern and Southern Africa and the East African Community to form the African Free Trade Zone, including all members of each of the organizations. The leaders of the three trading blocs

agreed to create a single free trade zone, the African Free Trade Zone, consisting of 26 countries with a GDP of an estimated \$624bn (£382.9bn). It is hoped the African Free Trade Zone agreement would ease access to markets within the zone and end problems arising from the fact that several of the member countries belong to multiple groups.^[3]

The African Free Trade Zone effective has been more than a hundred years in the making--a trade zone spanning the whole African continent from Cape to Cairo and envisioned by Cecil Rhodes and other British imperialists in the 1890s. The only difference is that the African Free Trade Zone is the creation of African Countries for the mutual benefit and development of its member countries.

SECTION B: TRANSLATE THE FOLLOWING PASSAGE FROM FRENCH INTO ENGLISH (20 marks)

Le Cameroun

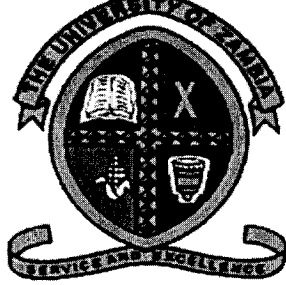
Le **Cameroun**, en forme longue la **République du Cameroun**, en anglais *Republic of Cameroon*, est un pays d'Afrique centrale et occidentale, situé entre le Nigeria à l'ouest, le Tchad au nord, la République centrafricaine à l'est, le Gabon, la Guinée équatoriale et la République du Congo au sud et le golfe de Guinée au sud-ouest.

Avant la période coloniale, les habitants ne formaient pas un seul groupe homogène et présentaient plusieurs formes d'organisation sociale allant de royaumes structurés à des ethnies nomades. Aux anciens royaumes (Bamun, Adamawa, Garwa) succède au XIX^e siècle la colonie allemande, qui, à l'issue de la Première Guerre mondiale, est placée sous la tutelle de la Société des Nations et confiée à l'administration de la France (est) et du Royaume-Uni (ouest). L'ancien territoire sous administration française accéda à l'indépendance sous l'appellation de *République du Cameroun* le 1^{er} janvier 1960. Il est rejoint par une partie du territoire sous administration britannique (Cameroons) en octobre 1961 pour former la *République fédérale du Cameroun*, qui, le 20 mai 1972, fut renommée *République unie du Cameroun*, puis *République du Cameroun* depuis 1984. Comme pour la plupart des états

d'Afrique, le Cameroun et ses frontières actuelles résultent donc de la colonisation européenne.

Le Cameroun est aujourd'hui membre de droit de l'Organisation internationale de la francophonie, ainsi que du Commonwealth.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2013/2014 END OF YEAR FINAL EXAMINATION

FRE 4422 : THEORETICAL SYNTAX IN FRENCH

DURATION : THREE HOURS

INSTRUCTIONS : DICTIONARIES ARE NOT ALLOWED

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

QUESTION ONE: Dans chacune des phrases suivantes, Indiquez le Syntagme nominal (SN), le groupe verbal (SV), le Syntagme prépositionnel (SP) et le Syntagme adjectival(SAdj). (10 marks)

- i) Elle avait des mains très fines, très blanches.
- ii) Malgré son air discret, Ce ministre est coléreux.
- iii) A quelques mètres du lieu de l'accident, le blessé a été secouru par de jeunes passants.
- iv) Le nouveau professeur regarde la télévision à minuit.
- v) A l'église, Natasha et Paul étaient assis l'un à coté de l'autre.
- vi) Autrefois, les instituteurs punissaient souvent leurs élèves.
- vii) Mon professeur va au bureau à pieds.
- viii) Les enfants regardent la télévision.
- ix) Parlez-vous français ?
- x) Fermez la porte !

QUESTION 2 : Relevez tous les éléments d'anaphores dans le texte ci-dessous :

(10 marks)

Nous distinguons quatre catégories principales de jeux de mots : ceux qui jouent sur la polysémie et homonymie ; ceux qui opèrent par détournement de locutions et de proverbes ; ceux qui font usage d'un certain nombre de figures de rhétorique ; ceux enfin qui recourent à la confusion entre langue et métalangue. Une bonne compréhension du fonctionnement de ces différentes catégories de jeux de mots permettra à l'enseignant de pratiquer avec les apprenants un usage plus ludique de la langue, que ce soit en compréhension ou en production. Il permet aussi de sensibiliser à l'usage des différents types de dictionnaires. Il favorise enfin un travail de créativité verbale en groupe,.

Polysémie et Homonymie

Traditionnellement, un mot est dit polysémique lorsqu'il a plusieurs sens. Ainsi, les trois exemples suivants illustrent trois acceptions différentes – il y en a d'autres - du mot noix : « j'ai acheté des noix et des noisettes. Ajouter une noix de beurre. Quelle noix ce mec ! ». A vrai dire, la majorité des mots sont polysémiques. Sont monosémiques des unités comme cormoran, inférer, vigilant. Les homonymes sont des mots qui se prononcent – et parfois s'écrivent - de la même manière. La foi (du latin fides) et le foie (du latin ficatum) sont des homonymes.

QUESTION 3 : En vous appuyant sur des exemples concrets, expliquez les termes ou expressions ci-dessous :

(10 marks)

- i) Morphèmes lexicaux
- ii) Lexème
- iii) La double articulation
- iv) Les monèmes autonomes
- v) Syntagme nominal
- vi) Syntagme verbal
- vii) Transformation négative
- viii) Compétence linguistique
- ix) Performance linguistique
- x) La sous-catégorisation

QUESTION 4 : Qu'entendez-vous par grammaire générative et transformationnelle (GGT) telle qu'elle a été préconisée par Noam Chomsky ? Expliquez en détails l'essentiel de la GGT

(10 marks)

QUESTION 5 : En vous appuyant sur des exemples bien concrets, expliquez ce que c'est que la syntaxe fonctionnelle telle qu'elle a été préconisée par André Martinet.

(10 marks)

END OF EXAMINATION

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

FINAL EXAMINATION

COURSE: GDS 4240 GENDER AND HEALTH

DATE: 28/07/2014

TIME: 14:00-17:00 hrs

Note: Answer any THREE questions from SECTION A and any TWO questions from SECTION B.

SECTION A

1. Define Health. What are the determinants of health?
2. What are the risk factors associated with increasing infant mortality in Zambia?
3. What are the gender roles and norms that contribute to women's ill health?
4. What is the difference between gender mainstreaming and gender analysis?
5. What is unmet need? What are the reasons for high level of unmet need for spacing of children in Africa?

SECTION B

1. Define Safe Motherhood? Discuss the importance of men's involvement in Safe Motherhood programmes?
2. What are the factors contributing to low acceptance of family planning services in Zambia? What would you suggest to promote the acceptance of family planning?
3. What do you understand by mental health promotion? What are the factors affecting women's mental health?
4. What are the health consequences of adolescent sexuality and child bearing in Zambia? What policies do you suggest to improve adolescent reproductive health behaviour?

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GENDER STUDIES
GDS 9330 - GENDER AND LAW**

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

INSTRUCTIONS TO STUDENTS

1. QUESTION ONE (1) IS **COMPULSORY** AND MUST BE ANSWERED BY ALL STUDENTS.
2. ANSWER ONE (1) QUESTION FROM SECTION B AND ONE (1) QUESTION FROM SECTION C.
3. THE DURATION OF THE EXAMINATION IS THREE (3) HOURS WITHIN WHICH STUDENTS ARE EXPECTED TO ANSWER THREE (3) QUESTIONS.
4. DO NOT BRING ANY REFERENCE BOOK OR NOTES IN THE EXAMINATION ROOM.

SECTION A: COMPULSORY QUESTION

QUESTION ONE – (40 MARKS)

Mrs. Mwenda Pole has been employed as a reservation clerk by Nice Foods run by Mr. Kuya Bebele for ten years. In January, 2014 she discovered that she was 2 months pregnant, but was reluctant to tell her employer Mr. Kuya Bebele because he has told her repeatedly that her job is important and he hopes she never decides to take long leave or to fall ill.

In March, 2014 she consults her doctor who informs her that there are potential complications with her pregnancy, and that she would need to attend a medical examination at least once a week for the rest of the term of her pregnancy. Whilst discussing this on the phone with her doctor, Mr. Kuya Bebele walks in and hears some of the conversation. He glares at her and she tells him that she is pregnant and that she would need to take one day off a week for the medical consultations.

He is outraged and tells her that she is dismissed because she is dishonesty and sickly. He tells her that she knew how he felt about her taking time off, and accused her of lying to him by not disclosing that she was pregnant.

She knows you are a Gender and Law Expert. Using relevant statutory, constitutional and international human rights law provisions, advise her on whether the employer's decision is a violation of her rights.

SECTION B: ANSWER ONLY ONE (1) QUESTION FROM THIS SECTION

QUESTION TWO - (30 MARKS)

In Zambia, access to, control over and ownership of land is influenced by diverse factors which include gender, age and marital status.

Show how the Zambian dual legal system on land administration has imposed limitations on women's right of access to, control over and ownership of land.

QUESTION THREE – (30 MARKS)

States Parties shall ensure that the right to health of women, including sexual and reproductive health is respected and promoted. (Article 14 (1) – The Protocol to the African Charter on Human and Peoples' rights on the Rights of Women in Africa).

Discuss the internationally recognized human rights that are included within the Reproductive and Sexual rights.

SECTION C: ANSWER ONLY ONE (1) QUESTION FROM THIS SECTION

QUESTION FOUR - (30 MARKS)

The government has the primary duty to promote and protect human rights. This duty imposes both positive and negative obligations on government and other duty bearers. The negative obligation requires government and other duty bearers to abstain from committing violations of human rights. The positive obligations on the other hand are three-fold and require government to *respect, protect and fulfill* the rights of all persons in Zambia.

With practical examples, discuss these three positive duties in relation to gender equality.

QUESTION FIVE - (30 MARKS)

Gloria is madly in love with her boyfriend Richard and they are keen to get married but are cautious about which marital regime is best suited for them. Richard is very concerned that his future wife is adequately protected in all her rights, including the right to equality. They are, however, concerned because Richard's parents want them to be married by customary law. Gloria's parents, who are deeply legalistic, want them to marry under statute law.

Gloria and Richard are aware that you did Gender and Law at University. They now seek advice from you on both these marital regimes, with a particular focus on the regimes' impact on Gloria's right to equality.

END OF EXAMINATION

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

FIRST SEMESTER, 2012 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE: GS 211 (Theories of Gender Equality I)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE SIX (6) QUESTIONS IN THIS PAPER. ANSWER THREE (3):

QUESTION ONE (1), COMPULSORY AND CHOOSE TWO (2) FROM Q2 TO Q6.

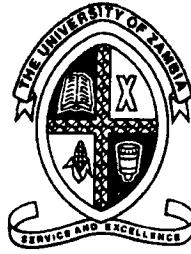
1. Use the Gender Role Theory, to explain the nature of gender role attitudes and identities held by three (3) groups of women: the first group involved in reproductive work only; the second group involved in productive work only; and the third group involved in both productive and reproductive work.

2. A respondent in Renne's (1993: 347) study on "*Gender Ideology and Fertility Strategies in an Ekiti Yoruba Village in Nigeria*" reported that "**in some homes, women are husbands and husbands, (are) wives**". Based on this statement Renne (1993) argues that the fact that there are "*women who are husbands*" does not mean that male authority in a home has vanished, but only shows that there are some women who have been able to work the system of male dominance to their own advantage.

Based on Renne's study findings and your own theoretical knowledge and understanding of the subject matter, explain the practical strategies that women use to ensure their own decisions in various spheres of life prevail over their husbands' decisions in private life and men's decisions in public life.

3. The Gender and Development (GAD) Theory is arguably one of the best known development models of achieving gender equality at present. Give an account of the changes, including models that came earlier on, in building up the Gender and Development Theory.
4. Discuss the superficial and root causes of gender differences observed in the labour market, such as participation patterns and wages, as explained by the Sociologists and Feminists respectively. Suggest two measures to achieve gender equality in the labour market.
5. Explain how “*Women Only Projects*” can help or harm women’s social and economic development. Suggest ways either to improve on “*Women Only Projects*” or an alternative approach that can enable women attain equal status with the men.
6. Briefly describe the two types of the Women’s Movement, and explain in detail the key elements that account for both success and failure of the Women’s Movement.

END OF EXAMINATION



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

SECOND SEMESTER EXAMINATION FOR 2012 ACADEMIC YEAR

COURSE: GS 915 (GENDER AND POLITICS)

TIME: THREE (3) HOURS

INSTRUCTIONS: THERE ARE SIX (6) QUESTIONS IN THIS PAPER. ANSWER FOUR (4) QUESTIONS OF YOUR CHOICE

- Q1.** Discuss the view that patriarchal ideology has a pervasive and deeply rooted influence on the way we exercise and allocate political power. Suggest strategies that would make politics nonpatriarchal.
- Q2.** The 2011 elections in Zambia again failed to address the gender gap in national politics. Discuss this statement and propose measures to close the gender gap in politics.
- Q3.** Analyze the role played by Zambian women and men before, during and after the struggle for independence. Comment on the allocation of political power and other fringe benefits that came with political independence.
- Q4.** Explain how society and culture affects the attitudes of voters towards male and female candidates. How has this affected the participation of men and women in the Zambian parliament since 1964?
- Q5.** Using the Zambian experience, explain how the education system can create and sustain gender differences in politics. To what extent can higher education for all lead to gender equality in politics?
- Q6.** Politics and public life are viewed as a man's world. Discuss this statement in view of gender role stereotypes. To what extent is this statement true about Zambia?



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF GENDER STUDIES

END OF SECOND SEMESTER: 2012 ACADEMIC YEAR FINAL EXAMS

GS 932: WOMEN'S HEALTH: DISEASES AND PREVENTION

Date: 22nd August 2013

Time: Three hours

Instructions: There are five questions in this paper. Answer ONLY THREE questions. Question one (1) is compulsory, and any two from part B

PART A:

Short Answers:

Question 1

- a. What do you understand by mental health promotion? **10 marks**
- b. Is gender inequality still an issue of mental health disorders among women in Zambia? Elucidate. **10 marks**
- c. What do we mean by health? **10 marks**
- d. What do you understand by maternal death? **10 marks**

PART B

Essay Type

1. What are the common factors associated with increasing the risk of women's mental disorders in Zambia? What specific strategies do you suggest to improve women's mental health? **30 marks**
2. What do you understand by maternal mortality? What are the common causes of maternal mortality? What specific strategies can be put in place to save mothers' lives? **30 marks**
3. What is infection? What are the modes of transmission of disease? How is gender, power and inequality strongly interrelated with the spread of infectious diseases?
30 marks
4. "The cornerstone of mental health promotion encompasses the promotion of gender equality and equity". Elucidate. **30 marks**

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

**H111: INTRODUCTION TO THE STUDY OF HISTORY
END OF YEAR EXAMINATION
FULL TIME/PARALLEL/DISTANCE EDUCATION STUDENTS**

FRIDAY 18 JULY 2014 09:00-12:00HRS

TIME: THREE HOURS

INSTRUCTIONS:

1. **SECTION A:** ANSWER ALL QUESTIONS IN THE SPACES PROVIDED ON THIS QUESTION PAPER
2. **SECTION B:** ANSWER ANY THREE OF THE GIVEN QUESTIONS IN THE BOOKLET GIVEN TO YOU
3. AT THE END OF THE EXAMINATION **TIE SECTION A AND SECTION B TOGETHER** AND HAND IN

CANDIDATE'S COMPUTER NUMBER:.....

SECTION A: 20 Marks (Two Marks for each answer)

1. What is the difference between an endnote and an in-text reference?
.....
.....
2. Foloko Mutinta, Development of Infrastructure in Lusaka, MA Dissertation, University of Lusaka, (2014).
 - (a) In the citation above what do the abbreviations MA stand for?
.....
 - (b) State the **only** mistake in the citation above
3. Oral, archival and field work are together given a general name called
.....

4. In what section of the University of Zambia main library can you find the computerized author and subject index?
.....
5. In one sentence define the term *Afrocentric history*.....
.....
.....
6. What section of the University of Zambia Library hosts journals and related reading materials not found elsewhere in the library?.....
7. Prepare an endnote citation of an oral interview of Malipenga James
.....
.....
8. What do we underline, make bold or italicise in a citation?
9. What do we do to a quotation with 25 or more words or with more than three lines?.....
.....
10. Write a bibliography of a journal article.....
.....
.....
.....

SECTION B: Answer any three Questions (Ten Marks for each question)

1. Discuss the differences between *Endnotes* and *Bibliography*. How important are these two referencing systems in History writing?
2. Discuss the importance of *oral* and *archival* sources in History research and writing.
3. Define the terms *conservative history*, *liberal history* and *radical history*. Discuss the differences between any two of them.
4. Define the term *historiography* and explain its importance in History research and writing.
5. To what extent did metal technology influence the agricultural revolution in pre-colonial Africa?
6. Using specific examples, discuss the impact of Islam on the pre-colonial West African kingdoms of Old Ghana and Mali.
7. What relationship can you establish between the European voyages of discovery and globalisation?
8. What do you understand by the term *ethnocentrism*? What are the demerits of *ethnocentrism* in national politics?
9. Can we safely say the Industrial Revolution produced the economic conditions that became catalysts in the abolition of slavery and slave trade in the 19th century?

END OF EXAMINATION

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

UNIVERSITY SECOND SEMESTER EXAMINATION- AUGUST 2013

H932: HISTORY OF SOUTHERN AFRICA SINCE 1880

TIME: THREE HOURS

INSTRUCTIONS:

- 1. There are two sections.**
- 2. Answer three (3) questions. Make sure that you answer at least one question from each section.**

SECTION A

1. Explain why pre-industrial South Africa is described as an economically and politically backward country.
2. Assess the social and economic impact of the South African mineral revolution in the late 19th and early 20th centuries.
3. Discuss the rise and fall of the African peasantry in South Africa after 1865.
4. How did successive governments tackle the “poor white” problem in South Africa after 1910?

SECTION B

5. Why did the Industrial and Commercial Workers Union decline in the early 1930s?
6. Critically explore the ways in which Nelson Mandela shaped the strategies and tactics of the nationalist struggle in South Africa before he was imprisoned in the 1960s.
7. In what ways did the Organization of Africa Unity champion the liberation of southern Africa after 1963?
8. What are South Africa’s major social and economic challenges today?

END OF EXAMINATION

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

2013/2014 END OF ACADEMIC YEAR EXAMINATION

JULY-AUGUST, 2014.

HIS2310: A SURVEY OF AFRICAN HISTORY FROM THE 18TH CENTURY TO PRESENT

FULLTIME/PARALLEL/DISTANCE

DURATION: THREE (3) HOURS

INSTRUCTION: (1) ANSWER *THREE* (3) QUESTIONS ONLY

(2) ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION.

SECTION A

1. Discuss the weaknesses of African history written by European scholars. Is it possible to write correct African history?
2. Critically examine the view that geography and the environment influenced human settlement and development in pre-colonial Africa. Illustrate your answers with specific examples.
3. Why do modernist Africanist scholars argue that the social, economic and political organisations of pre-colonial African societies were vital and essential?
4. Critically analyse the impact of **EITHER** the Atlantic Slave Trade **OR** The Indian Ocean Slave Trade on African societies.

SECTION B

1. Using specific examples, discuss aspects of collaboration and resistance in the European colonisation of the Africa continent.
2. What is the difference between primary and secondary resistance? Discuss some aspects of secondary resistance in the history of African reaction to colonial rule.

3. Discuss the theories of imperialism. Which of these theories are more applicable to the Scramble for Africa and the subsequent colonisation of the continent?
4. Account for the introduction of the Policy of Indirect Rule in British Tropical Africa. What were the roles of Native Authorities in the system?

SECTION C

1. Evaluate the economic, political and social impact of the Second World War on the African continent.
2. Discuss armed liberation struggles in any **two (2)** of the following Southern Africa states;
 - (a) South Africa
 - (b) Angola
 - (c) Southern Rhodesia.
3. Trace the origins of ethnicity in Africa. With specific examples, discuss the impact of ethnicity in post-colonial Africa.
4. Is Africa a failed continent?

THE END

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF HISTORY
DEFERRED EXAMS – 2014

HIS2410: STUDIES IN THE GROWTH OF CAPITALISM

INSTRUCTIONS: ANSWER *THREE* QUESTIONS. *ONE* QUESTION MUST BE ANSWERED FROM *EACH* SECTION

TIME: THREE HOURS

SECTION A: ANSWER *ONE* QUESTION ONLY

1. Define 'Feudalism'. What were the major characteristics of the Feudal Mode of Production in Europe?
2. Account for the early lead of Portugal in the European explorations. Why did rivalries develop between Portugal and Spain as they engaged in these explorations?
3. Why did mine and plantation owners in the Indies opt to use Africans as labourers instead of Europeans and the Native Americans during the era of the Triangular Trade? Critically analyse the view that it was only African Chiefs that benefited from the trade.
4. Define 'Mercantilism'. What were the major characteristics of this ideology?

SECTION B: ANSWER *ONE* QUESTION ONLY

1. Describe the Enclosure System of Agriculture. How did it impact on Britain?
2. Outline the economic causes of World War Two. How did the war impact on the nations that took part in it?
3. Out-line the measures that European nations took as they tried to recover from the effects of the Second World War. Were these measures successful?
4. How valid is the argument that the occurrence of the Great Depression was solely attributed to World War One? Describe measures European nations took as they tried to recover from the effects of the depression.

SECTION C

ANSWER *ONE* QUESTION ONLY

1. What are the major arguments raised in support of and against the operations of transnational corporations in the developing world?
2. Describe the roles played by the International Monetary Fund and the World Bank in third world economic development.
3. Are environmentalists right when they argue that large-scale industrialization should be checked?
4. Should the third world detach itself from the global village?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JULY/AUGUST 2014

HIS 3210

HISTORY OF EUROPE FROM 1789

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. ONE FROM EACH SECTION.

SECTION A

1. What connections, if any, are there between the Enlightenment and the French Revolution?
2. To what extent was France ripe for a revolution towards the end of the eighteenth century?
3. Explain how Napoleon rose to power. How effectively did he use the power once he obtained it?
4. Why did the industrial revolution occur first in England?

SECTION B

5. Who was Metternich? Critically analyse the role he played in the affairs of post-Napoleon Europe.
6. How was the unification of Italy achieved?
7. Discuss the role Bismarck played in the unification of Germany.
8. Who were “the Big Four” at the Paris Peace Conference in 1919? What kind of peace did each one of them hope for and why?

SECTION C

9. Critically analyse the causes of the Revolution in Russia in 1917.
10. Would you agree with the assertion that the Weimar Republic would have collapsed even without the Nazis?
11. Who was Benito Mussolini and how did he rise to power?
12. Discuss the factors that explain why the Nazi Party rose to power.

END OF EXAMINATION

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

2013/2014 END OF ACADEMIC YEAR EXAMINATION JULY-AUGUST, 2014.

HIS9110: HISTORY OF ZAMBIA

FULLTIME/PARALLEL/DISTANCE

DURATION: THREE (3) HOURS

INSTRUCTION: (1) ANSWER *THREE* (3) QUESTIONS ONLY

(2) ANSWER ONLY ONE (1) QUESTION FROM EACH SECTION.

SECTION A

1. Critically evaluate the sources available for reconstructing the history of Zambia and the problems involved in using these sources.
2. What is archaeology? Discuss the significance of the archaeology of Ingo'mbe Ilede in understanding some aspects of pre-colonial Zambia.
3. Why have some historians talked of the origins and expansion of the Bantu as a controversy? Do you really think that there is a controversy over the issue?
4. Undi's Kingdom rose and declined because of its natural resources and Portuguese activities. Discuss

SECTION B

1. "The ethnic groups of Northwest Zambia unknowingly and fraudulently came under the BSAC rule by virtue of a series of dubious concessions signed by ruler of the Lozi Kingdom, Litunga Lubosi Lewanika, with the chartered company..." (Chewe Chabatama, p.1)
 - (a) From your knowledge of the colonisation of North-Western Rhodesia, how valid is Chabatama's assertion?
 - (b) How does the Barotseland Agreement of 18th May, 1964 fit in this picture?

2. Essentially, European settler farmers in colonial Zambia had very little knowledge of agriculture, but ultimately they managed to develop a viable farming industry. Why and how?
3. To what extent was the presence of women on the Zambian Copperbelt a reflection of *the principle of profit maximisation and cost minimisation*?
4. To what extent did the creation of the Federation of Rhodesia and Nyasaland contribute to the development of militant nationalism in Northern Rhodesia?

SECTION C

1. Was it necessary for Zambia to assist in the liberation of Southern Africa? What were the implications of her involvement as a newly independent state?
2. Discuss the nationalisation of industries in Zambia after independence under the Mulungushi and Matero Reforms between 1968 and 1972? What was the impact on Zambia's economy?
3. Why has satisfactory constitution-making largely been a failure in modern Zambia?
4. Critically examine the role played by ethnicity and regionalism in Zambia's post colonial politics to date.

THE END

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

2013/2014 END OF ACADEMIC YEAR EXAMINATION

JULY-AUGUST, 2014.

HIS9310: HISTORY OF SOUTHERN AFRICA FROM 1800 TO THE PRESENT

DURATION: THREE (3) HOURS

INSTRUCTIONS: (1) ANSWER *THREE* (3) QUESTIONS ONLY

(2) ANSWER AT LEAST ONE QUESTION FROM EACH SECTION.

Section A

1. Critically explore the Cobbing-Omer-Cooper controversy over the Mfecane.
2. Why do some scholars refer to pre-colonial Kololo and Ngoni states as supra-nations?
3. To what extent is it tenable to argue that the Great Trek resulted from conflicting modes of production?
4. Critically assess the socio-economic impact of the South African mineral revolution.
5. In what ways did uitlanders complicate South African politics towards the end of the 19th century?

Section B

6. Examine the measures successive governments in South Africa undertook to tackle "the poor white problem" after 1910.
7. Why did black nationalism develop late in South Africa?
8. What was Nelson Mandela's contribution to the nationalist struggle in South Africa?
9. Discuss how the cold war influenced the struggle for political freedom in Angola.
10. What are southern Africa's major social, economic and political challenges today?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

DISTANCE EDUCATION END OF YEAR FINAL EXAMINATION 2013/2014

LAL 2110: LITERARY STUDIES AND WRITINGS IN ZAMBIAN LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS

1. The paper has **TWO (2)** sections. Answer 4 questions in all. Answer **two** questions from **each** section. All questions carry equal marks.
 2. Marks will be added for the correct use of language and the relevance of examples.
 3. Illustrations not in English should be glossed.
 4. Dictionaries and clean primary texts are allowed in this examination.
-

SECTION A

1. Illuminate on the significance of literary criticism. Distinguish criticism in the broad sense from criticism in a restricted sense. [10,10 Marks]
2. Critically analyse the various definitions of literature. [20 Marks]
3. Outline the functions of proverbs and riddles in society. Explain how these can be influenced by geographical as well as historical factors. [12,8 Marks]
4. With use of relevant examples, make a clear distinction between a novel and a short story. [20 Marks]

SECTION B

5. What is oral poetry? Citing a poem(s) in a Zambian language, highlight the main characteristics of oral poetry. [8, 12 Marks]
6. Compare and contrast any two literary works in a Zambian language(s) of your choice in terms of:
 - a) Point of view
 - b) Plot
 - c) Conflict
 - d) Characterisation [20 Marks]
7. Citing from texts in Zambian language, explain the interplay between literature and society. [20 Marks]
8. Explore the theme of 'the advantages and disadvantages of esoteric knowledge' with reference to Stephen Mpashi's *Pano Calo*. [20 Marks]
9. Discuss the portrayal of women in at least two books written in a Zambian language or Zambian languages. [20 Marks]

END OF EXAMINATION

The University of Zambia
School of Humanities and Social Sciences
Literature and Languages Department
LAN 1100 Communication and Study Skills
2013/2014 Academic Year
Final Examination

Duration: 3 Hours

Total Marks: 100

Instruction: Answer all the questions

1. With specific reference to the concept of thematic progression in discourse production, analyse the two pieces of text given below and explain which of the two is more effectively presented.

[20 marks]

Text A:

The application of science to the creation of useful devices to meet the needs of society is called mechanical engineering. The design, manufacture, operation and maintenance of a wide variety of machinery are the focus of a mechanical engineer's work. Jet engines and minute instruments for use in medicine are amongst the products designed by mechanical engineers. Engineering drawings of the devices which are to be produced are created by mechanical engineers. Manual work was the normal means of creating drawings before the late 20th Century, but computer-aided design (CAD) programs have been used to create drawings and designs since the use of computer-aided designs began. Three-dimensional models can be used directly for the manufacture of the devices depicted due to modern CAD programs.

Text B:

Mechanical engineering is the application of science to the creation of useful devices to meet the needs of society. Mechanical engineers focus on the design, manufacture, operation and maintenance of a wide variety of machinery. The products of their work range from jet engines to minute instruments for use in medicine. Mechanical engineers usually create engineering drawings of the devices which are to be produced. Before the late 20th Century, drawings were usually made manually, but the widespread use of computers has now enabled the creation of drawings and designs using computer-aided design (CAD) programs. Modern CAD programs allow engineers to produce three-dimensional models, which can be used directly in the manufacture of the devices depicted .

2. Using any of the given topics below, based on the principles of paragraphing and good academic writing: [20 marks]
- (a) Write an outline of your chosen theme;
 - (b) Write an essay of not less than four paragraphs.
- (i) Discuss the Role of the Constitution in National Development in Zambia
- (ii) Zambia At Fifty: Achievements and Challenges
- (iii) The life of the bourgeoisie and the life of the poor
3. There are four in-depth reading strategies. Mention and explain in detail each one of them. [20 marks]
4. Show the similarities and differences between a report and an essay. [10 marks]

5. Explain how and when the following discourses can be applied in academic writing. [10 marks]
- a) Narrative
 - b) Definition
 - c) Comparison and Contrast
 - d) Cause and Effect
6. Discuss any four elements of effective communication. [10 marks]
7. Illustrate the use of any four types of cohesive ties. [10 Marks]

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

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS
LAN 1100: COMMUNICATION AND STUDY SKILLS

DURATION: THREE HOURS

INSTRUCTIONS:

1. There are **two (2)** sections in this examination paper.
 2. All questions in both sections are compulsory.
 3. **Weighting:** The examination accounts for **50 %** of the course's total marks.
-
-

SECTION A: ESSAY WRITING (25 Marks)

1. a) Give **three (3)** reasons why plagiarism is an offence in academic writing.
(3 marks)
b) With **one (1)** example for each explain the differences between a
paraphrase and direct quotation. (4 marks)
2. State any **five (5)** characteristics of an academic essay and for each write brief
notes. (10 Marks)
3. Write brief notes on the following. (8 Marks)
 - a. Paragraph
 - b. Thesis statement
 - c. Topic sentence
 - d. Supporting sentence

SECTION B: GRAMMAR (25 Marks)

4. With examples, discuss the most reliable criteria of classifying words as verbs.
(10 Marks)
5. State the word classes for the words in **bold** in the following sentences.
(10 Marks)
 - i) The house is **beautiful**.

- ii) The house was painted **beautifully** for the rich woman.
- iii) The rich woman is a **beauty**.
- iv) The villagers who witnessed the accident have been **implicated**.
- v) The lecturers considered him **arrogant**.
- vi) My mother gave me **this** dress at my wedding.
- vii) Mexicans **were** rough.
- viii) They played roughly **yesterday**.
- ix) She loves **her** mother.
- x) What a **lovely** dress she wore at the party!

6. From the clauses below, underline and name the elements that constitute each clause pattern. (5 Marks)

- i) John searched the room.
- ii) The girl is a student at university.
- iii) Her mother is a graduate.
- iv) He had given the girl an apple.
- v) They make him the chairman every year.

END OF EXAMINATION



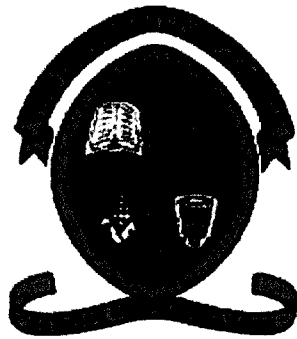
THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
LAN 2311: THE STRUCTURE OF AFRICAN LANGUAGES
2014 EXAMINATION (DISTANCE STUDENTS)

TIME: THREE (3) HOURS

INSTRUCTIONS: (a) ANSWER ALL QUESTIONS
(b) ALL YOUR ANSWERS MUST BE ACCOMPANIED BY
RELEVANT ILLUSTRATION/EXAMPLES

1. Explain the scope of the terms 'African language' and 'African linguistics'. **(6 marks)**
2. Explain the origin and the scope of the term 'Bantu'. **(4 marks)**
3. Briefly compare and contrast Greenberg's and Guthrie's theories of Bantu origin and spread. **(6 marks)**
4. Discuss in general terms the morphological structure of nouns in Bantu languages. **(6 marks)**
5. Explain the difference between derivation and compounding with reference to derived and compound nouns in any Zambian language. **(8 marks)**
6. In Bantu languages adjectives can fall into the following categories:
(a) Primitive adjectives
(b) Derived adjectives
(c) Compound adjectives
Explain the differences between these. **(8 marks)**
7. With examples from any Zambian language of your choice state and explain any four (4) verbal morphemes. **(8 marks)**
8. Bantu languages are said to be Subject + Verb + Object (SVO) languages. What is generally meant by this? **(6 marks)**
9. "There are significant differences and similarities between African Bantu languages and African non-Bantu languages". Discuss the validity of this statement with relevant examples of any TWO (2) similarities and TWO (2) differences between these two groups of languages. **(8 marks)**
10. In Bantu languages the cardinals 6 and above may involve addition, subtraction and multiplication. Explain what is meant by this with examples from any Bantu language you are most familiar with. **(8 marks)**

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JULY/AUGUST 2014

LAN4211 - THEORETICAL PHONOLOGY AND MORPHOLOGY
DEFERRED EXAMINATION

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two Sections, A and B. Answer ten (10) questions in all as follows: all six (6) questions of Section A and any four (4) questions from Section B.

WEIGHTING : The examination counts for 40% of the course's total marks. All questions carry equal marks.

SECTION A

1. After defining each of the features in the matrix below, fill in the matrix for each feature and each sound.

	i	e	a	o	u	p	b	t	d	k	g	β	f	v	s	z	tʃ	dʒ	m	n	ɲ	ŋ	h	l	j	w	
voc																											
cons																											
cont																											
strid																											
nas																											
ant																											
back																											
cor																											
high																											
low																											
del																											
voice																											

(10 marks)

2. Explain the following:

- (i) articulatory phonetics
- (ii) acoustic phonetics
- (iii) instrumental phonetics
- (iv) formant
- (v) phonetic feature
- (vi) phoneme, allophone
- (vii) segmental phonology, suprasegmental phonology
- (viii) phonetic/phonemic chart, phonetic/phonemic matrix
- (ix) vowel lengthening
- (x) epenthesis

(10 marks)

3. Write brief notes on each of the following:

- (i) morphology
- (ii) morpheme, morph. Allomorph
- (iii) root
- (iv) affixation
- (v) inflection, derivation, compounding

(10 marks)

4. Morphology interfaces with phonology and syntax. Discuss and exemplify.
(10 marks)

5. There is a parallel between the distinction between linear phonology and nonlinear phonology, on the one hand, and concatenative morphology and nonconcatenative morphology, on the other. Explain and exemplify
(10 marks)

6. Name, explain and exemplify:

- (i) any four (4) phonological processes;
- (ii) any four (4) morphological processes;

(10 marks)

SECTION B

7. Speech sounds are made of air waves. Name two physical properties of air waves that are relevant and referred to in phonetics. What physical property of air waves is responsible for phonetic pitch and which one is responsible for phonetic intensity?

(10 marks)

- .8. The notion of 'formant' is taken from acoustic phonetics and is mostly used in feature phonology to define the feature [vocalic]. Discuss.
(10 marks)
9. Briefly discuss how the phonemes of a language are identified.
(10 marks)
10. In not more than one(1) page, write an essay on phonotactics.
(10 marks)
11. Name, explain and exemplify any two (2) phonological theories.
(10 marks)
12. With examples from English or/and Bantu, compare and contrast allophonic rules and morphophonological rules.
(10 marks)
13. To explain the nature of feature phonology, an analogy is often drawn between a molecule and a phonetic segment. Explain.
(10 marks)
14. When a language A borrows a word from another language B, it is subject to a phonetic/phonological phenomenon often referred to as 'nativization' or 'naturalization'. What are the various phonological rules that may be involved? Discuss and exemplify.
(10 marks)
15. In Chomsky's 'Standard Theory', in Government-Binding theory and other linguistic theories, there is no autonomous morphological component and yet morphology does exist as a level of linguistic analysis in all natural languages. Where is morphology in those theories that do not have a separate morphological component? Explain your answer.
(10 marks)

E N D OF PAPER



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
LAN 4212: THEORETICAL SYNTAX
END OF YEAR EXAMINATION
FULL TIME/PARALLEL
JULY 2014**

DURATION: THREE HOURS

WEIGHTING: 45 MARKS

INSTRUCTIONS

Attempt all sections according to the provided instructions at the beginning of each section.

SECTION A

Answer all questions in this section. Short answers require a sentence or a paragraph only

QUESTIONS (10 marks)

1. What is syntax in modern linguistics?
2. What makes the difference between a phrase and a clause?
3. What is the difference between a clause and a sentence?
4. Why is syntactic theory important?
5. What is the importance of phrase structure rules?

SECTION B

Answer any 3 questions in your own fashion.

QUESTIONS (15 MARKS)

6. Make a brief history of syntactic theory (5 marks)
7. Illustrate the application of heavy Np-shift (5 marks).
8. Discuss grammatical case (5 marks).
9. Show the difference between language and I-language (5 marks).

SECTION C

QUESTIONS (20 marks)

Answer any 2 questions in your own fashion.

10. Discuss and illustrate constituent structure (10 marks).
11. Write brief notes on Government and Binding Theory (10 marks).
12. Explain in detail, the following rule: $XP \rightarrow (YP) X (ZP+)$ (10 marks).

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2013/14 ACADEMIC YEAR
END OF YEAR EXAMINATIONS

LAN 4375: TERMINOLOGY, TRANSLATION AND INTERPRETING
DURATION: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS
 DICTIONARIES ARE NOT ALLOWED

1. What are the **FOUR** (4) key areas that the communicative competence of a translator/interpreter encompasses? Mention them and explain how each one of them will enhance the Translator's or Interpreter's performance. (10 marks)

2. Explain the following terms or expressions which are commonly used in the field of translation and interpreting. (10 marks)

- i) Working languages
- ii) Reformulation
- iii) Calque
- iv) Transposition
- v) Adaptation
- vi) Oblique translation
- vii) Simultaneous interpretation
- viii) Pivot interpreting
- ix) Terminology extraction
- x) Transliteration

3. Mention and explain the 10 most important qualities that every good interpreter must observe in his code of conduct and ethics. (10 marks)

4. Translate Psalm 23, verses 1 to 6 into your own mother tongue or familiar language using any of the translation techniques you have learnt. (10 marks)

Psalms 23:1-6~

The LORD is my Shepherd, I shall not want.
He makes me lie down in green pastures,
He leads me beside quiet waters, He restores my soul.
He guides me in paths of righteousness for His name's sake.
Even though I walk through the valley of the shadow of death,
I will fear no evil, for You are with me;
Your rod and Your staff, they comfort me.
You prepare a table before me in the presence of my enemies.
You anoint my head with oil; my cup overflows.
Surely goodness and love will follow me all the days of my life,
And I will dwell in the house of the LORD forever.
Amen.

5. " Interpreting is saying what the speaker would say if he spoke the interpreter's language as his mother tongue." Do you agree with this statement? Give specific reasons and examples to support your angle of vision. (10 marks)

6. " In translation, a text without a context runs the danger of having strange attributes assigned to it." Do you agree with this statement? Give specific reasons and examples to support your angle of vision. (10 marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013-2014 ACADEMIC YEAR FINAL EXAMINATION
LAN 9310 PSYCHOLINGUISTICS

Time: Three (3) hours

Instructions: 1. Answer QUESTION 1 and THREE OTHER questions.

2. Each answer carries equal weight

3. Appropriate examples will receive credit

1. Discuss the relevance of this course to your study of Linguistics and Applied Linguistics (methodology, e.g.) in this University.
2. 'Defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual.' Discuss.
3. Compare and contrast 'explication' and 'implication' in intellectual processing.
4. 'Language localisation has proved to be an elusive phenomenon.' Comment on the validity of this statement.
5. Assess the view that the mental lexicon is a *compromise* between the needs of production and the needs of comprehension.
6. There are three popular models for the storage of two languages: the Independent Storage model; the Interdependent Storage model; and the Dual Coding model. Describe and evaluate them. Which model seems to you to be best supported by the available evidence?
7. Elaborate the traditional model of memory. In what ways does this model differ from the modern model of memory?
8. Whenever bilinguals experience aphasic insult such as that caused by a Cerebral Vascular Accident (a stroke), it is hypothesised that their L1 and L2 recovery is governed by two basic laws of recovery. Describe these laws and explain the recovery patterns in bilingual aphasics.

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

LAN 9340: SOCIOLINGUISTICS

TIME: THREE (3) HOURS

INSTRUCTIONS

Answer three (3) questions in all as follows:

- (a) the compulsory question in Section A
- (b) any two questions from section B

SECTION A (Compulsory: 20 Marks)

1. Discuss the relevance of sociolinguistic theory to our understanding of human behaviour.

SECTION B (Answer any two questions: 15 marks each)

2. Discuss the relevance of the concept of language rights in view of the growing movement towards globalisation.
3. Taking into account the concept of language shift, comment on the likely future of any of the non-official (minority) local languages in Zambia. Indicate, giving full reasons, whether in your view the language you have selected will maintain the present status, or will expand its spheres of influence or will lose ground to other languages.
4. "Language planning should take language attitudes as a starting point," (Eastman, 1990:21). Justify the relevance of this statement to a language planner in Zambia.
5. One of the research parameters on the relationship between language and gender is to show how the structure of language reflects and perpetuates differences between men and women in society. Show the validity of this statement with clear examples from a speech community of your choice.

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

END OF YEAR FINAL EXAMINATIONS
2013/2014 ACADEMIC YEAR

LIT2710: *CLASSICAL, ROMANTIC AND MODERN CRITICISM*

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATE

-
1. Ensure that you read through all the questions in this paper before you attempt to answer any.
 2. There are three sections in this exam. Answer one question from each section.
 3. All questions carry equal marks.
 4. Candidates earn more marks if they support their answers with quotes from primary texts.
 5. A copy of the English dictionary and primary texts are allowed in the examination room.

SECTION A

1. In *Oedipus the King* by Sophocles, discuss Jocasta's character according to Plato's ethical theory, illustrating clearly her flaws and strength.
2. How didactic do you find the principles of sublime by Longinus? Please refer to at least two texts you have read in the course.

SECTION B

3. "Romanticism was the new thought, the critical ideas and the creative or despairing efforts to cope with the insufficiency of old ways of confronting experience. The Romanticists were the proponents, exemplars, and followers of the newly emphasized ideas and patterns of behaviour that arose in the period following 1780".(J. Halstead)
Explain this quotation.
4. Read the following poem and answer questions that follow.

Ode to the West Wind by P.B. Shelley

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

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

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

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

Wild Spirit, which art moving everywhere;
Destroyer and Preserver; hear, O hear!

II

Thou on whose stream, 'mid the steep sky's commotion,
Loose clouds like Earth's decaying leaves are shed,
Shook from the tangled boughs of Heaven and Ocean,

Angels of rain and lightning: there are spread
On the blue surface of thine airy surge,

Like the bright hair uplifted from the head

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

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

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

- i. Analyse the stanzas given above.
- ii. How does P.B. Shelley portray nature in this poem?
- iii. What does the west wind represent?
- iv. What do 'destroyer' and 'preserver' imply? Explain

SECTION C

5. Paul De Man in his famous essay 'The Return to Philology' argues that Literature Departments should not be used merely to service other disciplines; literature should be a discipline in its own right to deal with its own issues. To what extent can it be said that literature is an independent discipline?
6. How far do modern critical approaches contribute to broadening of the knowledge base of the critic?

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013/14 END OF YEAR EXAMINATIONS

DISTANCE

LIT 3510 – AFRICAN PROSE FICTION

TIME: THREE HOURS

INSTRUCTIONS:

- 1. Primary texts used in the course and a dictionary are allowed into the examination room. Modules are not allowed into the exam room.**
- 2. Answer only three questions, one from Section A and two from Section B.**
- 3. This is an open book examination so you gain more marks by quoting from the text.**
- 4. All the questions carry equal marks.**

SECTION A (33 marks): The question in this section is COMPULSORY.

1. From the texts you have read in the course, pick **any two** characters you think qualify to be called “foolish”. Using evidence from the texts, justify your choices. You have to pick characters from **two** different texts, **not from the same text**.

SECTION B (66 marks)

Answer any TWO questions from this section. Each question carries 33 marks.

2. Would you agree that Okonkwo’s stubbornness and arrogance are the cause of his downfall? Give reasons for your answer.
3. Discuss the theme of betrayal in *A Grain of Wheat*.
4. How do the decisions made by Wiza affect the development of the story in *Quills of Desire*?
5. Analyse the use of excremental vision in *Kill Me Quick*.
6. Relate the title “Harvest of Thorns” to events in the novel bearing the title.

END OF EXAM – GOOD LUCK!



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

END OF YEAR FINAL EXAMINATION
2013/14 ACADEMIC YEAR

LIT 4210
ENGLISH LITERATURE FROM 16TH TO 19TH CENTURY
TIME: THREE HOURS

INSTRUCTIONS:

1. Answer **THREE** questions making sure that you answer **the compulsory** question from section **A** and **two** questions from section **B**.
 2. Dictionaries and primary texts are allowed in the examination hall.
 3. All questions carry same marks.
-

SECTION A
COMPULSORY QUESTION

1. Elizabethan age was the age of new beginnings. Discuss.

SECTION B
Answer two questions from Section B.

Either

2. Discuss William Shakespeare's use of myth and symbolism in Macbeth.

Or

3. Thomas Gray's "Elegy Written in a Country Churchyard" makes a number of general statements about life. Are these statements insisted upon in isolation? Or do they grow out of the dramatic context of the poem? Justify your answer.

Or

4. Explore different themes of Thomas Gray's "Elegy Written in a Country Churchyard".

Either

5. Discuss William Blake as a visionary poet.

Or

6. P. B. Shelley's "Ode to the West Wind" deals with the idea of mortality and immortality. Discuss.

Or

7. Comment on John Keats' treatment of the theme of 'Love' and 'Death' in "Ode On Melancholy" and "Ode to Nightingale".

Either

8. Discuss the character portrayal of Robert Browning's "My Last Duchess".

Or

9. "Art has a moral component; it is not merely an aesthetic exercise." Discuss this statement with reference to Robert Browning's "My Last Duchess".

Or

10. Discuss revenge in Wuthering Heights. In what ways is it connected to love? What is the nature of love in the novel, that it can be so closely connected to vengeance?

END OF EXAM



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

MCS 1310 PARALLEL DEGREE FINAL EXAMINATION

DATE: 30th JULY 2014

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

DURATION: THREE (3) HOURS

SECTION A: COMPULSORY (60 MARKS)

1. What is communication? **(5 Marks)**
2. What are the key differences between Inter-personal communication and mass communication? **(5 Marks)**
3. Briefly discuss the different types of censorship **(5 Marks)**
4. What is information gate-keeping **(5 Marks)**
5. What is press freedom? **(5 Marks)**
6. Do you think censorship is good or bad for the Zambian media Industry?
Please justify your answer **(5 Marks)**

7. What positive and/or negative lessons can Zambia learn from Rupert Murdoch and his monopoly control of the Media Industry **(5 Marks)**
8. What is the difference between encoding and decoding **(5 Marks)**
9. What led to the emergence of a “media industry” in the 15th century **(5 Marks)**
10. Explain the different types of media in Zambia and their significance to our society. **(5 marks)**
11. What is a political ideology? List four ideologies you learnt in this course. **(5 marks)**
12. Briefly explain the distinction between a “right” and a “duty” **(5 marks)**

SECTION B: ANSWER ANY TWO QUESTIONS

1. a) You have been requested to give a paper presentation on the development of freedom of the Press in Zambia. Explain in detail how press freedom has developed vis-à-vis the development of the Press in Zambia from 1964 to-date. **(10 Marks)**
b) Discuss in detail the ten (10) world’s largest media conglomerates? **(10 Marks)**
2. a) What are multi- national media organizations? Compare and contrast the characteristics and operations of multi-national media organizations with the local channels such as ZNBC and Muvi TV **(10 Marks)**
b) What is public opinion? To what extent does the media influence the views of society. **(10 Marks)**
3. a) Give a detailed account of the government papers during the period 1936-1962 **(10 Marks)**
b) What is the Habermas Public Sphere theory? Do you think it is relevant for freedom of expression? **(10 Marks)**

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES
THIRD TERM
2014
MCS1312
MEDIA LAW

INSTRUCTIONS: Answer Question One and any three other

DURATION: 3 hours

TIME: 14:00HRS -17:00HRS

Answer Question One and any other three questions

QUESTION ONE (COMPULSORY)

The Editor of the Daily Nkani Newspaper is a colleague of yours and has come to your office. He tells you that one of his journalists has written a story on some corrupt practices that were taking place in one of the government Ministries based on information from some sources.

The Editor further tells you that the story is supposed to be published on the first page in the following mornings edition. Meanwhile he received a telephone call from the Vice President that he should not publish the paper. In the said story your colleague tells you he included a statement that the current government was swindling the citizens of their money and citizens should riot. He further tells you that to "spice it" up he also included a statement to the effect that the foreign affairs minister had bought a private jet for himself using public funds even though it was not true

The editor tells you that he is aware that the media has freedom of expression which is guaranteed in the Constitution of this country and therefore he is free to publish the said story. Therefore he does not understand why such an instruction could be given by the Vice President

"I know you have studied media Law" he tells you

With the media law knowledge you have acquired proceed and give advice /guidance to your fellow Editor

(40 Marks)

QUESTION TWO

- a) The Penal Code does not define sedition but merely outlines what amounts to a seditious Act.
- b) There is currently a duo procedure for dealing with ethical breaches in Zambia
- c) Any person who commits contempt of National Assembly will be reprimanded at the bar
- d) The Zambia Competition Commission completely prohibits mergers
- e) The media fraternity in Zambia enjoys peculiar rights.
- f) Ethical acts can never be illegal
- g) Among the roles of the IBA is to determine the frequency at which media will operate
- h) Vulgar language does not amount to defamation
- i) Dualism does not promote freedom of expression in Zambia

(20 Marks)

QUESTION THREE

Discuss the various legal provisions which negatively impact on press freedom and operations of the media in Zambia.

(20 marks)

QUESTION FOUR

Discuss the role and responsibility of the media in covering proceedings in Parliament/National Assembly and the Courts.

(20 Marks)

QUESTION FIVE

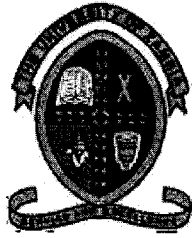
Discuss the elements that qualify one to enjoys intellectual property in Zambia and the role and responsibility of the media in supporting such rights

(20 Marks)

QUESTION SIX

Discuss the positive and negative results if any that were brought about by media law reforms in Zambia.

(20 Marks)



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

MCS 1340 WRITING AND PRESENTATION SKILLS FINAL EXAMINATION

DATE: 22nd JULY, 2014

TIME: 14 HOURS – 17 HOURS

DURATION: THREE (3) HOURS

SECTION A: ANSWER ALL QUESTIONS

1. Write a lead (in one sentence) for each of the following stories. Correct errors in spelling, grammar and punctuation.
 - a) A journalism lecturer in your department has sparked a heated debate. She teaches a course titled "Communication Law." During her class last week Friday, she took her class outdoors and burned a small Zambian flag. She said the flag was "a teaching tool." The class was discussing Supreme Court cases that defined flag-burning as protected speech. The lecturer, Mrs Elizabeth Chanda, said she hoped her action would spark debate in the classroom about free-speech issues. "It was not a personal act," she said. "It was a pedagogical one." This morning, about 250 students, led by veterans groups on your campus, gathered to protest the flag-burning. They marched to the building where MrsChadna was teaching the course. The protesters entered the building, stood outside the room where the class was in session, and sang the national anthem. In a statement issued soon thereafter, your head of department, Col. Kunda, said MrsChanda had used

"extraordinarily bad judgment" in burning the flag. But, Col Kund said, it would be inappropriate for the school to do anything further to question or punish her teaching techniques. (5 marks)

b) At first, it seemed like a wonderful idea! Your University Vice Chancellor learned the wife of the former President, Rupiah Banda, was going to be in the area. He proceeded to invite her to deliver your University's address for this year's graduating students—and she accepted. Now, opposition is arising. About a week ago, a half-dozen fourth year female students began circulating a petition opposing her delivering the speech and, thus far, more than 300 of their fellow female students have signed it. "To honor the former First Lady as a speaker," says the petition, "is to honor a woman who has gained recognition through the achievements of her husband, which contradicts what we have been taught over our years of study—that women should be honored for their achievements, not their husbands." Your Vice chancellor has scheduled a meeting for late Friday to discuss the issue with members of the graduating class.(5 marks)

2. Define the following:

- a) Critical or analytical writing (1 mark)
- b) Descriptive writing (1 mark)
- c) Idiom (1 mark)
- d) Metaphor (1 mark)
- e) Simile(1 mark)

3. Explain what is wrong with the two statements below(1 mark):

- i) 12 midnight
- ii) end result

4. Identify the mistakes in the following sentences by writing them as should be (4 marks):

- a) Chilufya kabaso died in lusaka Last week.
- b) My book entitled mask of zorro finally got published Yesterday.
- c) the earth is much smaller than jupiter.
- d) Everyone knows that china is the largest country in asia.

SECTION B ANSWER QUESTION 5 AND ANY OTHER TWO QUESTIONS

5. Identify which type of figurative language is being used in each of the following statements and state its meaning. Also remember to clearly underline which one it is in the statements given. (10 marks)
- a) She's getting under my skin these days!
 - b) Tom's no spring chicken. He's almost 70!
 - c) I remember my years at college. Yes, those were the good old days.
 - d) The problems we are seeing is only the tip of the iceberg.
 - e) We had to pull an all-nighter to get the work finished on time.
 - f) I'm fit as a fiddle. Let's do this thing!
 - g) It's raining cats and dogs.
 - h) He has passed away.
 - i) He is between jobs.
 - j) He has resigned his commission.
6. a) Define public speaking and discuss how it differs from other forms of speaking like conversations (5marks).
b) State the six steps to consider in the beginning and ending of a speech (5marks).
7. State and explain six determinants of news (10marks)
8. Mention and explain the seven elements of good writing (10marks)

SECTION C: ANSWER ANY THREE QUESTIONS IN SECTION

9. State and explain the following types of leads:

- a) Summary lead
- b) Effect's lead
- c) Contrast lead
- d) Question lead
- e) Double feature lead
- f) Quote lead
- g) shirt-tail lead (10marks)

10. Why is the lead considered the most important part of the story.(10marks)

11. What questions should the information a journalist gathers for a story answer? Elaborate on each (10marks).

12. You are the human resource for a newly opened newspaper, The Bird; and you are looking to hire news reporters. State and explain ten qualities you would be looking for in the applicants and why (10marks).

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2014 FINAL EXAMINATIONS 28TH JULY, 2014
MCS 2110: FOUNDATIONS OF MEDIA PRODUCTION

INSTRUCTIONS: There are three sections in this paper. Answer according to instructions at each section.

Section A. Answer all questions from 1 to 4 and attempt only one (1) from the range 5 to 7. Total: 30marks.

1. Write the sentence below into a radio friendly News item:

Mwape Liswaniso 59years old of house no. 29 Ngwerere road, President of Shoprite Departmental Store was relieved of his duties last night. **(5marks)**
2. Briefly describe how radio broadcasting works. **(5 marks)**
3. Name the four different wave bands that radio uses to broadcast and give examples of radio stations broadcasting on those bands in Zambia. **(5 marks)**
4. As a talk show host, how do you pick topics for your show? **(5marks)**
5. Write brief explanatory notes on the following electronic visual effects:
 - i) Superimposition
 - ii) Chroma key
 - iii) Wipe
 - iv) Key
 - v) Digital video effects **(10marks)**
6. Describe the **signal description AND the meaning** for the following floor manager's cues:
 - i) On time
 - ii) Cut
 - iii) Keep talking
 - iv) Closer to microphone
 - v) 30 seconds
 - vi) Stretch
 - vii) Stand by
 - viii) Cue
 - ix) Speed up
 - x) Speak up **(10 marks)**
7. Outline and discuss five digital video techniques that make various effects move. **(10 marks)**

Section B. Attempt all questions in this section. Total: 40marks

You have just returned from Senanga in the Western Province where you had gone to witness the official commissioning of the newly built Senanga-Shang'ombo Bridge on the Zambezi River. At the same occasion the old pontoon which had all along been ferrying people to and from the two districts across the Zambezi, was de-commissioned. Officiating at the function was the Vice President of the Republic of Zambia Dr. Guy Scott.

Write a split-page script showing how your story will run. The story will be screened tonight on the 21.00hours ZNBC News bulletin. The script should take the following shots into consideration:

- a. The Vice President's Helicopter touching down at Senanga Basic School
 - b. Senanga and Shang'ombo District Commissioners welcome the Vice President
 - c. School boys and girls lining up the route of the Vice President's motorcade to the water front.
 - d. Long shot of the new bridge.
 - e. Medium shot of the bridge
 - f. Long shot of the Pontoon
 - g. Close up shots of the pontoon with vehicles on board.
 - h. Shots of villagers seated as they listen to the Vice President.
 - i. Vice President cutting the ribbon.
 - j. Villagers clapping **(20marks)**.
8. Like the human eye, the camera cannot see without a certain amount of light. Explain the three main purposes of light. **(10marks)**
 9. With distinct examples explain the difference between set properties and set dressings. **(5marks)**
 10. Explain your understanding of programme control in television. **(5marks)**

Section C. Attempt all questions. Total: 30marks

11. Define a feature. **(2 marks)**
12. Give three functions of a feature? **(3 marks)**
13. Explain three characteristics of feature. **(3 marks)**
14. What is a nutgraph? b. Explain its significance. **(6 marks)**
15. Why should you as a journalist endeavour to show the Good, the Bad and the Ugly of your profilee?**(5marks)**
16. Describe two different options for ending a feature article. **(5 marks)**
17. Explain the following:
 - a) Anthology **(1 mark)**
 - b) Narrative **(1 mark)**
 - c) Travelogue **(1 mark)**
 - d) Exposition **(1 mark)**
 - e) Column **(1 mark)**
 - f) Descriptive writing **(1 mark)**

End of Examination



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2013-2014

MCS 2310: RESEARCH METHODS IN MEDIA AND COMMUNICATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

SECTION A: ANSWER ALL QUESTIONS FROM THIS SECTION

1. **Triangulation** is different from **mixed methods** in research. Compare and contrast the twin concepts. 2 Marks
2. Write brief explanations of the following:
 - a. Content analysis
 - b. Case study
 - c. Grounded research
 - d. Ethnography
 - e. Positivism in research10 marks
3. Briefly explain how observation is used as a tool in research. 8 marks
4. Explain the various sources of knowledge in research. 10 marks
5. Examine techniques of sampling the target population used when conducting a quantitative surveys. 10 marks

SECTION B: ANSWER ONLY **THREE QUESTIONS** FROM THIS SECTION

6. Following are views of students asked about their views concerning the *Lusaka Star* newspaper. Using a suitable formula and test of significance, determine whether chance, or not explains the findings in the table (Alpha level $\alpha = 0.05$). After completing the test, interpret the results.

	Happy with the <i>Lusaka Star</i>	Not Happy with the <i>Lusaka Star</i>
Male	200	250
Female	250	300

7. a) A student gets the following grades in their third year university courses: Campaign management, 60.7, and Statistics, 47. The mean for Campaign management is 55.1, and the mean for Statistics is 40. The standard deviation is 1 in Campaign management, and that in Statistics is 2. In which subject did the student do better? 20 Marks
b) Define the normal curve and explain its use value in statistics. 10 Marks

5 Marks

c) Briefly explain the position on the normal and skewed curves of suitable point estimates.

5 Marks

8. Following are column centimetre lengths of stories in favour of a particular political party in a campaign:
5, 7, 6.5, 9, 7, 5, 9, 7, 10, 7. Calculate the

- a) mean,
- b) median,
- c) mode,
- d) range and,
- e) standard deviation,

20 Marks

Remember to also **interpret each answer**.

9. For the same figures given in question 8, calculate the following:

- a) The first and third quartile
- b) The Inter-quartile range
- c) The Tri-mean.
- d) How do the quartiles relate to percentiles?

Remember to also **interpret each answer from a), b), and c)**.

20 Marks

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
MCS 3110 – RADIO AND TELEVISION PRODUCTION EXAMINATION
VENUE: LT2 TIME 14:00- 17:00
TUESDAY 15 JULY 2014

Instructions: Answer all questions in section A and any four questions in section B

SECTION A: Answer all questions (60 Marks)

1. Define the following terms in relation to sound waves;
 - (a) Wave length
 - (b) Amplitude
 - (c) Oscillation
 - (d) Attenuation
 - (e) Frequency

(5 marks)
2. What are some of the issues to consider when phrasing interview questions? (5 marks)
3. Distinguish between a broadcast editorial and commentary. (5 marks)
4. Illustrate using the lighting plot how light is used in a studio. (5 marks)
5. Describe cameo and silhouette lighting? (5 marks)
6. Outline the different types of TV conventions (5 Marks)
7. Give five (5) categories of the public interest as categorized by Prof. Wedell.(5 marks)
8. Why and how has the discoveries of new technologies improved methods of broadcasting? (5 marks)
9. Define a broadcast editorial and explain its structure. (5 marks)
10. Why is hate radio a danger to Zambia? (5 marks)
11. What is the role of a D.J. Explain some of the issues that govern the works of a D.J. (10 marks)

Section B (ANSWER ANY FOUR (4) QUESTIONS) 40 MARKS

12. Discuss in detail the four (4) sections of production and thereafter the four (4) sections of the structure of discussion programmes. (10 marks)
13. Radio and television have been widely used as educational tools. Discuss in detail with relevant examples the three general approaches to the use of radio and television in broadcasting educational programmes. (10 marks)
14. Explain the advantages and disadvantages of post production that you came across in your documentary programme. (10 marks)
15. You are a manager of a TV station in an area where only a newspaper is your competitor. There is a call for expression of interest to air an educational programme or N/P series of educational editorials. Outline how you would go about bidding. (10 marks)
16. Explain the different types of interview programmes. What are some of the issues to consider when preparing for an interview programme? (10 marks)

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SECOND SEMESTER TEST 2013
MCS 3310

COMMUNICATION FOR CHANGE

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

DURATION: 3 Hours

TIME: 14:00HRS -17:00HRS

29-07-2014

SECTION A: Answer all questions. (40 Marks)

1. What are some of the gender dimensions in terms of prevention and treatment in HIV and AIDS that could affect the media's role in adequately creating awareness in society
2. Identify the four distinct types of poverty and factors causing them. Outline the non-economic measures of a country's development?
3. Compare and contrast the two types of public communication campaigns
4. What is human trafficking and what role can media play in combating the crime?
5. What is the Universal Declaration of Human Rights? State at least three basic provisions under the Declaration.
6. Why does the Convention on the Rights of the Child (CRC) emphasise on the protection of the child.
7. Mention and explain at least four types of human trafficking

SECTION B (60 Marks)

Answer any three questions. (Question 1 is Compulsory)

1. Gender Based Violence (GBV) has become so rampant a challenge of late in the nation. Key stakeholders are aware that there are a lot of factors surrounding GBV, one of them being the “social collective attitude” problem. As a result, the Ministry of Gender has approached you to design a communication campaign aimed at changing mind-sets and attitudes on this topical issue. Design a public campaign that will seek to achieve the stated objective.

(20 Marks)

2. Discuss the similarities and differences in gender mainstreaming and gender analysis?

(20 Marks)

3. Discuss the deprivation trap.

(20 Marks)

4. Locate the place of Development Support Communication (DSC) in the development agenda on nations.

(20 Marks)

#Ends#

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
MCS 4110 – MEDIA MANAGEMENT EXAMINATION 2014
VENUE: LTE TIME: 09:00 – 12:00 HRS
MONDAY 14 JULY 2014

SECTION A (Answer all questions)

1. Strategic planning is the responsibility of top management. Briefly explain the three parts of planning and what is involved in each stage. (5 marks)
2. Personnel planning involves having the right employees with the correct qualifications in the correct departments. Mention and briefly explain the five components of personnel planning. (5 marks)
3. Briefly describe the responsibilities of the following positions
 - (i) Music Director
 - (ii) Production Director
 - (iii) Art Director
 - (iv) News Director
 - (v) Film/videotape Director (5 marks)
4. Briefly discuss the following elements;
 - (i) Gender
 - (ii) Gender Blind story
 - (iii) Management
 - (iv) Charismatic leadership
 - (v) Leadership (10 marks)
5. Outline the five main functions of the program department (5 marks)
6. What role does each of these types of leadership play?
 - 1) Coercive
 - 2) Normative
 - 3) Utility (5 marks)
7. Outline five good qualities of a leader and five bad qualities of a leader (not opposites!) (5 marks)

8. Briefly explain the contingency theory of management. (5 marks)
9. Explain the audience consumption of radio and of television during week days and weekends, and also in terms of gender, age and income. (5 marks)
10. Write brief notes on the following
 - (i) Equity theory
 - (ii) Expectancy theory
 - (iii) Goal setting theory
 - (iv) Operant conditioning (5 marks)
11. Write brief explanatory notes on the following:
 - i) Charismatic leadership
 - ii) Functional leadership
 - iii) Traditional leadership
 - iv) Situational leadership
 - v) Appointed leadership (5 marks)

SECTION B (ANSWER ANY FOUR (4) QUESTIONS ONLY)

12. Discuss the guidelines for choice of media house or media product. (10 Marks)
 13. Discuss the guidelines of writing a business proposal (10marks)
 14. Discuss in detail Douglas McGregor's Theory X and Theory Y. (10 marks)
13. Compare and contrast the classical school of management thought and the behavioral school of thought. (10 marks)
14. Motivation can be looked at as needs producing drives or motives that lead to goals. As a manager, illustrate using examples and explain how you would motivate your workers to achieve your organizational goals. (10 marks)

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS 2013/14
MCS 9410: PUBLIC RELATIONS THEORY AND PRACTICE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A AND THEN ANY THREE (3) FROM SECTION B.

SECTION A

Case Study

RAISING AWARENESS OF CIVIL LIBERTIES

1. The group of University of Zambia (UNZA) concerned with the promotion of Human and People's Rights has commissioned your Public Relations Firm to develop a campaign to raise awareness of civil liberties amongst Zambian citizens. The objective is to make people think about the erosion of civil liberties that has occurred through the fight against corruption, lack of Access to Information (ATI) legislation, and to reflect on the right balance between liberty and security.

Research shows that people do not clearly understand what their civil liberties entail and that they are either unaware or unconcerned that their liberties may have been sacrificed in the fight against corruption and lack of ATI legislation. Part of the challenge, therefore, is to campaign on issues that are not widely perceived to be a problem. A second challenge is the range of civil liberties that the students wanted to address: including freedom of speech, data protection, freedom from discrimination, transparency in lawmaking and women and children's rights.

The key is to encourage people across the country to think about their civil liberties and whether the balance between liberty and security has been lost in the fight against corruption and absence of ATI legislation. The central tenet of the campaign is to re-establish the balance between liberty and security, placing the student group as the frontrunners in the defence of civil liberties. But first, you need to draw people's attention to the fact that the balance had shifted.

After much discussion, your PR firm decides to launch the campaign with a "manifesto" of words representing the essential liberties that had been lost following the fight against corruption and the stalling on the enactment of ATI legislation. The imagery needs to be respectful but impactful so as to strike the right balance.

Prepare a proposal for this campaign for consideration by the group of students that has hired your firm. (40 Marks)

SECTION B

2. Effective public relations is a process and “research is where public relations starts.” Critic this assertion by Prof. Edgar Trotter of California State University at Fullerton. (20 Marks)

3. Discuss the global communication explosion caused by development of new technologies and describe how these are impacting on public relations work today. (20 Marks)

4. Explain the legal considerations involved in public relations, specifically, how laws on defamation, copyright, and trademarks affect the distribution of messages. (20 Marks)

5. State and discuss the ethical standards and professionalism required of public relations practitioners today. (20 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR- DISTANCE EXAMINATION
PA 2020: LOCAL GOVERNMENT ADMINISTRATION

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. With the use of practical Zambian examples, discuss the assertion that local government administration enhances equity in social economic development of a nation.
2. Critically compare and contrast the Zambian and the English central- local relations. In your opinion, which model is better than the other?
3. Write concise and precise notes on the following:
 - (a) Financial Autonomy Ratio
 - (b) IPS
 - (c) Diseducative effects of participation
4. Compare and contrast centralist and decentralist theories of local government administration.
5. Critically, compare and contrast the Ugandan and the United States of America local government system.

END OF EXAMINATION-ALL THE BEST!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR EXAMINATION
PAM 1025: INTRODUCTION TO PUBLIC ADMINISTRATION

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO QUESTIONS

TIME ALLOWED: 3 HOURS

1. Write notes on the following:
 - a) Normative values in Public Administration
 - b) Coordination
 - c) Functional Foremanship
2. Discuss Herbert Simon's theory of decision making. In your view, is it realistic in explaining the way decisions are made in the Zambian civil service? Give reasons for your answer.
3. Drawing examples from Zambia, explain how the tenets of Bureaucracy is applied in the civil service.
4. What is a national budget? Using appropriate examples, explain the rationale for budgeting in Zambia.
5. Discuss the view that Public Administration is not a science.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2013 ACADEMIC YEAR FULL –TIME / PARALLEL EXAMINATION

PAM 2010: NATIONAL GOVERNMENT AND ADMINISTRATION

INSTRUCTIONS: Answer question one (**COMPULSORY**) and any other two questions.

TIME ALLOWED: 3 Hours

- Q1. In 1993, the MMD government instigated the Public Service Reform Programme (PSRP). Explain in detail the objectives of PSRP and measures which were undertaken to restructure the Zambian bureaucracy.
- Q2. The Zambian legislature recently experienced several premature adjournments in the business of the house due to actions by Members of Parliament who were trying to pressure government over the issue of the constitution. These disruptions almost rendered the legislature dysfunctional. Explain in detail how a dysfunctional legislature may affect government.
- Q3. With the help of practical examples, defend the notion that the separation of powers in Zambia is relative.
- Q4. Using practical examples, discuss the *pros* and *cons* of a unitary system of government.
- Q5. Identify and discuss the merits and demerits of any five (5) sources of public finance in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
PAM 2020: LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

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

1. With the use of practical examples, where possible, compare and contrast the sources of Local Government finance between the Zambian and Ugandan systems.
2. Relate field administration in the America Local Government model to that of the French.
3. Write readable notes on the following:
 - a. Dual supervision Formular
 - b. Revenue Decentralization Ratio
 - c. IPS
4. Distinguish central local relations between the British and Zambian models of Local Government.

END OF EXAMINATION

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 3010: ORGANISATION THEORY, DESIGN AND MANAGEMENT

- INSTRUCTIONS:**
- a) Answer **QUESTIONS ONE** and **TWO** in **SECTION A** and **ONE** question from **SECTION B**
 - b) The time allowed is three (3) hours
-

SECTION A (70 MARKS)

- Q1. Using a public organisation of your choice, discuss the following:
- a) Differentiation
 - b) Integration and Integration Mechanisms
 - c) Centralisation and Decentralisation
 - d) Standardisation and Mutual Adjustment
- Q2. Illustrate and explain the design option adopted by the organisation that you have chosen in question one above. What are the advantages and disadvantages of its design option? How can your chosen organisation be made more flexible in this ever changing global environment?

SECTION B (30 MARKS)

- Q3. What is job design and job redesign? Further, explain the challenges posed by the external environment that may stimulate the need for job design and redesign.
- Q4. With relevant examples, critically discuss the concepts of job enlargement and job enrichment in relation to the limitations inherent in Frederick Winslow Taylor's Scientific Management Approach.
- Q5. Compare and contrast the studies undertaken by Frank Gilbreth and Lillian Gilbreth and Frederick Winslow Taylor on Scientific Management.
- Q6. Critically discuss the Contingency Approach to Organisational Design.
- Q7. Managers in organisations have to analyse that forces that create change in their determination of the appropriate organisational design. What do you understand by the concept of organisational change? Discuss why change is normally resisted at all levels in organisations and how resistance to change can be managed.

END OF EXAMINATION

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 3020: ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

- INSTRUCTIONS:**
- a) Answer any **THREE** questions
 - b) The time allowed is three (3) hours
-

- Q1. Discuss the multidisciplinary nature of Organisational Behaviour.
- Q2. Discuss the Diversity that exists in modern day global organisations and its impact on Organisational Behaviour and how it can be managed.
- Q3. Illustrate Victor Vroom's EIV Theory and state its implications for management. In your illustration, explain what it means when the probabilities of 'E' and 'I' are 0 or 1.0, respectively and when 'V' is positive or negative.
- Q4. Robert Blake and Jane Mouton developed the Leadership Grid which led to the identification of seven distinct leadership styles. Using illustrations compare and contrast these leadership styles.
- Q5. Compare and contrast the cognitive and psychoanalytical approaches to personality.

END OF EXAMINATION

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

**2013 ACADEMIC YEAR
FINAL EXAMINATIONS**

PAM 4024: PUBLIC POLICY ANALYSIS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS

1. Potato Growers Association has noted with concern an influx of unmonitored illegal imports of cheap Irish potatoes from Tanzania and South Africa. On average at least 150 tonnes of illegally imported Irish potatoes find themselves on the Zambian market every month. These imports do not only crowd out the local industry but also a threat to outbreaks of disease. According to FAO, between 1998 and 2002, the area planted for potatoes in Zambia increased from 900 hectares to 1,200 hectares, translating in an increased production from 8000 metric tonnes to 11,000 metric tonnes between the same periods. The potato industry is said to have huge potential to create wealth and jobs in the country *but it is threatened by illegal imports*. Main concern of Policy Analysis is producing information about three (3) kinds of questions: values, facts and Actions. Using the *three approaches* of Policy Analysis, *discuss and suggest* solutions to the problem.

(40 marks)
2. With practical examples explain the steps taken when conducting a Policy Delphi.

(30 marks)
3. Explain the roles of both Policy Monitoring and Evaluation in Public Policy. Indicate how they have been utilized distinctively in Zambia's health policy.

(30 marks)
4. Write reasonable notes on the following:
 - (a) Formal Evaluation
 - (b) Classical Time - Series Analysis
 - (c) Problem Structuring
 - (d) Approaches to policy Recommendation
 - (e) Role of Policy Analysis in the policy making process

(30 marks)

[Total = 100 marks]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
PAM 9015: PUBLIC FINANCIAL MANAGEMENT

INSTRUCTIONS TO CANDIDATES

- 1. Time allowed is three (3) hours.**
 - 2. Attempt question one, which is compulsory, and any other three questions. In total, attempt four (4) questions.**
 - 3. Each question carries 25 marks.**
-

1. By recalling Dalton's thesis of Maximum Social Advantage, draw the appropriate diagrams to illustrate the following:
 - a) How the state can use public expenditure and taxation to fulfill the Law of Equimarginal Utility.
 - b) How far the state can spend to maximize social advantage and minimize social sacrifice.
2. Using correctly labeled diagrams, explain Adolph Wagner, and Wiseman-Peacock hypotheses.
3. Discuss Dalton's four (4) concepts of public debt burden. Further, identify and explain any four (4) methods of public debt redemption.
4. Draw correct diagrams and write notes on the following:
 - a) Effects of taxation on gross wage, net wage and will to work
 - b) Effects of taxation when elasticity of supply is less than the elasticity of demand
 - c) Effects of taxation when elasticity of demand is greater than the elasticity of supply
 - d) Effects of taxation when supply is perfectly inelastic and demand is elastic
 - e) Effects of taxation when demand is inelastic and supply is perfectly elastic
5. Discuss four instruments of public financial management. With reference to Zambia, which of these instruments do you think is more transparent and accountable?
6. Identify any five (5) canons of public expenditure and explain how they fulfill the Principle of Maximum Social Advantage.

END OF EXAMINATION

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS

PAM 9040: ADMINISTRATIVE ETHICS AND LAW

- INSTRUCTIONS:**
- a) Answer **QUESTION 1** and **QUESTION 2** in Section A and **ONE** Question from Section B
 - b) The time allowed is three (3) hours
-

SECTION A (70 MARKS)

- Q1. (a) Discuss the assumptions of consequential, rule based and character ethical theories, and explain how they help people in organisations make the 'right' decisions.
- (b) Explain the issues that pose ethical dilemmas for managers and provide suggestions for handling them.
- (c) Explain the three types of organisational justice and how they affect ethical decision making in organisations.
- Q2. "The study of administrative law has assumed increasing importance in the field of public administration in recent decades". Discuss the scope and importance of administrative law in the light of the above statement.

SECTION B (30 MARKS)

- Q3. What do you understand by Code of Ethics? What are its objectives in the public sector? Examine critically the role of ethics and the necessity for codes of conduct in public administration in Zambia.
- Q4. Compare and contrast Private Sector Ethics and Public Sector Ethics. Further, explain the growing importance of ethics in modern public administration.
- Q5. Distinguish clearly between moral responsibility, administrative responsibility and administrative accountability. Explain the factors that contribute to the lack of accountability and professional standards in the Zambian Public Service?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

2013 ACADEMIC YEAR THIRD-TERM FINAL EXAMINATIONS

PAM 9055 : STRATEGIC MANAGEMENT

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : ANSWER QUESTION ONE IN SECTION A PLUS
ANY OTHER TWO QUESTIONS IN SECTION B

SECTION A

1. (a) Draw a well-labeled diagram of the Strategic Planning Model.
- (b) Outline and critically examine the assumptions on which the Strategic Planning Model [referred to in (a) above] is based.
- (c) Write brief notes (about half-a-page in each case) on what each of the following involves: (i) Strategic analysis; (ii) Strategic choice; and (iii) Strategic implementation.
- (d) Why do you think some scholars suggest that planning is not necessary for success in management? And why do you think their opponents counter-argue that failure to plan is, in fact, planning to fail?

(20 Marks)

SECTION B

2. (a) Using appropriate examples of your choice, explain the meaning of the terms "Competitive Environment" and "Competitive Forces".
- (b) Michael Porter asserts that there are three "competitive strategies" that an organization can choose from. Explain what "competitive strategies" are and describe, in some fair detail, each of Michael Porter's three competitive strategies.

(15 Marks)

3. Explain, using appropriate examples of your choice, how the "product-life cycle", the "product-market mix", and the Boston Matrix are used in strategic management theory. In so doing, outline also the limitations, if any, of each of these tools of analysis

(15 Marks)

4. What is meant by the terms “quality management” and “value chain analysis?” Do you think that value chain analysis can be used to explain quality management or not? Write a concise essay in which you defend your answer.

(15 Marks)

END OF EXAMINATION

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

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

PEM 3139- APPLIED RESEARCH

TIME: 3 HOURS

INSTRUCTIONS

- THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE GRADE.
 - THERE ARE FIVE QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.
-

1. You have been appointed as Head Teacher at the newly opened Mulamatila Secondary school, a boarding school for boys. You have observed that most delinquency behaviour among the boys is one of the major challenges the school is facing. Discuss how you can use applied research to combat this problem **(20 Marks)**
2. Qualitative and quantitative research techniques are the approaches in social science research. Discuss the underlying differences between qualitative and quantitative research **(15 Marks)**.
3. You are using mixed methods of research (qualitative and quantitative), outline the sampling methods you would employ to arrive at your sample **(15 Marks)**.
4. Child abuse has become a major challenge our society is grappling with today. The PTA has approach you to lead the research team aimed at combating this problem. Develop a proposal that will guide this study **(15 Marks)**.
5. Write short notes on three of the following.
 - I. Basic Research
 - II. Applied research
 - III. Evaluation research
 - IV. Action research



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

2013 ACADEMIC YEAR

FINAL EXAMINATIONS

PHI 9125/ECN 9422: BUSINESS ETHICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS.

1.
 - (a) Define bluffing.
 - (b) Summarise in a paragraph how Albert Carr justifies bluffing with his analogy between business and sports games.
 - (c) Supporters of bluffing may argue that there is nothing morally wrong in selling expensive luxury goods to a person who seems to have more money than his known normal earnings (i.e. likely to have stolen the money). According to supporters of bluffing, businesses are there to make profit and not to monitor thieves. Narrate one real life (case study) international case where the behaviour of businesses that have such an international debate involving the morality of international business transactions.

2.
 - (a) Explain three reasons why Milton Friedman says Corporate Social Responsibility is morally wrong.
 - (b) Explain three reasons that can attack Friedman's views against Corporate Social Responsibility.

3.
 - (a) Explain four arguments against reverse discrimination.
 - (b) Explain four arguments against comparative worth.

4.
 - (a) Explain Karl Marx's socio-political philosophy.
 - (b) Explain three reasons which neo-liberal capitalists can give in their argument that doing business in a communist environment is immoral.

END OF EXAMINATION

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS

POL 1015: INTRODUCTION TO POLITICAL SCIENCE

REGULAR AND PARALLEL CANDIDATES ONLY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTION

1. Outline the Pluralist theory of the state and assess the extent to which it is useful in understanding the nature of the state in African countries.
2. By using the structural-functionalist theory, discuss Zambian political parties and their contributions to liberal democracy.
3. Identify the various forms of social cleavages and in the process analyze the impact that social cleavages may have on politics.
4. Critically evaluate Plato's justification of rule by Philosopher Kings.
5. Critically analyze Zambia's current electoral system.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2013 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

POL 2010: COMPARATIVE POLITICS

INSTRUCTIONS: ANSWER THREE QUESTIONS: ONE FROM EACH SECTION

TIME ALLOWED: THREE HOURS

Section A

1. Using the cases of the Chinese and the USA political systems, evaluate the strengths and weaknesses of the legal-institutional approach in the study of comparative politics.
2. Drawing largely from the experiences of the French political system critically assess the extent to which it can be argued that the structural-functionalist approach is the most useful approach to studying comparative politics.
3. Critically analyse the relevance and centrality of the principle of unity of theory and practice in the Marxist revolutionary theory.

Section B

4. Critically discuss the extent to which historical factors played a role in the influencing the French framers of the 5th Republic and the framers of the American Constitution.
5. Compare and contrast the role of interest groups in French and American Political systems. What factors may account for the differences and similarities in the roles and the techniques employment by the respective interest groups in the two countries.
6. Outline the powers of the French National Assembly and the USA House of Representative respectively. In the process of doing so critically analyse the factors that may account for the similarities and differences in the powers of the two lower houses in the two respective countries in relation to the executive branches in the two countries respectively.

Section C.

7. Discuss the nature and impact of the strategies that were adopted by the Communist Party of the Soviet Union in socialist construction of the Soviet Union. In what important ways did the nature and impact of these strategies differ from those adopted by the Chinese Communist Party under Mao Zedong in the People's Republic of China?

8. Analyse the role of the Marxist ideology in the explanation and justification of monopoly of state power by the Communist party of the Soviet Union in the former Union of Soviet Socialist Republics (USSR) and the Chinese Communist Party in China respectively.
9. Compare and contrast the changes that took place in Soviet Union under Gberchev with those that took place in the People's Republic of China in the Post-Mao period. In so doing analyse for the factors that may account for the collapse of the Union of Soviet Socialist Republics (USSR) and the survival of a socialist People's Republic of China.

End of examination

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

**2013 ACADEMIC YEAR
FINAL EXAMINATIONS**

POL 2020: INTRODUCTION TO POLITICS IN ZAMBIA

INSTRUCTIONS: ANSWER THREE QUESTIONS: ANSWER ONE QUESTION FROM EACH SECTION

TIME ALLOWED: THREE HOURS

Section A

1. Critically assess the role played by the various social groups in the struggle for Zambia's independence.
2. Discuss the role of the ideology of humanism in Zambia's economic policy developments that took place in the First and Second Republics.
3. Critically analyse the role played by class and ethnicity in the Zambian political process and by so doing assess which of the two can be considered as the principal determinant of this political process.

Section B

4. Discuss the nature and form of interest group intervention in Zambian politics. In so doing also analyse the factors that may account for the way these interest groups have intervened in the country's political processes.
5. Critically analyse the nature and functioning of Zambia's political party system.
6. Evaluate the formal and actual powers of the Zambian president in relation to the legislature and other offices in the country.

Section C

7. Discuss the factors that have shaped Zambia's foreign policy in the Third Republic. In discussing these factors also assess the significance of the country's foreign policy shift towards economic diplomacy.
8. Outline Zambia's policies towards the Southern Region from the time of the First Republic to date. In the process of doing so analyse the internal and external factors that may have influenced the developments and changes in Zambia's policies.
9. Evaluate the relative advantages and disadvantages of the nature of Western aid regime in relation to that of China and other Eastern countries.

End of examination

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS (JULY, 2014)

POL 4020: POLITICS OF INTERNATIONAL PEACE AND SECURITY

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

Section A

1. Much of the political science literature about international politics and security has been influenced by the claim made by Realist writers (starting with John Herz) that international politics takes place in an environment characterized by anarchy. Kenneth Waltz is credited with the idea that the alternative to anarchy is what he called hierarchy, which he claimed is the main structural property of domestic politics and security. Discuss and evaluate the distinction between anarchy and hierarchy. In the process explain the significance for understanding security from a realist perspective?
2. Some scholars have argued that issues such as widespread environmental degradation, human rights violations, global health concerns, and economic well-being should be understood as aspects of "security" with consequences as far-reaching as those entailed by the traditional understanding of this term. Discuss the extent to which these scholars have developed new analytical tools to understand security in this way? Explain how effective such an approach would be.

Section B

3. Discuss the relevance of the principle of humanitarian intervention and responsibility to protect and rebuild within the context of the Chapter II of the United Nations charter. Explain the extent to which this principle is significant for the settlement of disputes and demonstrate in what ways such interventions contribute to peacemaking
4. "The United Nations sponsored peace negotiations have not usually achieved much because they are dominated by the politically powerful members." Evaluate this assertion.

Section C

5. Critically analyse the extent to which transitional justice is an essential mechanism for addressing post conflict peace building
6. Effective conflict management requires analysis of the causes, trends, triggers and dynamics of the conflict through what is referred to as Strategic Conflict Analysis (SCA). Drawing examples from a conflict of your choice identify and critically analyse the triggers, dynamics, proximate and structural causes of your identified conflict

END OF EXAMINATIONS

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

POL 9010: POLITICS IN SOUTHERN AFRICA

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

TIME ALLOWED: THREE (3) HOURS

Section A:

- 1) Discuss the roles played by the United Nations (UN) and the Organization of African Unity (OAU) in the liberation of Southern Africa. What are the reasons for their different roles and techniques by the two organizations in the liberation of Southern Africa?

Section B:

- 1) Account for South Africa's foreign policy towards Southern Africa from the apartheid era through to a multi-racial society. In so doing critically account for the factors that contributed to South Africa pursuing such a foreign policy.
- 2) Compare and contrast the policies of Angola and Mozambique towards the regional politics. Critically account for any factors that may explain their similarities and differences.
- 3) Evaluate the assistance which the Nordic countries gave to the liberation movements during the liberation struggle in Southern Africa.

END OF EXAMINATION!

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS (JULY, 2014)

POL 9025: DIPLOMACY IN INTERNATIONAL AFFAIRS

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

Section A

1. Compare and contrast the realist and liberal perspectives of diplomacy and its goals in the international system.
2. Discuss the Solidarist view of diplomacy and assess the extent to which it is a relevant framework for conducting interstate relations

Section B

3. Assess the effectiveness of economic sanctions as an instrument of diplomacy. In doing so, analyse the general attitude of the African Union towards the use of sanctions against its member states.
4. Examine the idea of “sticks and carrots” in the conduct of diplomacy in the international system. In the process of doing so, evaluate the extent to which it is successful in the promotion of good relations among states.

Section C

5. Developments in International affairs are gradually challenging the traditional approach towards diplomacy both in the daily practice of diplomacy and in the academic analyses of diplomacy with new dimensions emerging and innovative conceptualizations being developed. Discuss the evolving trends and their implications on the institution of diplomacy.
6. The institution of Presidency is critical to the strategic and national interest of the state in its diplomatic relations. “When information about its operations is mishandled, it creates uncertainty in the various sectors of the economy and attitudes from the international community”. Using any appropriate example assess the extent to which such anxieties are justified.

END OF EXAMINATIONS

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

PS 331... COGNITIVE DEVELOPMENT AND CULTURE I
2012/2013 ACADEMIC YEAR, 1st SEMESTER EXAMINATIONS
DATE: 26 FEBRUARY, 2013

INSTRUCTIONS

- (1) Answer 2 questions from each section**
- (2) Section B has one compulsory question**
- (3) Answer section A and section B in Separate answer books.**
- (4) All questions carry the same marks**
- (5) Answer the questions in essay format and as detailed as possible**

SECTION A (ANSWER ANY TWO QUESTIONS)

QUESTION 1

Lubinda is a Zambian who grew up in Mongu. Bill is an American who grew up in New York and Yoshimodo is a Japanese who grew up in Tokyo. Using concepts available to you explain why you may find behavioral differences between the three individuals

QUESTION 2

Sensation and Perception can be conceptualized as lying on the same continuum. With examples show what factors affect human Sensation and Perception

QUESTION 3

Discuss the Law of Pragnanz and how according to Gestaltists it summarizes the principles of visual perception.

SECTION B (ANSWER TWO QUESTIONS)

QUESTION 4 (Compulsory)

“Bees do not communicate by making noises; they dance. After a bee finds a source of nectar, it returns to the hive and does a dance that communicates the location of the food source to the other bees. Different dances are used for nearby versus distant food sources; and if the source is distant, the dance also indicates the direction of the food source. Richer food sources cause the bee to dance longer and harder, which in turn, more strongly arouses other bees.” Although bees have such intense way of communicating, discuss in detail why this communication does not qualify as language.

ANSWER ONE QUESTION

QUESTION 5

With illustrative examples, discuss in detail how language depends on thought using Aristotle’s view. Show how Rosch’s study serves as evidence for this perspective.

QUESTION 6

“Left Hemisphere invariance, Right hemisphere variability.” Discuss this statement with research evidence on how the brain facilitates language functions

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

2013-2014 ACADEMIC YEAR EXAMINATIONS

**PSY 1110: INTRODUCTION TO PSYCHOLOGY (FULL
TIME/PARALLEL)**

DURATION: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION HAS FIVE SECTIONS.

**CANDIDATES MUST ANSWER ALL QUESTIONS IN SECTIONS A, B AND
C ON THE QUESTION PAPER.**

**CANDIDATES ARE REQUESTED TO ANSWER FOUR ESSAYS FROM
SECTIONS D.**

SECTION E IS COMPULSORY

ANSWER ONE QUESTION FROM SECTION F.

SECTION A: MULTIPLE CHOICE QUESTIONS

1. Which one is NOT a type of conformity
 - a. Internalisation
 - b. Identification
 - c. compliance
 - d. demonstration
2. An attempt to remove evil spirits within an individual through prayer and counter-magic is called:
 - a. Triphening
 - b. Phrenology
 - c. Spontaneous remission
 - d. Exorcism
3. Chance factors in sampling that give faulty information are referred to as
 - a. Sampling errors
 - b. Probability errors
 - c. Statistical misconceptions
 - d. Statistical miscalculations

4. Memory involves three key processes, namely **Encoding, Storage and Retrieval**. Transduction takes place in the process of
 - a. Encoding
 - b. Storage
 - c. Retrieval
 - d. None of the above
5. The fact that objects that are near each other tend to be grouped together is known as _____
 - a. Closure
 - b. Continuation
 - c. Similarity
 - d. Proximity
6. The psychological perspective on abnormal behaviour emphasizes that behavioural disturbances are caused by:
 - a. Genetic markers
 - b. Evil spirits
 - c. Maladaptive ways of thinking, feeling, or behaving
 - d. Chemical imbalances
7. Chilufya is a salesperson who begins his sales presentation with a small, reasonable request. He is using
 - a) cognitive dissonance
 - b) low balling
 - c) the door-in-the-face technique
 - d) the foot-in-the-door technique
8. A researcher who intends to ask research participants to rank their preference for political parties would be best advised to use
 - a. Nominal scales
 - b. Ordinal scales
 - c. Interval scales
 - d. Ratio scales
9. When a 7 month child continues to visually search for an object which a caregiver has just taken out of their line of gaze we may say that he has achieved the concept of
 - a. Object Searchability
 - b. Object Permutation
 - c. Object Visibility
 - d. Object Permanence
10. Which one does NOT increase obedience:
 - a. Subjects are more likely to obey when commands are given by an authority figure rather than a volunteer
 - b. Subjects are more likely to obey when the authority figure is present with the subject when the order is given
 - c. Subjects are more likely to obey when the subject does not see other subjects disobeying commands

- d. Subjects are more likely to obey when the subject believes an authority is legitimate

11. The vestibular sense helps to keep us from _____

- a. Eating too much
- b. Starving to death
- c. Being blinded by the sun
- d. Falling over

12. Which of the following is the correct median for the distribution below:

- a. 86
- b. 80
- c. 68
- d. 98

Scores(x)	Frequency (f)
100	1
98	2
88	1
86	3
78	1
74	1
62	1

13. All of the following are major theoretical perspectives used to explain abnormal behaviour EXCEPT:

- a. Biological
- b. Psychodynamic
- c. Humanistic-existential
- d. Dialectic

14. In the study of memory the process of recalling as many items as possible from a list presented earlier is known as

- a. Associate Learning
- b. Paired Associate Learning
- c. Free recall
- d. Free items recall

15. In order to determine your _____, you might slowly turn up the volume on the stereo one decibel at a time until you could just hear it.

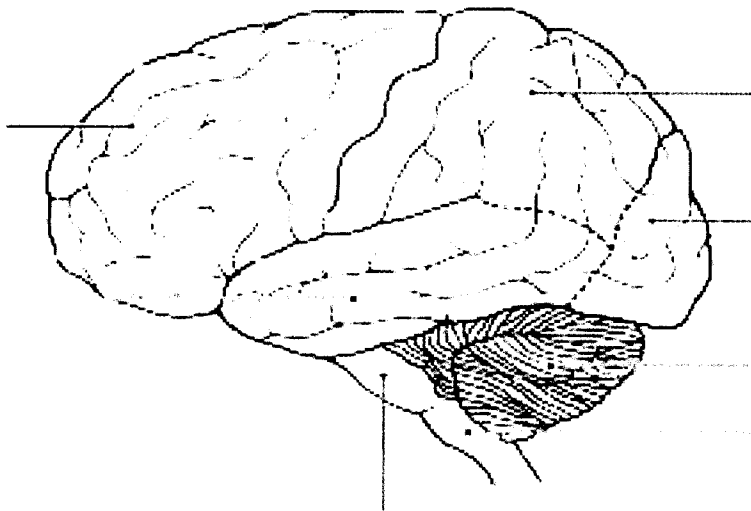
- a. Level of selective attention
- b. Level of subliminal perception
- c. Difference threshold
- d. Absolute threshold

16. As Mr. Mwanza was driving along Great East Road he heard the sound of tires screeching and then he saw a car hit another. The sounds and sights were carried to Mr. Mwanza's brain via the _____
- Autonomic nervous system.
 - Somatic nervous system
 - Sympathetic nervous system
 - Central nervous system.
17. Maiwase had a stroke and now suffers from expressive aphasia, although she understands what is said to her, she has difficulty speaking. Maiwase most likely has had damage to what area of the brain?
- Wernicke's area
 - Broca's area
 - Hypothalamus
 - thalamus
18. Serotonin, dopamine and acetylcholine are _____.
- adrenal hormones
 - endorphins
 - sex hormones
 - neurotransmitters
19. Which of the following helps define the term personality?
- characteristics that are typical for a person
 - characteristics that make a person unique
 - acting, thinking, and feeling
 - all of the above
20. According to Freud, information that you are not currently aware of that can be easily recalled into awareness resides in which part of the mind?
- Preconscious
 - Conscious
 - Unconscious
 - Subconscious
21. According to the research, most personality researchers agree that personality is influenced strongly by
- Traits
 - Situations
 - Situations and personal characteristics
 - Human altruism
22. Wundt studied Psychology using the process known as _____
- Structuralism
 - Functionalism
 - Introspection
 - Observations
23. The _____ perspective strongly argued for the understanding of thoughts and feelings in understanding Psychology

- a. Psychoanalysis
 - b. Functionalism
 - c. Structuralism
 - d. All the above
24. The human perspective critiqued psychoanalysis for its _____
- a. Inability to explain behaviour
 - b. Pessimism on human behaviour
 - c. Ability to explore emotions
 - d. All the above
25. An advantage of the experimental method in psychology is
- a. The identification of a cause- and-effect relationship.
 - b. Similar to the correlational method in that causality is determined.
 - c. That the surroundings are always similar to real life experiences.
 - d. That it is an informal way to investigate behaviour.
26. A correlation coefficient of 0 means that there is
- a. A strong negative relationship between the two variables
 - b. A strong positive relationship between the two variables.
 - c. A perfect positive relationship between the two variables.
 - d. No relationship between the two variables.
27. The most powerful research tool is a (an)
- a. Clinical study
 - b. Experiment
 - c. Survey
 - d. Correlation
28. Which of the following is true of learning
- a. Learning is relatively permanent
 - b. Learning involves a change in behaviour
 - c. Learning occurs through experience
 - d. All of the above
29. This learning procedure utilises reinforcement to guide a response in closer and closer approximations to a desired behaviour
- a. Shaping
 - b. Observational learning
 - c. Partial reinforcement
 - d. Conditioning
30. An employee receives a reward for his work, but the reinforcement is only awarded for the first response after a specified period of time. This schedule produces a high rate of response near the end of the specified time period, with a drop in response after the reward has been given. What type of reinforcement schedule is being used?
- a. Variable ratio schedule
 - b. Fixed ratio schedule
 - c. Variable interval schedule
 - d. Fixed interval schedule

SECTION B: FILL IN THE BLANKS

1. On average most groups tend to range between _____ to _____ members.
2. In Maslow's theory of motivation, the different levels of motivation can broadly be classified as _____ and _____ needs
3. Standard deviation indicates that the scores of a distribution are widely distributed with many scores occurring a long way from the mean.
4. Social influence is _____
5. Trephination may have been done to let _____.
6. The ----- extracts less information from a given distribution since it does not use the precise numerical values of the scores in a statistical distribution.
7. _____ conformity involves changing one's behaviour to fit in with the group.
8. _____ factors are triggers the onset of psychological difficulties or abnormal behaviour
9. In computing the standard deviation of a distribution, Mweene found that it was zero. On the basis of this value of standard deviation, we can logically conclude that the distribution comprises ----- scores.
10. The James-Lang theory of motivation explains that motivation depends on _____.
11. Achievement motivation is mostly associated with studies carried out by _____.
12. The frequency distribution with two peaks representing two equal scores of the highest frequency is referred to as a..... distribution.
13. _____ is the study of the causes, consequences, and treatment of maladaptive behaviour.
14. Label the identified structures of the brain below.



15. Neurons follow the _____ law, they are either on or off.
16. The _____ is associated with regulating blood pressure, body temperature and hormones.
17. In Freud's view, the _____ serves the pleasure principle.
18. Erikson's last stage of development is _____ vs _____.
19. According to Erikson, during Industry vs Inferiority children begin to develop a _____ in their accomplishments.
20. The humanistic pioneers argued that Human possess _____ which animals lack
21. In Psychology, the utilization of diverse theories and schools of thought in understanding behavior is referred to as _____.
22. APA stands for _____
23. _____ is a learning process that was proposed by B.F. Skinner?
24. What is a reinforcer?

25. In J. B. Watson's experiment, Little Albert was conditioned to fear a white rat, but he also demonstrated a fear of other furry white objects. This reaction is known as _____.
26. A scientific explanation that remains tentative until it has been adequately tested is called a _____
27. A simple experiment has two groups of subjects called _____ and the _____.
28. Decentration of thought in the four STAGES of children's intellectual development happens in the _____ stage.
29. The Country that pioneered Intelligence testing in the 1900 was _____.
30. A child ordinarily interprets any given situation from his own point of view. In psychology this is known as _____

SECTION C: TRUE/FALSE

#	STATEMENT	T	F
1.	Compliance involves performing an action under the orders of an authority figure.		
2.	The statistical mean is more representative than the median when there are extreme scores in a distribution		

3.	Compliance involves changing ones behaviour while still internally disagreeing with the group		
4.	To explain abnormal behaviour, the psychologist must identify its causes and determine how it led to described behaviour		
5.	The Door-in-the-face technique is when a person adds an extra incentive before you make a decision to purchase something		
6.	Range as a measure of statistical variability refers to the spread of scores in a distribution		
7.	Emotions and moods are essentially the same.		
8.	Unlike Pearson's Product Moment Correlation Coefficient, Spearman's Rank Order Correlation Coefficient produces correlation value of +1.00 when the correlation is perfectly positive and -1.00 when the relationship between the score is entirely negative		
9.	The polygraph relies on information generated by the somatic nervous system		
10.	Statistical deviation is to conceptual definition as Integrated definition is to Thomas Szasz		
11.	Variance can be defined as a measure of variation from the mean of the squared deviation scores about the means of a distribution		
12.	The only reason for employing the correlation coefficient is to predict events.		
13.	People with high need for motivation prefer very difficult tasks		
14.	Hippocrates believed that abnormal behaviour was caused by brain		
15.	According to Freud, the superego operates according to the pleasure principle.		
16.	Traits are more stable than states		
17.	According to Erikson, the ego is a positive driving force in human development and personality		
18.	If any deception occurs in research, it is immediately followed by debriefing		
19.	Freud believed that nearly all our impulses are sexual and aggressive in nature		
20.	The overall goal of psychology is to maintain or modify behaviour		
21.	The individual nerve cells that are the most important unit of the		

	nervous system are called glial cells.		
22.	Split brain patients are twice as smart as the normal person		
23.	Essentially, all organs that are served by the sympathetic division are also served by the parasympathetic division.		
24.	Innate reinforcers such as food and water that diminish a biological need are known as secondary reinforcers.		
25.	While Ivan Pavlov was is famous for his contributions to psychology, he was actually a physiologist.		
26.	In Pavlov's classic experiment with dogs, the food was the unconditioned stimulus.		
27.	In the study of thinking Natural concepts are based on carefully defined sets of rules governing membership in a particular category		
28.	The ultimate function of thinking is problem solving		
29.	Working Memory is an intermediate processing stage between Short Term Memory and Long Term Memory		
30.	One of the limitations of the survey method is that it sets up an artificial situation		

SECTION D: Short Essays

1. Discuss the differences between psychology and pseudo science
2. What are hormones? Describe the functions of at least four hormones in which psychologists are especially interested.
3. What is naturalistic observation? What are some of the advantages and disadvantages of using this method of research?
4. What is the practical definition of abnormal behaviour?
5. Discuss the Predisposing versus Precipitating factors of abnormal behaviour

SECTION E:

Compulsory Question

1. a) The following table shows grades of individual students on tests in two psychology courses: Criminological Psychology and Business Psychology. Using Pearson's Product Moment Correlation Coefficient compute the correlation between the two sets of grades and interpret the relationship between the two sets of scores.

Name	Criminological Psychology	Business Psychology
Mweemba	11	20
Hamabibi	14	18
Nangulu	8	14
Siyumbwa	12	18
Mukubesa	10	20
Mwikisa	5	12
Nalubatula	10	17

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

- b) In the following list of hours spent by Legal Psychology students studying the course in preparation for examinations,

5,10,9,8,9,8,9,8,8,7,5,5,7,7,7,7,5,5,5,5,6,6,6,6,6,6,6,6,4,4,4,4,4,3,3,3,3,2,2,1

- Prepare a frequency distribution of the hours studied, clearly showing columns for tally marks, frequency and total hours.
- Compute the total hours studied for legal psychology exam.
- Compute the **mean, median, mode and range**
- Compute the variance as well as the standard deviation of the hours studied for the exam

SECTION F:

Answer one question from this section

1. What is perception and what are the key principles involved in visual perceptual processes? Support your answer with aid of appropriate illustrations.
2. What is learning?
 - a. Explain how Pavlov discovered classical conditioning
 - b. Describe the importance of Pavlov's work and how it might apply to an understanding of taste aversions and phobias.
 - c. Explain any 3 factors that factor classical conditioning.

THE END



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

PSY 2210: FOUNDATIONS OF RESEARCH METHODS EXAMINATION

DATE: 23/07/2014

VENUE: GLT

TIME: 09:00-12:00

INSTRUCTIONS: THERE ARE 2 PARTS IN THIS EXAMINATION EACH CONTAINING TWO SECTIONS. EACH PART OF THE EXAMINATION MUST BE WRITTEN IN A SEPARATE BOOKLET.

PART 1: ANSWER THIS PART IN A SEPARATE BOOKLET

SECTION A: YOU ARE REQUIRED TO ANSWER ALL QUESTIONS IN THIS SECTION

1. A researcher wants to sample from the population such that gender and age groups are represented in proportion to their numbers within the population. His study would use:
 - a). Matched-subjects design
 - b). Random sample
 - c). Repeated measures design
 - d). Stratified Sample
2. The main purpose for using random sampling in an experiment is to ensure that:
 - a) The participants chosen form a representative subset of the population
 - b) The participants are less likely to behave according to the experimenter's expectations
 - c) The volunteers form a sample that is equal in all relevant demographic characteristics
 - d) All extraneous variables are removed from the experimental design
3. The main role of the control group in an experiment is that it
 - a) Is exposed to the IV such that there is no chance of any interference from the experimenter.
 - b) Provides a basis for comparison against which the behavior of the experimental group can be assessed.
 - c) Balances the overall sample to eliminate all confounding variables.
 - d) Ensures that statistical analysis can confirm the hypothesis

4. In order to explore the effect of alcohol on visual perception, an experiment was devised using two groups. The first group performed a series of tasks when completely sober, while the second group performed the tasks after consuming alcohol to bring their BAC level up to at least 0.05%. The latter group in this case was the:
 - a) Control group
 - b) Experimental group
 - c) Dependent group
 - d) Independent group

5. Psychologists must inform participants of the nature of the research and that participants are free to participate or to decline to participate or to withdraw from the research. These requirements are necessary to ensure:
 - a) Confidentiality
 - b) Debriefing
 - c) Informed consent
 - d) Research participate

SECTION B: ANSWER ANY THREE QUESTIONS IN THIS SECTION

1. Write short explanatory notes on ALL of the following
 - a) Steps in scientific research
 - b) Experimental design
 - a) Non probability sampling versus probability sampling

2. Define the term research? List and describe five sources of a research topic?

3. List and explain five (5) techniques of data collection.

4. Write short explanatory notes on two of the following
 - b) Hypothesis
 - c) Types of research designs
 - d) Validity

PART B: THIS PART HAS TWO SECTIONS AND YOU ARE REQUIRED TO ANSWER ALL SECTIONS IN THIS PART IN A SEPARATE BOOKLET

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

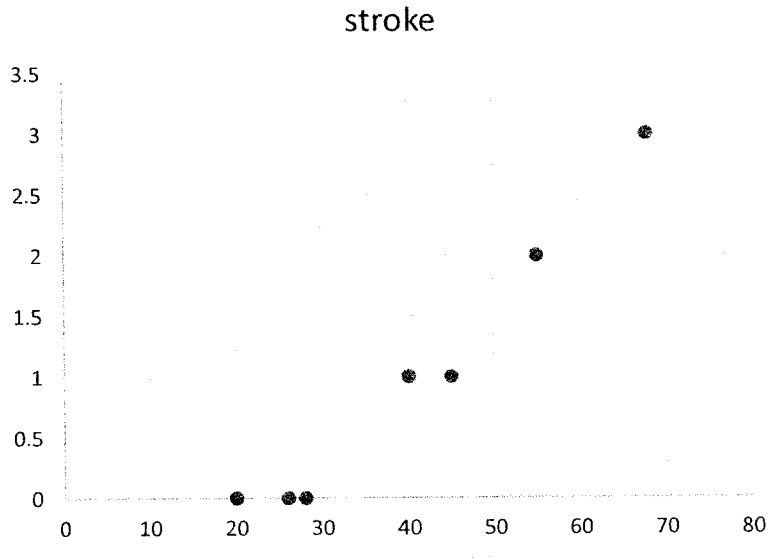
1. Statisticians often use a sample statistic to estimate the unknown population called _____
2. The discrepancy between the estimate and the true parameter value is known as _____
3. Frequency polygons are used on _____ or _____ scales of measurement
4. _____ indicate how far from the mean in terms of SD the participants scores varies
5. The characteristic of normally distributed data is that it has equal score of the _____, _____ and _____
6. The point estimate statistic that estimates the true population value from a parametric test is called _____ interval.
7. The mean, median and mode are measures of _____
8. The inter quartiles, range, standard deviation are measures of _____
9. The type of chi-square test used to test whether the observed patterns of events differ significantly from what we might expect by chance alone is called _____
10. Sampling error is due to _____

For the following statements indicate true or false

11. Chi-square tests use nominal data only _____
12. The independent variable of a test for differences such as paired t-test or Mann-Whitney can be categorical with more than two levels _____
13. The Spearman correlation results: $r^2 = .372$, $N = 89$, $P < 0.0001$ are not significant _____
14. A correlation coefficient of .7 is a strong effect size _____
15. A *t*-test requires that the data are of at least interval level, normally distributed and have equal variance _____
16. Bar graph used are when x-axis is on nominal or ordinal scale of measurement _____
17. We need statistics because everyone is different _____
18. Most attributes if measured accurately must give a bell shaped graph _____
19. Standard deviation is simply an average difference from the mean of an attribute _____
20. The second quartile is also the median _____

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION

1. Below is a correlation graph between age and the number of times a man has experienced stroke



- Based on the level/scale of measurements of the valuable used in this correlation, was this a parametric or nonparametric test?
 - Which test would you perform for these variables, Pearson or Spearman?
 - Was this a positive or negative correlation?
 - Based on the spread of the data points, was this a strong or weak correlation?
2. Using the table below (next page), state whether data on “age for 1st romantic date” was normally distributed or not using all relevant statistics. Justify your answer

Descriptives

		Statistic	Std. Error	
age	Mean	32.4214	.61941	
	95% Confidence Interval for Lower Bound	31.1967		
	Mean	Upper Bound	33.6461	
	5% Trimmed Mean	32.0476		
	Median	31.0000		
	Variance	53.713		
	Std. Deviation	7.32893		
	Minimum	20.00		
	Maximum	53.00		
	Range	33.00		
	Interquartile Range	10.00		
	Skewness	.796	.205	
	Kurtosis	.196	.407	

3. Below is a table on the correlation between having a bad conscious or guilty and feeling low or sad. The items were measured on a scale from 0 – 5 were 0 was “not at all” and 5 “very often”

Correlations

	have you felt low in spirit or sad	have had a bad conscience or feeling of guilt
have you felt low in spirit or sad	1.000	.350**
Correlation Coefficient		
Sig. (2-tailed)		.000
N	143	142
have had a bad conscience or feeling of guilt	.350**	1.000
Correlation Coefficient		
Sig. (2-tailed)	.000	
N	142	142

** . Correlation is significant at the 0.01 level (2-tailed).

- The best test to use between Spearman or Pearson correlation is _____
- Justify your answer in question a
- Was the test significant?
- Indicate the value that show whether the test was significant or not
- What the correlation coefficient small, moderate or strong?
- Indicate the value that the magnitude of the correlation between the two variables

4. Below is a nonparametric test for group differences

Ranks

	sex	N	Mean Rank	Sum of Ranks
have you felt very restless	males	79	71.30	5633.00
	females	62	70.61	4378.00
	Total	141		

Test Statistics^a

	have you felt very restless
Mann-Whitney U	2425.000
Wilcoxon W	4378.000
Z	-.103
Asymp. Sig. (2-tailed)	.918

a. Grouping Variable: sex

- Which group had the highest endorsement of feeling restless?
- Was there a significant difference between males and females on feeling restless?
- What was the Mann-Whitney U value?
- What is a parametric test equivalent to Mann-Whitney U test?
- What is the parametric test equivalent to the Wilcoxon W test?

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DEPARTMENT OF PSYCHOLOGY
INSTITUTE OF DISTANCE LEARNING

2013-2014 ACADEMIC YEAR EXAMINATIONS

PSY 3110: LIFE SPAN DEVELOPMENT
TIME: THREE HOURS

<p>INSTRUCTIONS: THIS EXAMINATION HAS TWO PARTS. ANSWER EACH PART IN A SEPARATE ANSWER SHEET</p>

PART A

SECTION A: WRITE AN ESSAY ON ANY TWO OF THE FOLLOWING

1. Mrs. Mabungwe is a parent to one of the grade 3 pupils that you teach. She has come to consult from you as a teacher how the child develops cognitively. She is also interested in how her child will develop cognitively until adolescence. Her interest is to give her child the best. Using Piaget's theory of cognitive development, explain to Mrs. Mabungwe
 - a. What cognitive development is
 - b. How a child gains knowledge
 - c. Stages of development
2. Clearly discuss the assumptions that affect the perception of children in life span development
3. With examples, discuss the eight (8) characteristics of life span development in Psychology
4. Pelula is a hardworking girl who has just attained puberty. Discuss Pelula's growth and challenges
 - a. Physically
 - b. Socio-emotionally
 - c. Cognitively
 - d. Morally

PART B

Instructions: Write the following sections in a separate booklet.

Section A: Multiple choice questions. Circle the correct answer

1. Regarding early adult health knowledge and behaviour, which of the following is **TRUE**?
 - (a) College students have a poor understanding of what it takes to prevent illness and promote good health.
 - (b) College students clearly see the relationship between their risk of heart disease and

- their nutrition and exercise.
- (c) In early adulthood, few people stop to think about their current lifestyles will affect their health in future.
- (d) Most young people have realistic beliefs about their future health risks.
2. Which of the following is Erickson's stage for middle adulthood
- (a) Generativity vs. stagnation
(b) Intimacy vs. isolation
(c) Autonomy vs. shame
(d) Integrity vs. despair
3. Which of the following is **NOT** characteristics of physical development in early childhood
- (a) Reaching the peak of physical performance
(b) Notice of the decline in physical performance
(c) Large changes in the sensory systems
(d) Increase in the body's fatty tissues.
4. Which of the following is a common physical change in late adulthood
- (a) Height loss
(b) Increased sensitivity to pain
(c) Mildly diminished hearing
(d) Extremely diminished sense of taste and hearing
5. Piaget believed that adolescents and adults think _____ in the same way, but the young adults are more _____ advanced than adolescents
- (a) Qualitatively; quantitatively
(b) Quantitatively; qualitatively
(c) Socially; cognitively
(d) Cognitively; socially
6. Which of the following statements regarding the nature of cognitive change in adulthood is **TRUE**?
- (a) Most dimensions of cognition decline in late adulthood
(b) Most dimensions of cognition decline or remain stable in late adulthood
(c) Cognition is one-dimensional. Thus cognitive change tends to be all or nothing
(d) Some dimensions of cognition decline, while others remain stable or improve.
7. Emerging adulthood is a developmental period of transition that occurs from approximately 18-25 years of age and is characterised by _____
- (a) Crisis and commitment
(b) Conflict and stability
(c) Experimentation and exploration
(d) Identity and role confusion

8. Which of the following statements concerning midlife crisis is false
- (a) Most people report having a midlife crisis to negative life events rather than aging
 - (b) Emotional instability of individuals does not significantly increase through their middle age years
 - (c) Many adults experience a peak of personal control and power in middle age
 - (d) Most midlife crises are due to financial insecurities experienced by autonomous males
9. Compared to younger workers, older workers are more likely to
- (a) Have higher absenteeism
 - (b) Have more accidents
 - (c) Report lower job satisfaction
 - (d) Experience age-related stereotypes
10. _____ is a global term for any neurological disorder in which the primary systems involve a deterioration of mental functioning.
- (a) Alzheimer disease
 - (b) Dementia
 - (c) Major depression
 - (d) Parkinson disease

Section B – Answer all the questions in this section

1. The major difference between lifespan and life expectancy is

2. _____ is the stage of dying in which an individual accepts the certainty of his/her death.

3. Emerging adulthood may be defined as

4. List any two markers of adulthood in our Zambian society.

_____ and _____.

5. With regard to aging, the hormonal stress theory states that

Section C

Short essays – choose any two of the following

1. Briefly explain the three processes involved in human development.
2. Briefly explain any five adjustment strategies that can be used for successful aging.
3. Briefly explain any 3 challenges experienced by individuals in early adulthood in Zambia

**THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF PSYCHOLOGY**

2013-2014 ACADEMIC YEAR EXAMINATIONS

PSY 9110: COGNITIVE NEUROPSYCHOLOGY

DURATION: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION HAS FIVE SECTIONS.

CANDIDATES MUST ANSWER ALL QUESTIONS IN SECTIONS A, B AND C ON THE QUESTION PAPER.

CANDIDATES ARE REQUESTED TO ANSWER SIX ESSAYS FROM SECTIONS D

SECTION A: Multiple choice Questions:

1. When we transition from a wakeful state into sleep we pass through what is referred to as the _____ of consciousness
 - a. hypnagogic state
 - b. cerveau isolé
 - c. pontine formation
 - d. None of the above

2. Patient X is HIV positive and has shown signs of impairment on neuropsychological tests with no loss of every day functioning. Patient X can be classified as _____
 - a. Having mild cognitive disorder
 - b. Having HIV associated dementia-HAD
 - c. Asymptomatic
 - d. None of the above

3. Driving a car while paying attention to road signs, other road users around you and listening to the news on the radio is an example of _____.
 - a. Alternating attention
 - b. Divided attention

- c. Focused attention
 - d. Sustained attention
4. Non-declarative knowledge often referred to as Procedural memory is expressed in skilled behaviour of learned habits and requires processing by the _____ and the _____.
- a. Basal Ganglia and the cerebellum
 - b. Cerebellum and the hippocampus
 - c. Hippocampus and the basal ganglia
 - d. Hippocampus and the frontal lobe
5. A person who is awake but closing their eyes predominantly produces _____ on the EEG.
- a. Alpha waves
 - b. Theta waves
 - c. Spindles waves
 - d. delta waves
6. Which of the following is not an example of subcortical dementia?
- a. Huntington's disease
 - b. Parkinson's disease.
 - c. Alzheimer's disease
 - d. HIV associated dementia
7. The most common form of amnesia seen by clinical neuropsychologists associated with damage to the Diencephalon is _____.
- a. Parkinson's disease.
 - b. Alzheimer's disease
 - c. Korsakoff's syndrome
 - d. Foetal alcohol syndrome
8. The _____ are the fluid-filled spaces within the brain which typically grow larger in patients with Alzheimer's disease
- a. Cortex
 - b. Ventricles
 - c. gyri
 - d. hippocampus
9. The two classic symptoms of Parkinson's disease are _____.
- a. Resting Tremor and Bradykinesia
 - b. Aphasia and apraxia
 - c. Apraxia and Bradykinesia
 - d. Resting tremor and aphasia

10. The focal point for the Yakovlev circuit appears to be the _____
- Frontal cortex
 - Occipital lobe
 - substantia nigra
 - Amygdala.
11. Craniotomy (Trephening) is still practiced in some parts of
- South America and Australia
 - Africa and Europe
 - Africa and Asia
 - South America and Africa
12. Edwin-Ebers Smith discovered an Egyptian surgical text on the papyrus on which _____ cases were written
- 52
 - 58
 - 50
 - 60
13. In understanding Neuropsychology Galen proposed the _____
- Brain Hypothesis
 - Cellula Phantastica
 - Cardiac Hypothesis
 - Ventricular Hypothesis
14. The beginning of modern Neuropsychology was pioneered by _____
- Franz Gall's report of a soldier who sustained a knife injury that penetrated the left eye suffered language impairment
 - Jean Baptiste-Bouillaud who made speculation of the anterior of the brain
 - Paul Broca who fostered the notion of localisation of function in the brain
 - None of the above
15. Wernicke's Aphasia entails that
- An individual cannot use language
 - An individual only speaks few words
 - An individual has difficulties producing language
 - An individual has difficulties comprehending language
16. The smallest change in stimulation that can be detected 50% of the time in sensation is referred to as _____
- Absolute threshold
 - Just noticeable difference
 - Adaptation
 - Transduction
17. Spatial positioning of the limbs in relation to the body posture is processed by
- Thermal receptors
 - Somatosensory receptors
 - Proprioceptive receptors
 - Vestibular receptors

18. In the basic taste qualities, the taste of Umami is
- Taste of savoury discovered by the Chinese
 - Taste of meaty discovered by the Japanese
 - Taste of Deliciousness discovered by Chinese
 - Taste of Savoury discovered by the Japanese
19. The development of the central nervous system, the brain and the spinal cord is orderly and systematic starting with
- Cephalic, Caudal, subcortical and cortical
 - Cortical, subcortical, Cephalic and Caudal
 - Caudal, cortical, subcortical and cephalic
 - Cephalic, Caudal, cortical and subcortical
20. Neurogenesis refers to
- Proliferation of neurons of the neural tube
 - Migration of cells to predetermined locations
 - Growth of the axons and dendrites, formation of the synaptic junctures, myelation of axons
 - The earliest stage in brain development
21. All of the following are effects of opioids except
- Euphoria
 - Sedation
 - Respiratory suppression
 - Psychosis
22. Which of the following groups of drugs are also called "club drugs"
- Amphetamines
 - Barbiturates
 - Benzodiazipines
 - Antipsychotics
23. The following are part of the brain stem except _____
- Pons
 - Medulla
 - Cerebellum
 - Cerebrum
24. The limbic system controls which of the following?
- Emotion
 - Attention
 - Respiatory functioning
 - Executive functioning
25. Which of the following cells serve as housekeepers of the CNS?
- Glial Cells
 - Oligodendricytes
 - Astrocytes
 - Schwann Cells
26. The anatomic location of the terminal buttons on the post synaptic membrane is the

- a. The dendrite
 - b. The Soma
 - c. The Axon
 - d. All of the above
27. In the grading of traumatic brain injuries, which of the following has a good prognosis
- a. Grade 1
 - b. Grade 2
 - c. Grade 3
 - d. Grade 4
28. One of the main components of the memory retrieval conditions is
- a. Free recall
 - b. Cued recall
 - c. Recognition
 - d. Retention
29. One of the most reliable sources of information in neuropsychological assessments is
- a. Family reports
 - b. Medical Records
 - c. Observation
 - d. Radioactive assessments
30. Which of the following tumours have poor prognosis
- a. Acoustic neuroma
 - b. Gliomas
 - c. Glioblastoma
 - d. Glioblastoma multiforms

SECTION B: Fill in the blanks:

1. Declarative memory can broadly be divided in to _____ and _____
2. Executive attention is distributed in the _____, _____ and _____.
3. Alcohol affects which part of the brain resulting in the loss of balance and motor coordination _____
4. _____ is an impairment of consciousness with a reduced ability to focus or maintain attention.
5. _____ is a type of memory loss which prevents the formation of new memories.
6. _____ is a type of memory in which performance on a task is improved because of having been subconsciously prepared for it.
7. Korsakoff patients have a tendency to make up stories. These are referred to as _____

8. Priming is usually classified as _____, _____ and conceptual stimulus repetition
9. Sleep walking is sometimes associated with minor lesions in the _____
10. List the three separate processes under which attention is achieved
_____, _____ and _____
11. Hydrocephalus (HC) disrupts the function of the _____ and

12. Humans being have four ventricles, namely;
- _____
 - _____
 - _____
 - _____
13. Disorders caused by Chromosomal non-disjunction entail

14. State four characteristics of the Klinefelter Syndrome
- _____
 - _____
 - _____
 - _____
15. List four characteristics of children with Fetal Alcohol Syndrome
- _____
 - _____
 - _____
 - _____
16. In learning disabilities, Dyspraxia refers to

17. In the processing of sound in the ear, the _____ induces vibration on to the _____ which in turn amplifies the vibrations to the _____.
18. In the visual pathway, optic nerves from both eyes meet at the _____.
19. In the sense of Olfactory, the statement that "Humans are Microsmatic" means -

20. List 4 types of internal sensations
- _____
 - _____

- c. _____
d. _____
21. The criminal use of _____ in cases of "date rape" is based on their dose-dependent amnestic effects
22. List four factors that are a result of abrupt alcohol withdrawal
- a. _____
b. _____
c. _____
d. _____
23. One of the functions of Cerebral Spinal Fluid is to _____

24. _____ is the term used to refer to nerve fibres crossing from one side to other.
25. Many axons are surrounded with _____ that increases the speed of axonal transmission which is especially important for long neurons.
26. List three complications associated with closed head injuries
- a. _____
b. _____
c. _____
27. _____ tumours are easily distinguished from brain tissue but cause dysfunction by compressing surrounding brain tissue.
28. _____ is the complete absence of oxygen in the brain while _____ is just the reduced supply of oxygen to the brain.
29. The type of neuropsychological assessment that is based on individual differences rather than norms is called _____
30. _____ are useful when estimating pre morbid functioning.

SECTION C: True/ false:

1. Anterograde amnesia prevents the formation of new memories.
2. Dementia does not interfere with one's consciousness.
3. HIV has a tendency to attack the subcortical brain.
4. At the blood alcohol concentration level of between 0.02-0.03, there is typically gross motor impairment and dysphoria.
5. Sleep walking can be treated with prescription drugs such as clonazepam
6. Research using WAIS-R suggests that levels of crystallized intelligence show drastic changes as we age.
7. Individuals with Fetal Alcohol Syndrome have been observed to have gyri that are thinned, and the sulci are noticeably widened
8. At low levels alcohol acts as a stimulant.
9. Research has shown that damage to the raphe results in Insomnia.
10. Introducing alcohol during the neurogenesis of foetal development may result in specific cognitive deficits.

11. Early attempts in understanding the Brain viewed other organs as responsible for thinking and feeling such as the Gut, Heart and Nerve
12. In ancient Egypt, the Brain was viewed as an important part of the body such that during Mummification, it was carefully removed and stored.
13. Phrenology is based on an empirically observed theory of localisation
14. Nocioceptors are responsible for detecting heat and cold
15. In the pathway for detecting temperature, the Thermoreceptors send information to the Thalamus
16. The centre of the retina is called the Macula; it is the most sensitive part of the retina and is used for resolving fine detail.
17. The auditory nerve from each ear projects information contra laterally to the cochlear nuclei of the medulla
18. While Sensory- perceptual systems are organised in a top-down fashion, Motor processing follow a reverse path of bottom-up fashion
19. Damage to the Primary Motor Cortex may result in APRAXIA
20. Scientists have found impairments of the Thalamus in autistic children
21. Dopamine is a neurotransmitter is related to both psychosis and movement disorders
22. Tricyclic antidepressants are the type of drugs with the least adverse effects in the treatment of depression.
23. The optic nerve is a motor nerve
24. People with damage to the orbitalfrontal cortex may have normal or superior intelligence
25. An action potential cannot take place when a neuron is at rest
26. When a neurotransmitter is released, it always binds to another neuron
27. A person with seizures has epilepsy
28. A person with a stroke suffers permanent brain damage
29. Retrograde and anterograde amnesia is a robust way of assessing the severity of trauma and its associated cognitive symptoms
30. A person with neuropsychological injuries can present with psychiatric disorders such as depression.

SECTION E: Essays

1. What are the clinical presentations and neuropsychological profile typically associated with Parkinson's disease?
2. Write an essay explaining the key aspects of HIV-Associated Neurocognitive Disorders (HANDS)
3. Briefly discuss the four Chromosome disorders (deletion, inversion, translocation and non-disjunction). For each, give the kind of disorder that might be manifested

4. Hydrocephalus (HC) occurs during the developmental period and through serious damage to the brain. Discuss how it occurs, manifests and the kind of treatment available.
5. Kamukwande is a 5 year old boy who has been brought to you. As a Neuropsychologist, you have been requested to diagnose him because he is suspected with Attention- Deficit Hyperactivity Disorder (ADHD). Using the DSM-IV, what symptoms would you look for? Finally, write a report on how you conducted the diagnosis.
6. Discuss some of the factors that affect the prognosis of vascular diseases (strokes)
7. Discuss the factors that are important to consider when carrying out neuropsychological assessment
8. Lukonde is a 22year old athlete who has been referred to you. He complains of headaches, irritability, dizziness, lack of concentration and impaired memory. What could Lukonde be suffering from? What can you as a neuropsychologist do to help him?

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
INSTITUTE OF DISTANCE EDUCATION
SDS 2414: RESEARCH METHODS IN SOCIAL SCIENCES

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER. ANSWER ALL QUESTIONS FROM EACH SECTION. READ THE INSTRUCTIONS CAREFULLY IN EACH SECTION.

TIME: THREE (3) HOURS

SECTION A: Answer all questions from this section (40 Marks).

1. With practical examples write brief notes on the following concepts in research
 - a) Basic research
 - b) Applied research

2. Which philosophical reasoning (*induction or deduction*) is each one of the following researchers using in their study of the following events. Give reasons why.
 - (i) A researcher recording observations on the flow of traffic on Great East Road in Lusaka in order to make a conclusion on the best time to start off from home to the office.
 - (ii) A researcher sets out to prove that starting off for work early in the morning (e.g. 07:00 hrs.), he or she will be able to beat traffic congestion and arrive at the office in time.

3. Differentiate between the following
 - (i) A hypothesis
 - (ii) A law
 - (iii) A theory

4. What is a variable? What are the two major types of variables? Which one affects the other? What do we call variables that might interfere in the relationship between the two types of variable you have mentioned?

5. The nominal level of measurement involves naming things or variables and putting them into mutually exclusive and exhaustive categories. What do the following terms refer to?
 - (i) Mutually exclusive categories
 - (ii) Exhaustive categories
6. What is the difference between the following concepts in research
 - (i) Research methodology
 - (ii) Research methods
7. What is the difference between the following types of data
 - (i) Qualitative data
 - (ii) Quantitative data
8. There are two major sources of data in research. What is the difference between them?
 - (i) Primary
 - (ii) Secondary

SECTION B: Answer all questions from this section (60 Marks). Please note that the formulae for questions 1 & 2 are provide on last page

1. (i) Test scores for a class of 30 students are as follows: 75, 52, 73, 84, 61, 97, 98, 63, 83, 78, 76, 53, 65, 85, 71, 74, 72, 55, 71, 82, 70, 75, 94, 83, 60, 81, 65, 53, 73, 80

Test Scores	Frequency
51- 60	
61- 70	
71-80	
81- 90	
91- 100	

- a) Copy and complete the table shown on the left
- b) Find the modal class.
- c) Find the class that contains the median.
- d) Calculate the mean; median; and mode

- (ii) What is the mode for the following distribution of scores: Eye colour Frequency
- Blue 365
 - Brown 432
 - Hazel 99
 - Green 103

2. The following are the number of hours which eight distance education students take to travel from their respective home districts to Lusaka for residential school.

Student	Test Score X	$(X - \bar{X})$	$(X - \bar{X})^2$
Chisulo from KapiriMposhi	3		
Mulenga from Kabwe	2		
Monde from Mongu	5		
Simbule from Nakonde	9		
Mwiinga from Kafue	1		
Chishimba from Kasama	8		
Mbewe from Chipata	8		
Jane from Ndola	4		

Base on this data above, calculate the following

- (i) Variance
 - (ii) Standard deviation
3. What is statistics? Mention and explain the types of statistics in research methods.
4. Define the following concepts in statistical methods
- (i) Population
 - (ii) Parameter
 - (iii) Simple random sampling

FORMULAE FOR QUESTIONS 1 & 2 IN SECTION B ABOVE

1. Sample Variance s^2 and standard deviation

- (i). Variance = s^2
(ii). Standard deviation = s

$$s^2 = \frac{\Sigma(X - \bar{X})^2}{n-1}$$

$$(X - \bar{X}) = \text{deviation}$$

$$(X - \bar{X})^2 = \text{squared-deviation}$$

$$\Sigma(X - \bar{X})^2 = \text{sum of sq. deviations} = \text{SS}$$

$$n-1 = (\text{sample size} - 1) = \text{"degrees of freedom"}$$

$$\frac{\Sigma(X - \bar{X})^2}{n-1} = \text{mean sq. deviation}$$

Standard deviation (s) is simply the square root of variance

2. Measures of central tendency

$$(i) \quad \text{Mean } (\bar{X}) = \frac{\Sigma X}{n}$$

$$(ii) \quad \text{Median of Grouped Data} = L + \frac{\frac{n}{2} - CF}{f} \quad (i)$$

Where:

l = is the lower class limit of the median class

n = is the sample size

CF or F = is the cumulative frequency of the class preceding the median class

f = is the frequency of the median class, and

i = is the class size

$$(iii) \quad \text{Mode} = L_{mo} + \left(\frac{\Delta_1}{\Delta_1 + \Delta_2} \right) i$$

Where:

i = is the class width

L_{mo} = Lower limit of the class containing the mode

Δ_1 = is the difference between the frequency of class mode and the frequency of the class **before** the class mode

Δ_2 = is the difference between the frequency of the class mode and the frequency of the class **after** the class mode

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2013 ACADEMIC YEAR-FINAL EXAMINATION

SDS 9110: HUMAN RIGHTS AND DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: PLEASE, WRITE BRIEF NOTES ON ANY FIVE QUESTIONS FROM SECTION A. ANSWER ONLY TWO QUESTIONS FROM SECTION B.

SECTION A: COMPULSORY (10 MARKS)

1. Write brief notes on any five.
 - a) The Best interests of the child (2 Marks)
 - b) Actors and Human Rights (2 Marks)
 - c) Universal Human Rights vs Cultural Relativism (2 Marks)
 - d) Absolute rights vs Non-absolute rights (2 Marks)
 - e) Equality and Non-discrimination (2 Marks)
 - f) Indivisibility of Human Rights (2 Marks)
 - g) Globalization of Human Rights (2 Marks)

SECTION B: ANSWER ONLY TWO QUESTIONS (40 MARKS)

1. In Zambia, corruption is increasingly recognized as a pervasive violation of fundamental human rights of citizens. In this regard, both Zambia and the international community have acknowledged the negative effects of corruption on the protection of human rights and achievement of sustainable human development.
 - a) With the help of practical examples, discuss the impact of corruption on human rights and sustainable human development in Zambia. (10 Marks)
 - b) Further, discuss how human rights principles can help in fighting corruption in Zambia. (10 Marks)
2. In recent years, social problems such as child sexual abuse, child labour and economic exploitation, child prostitution, HIV/AIDS, early marriages and teenage pregnancies have

been recognised as major threats to children's rights to survival and development in Zambia.

- a) Using Zambia as a case, discuss how the overall human rights principles can be applied to ensure the best interests of the child, and thus foster children's rights to life, survival and development. **(20 marks)**

3. Good governance and human rights are mutually reinforcing since the implementation of human rights relies on a conducive and enabling environment. Thus, without good governance, human rights cannot be respected and protected in a sustainable manner.

- a) With the help of relevant examples, discuss the principles of good governance. **(10 marks)**
- b) Taking Zambia as a case, discuss how good governance and human rights are interconnected. **(10 marks)**

4. Many scholars have argued that "a human rights-based approach to development planning plays a key role in the formulation of policies, programmes, and strategies given the available resources within the indicated time frame, guided by human rights parameters, principles and standards to promote inclusive, equitable and sustainable human development towards attaining improved quality of life."

- a) Discuss the **three sets of actors** in the Human Rights Based Approach to Development Planning. **(5 Marks)**
- b) Using practical examples, briefly explain the purpose of **actor analysis** in the context of human rights. **(5 Marks)**
- c) With the aid of practical examples, discuss Human Rights Principles in Development Planning. **(10 Marks)**

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
SDS 9210: SOCIAL PROTECTION EXAMINATION

TIME: THREE HOURS

INSTRUCTIONS: There are three sections in this exam. Section I requires you to provide short/ brief answers to five questions. Section II is compulsory. Section III contains four questions, select and write only two questions.

SECTION I: Select and write only four questions (10 marks)

- a) Economic benefits of social protection
- b) Define social protection according to Davies et al (2008)
- c) State 2 major similarities and two major differences between formal and informal social protection
- d) Analyse 2 means of managing fiduciary risks in cash transfer.
- e) Define what is meant by targeting. Why it may be necessary and explain two types or error associated with issues of targeting.
- f) What are the major challenges surrounding social protection.

SECTION II: Compulsory (15 marks)

By way of the OCED (2009) arguments on the issues to do with targeting, discuss arguments for and against it. Further provide practical solutions recommended in methods of community based development.

SECTION III: Attempt 2 questions (25 marks)

SECTION III: Attempt 2 questions (25 marks)

1. Many third world countries including Zambia appear to embrace social protection (cash transfer) which comes in many ways. Critically discuss why this is so? Please provide good examples.
2. By way of practical social protection programmes in existence in the Zambian society, explain the two major traits of categorical targeting (CT).
3. Critically analyse the categories of poor households established by the 2002 – 2003 living conditions monitoring survey (LCMS).
4. By way of Deverux and Sabtes – Wheelles (2008)⁴ essential categories of social protection; practically demonstrate how informal social protection may compliment formal social protection in Zambia.

END OF EXAMINATION

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS

SDS 9215: PARTICIPATORY PLANNING MONITORING & EVALUATION

TIME: THREE HOURS

INSTRUCTIONS:

1. Read and understand the project description given below before you proceed to answering the examination questions.
 2. Answer all questions in Section I.
 3. Answer any two (2) questions from Section II.
-

PROJECT DESCRIPTION:

The European Commission (EC) has given Zambia a grant to implement the **Market Orientated Rural Enterprise (MORE) Project** in Western and North-western Provinces. This project will work with 'less poor' households, those that are less constrained by land and labour. Typically these households depend on agriculture as their main livelihood activity but also undertake off-farm activities in order to generate some income. Their off-farm activities include honey and wax production, timber processing, carpentry, production of crafts and small-scale trading (groceries, second-hand clothes etc.). At least half the direct project beneficiaries should be women.

The overall objective of the project is to improve the livelihoods of the participating households in selected districts by increasing their incomes and improving food security through diversification of sustainable agricultural and off-farm profitable ventures. The immediate expected results are:

- Increase in and better quality of products from a wider range of agricultural and off-farm activities.
- Improved access to and understanding of local, regional, national and export markets by farm households and entrepreneur groups.
- Increased knowledge and skills in small scale farming households, groups and communities to engage in profitable market-oriented activities
- Greater capacity and coordination of institutions and service providers to support smallholder producers to develop successful agriculture and off-farm ventures on a sustainable basis
- Efficient and effective project management

SECTION I: ALL QUESTIONS ARE COMPULSORY. (50 MARKS)

1. Describe the role that participatory planning monitoring and evaluation can play in the MORE Project. Illustrate your answer by showing how this would be done using the project cycle. (30 marks)
2. Illustrate the utility of the five guiding principles of participatory evaluation in the MORE project. (20 marks)

SECTION II: ANSWER TWO QUESTIONS ONLY. (50 MARKS)

3. Explain the benefits and challenges of using participatory planning, monitoring and evaluation as could be experienced in the MORE Project described above? (25 marks)
4. List, explain and justify the participatory data collection techniques you will be using in the MORE Project. (25 marks)
5. Between the socio-political and technomethodological approaches to planning one could be better than the other to apply in the MORE Project. Discuss (25 marks)
6. Explain the roles of the evaluator in a participatory and in a conventional evaluation and discuss when either of the approaches is most appropriate to use. (25 marks)
7. Elaborate the factors that are critical for the success of an M&E system? (25 marks)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR FINAL EXAMINATIONS

SOC 1110: INTRODUCTION TO SOCIOLOGY

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER, READ THE
INSTRUCTIONS CAREFULLY IN EACH SECTION

TIME: THREE HOURS

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

1. Max Weber agreed with Karl Marx that property was the basis of social class
 - a) True
 - b) False
2. All of the following belong to the same category except:
 - a) Emile Durkheim
 - b) Max Weber
 - c) Wilbert Moore
 - d) Kingsley Davis
3. According to Durkheim, a person who kills himself/herself after losing all his fortune in times of dramatic financial crisis commits:
 - a) Anomic suicide
 - b) Altruistic suicide
 - c) Fatalistic suicide
 - d) Egoistic suicide
4. Which one of the following agents of socialization is most likely to distort cultural norms:
 - a) The media
 - b) The school
 - c) Peers
 - d) The neighbourhood
 - e) The family
5. _____ is the use of social institutions to deny minorities access to full social benefits:
 - a) Assimilation
 - b) Social discrimination
 - c) Segregation
 - d) Apartheid
 - e) Internal colonialism
6. Stratification systems are both causes and consequences of inequality
 - a) True
 - b) False
7. The practice of exogamy is most likely to be found in
 - a) Capitalist system
 - b) Socialist system

- c) Meritocracy
 - d) Class system
 - e) Caste system
8. All of the following were initial bases for slavery except:
- a) Racism
 - b) Debt
 - c) Violation of the law
 - d) War
 - e) Conquest
9. The psychological functions of religion include:
- a) Moral guidance
 - b) Organising life through rituals and ceremonies
 - c) A kind of road map to one's place and purpose in the universe
 - d) All the above
10. Both the dependency and the world systems theory see underdevelopment as based on unequal trade between countries:
- a) True
 - b) False
11. According to Mead's theory, children pretend to take the roles of specific people such as Doctor or mother during the _____ stage
- a) Game
 - b) Role taking
 - c) Play
 - d) Imitation
 - e) Self
12. Social demography is not applied in:
- a) Mathematics
 - b) Economics
 - c) Biology
 - d) Geography
 - e) Music
 - f) None of the above
13. In determining averages, each of the average can give us a slightly different picture of the groups that we are studying. However, what will determine which average we use is:
- a) The sampling technique
 - b) The statistical package and mode of data analysis
 - c) The range of variation
 - d) The type of population under study
 - e) The frequency of the average figure and its graphic representation
14. Features common to all cultures are called:
- a) Cultural beliefs
 - b) Cultural relativism
 - c) Cultural norms
 - d) Cultural universals
15. Which of the following statements about culture is true:

- a) All cultures are continuously changing
 - b) Each culture is unique for a particular society
 - c) Culture varies with time
 - d) Culture cannot exist apart from society
 - e) All of the above
16. Which one of the following sources of information is probably the least reliable:
- a) Participant observation
 - b) Eye witness's account
 - c) Interview
 - d) Publication carrying official government statistics
17. According to Sigmund Freud, the controlling of the id by the superego is called:
- a) Ego
 - b) Sublimation
 - c) Repression
 - d) Cognitive dissonance
18. A form of government that exerts almost complete control over the people is:
- a) Monarchy
 - b) Dictatorship
 - c) Authoritarian
 - d) Totalitarian
19. According to sociological theories of deviance
- a) Deviance is caused by poverty
 - b) Deviance is a result of social strain
 - c) Deviance is determined by the social environment
 - d) Deviance is learned through interaction
20. The fact that some people find certain behaviours like polygamous marriage and marijuana smoking deviant while others do not shows that
- a) Deviance is inherent in certain acts
 - b) Deviance is socially constructed
 - c) Deviance ranges from simple offences to grave ones
 - d) Our daily lives are controlled by social norms

SECTION B: Write brief notes on fifteen (15) of the following (30 marks)

1. Neo-colonialism
2. Cultural ethnocentrism
3. Culture of poverty theory
4. Human development
5. Immanuel Wallerstein
6. Non-communist manifesto

7. Empirical generalization
8. Customary marriage
9. Latent functions
10. Tertiary sector of the economy
11. Legitimate power
12. Hypothesis
13. Direct democracy
14. Demographic transition theory
15. Global stratification
16. Immigration
17. Hidden curriculum
18. Cultural transmission approach
19. Neil Smelser
20. Public opinion

SECTION C: Answer any two (2) questions from the following (40 Marks)

1. Symbolic interactionism is said to have emerged amidst criticisms levelled against earlier macro perspectives. Discuss the efficacy of symbolic interactionism in comparison with earlier perspectives and show how it is still relevant in understanding human behaviour today
2. Give a descriptive analysis of the nature of the class and colour bar systems of social stratification and indicate their respective merits and demerits
3. Underdevelopment is the worst problem facing developing countries today, including Zambia. From the point of view of the following development perspectives (theories), why is this problem widespread in third world countries?
 - a) Modernisation theory
 - b) Dependency theory
 - c) World system theory
4. Demonstrate the spontaneity of human action during collective behaviour using the contagion theory (according to Gutsave Le Bon), circular reaction theory, and emergent norm theory.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013/2014 ACADEMIC YEAR FINAL EXAMINATION

SOC 9010: INDUSTRIAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

1. There are two sections in this paper. You are required to answer questions from each section as instructed.
 2. Write your computer number as required.
 3. All your answers should be in the prescribed examination answer books.
-

SECTION A

Write brief notes on any **TEN** of the following (40 marks):

1. Contract and its elements.
 2. Forms of capitalist enterprise.
 3. Med-Arb in ADR.
 4. ILO Declaration of Philadelphia.
 5. ILO Conventions No. 87, 98 and 138.
 6. Budget and its value and disadvantages.
 7. Structural Adjustment Program.
 8. Collective Bargaining, its value and legal enforceability.
 9. Definition of and justification for Industrial Sociology.
 10. Three ways of classifying leaders.
 11. Board of Directors and their functions.
 12. Structural features and general prerequisites for stability in an Industrial Social System..
 13. Guild system and its aims.
 14. Wages, wage labour, value of labour power and capitalism and their relationship.
-

SECTION B: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS (60 MARKS)

1. Describe Wage Control and indicate its pros and cons in a liberalized economy.
(20 marks)
2. With examples, describe the sources of labour law and indicate the role of labour law.
(20 marks)

3. With clear examples outline the growth and effects of industrialization on societies in Europe and Africa. (20 marks)
4. (a) Outline the idea of bureaucracy from the point of view of Max Weber indicating its advantages and disadvantages in the overall management system for large organizations. (8 marks)
(b) Describe Maslow's Motivational Theory indicating its value and offering some criticisms about his postulations on the hierarchy of needs. (6 marks)
(c) Give a descriptive analysis of Frederick Herzberg's Motivation-Hygiene Theory (6 marks)
5. Describe Conciliation as a dispute resolution mechanism and outline how it operates in Zambia from the beginning up to the end of a dispute. (20 marks)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
SOC 9155: DISASTER MANAGEMENT AND PREPAREDNESS

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION IS COMPOSED OF TWO SECTIONS.
FOLLOW THE INSTRUCTIONS UNDER EACH SECTION

SECTION A

Question 1: Write short notes on any five of the following:

1. Anthropogenic disaster (6 Marks)
2. Vulnerability (6 Marks)
3. Disaster Mitigation(6 Marks)
4. Hyogo Framework of Action(6 Marks)
5. Preparedness(6 Marks)
6. Risk(6 Marks)
7. Technological hazard(6 Marks)
8. Disaster (6 Marks)

SECTION B (COMPULSORY QUESTION)

When disasters happen, there are essential critical things that should be done. Describe in sufficient details what are these critical things are bearing in mind that this is an emergency?

(20 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
SOC 9210: SOCIAL CHANGE AND DEVELOPMENT

TIME: THREE HOURS

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

SECTION A (20 MARKS)

1. Distinguish social entrepreneurs from business entrepreneurs.
2. Human kind's way of life is not merely influenced by external forces. Briefly explain in relation to any relevant factor(s) of social change.
3. In less than four sentences, show how Margaret Archer's theory of morphogenesis explains social change.
4. Among the theories of development, the modernisations theory has generated a lot of criticism. Do you think it is still relevant to the development goals of developing countries like Zambia? Explain briefly.
5. What evidence can be used to show that a clear connection exists between human activity and climate change?
6. Identify one strategy under the United Nations Framework Convention on Climate Change (UNFCCC) to address the challenge posed by climate change.
7. The nearly two million people with disabilities in Zambia face significant barriers to HIV prevention, testing, and treatment, Human Rights Watch said in a report released on July 15 2014. While the Zambian government has made considerable progress scaling up its response to HIV generally, few programs are accessible to people with disabilities. Of the three key domains of inequality, which one does this scenario apply to? Briefly explain.
8. Of the four types of society listed below, in which type have human beings lived longest?
 - a) Traditional civilisation
 - b) Hunters and gatherers societies

- c) Iron age
 - d) Modern/ industrialised societies
9. In the absence of evidence of human remains of early man in Zambia, how can we prove that early man also lived in Zambia?
10. Identify one of the factors that made the land between the Zambezi and the bottom of lake Tanganyika unattractive to colonialists. To what extent does this affect Zambia's competitiveness today compared to the land south of the Zambezi.

SECTION B (30 MARKS)

1. Given the challenges brought about by informality, do you think governments should work towards stopping it? Discuss in the context of the situation in Lusaka at present.
2. Discuss the following socioeconomic policy approaches in terms of their impact on Zambian society:
 - a) Welfare state
 - b) Import substitution
 - c) Neoliberalism
 - d) Post Washington consensus
3. Analyse Anthony Giddens' idea that modernity presents us both advantages and risks.
4. Evidence shows that urbanisation and industrialisation go hand in hand. Give a historical account of urbanisation in Lusaka and the Copper belt, and explain some of the challenges faced in the two regions with regard to industrialisation.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2013 ACADEMIC YEAR FINAL EXANIMATIONS

SOC 9255: CRIMINOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

- a) This paper contains 10 questions. You are supposed to attempt only 5 questions. Question one (01) in Section A is compulsory.
 - b) Answer any other 4 questions from Section B. Each question carries 10 marks each.
-

SECTION A. (COMPULSORY)

1. Discuss the issue surrounding the death penalty in terms of the penal philosophies.

SECTION B (ATTEMPT ANY 4 QUESTIONS FROM THIS SECTION)

2. Discussing Juvenile Justice is not so easy, and revolves around the concept of "PARENS PARTRIAE." Explore the issues and dilemmas or lacunas that surround it.
3. The police forces/services are there to provide quality service to the communities. However in their discharge of duties, analysts are of the view that they offer less than what they profess to do. Critically discuss the general malaise that surround their administration and how society can assist them improve their work.
4. How is gender explained in the administration of criminal activities between sexes, that is, between men and women or boys and girls

5. The concept of the dark figures spreads around a number of crimes, and analysts have highlighted certain merits and demerits of this phenomenon and how this can be improved. Critically discuss.
6. Classical criminology and positivism are indicated as earlier philosophies by armchair critics. Discuss their differences and how they have added to the understanding of the field of criminology.
7. Discuss the two main themes that surround the commission of any crime, that is, either misdemeanor or felonies.
8. What offences have been committed in the following circumstances:
 - a) John is seated in a bar where a number of people are discussing overthrowing a government in power. He leaves the bar and goes home without taking any action.
 - b) Milika Tembo buys a tin of fuel and goes through high tension area. Stops and lights a match in an effort to blow the pylons belonging to ZESCO but fails in her efforts.
 - c) Enock Banda entices a 13 year old boy with sweets to assist in taking some clothes from a certain house. They go to the house; Enock opens the window and lifts the boy by his shoulder, lowers him into the house and tells him to pick whatever is in the bedroom. The boy takes the clothes in the bedroom and hands them over to Enock.
 - d) Four elderly women force an 11 year old boy to make love to a 15 year old girl against her will. They tie the girl and tell the boy to make love to her in order to teach her a lesson.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
INSTITUTE OF DISTANCE EDUCATION
2013 ACADEMIC YEAR FINAL EXAMINATIONS
SOC 9415: ENVIRONMENTAL SOCIOLOGY

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS IN THE PAPER. ALL
QUESTIONS CARRY EQUAL MARKS

TIME: 3 HOURS

1. With practical examples from any environmental situation of your choice, discuss what Environmental Impact Assessment (EIA) is all about and show how it is supposed to be conducted *(25 Marks)*.
2. In environmental sociology, there are two major approaches to the study of environmental problems in the world. Discuss these approaches and their positions on 'environmental matters' *(25 Marks)*.
3. What is environmental degradation? With practical examples, discuss the various factors that may responsible for environmental degradation *(25 Marks)*
4. What is 'sustainable development?' Discuss the genesis of the concept of 'sustainable development?' Mention the major international agreements that were reached the '1992 Earth Summit' in Brazil *(25 Marks)*.
5. With practical examples, discuss the relationship between poverty and environmental problems in society. Comment on the relationship between gender and natural resources *(25 Marks)*.
6. Write brief notes on the following concepts: *(25 Marks)*
 - (i) Sustainable energy
 - (ii) Environmentally sustainable projects
 - (iii) Climate change
 - (iv) Fossil fuels
 - (v) Environmental audit

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2013 ACADEMIC YEAR FINAL EXAMINATIONS
SOC 9610: RURAL SOCIOLOGY AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN SECTION A AND ONLY THREE QUESTIONS IN SECTION B

SECTION A

1. Briefly state some indicators of poverty you *know*.
2. Briefly mention the steps used in facilitation cycle
3. Mention the different approaches of rural development
4. State briefly the role of rural sociology in any society?
5. Briefly state the by-products of rural-urban migration?

SECTION B

1. Since independence of each and every African state, public expenditure have been boosted in the rural sector well beyond the colonial levels. Ironically though very little development has been achieved. Identify and discuss at five reasons for this lack of development in rural areas.
2. Through what institutions was the programme of rural development in Zambia undertaken from 1964 to 1990. Discuss.
3. Rural poverty is difficult to define but when you see it you know it. Discuss why this is so and how one can do this.
4. State the period which is referred to as a dark age in cooperative movement in Zambia and why is it so?
5. Discuss the various rural sociological processes you know.
6. What role do social institutions play in the development of societies, especially rural societies?
7. Discuss factors that contribute to social change in rural areas.
8. Discuss why facilitating cycle is critical to rural development with reference Agriculture Support program in Zambia.

END OF EXAMINATION

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

2013 ACADEMIC YEAR FINAL EXAMINATION

SOC 9855: POLICY, PROJECTS AND PROGRAMS FOR DEVELOPMENT

TIME: THREE HOURS

**INSTRUCTIONS: THE PAPER IS DIVIDED INTO TWO SECTIONS. READ CAREFULLY
THE INSTRUCTIONS UNDER EACH SECTION**

SECTION A (40 MARKS)

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

1. The evaluation challenge
2. The logframe's quantitative and qualitative indicators
3. Needs assessment
4. Capital flows approach to poverty reduction
5. Risk assessment
6. Identify any two reasons why monitoring of development projects is important
7. Stakeholder analysis and its importance
8. Project constraints
9. What are institutions and differentiate between the formal and informal institutions
10. Outline two advantages and two disadvantages of non-governmental organizations (NGOs) in implementing development projects and programmes

SECTION B (60 Marks)

Answer **two** questions only including question one which is **compulsory**.

1. (a) Assume you are a project manager implementing a project on *“improving access to water among residents of Kaputa District”*. In view of the project at hand, you are requested to construct a logical framework. What do you understand by a logical framework? In line with the project at hand, and with the aid of a diagram, construct and explain the components of a logical framework.

(b) What is meant by the **“if-then test”** and indicate its importance in the log frame. Also justify the importance of a log frame under project design? **(30 Marks)**

2. (a) With the aid of a diagram, state the main stages of the project life cycle and in as much detail as possible, explain what is involved at each stage

(b) Why should all interested parties be involved at each stage of the project life cycle and what are some of the limitations encountered in ensuring the full involvement of all stakeholders **(30 Marks)**

3. (a) With examples, briefly elaborate the meaning of the following concepts:

- i. Participatory monitoring
- ii. Technical appraisal
- iii. Formative evaluation
- iv. Process monitoring
- v. Ex-ante and ex-post evaluation
- vi. The counterfactual
- vii. Non-financial perspective of project appraisal

(b) State differences between project appraisal, monitoring, and evaluation. Indicate the importance of appraising development projects and programs before implementation **(30 Marks)**

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2013 END OF ACADEMIC YEAR EXANIMATIONS
SOC 9950: SOCIAL IMPACT ASSESSMENT**

TIME: THREE HOURS

INSTRUCTIONS: THIS PAPER IS COMPOSED OF TWO SECTIONS. READ CAREFULLY THE INSTRUCTIONS UNDER EACH SECTION

SECTION A (OPTIONAL)

Question 1: Write short notes on five of the following:

- a) SIA and stakeholder involvement (5 Marks)
- b) Five advantages of scoping of the effort (5 Marks)
- c) Practitioners' theory (5 Marks)
- d) Expost impact assessment (5 Marks)
- e) Major problems in SIA practice (5 Marks)
- f) Types of SIA Appraisals (5 Marks)
- g) SIA Mitigation (5 Marks)
- h) Latent Impacts (5 Marks)

Section B (Compulsory section)

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

Social Impacts arise from policy decisions, projects and programs. The need for a Constitution that could stand the test of time has eluded Zambians for many years it is argued. On April 9 2014, our Republican President said that there was no need for "so much noise" about the constitution-making process when the country has a functioning constitution. He said if there was no constitution, there would be nothing happening in Zambia and people would not have rights and freedoms to do what they want. Mr Sata said this during a swearing-in ceremony of newly-appointed Minister of Tourism and Arts Jean Kapata and Zambia's High Commissioner to Nigeria Seleman Banda at State House yesterday.

When it came apparent that the PF failed to deliver the Constitution in 90 days following its election promise, several stake holders expressed their displeasure fearing social impacts The Council of Churches in Zambia for instance had added its voice to the on-going constitution impasse fuelled by President Michael Sata's frequent statements that Zambia did not need a new constitution but piecemeal amendments to the current document. In a statement, the church mother body says President Sata will be held personally liable if the PF fails to deliver a new constitution to the Zambian people as they promised in their party manifesto. Even the Grand Coalition on the Constitution Making Process spokesperson

MacDonald Chipenzi had implored the President to seriously respond to the request for dialogue by the opposition political parties.

The passage raises many issues surrounding social impact assessment. Answer all the questions below.

Question 2: It is possible there could be macro impacts. What do you envisage are the likely macro impacts? Use five heads of arguments as a framework to argue your case. **(15 Marks)**

Question 3. The Council of Churches and the Grand Coalition on the Constitution Making Process seem to have failed to initiate a change of stance by the PF Government because of ineffective engagement methods. What five effective engagement strategies would you use as suggested by Bishop (1973) and justify the selected methods? **(15 Marks).**

Question 4. It appears that the French Approach is being used to manage the situation. To what extent do you agree with the approach given the problem at hand? Use five heads of arguments as a framework to argue your case. **(15 Marks)**

Question 5. Bearing in mind that constitution making process should be guided by the dictates of SIA. There are twelve guiding principles of SIA practice based on the expert judgment of widely varied professionals like sociologists, anthropologists, social psychologists, geographers, land-use planners, economists, natural resource social scientists and landscape architects. List these principles **(15 Marks).**

Question 6. Do you think the PF government has used the integrative approach so far in the constitution making process? Justify your answer by giving five examples of its use or disuse **(15 Marks).**

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2013 ACADEMIC YEAR FINAL EXAMINATIONS**

SWK 2320: SOCIAL WORK PRACTICE METHODS

TIME: THREE HOURS

INSTRUCTIONS: Read the instructions carefully. Choose **only 5** questions from Section A. Section B is **compulsory**, and choose **only 2** questions from Section C.

SECTION A: Short Answers/ Concepts (10 Marks)

1. Psychoanalytic Theory
2. Transactional Analysis
3. Human Services
4. Locality Development Model
5. Johari Window
6. Eric Berne identified three major types of transactional analysis which include: Complimentary, Crossed and Diluted Transaction. (True or False?)
7. According to Mary Richmond in her social diagnosis discussion, “the nucleus of the casework event is that: a **person** with a **problem** comes to a **place** where a **professional representative** helps him by a given **process**.” (True or False?)
8. Social work programs are almost always in need of additional resources and macro change efforts often require funds not already in the agency. With the help of examples list and discuss three (3) main sources of grants and contracts to finance social work programmes in Zambia.

SECTION B: Compulsory Long Essay (15 Marks)

9. Discuss the three models of community organization by Jack Rothman. Which of the three models do you think is more effective in dealing with community problems? Further discuss why you think the model you have chosen is the most effective.

SECTION C: Choose only 2 questions (25 marks)

10. Compare and contrast the Social Systems model developed by Hasenfeld and the Natural Systems model by Gummer. Further discuss the sub- systems of each system and their functions.
11. According to Biestek, “social casework is aimed at helping individuals on a one-to-one basis to meet personal and social problems”. In the following casework situation, discuss ethically what went wrong;

While having lunch in the staff room, Banda is obviously mad. He spent one morning taking a meticulous social history from a new client. The client, a man in his 20s, was pleasant and helpful. He seemed to genuinely want the assistance of the agency and to like Banda. Two more interviews followed to set up services, and the man signed a release of information form for Banda to meet with the client's physician. Banda cannot understand why this man never mentioned the fact that he is HIV+. This Banda found out in the conference with the man's physician some weeks later. "How do these people think I am going to help them if they don't tell the whole story?" Banda fumed. "They come in here and want my help and then withhold information from me. They leave me in the dark. I don't know what's going on, and then they think I am going to be able to help them."

12. The Council on Social Work Education in its Educational Policy Statement (2000) identified 10 skills needed for Social Work practice. With the help of practical examples, list and discuss each of these skills. In your own opinion, what are some of the challenges that social workers face in applying these skills in their undertakings?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

2013 ACADEMIC YEAR FINAL EXAMINATIONS

SWK 2430: SOCIAL WORK AND LAW

TIME: THREE HOURS

INSTRUCTIONS: PLEASE, WRITE BRIEF NOTES ON ANY FIVE QUESTIONS FROM SECTION A. ANSWER ONLY ONE QUESTION FROM SECTION B AND ALL FROM SECTION C.

SECTION A: COMPULSORY (25 MARKS)

1. Write brief notes on **any five**.
 - a) International Humanitarian Law (5 Marks)
 - b) International Human Rights Law (5 Marks)
 - c) Parens Patriae (5 Marks)
 - d) Principles that underpin the Family Group Conference process (5 Marks)
 - e) Child Protection vs Child Welfare (5 Marks)
 - f) Child Protection Plan (5 Marks)
 - g) Juvenile Delinquency (5 Marks)

SECTION B: ANSWER ONLY ONE QUESTION (25 MARKS)

1. Swine Fever Temwani Phiri is a social worker who works for the Ministry of Gender and Child Development under the Department of Child Development. As a front desk social worker, Swine Fever has received a case of domestic violence against children. The family of the victims of domestic violence have suggested to Temwani that they want to hold the Family Group Conference.
 - a) With the help of practical examples, discuss the purpose of the Family Group Conference. (5 Marks)
 - b) With the aid of practical examples, briefly discuss the distinction between the family group conference and child protection conference. (10 Marks)
 - c) Taking Zambia as a case, discuss the suitability of the family group conferencing. (10 Marks)
2. Charcoal Grey Mwale Nizoona is a child protection specialist who works for the Ministry of Community Development, Mother and Child Health under the

Department of Child Protection in Chadiza District of the Eastern Province in Zambia. As social work students doing field work, you have been asked by Charcoal Grey Mwale to explain some of the features of the child protection process.

- a) With the help of practical examples, discuss the risk factors in child protection. **(5 Marks)**
- b) Discuss the purpose of the Strategy Meeting held during the child protection process. **(10 Marks)**
- c) With the help of practical examples, discuss the distinction between Child Protection Conference and Child Protection Review Conference. **(10 Marks)**

SECTION C: COMPULSORY: ANSWER ALL QUESTIONS (50 MARKS)

1. In relation to child protection, social work practice and court process:
 - a) State and define the two roles played by a social worker in the court process. **(2 Marks)**
 - b) State and briefly explain 4 practical cases in which a social worker may be involved in a court process. **(4 Marks)**
 - c) In matters relating to the possible abuse of children, Leroy Schultz (1989) noted the need for social workers to investigate the “alleged environment”
 - i. Define what Schultz (1989) meant by “alleged environment” **(2 Marks)**
 - ii. What important information is required when investigating the “alleged environment” **(7 Marks)**
 - iii. If serious levels of abuse are discovered against a child, state five essential requirements that may be demanded from the police in order to ensure a quick response in the case **(10 Marks)**
2. In relation to Intestate Succession Act, and Adoption Process:
 - a) What is the Intestate Succession Act and why was it developed. **(4 Marks)**
 - b) Explain 4 conditions that must be met in order for an adoption order for a child to be approved by the courts. **(6 Marks)**
 - c) State and explain 4 practical situations in which an adoption order may not be accepted by the courts. **(6 Marks)**
 - d) Explain the role of a welfare officer in the adoption process. **(9 Marks)**

END OF EXAMINATION

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS

SWK 3110: SOCIAL WELFARE THEORY AND SOCIAL POLICY ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: THE PAPER IS DIVIDED INTO TWO SECTIONS. READ THE INSTRUCTIONS UNDER EACH SECTION CAREFULLY

SECTION A: (25 Marks)

1. Provide brief notes on any five (5) of the following:
 - a) Rational dependency (5 Marks)
 - b) Vertical redistribution (5 Marks)
 - c) Decommodification (5 Marks)
 - d) Covariant risks (5 Marks)
 - e) Agenda setting (5 Marks)
 - f) Entitlement (5 Marks)
 - g) Eligibility (5 Marks)

SECTION B: (25 MARKS) CHOOSE ONE

- a) Workfare (an active welfare policy) is said to be a productive way of providing social assistance but some scholars argue that it is an infringement on social citizenship. Discuss. (25 Marks)

OR

- b) Policy success depends as much on financial resources as on the strategic involvement of all stakeholders at various points of the policy cycle. Explain. (25 Marks)

SECTION C: COMPULSORY (50 MARKS)

1. You have been invited to represent the UNZA Social Work Students Association at a public discussion forum on the welfare effects of subsidies. The public would like to learn from you how individual, family and social welfare are linked and in what circumstances the state, the market and civil society organisations are important in these linkages. Provide your expert opinion(s). (25 Marks)

2. Chintu Nkulya and Nyama Soya had a heated argument as we travelled from Kalabo to Lusaka. Chintu Nkulya argued, “My friend, poor people are poor because of their poor decision making. They eat what they should invest, they are very lazy and really, they just like to be dependent on the state. They are undeserving of any help.” Very angry, Nyama Soya answered, “No sir, you speak the truth but you overstate your point. Poverty is very complicated! Before we can say anything about the poor and their poverty, we need to understand what poverty is, how and why they are poor and what can be done about their poverty. By the way, poor people are people just like you and I. They are citizens, they deserve help.”

In relation to the concepts of poverty, shame, capability and social exclusion, what is your comment on the above argument? **(25 Marks)**

END OF EXAMINATIONS

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

2013 ACADEMIC YEAR FINAL EXAMINATIONS

SWK4110: SOCIAL PLANNING & ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS:

1. Read and understand the project description given below before you proceed to answering the examination questions
 2. Answer all questions in Section I
 3. Answer any two (2) questions from Section II
-

PROJECT DESCRIPTION:

The European Commission (EC) has given Zambia a grant to implement the **Market Orientated Rural Enterprise (MORE) Project** in Western and North-western Provinces. This project will work with 'less poor' households, those that are less constrained by land and labour. Typically these households depend on agriculture as their main livelihood activity but also undertake off-farm activities in order to generate some income. Their off-farm activities include honey and wax production, timber processing, carpentry, production of crafts and small-scale trading (groceries, second-hand clothes etc.). At least half the direct project beneficiaries should be women.

The overall objective of the project is to improve the livelihoods of the participating households in selected districts by increasing their incomes and improving food security through diversification of sustainable agricultural and off-farm profitable ventures. The immediate expected results are:

- Increase in and better quality of products from a wider range of agricultural and off-farm activities.
- Improved access to and understanding of local, regional, national and export markets by farm households and entrepreneur groups.
- Increased knowledge and skills in small scale farming households, groups and communities to engage in profitable market-oriented activities
- Greater capacity and coordination of institutions and service providers to support smallholder producers to develop successful agriculture and off-farm ventures on a sustainable basis
- Efficient and effective project management

SECTION I- COMPULSORY. (50 MARKS)

1. Using Paul Davidoff and Thomas Reiner's three classes of planning objectives as your analytical framework, demonstrate which aspects of the project best demonstrates each of the three planning objective. (30 marks)
2. Identify and explain the objective elements that demonstrate the relationship between economic development and social planning in the above project. (20 marks)

SECTION II: ANSWER TWO QUESTIONS ONLY. (50 MARKS)

3. How would you ensure that the characteristics of good management are embodied in the MORE Project described above? (25 marks)
4. The MORE project is like a cup of water in a hot desert because Western and North-western are among the provinces with high incidence of poverty in Zambia. What strategies would you use to make sure that you reach the highest number of the poor and that only the most deserving are admitted to participate? (25 marks)
5. We cannot separate planning from implementation without increasing the risk of failure. Illustrate the validity of this statement by how you would manage the above project. (25 marks)
6. Would you do it differently if you were to implement the MORE Project under the Department of Community Development and if you were to provide credit and run out grower schemes for high value crops and forest products under a private sector subcontract? Illustrate your answer. (25 marks)

END OF EXAMINATION