

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER 2011/2012**  
**POST GRADUATE EXAM PAPERS**

1. ECN 5015 - Advanced Microeconomics
2. ECN 5101 - Statistics For Economics
3. ECN 5201 - Mathematics For Economics
4. MA/ECN 5601 - Economic Research Methods
5. EPM 5111 - Microeconomics For Policy
6. EPM 5131 - Applied Quantitative Analysis
7. EPM 5611 - Computer Skills
8. EPM 5621 - Effective Policy Communication
9. EPM - Management Accounting For Policy
10. GDS - Feminist Theory
11. GDS 5161 - Issues In Gender Studies
12. GDS 5512 - Gender Studies
13. HIS 5011 - Historiography of Pre-Colonial Central African History
14. HIS 5031 - Historiography of Southern Africa Up to 1880s (2011)
15. HIS 5041 - Historical Methodology And Philosophy of History I
16. LIN 5001 - Research Methods In Linguistic Science
17. LIN 5011 - Phonological Theory
18. LIN 5021 - Syntactic Theory
19. LIN 5141 - Morphological Theory
20. LIT 5001 - Literacy Research Methods
21. LIT 5101 - Literary Theory And Criticism
22. LIT 5111 - Modernism
23. LIT 5121 - Studies In Literature And Gender
24. LIT 5222 - European Drama
25. MCN 5011 - Communication Research Methodology And Techniques
26. MCN 5021 - Specialized Reporting
27. MCN 5031 - Communication Theory And Process
28. MCN 5041 - Human Development And Participatory Communication
29. MCN 5051 - Communication And Change
30. PAM 5111 - The Theory And Practice of Public Administration
31. PAM 5122 - Policy Analysis
32. PAM 5211 - Development Administration

33. PAM 5311 – Human Resource Management
34. PAM 5411 – Research Methods And Techniques in Public Administration 1
35. PHL 5045 –Political Philosophical Perspectives
36. PHL 5071 – Research Methods in Applied Ethics
37. POL 5211 – Approaches to Comparative Politics
38. POL 5231 –Topics in African Politics And Development
39. POL 5331 – Studies in International Economic Order
40. POP 5011 – Advanced Fertility And Mortality Analysis
41. POP 5021 – Migration And Urbanization Analysis
42. POP 5031 –Population Theories And Their Application In Modern Times
43. POP 5041 – Social Research Methods I
44. PS 5191 – Attachment Theory
45. PSY 5241 –Advanced Psychopathology
46. PSY 5261 – Research Methods in Psychology I
47. PSY 5271 – Cultural Issues In child Development And Family Functioning

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF ECONOMICS  
2011 ACADEMIC YEAR FIRST SEMESTER

ECN 5015 ADVANCED MICROECONOMICS

FINAL YEAR EXAMINATION

Date: TUESDAY, 6<sup>th</sup> DECEMBER 2011

Time: 3 HOURS (P.M.)  
(5 minutes reading time)

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**Instructions to the candidates:**

1. Maximum marks for each question are shown in brackets.
2. Answer any **FOUR** questions.
3. Each question carries equal marks.

**Materials required:**

1. Answer Books

1. A consumer maximizes the following utility function

$$u(\mathbf{x}) = a \ln x_1 + (1 - a) \ln x_2$$

such that

$$p_1 x_1 + p_2 x_2 = w$$

- (a) Derive the Marshallian demand function. [5 marks]
- (b) Derive the indirect utility function [5 marks]
- (c) State the properties of the Marshallian demand and the indirect utility function [3 marks]
- (d) Show that the Marshallian demand function and the indirect utility function you derived in 1a and 1b meet all their respective properties [5 marks]
- (e) Define a utility function and state what assumptions must hold about preferences to ensure a continuous differentiable utility function? [5 marks]
- (f) What assumption about preferences ensures that the Marshallian demand is a function and NOT a correspondence? [1 marks]
- (g) Define a correspondence? [1 marks]

2. (a) Given the following indirect utility function:

$$v(\mathbf{P}, y) = y (p_1^r + p_2^r)^{-1/r}$$

derive the Marshallian demand function?

[5 marks]

(b) The expenditure function related to the above indirect utility function is

$$e(\mathbf{P}, u) = u (p_1^r + p_2^r)^{1/r}$$

, derive the Hicksian demand function

[5 marks]

- (c) State the properties of a Hicksian demand function [5 marks]
- (d) State the properties of the indirect utility function [5 marks]
- (e) What is the economic meaning for a symmetric Slutsky substitution matrix? [5 marks]

3. We have two agents with indirect utility functions

$$\begin{aligned} v^1(p_1, p_2, m) &= \ln m - a \ln p_1 - (1 - a) \ln p_2 \\ v^2(p_1, p_2, m) &= \ln m - b \ln p_1 - (1 - b) \ln p_2 \end{aligned}$$

and initial endowments

$$\omega^1 = (1, 1), \quad \omega^2 = (1, 1)$$

- (a) Calculate the total Walrasian equilibrium in this economy [5 marks]
  - (b) Calculate the Walrasian equilibrium prices that clear the market? [5 marks]
  - (c) State and prove the First Fundamental Theorem of Welfare Economics for a pure exchange economy? [5 marks]
  - (d) State the Second Theorem of Welfare economics? [5 marks]
  - (e) With the aid of a graph, show how the existence of a negative externality leads to an inefficient allocation of such a resource in a competitive market? [5 marks]
4. Suppose the firm's technology is the two-input constant elasticity form. Its cost minimization problem is :

$$\min_{x_1 \geq 0, x_2 \geq 0} w_1 x_1 + w_2 x_2 \quad \text{s.t.} \quad (x_1^\rho + x_2^\rho)^{1/\rho} \geq y$$

assume  $y > 0$  and an interior solution

- (a) Calculate the conditional input demands [10 marks]

- (b) Calculate the cost function [10 marks]
- (c) State the properties of the cost function [5 marks]
5. (a) What is a fixed point? Define it [10 marks]
- (b) State Brouwer's fixed point theorem [3 marks]
- (c) Using Brouwer's fixed point theorem, prove the existence of a Walrasian equilibrium in competitive markets [10 marks]
- (d) State three assumptions about the excess demand function  $Z(P)$  for markets to clear in a general equilibrium set-up [2 marks]

**END**

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**DEPARTMENT OF ECONOMICS**

**2011 FIRST SEMESTER FINAL EXAMINATIONS**

**ECN5101: STATISTICS FOR ECONOMICS**

**TIME ALLOWED: THREE HOURS**

**NB: ANSWER ALL QUESTIONS**

**THIS IS AN OPEN BOOKS EXAMINATION**

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**Q1** In a marketing survey of a company, to find out the consumer preferences for three of its best-selling products A, B and C, the following results were collected:

Total number of persons interviewed: 14520;  
Product A was preferred by 8150 persons;  
Product B was preferred by 5540 persons;  
Product C was preferred by 4010 persons;  
Products A and B were preferred by 3150 persons;  
Products B and C were preferred by 1820 persons;  
Products C and A were preferred by 1030 persons;  
Number of persons who did not prefer any of the three products: 2520.

Find:

- i) the number of persons who liked all the three products;
- ii) the number of persons who liked A but not B;
- iii) the number of persons who liked only A.

**Q2** Data was gathered on the time adults and the time teenagers spend online during a month. The study concluded that on average, adults spend more time online than teenagers. A follow-up study sampled 26 adults and 30 teenagers. The standard deviations of the time online during a month were 94 minutes and 64 minutes respectively. Do the sample results support the conclusion that adults have a greater variance in online time than teenagers?

**Q3** Suppose the following data are collected on the ages of customers from independent random samples in two branches of Bookworld:

Cairo Road Branch

Sample size = 36; sample mean = 40 years; sample standard deviation = 9 years

Manda Hill Branch

Sample size = 49; sample mean = 35 years; sample standard deviation = 10 years.

On the basis of the above data, can we conclude that there is a difference in the population mean ages at the two branches? Use  $\alpha = .01$

**Q4** A study of educational levels of voters and their political party affiliations yielded the following results:

	<u>Party affiliation</u>		
<u>Educational level</u>	<u>ABC Party</u>	<u>DEF Party</u>	<u>XYZ Party</u>
Did not complete High School	40	30	10
Completed High School	30	35	15
Has university degree	30	45	25

Determine whether party affiliation is independent of the educational level of voters. Use  $\alpha = .01$ .

**Q5** A drug manufacturer wants to market a new drug. However, he fears that the new drug may have undesirable side effects on a person's body temperature. He will market the drug only if he can be quite sure that the mean temperature of healthy individuals taking the drug will be  $98.6^{\circ}\text{F}$  more or less; otherwise he will withhold the drug.

The drug is administered to a random sample of 17 healthy persons. The mean temperature is found to be  $98.4^{\circ}\text{F}$  and the standard deviation is  $0.6^{\circ}\text{F}$ .

- i) What should the drug manufacturer do?
- ii) Determine the 99% confidence limits for the true mean temperature.

**Q6** Suppose Deloitte Zambia helps prepare individually personalized tax returns for its clients. And the company is interested in comparing the quality of work at two of its offices in Kitwe and Ndola. Selecting samples of tax returns prepared at each office and verifying the sample returns' accuracy, the following data were obtained:

Kitwe office:

35 of the 250 returns sampled had errors.

Ndola office:

27 of the 300 returns sampled had errors.

Do the data reveal a significant difference in the quality of work at the two offices? Use  $\alpha = .05$ .

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**DEPARTMENT OF ECONOMICS**  
**2011 FIRST SEMESTER EXAMINATIONS**  
**ECN 5201: MATHEMATICS FOR ECONOMICS**

**TIME ALLOWED: THREE HOURS**

**NB: ANSWER ALL QUESTIONS**

**THIS IS AN OPEN BOOKS EXAMINATION**

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**Q1 a)** Diagonalize if you can the following matrices so that eigenvalues appear along the main diagonal:

$$\begin{pmatrix} -4 & -6 \\ 3 & 5 \end{pmatrix} \qquad \begin{pmatrix} 5 & -3 \\ 3 & -1 \end{pmatrix}$$

b) Evaluate:

$$\int_0^{\pi/2} \int_0^1 y \sin x \, dy \, dx$$

**Q2 a)** A consumer's utility function is given as:  $U(X_1, X_2, X_3)$  and he wants to maximize this function subject to the constraint that  $P_1X_1 + P_2X_2 + P_3X_3 = I$ . Obtain the first-order and second-order conditions for maximization.

b) Given the following market model, comment on the dynamics of the price path:

$$Q_{dt} = 180 - 0.75P_t \quad Q_{st} = -30 + 0.3P_{t-1}, \quad P_0 = 220$$

**Q3** Solve the following differential equations:

i)  $Y'''(t) + 0.25Y = 4, \quad Y(0) = 16, \quad Y'(0) = 2$

ii)  $Y''(t) - 4Y'(t) - 12Y = 3e^{5t}$

**Q4 a)** Determine if the following equation will give rise to a convergent time path:

$$Y'''(X) + 11Y''(X) + 34Y'(X) + 24Y = 5$$

**b)** Find the solution and check the convergence of the following system:

$$3X(t) + X'(t) - 1.5Y(t) + 2.5Y'(t) = 2.4$$

$$-2X(t) + Y'(t) + 5Y(t) = 16$$

# **MA/ECN 5601 ECONOMIC RESEARCH METHODS**

**Exam Tuesday 29<sup>th</sup> November 2011**

**Room 227, PM; 14.00-17.00**

**Prof D Jonsson**

## **Instructions**

Write your name and computer number on all pages submitted.

### **Question 1**

What do we mean with explanatory research?

### **Question 2**

What is stratified sampling and how is this technique used in research?

### **Question 3**

As a researcher you have collected secondary data for your quantitative analysis and you have to enter it into a computer. What steps do you have to undertake to secure high quality results?

### **Question 4**

In reporting research, what should be included in the Conclusion section?

### **Question 5**

When you are reading a research article, which questions should you ask yourself to understand and assess the article correctly?

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UNIVERSITY OF ZAMBIA

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ECONOMIC POLICY MANAGEMENT PROGRAMME

2011 ACADEMIC YEAR SUPPLEMENTARY AND DEFERRED FINAL  
EXAMINATIONS

**EPM 5111: MICROECONOMICS FOR POLICY**

TIME ALLOWED: **THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

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**1) (25 POINTS)**

- (A) With the aid of a diagram, illustrate how a tax can result in a loss in welfare in a competitive market. Show clearly what the dead weight loss to society would be.
- (B) Explain how price controls can cause a shortage in the market. Illustrate the welfare loss with the aid of a diagram.
- (C) Explain the concept of Pareto efficiency.
- (D) Show with the aid of a diagram how inequity in resource distribution can exist even when Pareto efficiency is attained.

**2) (25 POINTS)**

- (A) State 4 characteristics of a competitive market.

Consider the following demand functions of individuals 1 and 2 for good x:

$$x_1 = 40 - 8P_x + 2P_z + 0.4y_1$$

$$x_2 = 68 - 2P_x + 2P_z + 0.2y_2$$

Where  $y_i$  is the income for individual i.

- (B) Find the market demand function.
- (C) Find the market demand curve if  $y_1 = 160$ ;  $y_2 = 80$ ;  $P_z = 16$ .
- (D) Suppose a tax of 20% is imposed on the income of individual 1 and at the same time these tax revenues are given to individual 2. Derive the new demand curve?

**3) SHORT ANSWERS (25 POINTS)**

- (A) Briefly describe the following problems associated with asymmetric information:
  - i. Moral hazard
  - ii. Adverse Selection
- (B) Briefly explain signalling and adverse selection in terms of the market for lemons.

**4) GENERAL EQUILIBRIUM (25 POINTS)**

(A) State three properties of the Excess Demand function.

(B) State Walras' Law.

(C) Consider an economy with two individuals, two goods and two inputs described as follows:

$$\text{Preferences: } U_1 = x_1^{0.2}y_1^{0.8} \quad \text{and} \quad U_2 = x_2^{0.6}y_2^{0.4}$$

$$\text{Technology: } x = K_x^{0.2}L_x^{0.8} \quad \text{and} \quad y = K_y^{0.8}L_y^{0.2}$$

$$\text{Inputs: } \bar{K}_1 = 40; \bar{L}_1 = 24; \bar{K}_2 = 10; \bar{L}_2 = 24$$

If general equilibrium prices are  $P_x = 0.363$ ;  $P_y = 0.253$ ;  $P_K = 0.136$ ;  $P_L = 0.248$ ,

- a. Find the MRTS for  $x$  and  $y$ .
- b. Find the MRS for individuals 1 and 2.

**5) WELFARE ECONOMICS (25 POINTS)**

(A) Given the production functions for  $x$  and  $y$ ,  $x = f(K_x, L_x)$  and  $y = g(K_y, L_y)$ , show that the MRTS for the two firms must equal by holding the output level of one firm constant.

(B) From the implicit function of the PPF,  $T(x, y) = 0$ , and the Utility function,  $U(x, y)$ , derive the equilibrium condition for Pareto efficiency.

(C) State, without discussing, the First and Second Fundamental Theorems of Welfare Economics.

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**MA IN ECONOMIC POLICY MANAGEMENT**  
**2011-2012 FIRST TRIMESTER FINAL EXAMINATIONS**  
**EPM 5131: APPLIED QUANTITATIVE ANALYSIS**

**TIME ALLOWED: THREE HOURS**

**NB: ANSWER ALL QUESTIONS**

**ANSWER QUESTIONS IN PART A AND PART B IN SEPARATE**

**ANSWER BOOKS**

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**PART A**

**Q1** A refinery must ship a finished good to some storage tanks. There are two pipelines A and B to do the shipping. The cost of shipping  $x$  units on A is  $ax^2$ ; and the cost of shipping  $y$  units on B is  $by^2$ , where  $a > 0$  and  $b > 0$  are given.

1. What will be the minimum cost of shipping  $Q$  units?
2. What happens to the cost if  $Q$  increases by  $r\%$ ?

**Q2 a)** Demand function is given as:

$$Q = 3000 - 4P + 5\ln(P')$$

Where  $Q$  = quantity demanded of the good;  $P$  = price of the good;

$P'$  = price of the competitor's good.

1. What is the cross price elasticity of demand when  $P = 5$  and  $P' = 10$ ?
2. On the basis of your answer, what can you say about the relationship between the two goods?

**b)** A market demand function for  $x$  units of a commodity is given as:

$$D(x) = \frac{1000}{x}.$$

Find the area bounded by the demand curve and the  $x$  axis (quantity axis) from  $x = 1$  to  $x = 10$ .

**Q3 a)** A seller of reconditioned cars can sell  $x$  cars per week at  $\$(2460 - .2x^2)$  per car. It costs the manufacturer  $\$(2.4x - 1200)$  to import  $x$  cars per week. How many cars should be sold to maximize profit?

**b)** Consider the following system of equations:

$$3x + 5y - 4z = 12$$

$$10y = 6x - 9$$

$$8x = 7y - 3z + 10$$

Using a suitable matrix method, obtain the solution for  $z$ .

## PART B

Q4 A Random variable  $X$  has the following cdf:

$$F_X(x) = \begin{cases} 0, & \text{for } x < 0 \\ 0.3, & \text{for } 0 \leq x < 2 \\ 0.3 + 0.2x, & \text{for } 2 \leq x < 3 \\ 1, & \text{for } x \geq 3 \end{cases}$$

- Explain why  $F_X(x)$  is a cdf?
  - Draw the graph of  $F_X(x)$ ?
  - Find  $P(X=0)$ ,  $P(X=1)$ ,  $P(X=2)$ ,  $P(X=3)$ ?
  - Find  $P(0.5 < X \leq 2.3)$ ?
  - Find  $E[X]$ ?
- Q5 An EPM student is investigating the difference in expenditure per month between UNZA and Mulungushi University student. She found the following:
- A random sample of 100 UNZA students spend on average K1,050,000 per month with a sample standard deviation of K40000. Another random sample of 85 Mulungushi University Students spend on average K815,000 per month with a sample standard deviation of K30000.
- Using this information, test the hypothesis that the average monthly expenditure of UNZA students is K900,000 per month? Clearly show your steps of hypothesis testing.
  - Using the same data, test whether the average monthly expenditure is the same for UNZA and Mulungushi University students?
  - What do we mean by a consistent and unbiased estimator?
  - Using a one-tailed test, test the hypothesis that the mean expenditure per month for Mulungushi University students is K1,000,000?
  - Explain why it is important to have an unbiased and consistent estimator ?
  - Give a statistical explanation why a 'large' sample might be preferred to a small sample in cases where the distribution of a random variable is unknown?

Q6 Consider the following function:

$$f(x) = \begin{cases} \frac{1}{4} & \text{if } 2 \leq x \leq 6 \\ 0 & \text{otherwise} \end{cases}$$

- a) Show that  $f(x)$  is a pdf?
- b) Find the cdf of the distribution?
- c) Find the mean and variance of the distribution?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2011 ACADEMIC YEAR FIRST TRIMESTER EXAMINATIONS

EPM 5611: COMPUTER SKILLS

TIME: ONE AND HALF HOURS

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SECTION A - EXCEL – COMPULSORY MULTIPLE CHOICE AND SHORT ANSWERS.

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. In 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
  
2. In order to add the numbers in column x from row 9 to 12, which of the two will achieve this for you in excel
  - a)  $x9+x10+x11+x12$
  - b) `=plus(x9:x12)`
  - c) `=x9+x10+x11+x12`
  - d) `=sum(x9:x12)`
  
3. Consider the Excel caption below, which indicates the responses from a number of respondents categorised as Male (M) and Female (F) with responses of either yes or no.

	A	B
1		
2	<b>SEX</b>	<b>RESPONSE</b>
3	F	N
4	F	Y
5	F	N
6	F	N
7	F	N
8	M	N
9	F	Y
10	F	Y
11	M	Y
12	M	Y
13	F	N
14	M	Y

4. Which of the following will give you the total number of respondents?
- count(a1:a14)
  - =count(a3:a14)
  - =sum(a3:a14)
  - =total(a3:a14)
5. Which of the following will give you the total number of males that participated?
- =count(m)
  - =countif(a3:a14,"M")
  - =count(a3:a14,"M")
  - =none of the above
6. What value is returned by the following formula: =countifs(a3:a14,"F", b3:b14,"N")?
- 2
  - 3
  - 4
  - 5

## SHORT ANSWERS

Consider the spreadsheet below and answer the questions that follow.

	A	B	C	D	E	F	G	H
1			Monthly savings					
2			Jan	Feb	March	April	Total	
3		Peter	\$164.00	\$168.00	\$141.00	\$138.00		
4		John	\$174.00	\$125.00	\$112.00	\$196.00		
5		David	\$141.00	\$196.00	\$174.00	\$184.00		
6		Total						

Indicate the formula/function to achieve each of the following:

- Total Savings in January (Savings made by all the three) in C6
- Total savings by David at the end of April in G5
- Suppose you want to put in G6 what everyone saved at the end of April. What formula do you put there?
- Instead of the total, you want to put the average saving for David at the end of April. What formula do you use?

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## SECTION B

### ANSWER ONE QUESTION ONLY

Q1.

- What is hardware?
- Using the labelled diagram, outline the components of a Computer's IPO+S, how they are connected and how traffic flows among them.
- Describe the three types of Storage devices, giving an example of each.
- Explain the purpose of the Central Processing Unit indicating the role(s) that each component of the CPU does?

Q2.

- Draw a hierarchical tree that categorises the different types of software and their sub categories. Where possible indicate some examples.
- What type of software is an Operating system?
- Give four functions of an operating system.
- Discuss the functions of the two components of the CPU.

### SECTION C

**INSTRUCTIONS: ALL ANSWERS TO QUESTIONS IN THIS SECTION MUST BE DONE IN A SEPARATE ANSWER BOOK. ALL ANSWERS MUST BE BRIEF AND THE POINT**

#### **ACCESS- ANSWER QUESTION 1(COMPULSORY)**

1. Briefly define, with appropriate examples, the following terms associated with MS-ACCESS

- a) Flat database. [4 Marks]
- b) Relational database. [4 Marks]
- c) Field [4 Marks]
- d) Record [4 Marks]
- e) File [4 Marks]

#### **ANSWER QUESTION EITHER QUESTION 2 OR QUESTION 3.**

2. Assuming you have just collected data, briefly, describe steps how you would systematically combine MS-ACCESS, MS-EXCEL, SPSS, and MS-WORD creatively together to write a report by showing to:

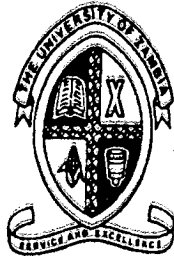
- a) Prepare data in MS-ACCESS [5 Marks]
- b) Process the same data in MS-EXCEL [5 Marks]
- c) Work with the same data using in SPSS [5 Marks]
- d) Prepare a report or prepare a presentation in MS-WORD or POWERPOINT. [5 Marks]

3. Under what circumstances in SPSS, do you use

- a) The **RECODE** command? (Briefly give the correct sequence of commands you would follow to achieve this) [5 Marks]
- b) The **SELECT IF** command? (Briefly give the correct sequence of commands you would follow to achieve this) [5 Marks]
- c) The **COMPUTE** command? (Briefly give the correct sequence of commands you would follow to achieve this) [5 Marks]

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**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF ECONOMICS  
ECONOMIC POLICY MANAGEMENT PROGRAMME**

**EPM 5621: EFFECTIVE POLICY COMMUNICATION – 2012 FINAL EXAMINATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

- (a) ANSWER TWO (2) QUESTIONS AS FOLLOWS: ONE (1) QUESTION FROM SECTION (A) AND ONE (1) QUESTION FROM SECTION (B)**
  - (b) SECTION A AND B CARRY EQUAL MARKS**
- 

**SECTION A**

1.
  - (a) Identify and briefly explain any two (2) of the most common beliefs about gender and communication. **(6 marks)**
  - (b) Briefly explain how these beliefs would be detrimental to communication in an organization. **(6 marks)**
  - (c) Every organization at one time or another is bound to experience a crisis. What would you advise your organization with regard to any two (2) so-called best practices that they can employ in their initial crisis response communication endeavors. Explain with examples. **(8 marks)**

**Total marks: 20**

2. (a) Nowadays the grapevine has become an important means of conducting work in modern organizations. With reference to your organization briefly explain any two (2) purposes for which effective managers can use the grapevine to interact with their employees. **(6 marks)**
- (b) Although some organizations regard press conferences as the best platform to reach out to the media, research has shown that the media despises press conferences. Provide and explain any two (2) reasons why the media despises press conferences. **(6 marks)**
- (c) Despite the enormous value of national publicity many institutions do not understand how to go about attracting the media's attention. If you were a manager of an organization what measures would you take to ensure that your organization gets national media coverage? Provide and explain any two (2) strategies you would use. **(8 marks)**

**Total marks: 20**

### **SECTION B**

- 1 (a) Explain the relevance of each of the following aspects of communication:
- (i) the sender **(5 marks)**
  - (ii) the message **(5 marks)**
  - (iii) the channel **(5 marks)**
  - (iv) the receiver **(5 marks)**

**Total marks: 20**

- 2 Analyse the communication strategies being employed by any organization of your choice and provide advice on how the identified organization can enhance the use of communication to achieve its vision. **(20 marks)**

**Total marks: 20**

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**DEPARTMENT OF ECONOMICS**

**ECONOMIC POLICY MANAGEMENT PROGRAMME**

**FINAL EXAMINATION**

**MANAGEMENT ACCOUNTING FOR POLICY**

**30 JANUARY 2012**

**09.00-12.00 HOURS**

**INSTRUCTIONS TO CANDIDATE**

**TIME ALLOWED :3 HOURS**

**ANSWER ALL QUESTIONS**

**Q 1.**A manufacturing company has recently introduced a system of standard costing. The following data apply to period 4.

Direct materials

Usage      Material A 4,800 Kg costing \$15,000  
                  Material B 1,800 Kg costing \$8,000

Direct labour

	Actual hours worked	Wages paid
		\$
Department 1	3000	11,800
Department 2	2400	13,250

Budgeted normal capacity expressed in direct labour hours

Department 1      3,400 hours  
 Department 2      2,600 hours

Other information

Standard cost data for one unit of finished product

	Quantity	Price	
		\$	\$
Direct material A	10kgs	3.25	32.50
Direct material B	5kgs	4.00	20.00
Direct wages Dept 1	8 hours	4.00	32.00
Direct wages Dept 2	5 hours	5.00	25.00

400 finished goods units were produced in the period.

**Required:**

(a) to calculate price and usage variance for each of the direct materials A and B

**8 marks**

**(b)** to calculate rate and efficiency variances for the direct labour employed by each of Department 1 and 2 **8 marks**

**(c)** to suggest one possible reason for each of the variances shown in your answers to (a) and (b) above **4 marks**

**(d)** to calculate for Department 1 and Department 2

**(i)** the production volume ratio,

**(ii)** the efficiency ratio **10 marks**

**Total 30 marks**

**Q 2.**As finance manager,you are part of the team responsible for preparing cash budget for the six months ending 31 December 2012.

Trading forecasts for the six months ending 31 December 2012

	Sales in Units	Purchases \$	Wages \$	Overheads \$	Purchase of fixed assets \$	Issue of shares \$	Dividends \$
May	4,000	12,000	8,000	7,000			
June	4,200	13,000	8,000	7,000			
July	4,500	14,000	8,000	7,000			
August	4,600	18,000	10,000	7,000			
Sept	4,800	16,000	10,000	7,000		20,000	
Oct	5,000	14,000	10,000	8,000			10,000
Nov	3,800	12,000	12,000	8,000	30,000		
Dec	3,000	12,000	12,000	8,000			

- The selling price of your organization's product in May 2012 is estimated at \$ 6 per unit and this is to be increased to \$8 per unit in October.50% of sales are for cash and 50% are on credit, to be paid two months later.
- Purchases are to be paid for two months after purchase.
- Wages are to be paid 75% in the month incurred and 25% in the following month.
- Overheads are to be paid in the month after they are incurred.
- The fixed assets are to be paid for in three equal instalments in the three months following purchase.
- Dividends are to be paid three months after they are declared and the receipts from the share issue are budgeted to be received in the month of issue.

**Required:**

(a) Prepare a cash budget for six months ending 31 December 2012.

**17 marks**

(b) Comment upon the results, highlighting those areas that you wish to draw to the attention of the budget committee

**8 marks**

**Total 25 marks**

**Q 3.**You are the financial analyst of a cinema chain and prepared the following budgets for the coming year based upon a ticket price of \$4.

	Reading	Newbury	Basigstoke	Total
	\$	\$	\$	\$
Budgeted ticket receipts	1,600,000	1,200,000	800,000	3,600,000
	-----	-----	-----	-----
Costs:				
Film hire	500,000	400,000	390,000	1,290,000
Wages and salaries	300,000	250,000	160,000	710,000
Overheads	500,000	400,000	350,000	1,250,000
	-----	-----	-----	-----
	1,300,000	1,050,000	900,000	3,250,000
	-----	-----	-----	-----

Included in the overhead figure are the head office fixed costs that amount to \$720,000. These have been allocated to each cinema on the basis of budgeted ticket receipts. All other costs are variable.

**Required:**

- (a) Prepare marginal costing statements to show contributions for each cinema and contribution and profit for the overall chain . **15 marks**
- (b) Calculate the contribution per ticket sale at each cinema **5 marks**
- (c) Calculate the margin of safety in revenue for the chain **10 marks**

**Total 30 marks**

**Q4.** A company expects to use 1,000 kgs of material Q next year. The material will be used at an even rate throughout the year. It is expected that the cost of placing an order will be \$50 per order and the cost of holding one unit of material in stock will be \$3 per annum.

The economic order quantity can be calculated by constructing a table of values. Shown below is a partially completed table of values for the order sizes that are available for material Q.

Order size	No of orders	Average stock	Ordering cost	Holding cost	Total cost
Units		units	\$	\$	\$
100	10	(a)	(e)	(i)	(m)
200	5	(b)	(f)	(j)	(n)
500	2	(c)	(g)	(k)	(o)
1,000	1	(d)	(h)	(l)	(p)

**Required:**

- (a) Calculate and tabulate the values of each of the letters (a) to (p) above, that are needed to complete the table correctly. **10 marks**

- (b) Calculate the economic order quantity for Material Q for next year. **5 marks**

**Total 15 marks**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL STUDIES**  
**DEPARTMENT OF GENDER STUDIES**  
**SEMESTER EXAMINATIONS 2011**

GDS 5151  
**Feminist Theory**

**Time 3 hours**

**Answer 2 questions. Each question carries equal weight**

1. Discuss the comment that John Stuart Mill asked radical questions but gave liberal answers.
- \*2. Evaluate discussions of education and nurture in feminist thought.
3. Consider the development and significance of identity feminism.
4. 'Feminism is a politics and a morality' (Denise Thompson) Discuss.
5. Evaluate the ideas of gynocentric (difference) feminism.
6. Consider the relevance of theory to women's movements.

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**COURSE GDS 5161: ISSUES IN GENDER STUDIES:**

**FIRST SEMESTER EXAMINATION**

**DATE: 09TH DECEMBER 2011**

**TIME: 09-1200HRS.**

**SECTION A**

**Answer all the questions. All questions carry equal marks.**

1. What is the difference between gender disparity and gender bias? 10 marks
2. What is gender mainstreaming? 10 marks
3. What do you understand with the following concepts?
  - a. Strategic gender needs (5marks)
  - b. Practical gender needs (5 marks)
4. What do you understand by the triple role theory? 10 marks
5. Gender inequality has been blamed on the gendered division of labour. Division of labour does not only involve the actual labour but rights to access and control of resources. What do understand by the concepts?
  - a. Accesses to resources and (5 marks)
  - b. Control of resources? (5 marks)

**SECTION B**

**Answer only TWO questions from this section. All questions carry equal marks.**

1. Women's participation and empowerment in development process is one of the major Millennium Development Goals and has become an important ideal in a lot of development policy and theory. What are the obstacles that hinder women to participate fully in public life? (25 marks)
2. What is sustainable development and why is it important to national development? What are the pillars of sustainable development? 25 marks
3. Parental influence on children's socialisation to gender roles is the cause of gender stereotyping. Discuss. (25 marks)
4. What is gender analysis? (5 marks)

- a. Identify one gender framework that can be used to analyse gender relations in a community. ( 5 marks)
- b. With a use of an activity profile, show how work is organized in a village set up. (20 marks)

**GOOD LUCK**

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

**END OF FIRST SEMESTER: 2012 ACADEMIC YEAR FINAL EXAMINATIONS**

**COURSE: GDS5512**

**DATE: 1<sup>ST</sup> JUNE, 2012**

**TIME: THREE (3) HRS**

**INSTRUCTIONS: THERE ARE FIVE (5) QUESTIONS IN THIS PAPER. ANSWER ONLY THREE (3) QUESTIONS. QUESTION ONE (1) IS COMPULSORY**

**Question 1.**

Write short but detailed notes on ALL the following:

- a. Bolshevism – 2 marks
- b. The Bread marches – 2 marks
- c. Declaration of sentiments – 12 marks
- d. Black sash – 5 marks
- e. Person is political – 2 marks
- f. Subservient – 2 marks
- g. The declaration of rights of man – 5 marks

**Question 2.**

- a. What were the causes behind the French Revolution? 25 marks
- b. What Role did women play in the French revolution if any? 15 marks

**Question 3.**

- a. The 1917 Russian Revolution was not unlike many people suppose to have been one well organised event in which the Tsar Nicholas II was overthrown and Lenin and the Bolsheviks took power. It was actually a series of events that took place during the 1917. Discuss the events that led to the Bolshevik or The October Revolution. 25 marks
- b. What are the similarities between the French and the Bolshevik Revolution? 15 marks

**Question 4.**

The women's movements also known as feminist movements, emerged in the late 1960s and 70s. Before this period, the history of women was rarely a subject of serious study.

- a. Explain why the movements emerged at the time they did? 25 marks
- b. What factors could have contributed to the emergence in the study of women's history?

15 Marks

Question 5.

- a. Why was it that the moment a girl was born in lawful wedlock, she was defined by her relationship to a man?
- b. For a woman marriage was seen as a natural destiny. Why?

35 marks

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY FIRST SEMESTER EXAMINATIONS,  
NOVEMBER-DECEMBER 2011

HIS 5011: HISTORIOGRAPHY OF PRE-COLONIAL CENTRAL AFRICAN HISTORY  
TO 1980

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TIME:                   THREE HOURS

ANSWER:               TWO QUESTIONS ONLY

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QUESTIONS

1. Taking the many sources available to a historian of pre-colonial Central African history, which type of sources would you recommend for reconstructing Central African history, and why?

OR

2. Assess the value and usefulness of oral sources, archaeological sources, and artifacts in the reconstruction of pre-colonial Central African history.
3. From your study of the pre-colonial historiography of Central Africa, what would you consider as the major theoretical debates and interpretations that have informed the reconstruction of the history of the region?
4. To what extent would you argue that environmental historiography of pre-colonial Central Africa has contributed to our understanding of pre-colonial Central African socio-economic history?
5. Evaluate one book that you consider to have significantly contributed to the development of pre-colonial Central African historiography.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER UNIVERSITY EXAMINATIONS –NOVEMBER 2011**  
**HIS5031**  
**HISTORIOGRAPHY OF SOUTHERN AFRICA UP TO 1880S**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:    Answer Two questions, one from each section**

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**SECTION A** (Compulsory Question)

1. Write a critical book review on a book of your choice in the course HIS5031 (**Do not review any book written by Eric Walker**).

**SECTION B**

2. In view of the numerous historiographical traditions that characterize the history of Southern Africa, is it possible for historians to write a meaningful history of African societies in Southern Africa?
3. What historiographical lessons have you learnt from the literature we have surveyed in the course HIS5031?

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY FIRST SEMESTER EXAMINATIONS,  
NOVEMBER-DECEMBER 2011

HIS 5041: HISTORICAL METHODOLOGY AND PHILOSOPHY OF HISTORY I

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TIME:                    THREE HOURS

ANSWER:                TWO QUESTIONS ONLY

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QUESTIONS

- 1      What would you say are the major ideas of historical “craft” and historical “science” in Marc Bloch’s *Historian’s Craft*?
  
- 2      From your study of the philosophy of history and the ideas of the Annales School, would you say the Annales historians represented a major shift in the study of the past? If so, how?
  
- 3      What is the major difference between history and the past from a philosophical stand point?

OR

- 4      What is your assessment of E.H. Carr’s argument that not all facts about the past are historical facts?
  
- 5      Assess the extent to which Africanist historians of the *UNESCO General History of Africa: Methodology of African History* Volume One, attempted to address the challenges of reaching and writing African history.

END OF EXAMINATION

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

**LIN 5001: RESEARCH METHODS IN LINGUISTIC SCIENCE**

**TIME: THREE HOURS**

- INSTRUCTIONS:** Answer Four (4) questions in all as follows.
- (i) The only Question in section A, which is **compulsory**,
  - (ii) Any three other questions from section B.

**Section A (Compulsory)**

1. Discuss what you think are the major steps, tasks and contents in investigating either
  - (a) the phonology of a particular language; or
  - (b) the morphology of a particular language; or
  - (c) the syntax of a particular language; or
  - (d) the semantics of a particular language.

(40 Marks)

**Section B (Attempt any three (3) questions from this section)**

1. **Carefully** read the advertisement given below and **respond** to it.

**Community Empowerment**, a newly established Non-governmental organisation based in a remote rural area intends to introduce a community radio station for broadcasting development news to members of the local community whose linguistic market comprises four local languages. The four languages are: Nyika, Lambya, Tumbuka and Iwa. **Community Empowerment** does not have enough resources to broadcast in all the four local languages and needs a consultant to facilitate the identification of one of the four languages for use as broadcast language. As part of the initial selection and short-listing process, interested language consultants are requested to submit research designs which will enable them determine, with a high level of objectivity, the most appropriate language which can be used for radio broadcasts. The research designs should include, among other aspects, the following:

- (i) The proposed title;
- (ii) The independent variable;
- (iii) The dependent variable;
- (iv) The moderator variable or variables; and
- (v) Any other relevant information.

(20 Marks)

2. Kuhn describes a paradigm as a set of "general theoretical assumptions and laws and techniques for their application that the members of a particular scientific community are taught to adopt and sets the standard for the normal way in which inquiry is conducted" (Mautner, 1997:408). Discuss the relevance of paradigms in research with particular reference to any two paradigms with which you are familiar.

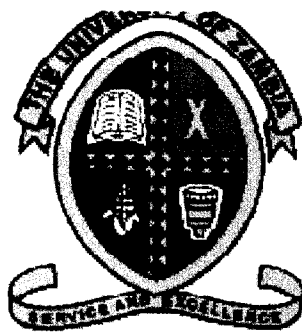
(20 Marks)

3. Robson (1993:217) states that "sample size in qualitative research is small. The purpose of selecting the case or cases is to develop deeper understanding of the phenomena being studied." Illustrate the validity of this statement.

(20 Marks)

4. With relevant examples, distinguish between descriptive and analytical research in linguistics.

(20 Marks)



THE UNIVERSITY OF ZAMBIA  
**2011 FIRST SEMESTER EXAMINATIONS – NOVEMBER/DECEMBER 2011**

**LIN 5011 – PHONOLOGICAL THEORY**

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer ANY EIGHT (8) questions.

WEIGHTING : The examination counts for 50% of the course's total marks.  
All questions carry equal marks.

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**SECTION A**

1. Fill in the attached matrix provided. **(10marks)**
2. Formulate in feature terms any one phonological rule. **(10marks)**
3. Name, explain and exemplify (without, necessarily, 'formulating' them):
  - (a) Any two (2) phonological rules in English
  - (b) Any two (2) phonological rules in Bantu  
**(10marks)**
4. Phonological rules are usually divided into allophonic rules and morphophonological rules, the latter operating in the framework of morphology/phonology interface. However, there also is a syntax/phonology interface, for example for tonology. Discuss and exemplify. **(10marks)**
5. The existence of linguistic universals has culminated in the idea that there is such a thing as Universal Grammar (UG) from which the grammatical structures of particular natural languages are derived. With reference to

phonology, name and exemplify the various types of linguistic universals. **(10marks)**

6. When a word is imported into a language from another language, it may undergo a change or changes motivated by the need to conform to the syllable structure of the host language. Such a process or change is referred to in the study of loanwords as nativization, or naturalization. What are the possible rules, or processes, accounting for such phonological changes? Exemplify. **(10marks)**
7. The syllable structure of a language may be accounted for by rules of syllable structure. Many accounts of syllable structure use, among others, the concepts of onset, rhyme, nucleus and coda. Using the acronyms, or symbols, **w** (for 'word'), **σ** (for 'syllable'), **On** (for 'onset'), **R** (for 'rhyme'), **Nu** (for 'nucleus'), **Cd** (for 'coda'), **C** (for 'consonant'), **S** (for semi-vowel') and **V** (for 'vowel'), use an arboreal diagram to show:
- (a) The syllable structure of the English word *reorganize*; and  
 (b) The syllable structure of the word meaning 'to work' in one Bantu language of your own choice.  
**(10marks)**

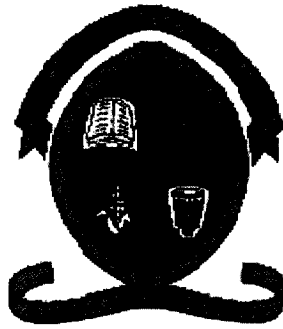
Please note that the words concerned are phonetic words and not words as they are spelled.

8. What is the coverage of a comprehensive synchronic phonological study of a language? **(10marks)**
9. In 1-2 pages, write in essay form on the following:
- (a) Pregenerative phonology and generative phonology  
 (b) Linear phonology and non-linear phonology  
**(10marks)**
10. In not more than two (2) pages, write notes on any two phonological theories. **(10marks)**

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**END**





**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS – NOVEMBER/DECEMBER 2011**

**LIN5021 - SYNTACTIC THEORY**

- TIME ALLOWED:** Three (3) hours
- INSTRUCTIONS:** There are two Sections, A and B. Answer ten (10) questions in all as follows: any five (5) questions from Section A and any five (5) questions from Section B.
- WEIGHTING:** The examination counts for 50% of the course's total marks. All questions carry equal marks, namely ten (10) marks each.

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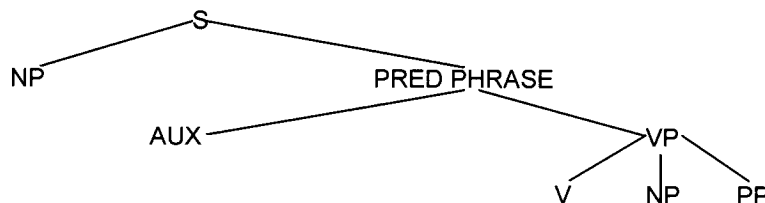
**SECTION A**

1. In Chomsky's syntactic Standard Theory, deletion and insertion are among possible transformations. Name two more possible transformations. (10 marks)
2. Using a diagram, show the architecture of the grammar of a natural language according to Standard Theory and explain. (10 marks)
3. Write brief notes on each of the following:
  - (a) PS-Rule

- (b) T-Rule
- (c) Subcategorization rule
- (d) Presentence
- (e) Chomsky-adjunction

(10 marks)

4. The following is a possible tree-diagram in (Chomsky's syntactic) Standard Theory:



Give one example, and complete the tree by giving the composition of the elements NP, AUX and PP. (10 marks)

- 5.(a) What is x in language A is not necessarily x in language B. With two examples from syntax, show the truth of this statement. (10 marks)
- (b) While all sentences have a predicate, some are verbless. Discuss and exemplify from a language of your choice. (10 marks)
6. In not more than one page, write an essay on word order in natural languages in general. (10 marks)

### SECTION B

7. One major difference between Government-Binding theory (GB) and all the other models developed by N. Chomsky before GB is that GB has less transformational power. Discuss. (10 marks)
8. Government-Binding theory (GB) may be said to be a theory made of theories and principles. Discuss. (10 marks)

9. Compare and contrast the concept of transformation in syntax in Chomsky's Standard Theory and Government-Binding theory (GB). (10 marks)
10. Complete and explain the following table:

	[+N]	[-N]
[+V]		
[-V]		

(10 marks)

11. Write brief notes on each of the following items:

- (i) X'-theory and X'-schema
- (ii) Binding theory
- (iii) Bounding theory
- (iv) Extraction and landing sites
- (v) Case and case
- (vi)  $\theta$ -roles and  $\theta$ -Criterion
- (vii) Transformationalism and lexicalism
- (viii) Move-alpha
- (ix) Control
- (x) Universal Grammar

(10 marks)

12. Compare and contrast the concept of transformation in Chomsky's syntactic Standard Theory and GB. (10 marks)
13. Using arboreal structures (= tree-diagrams), show the structure of the following sentence in (a) Standard Theory and in (b)GB:

*The lecturer gave a test in the afternoon.*

(10 marks)

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END



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

**LIN 5141: Morphological Theory – 2011 1<sup>st</sup> Semester Final Examination**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- (a) Answer any **TWO (2)** questions.
- (b) All questions carry equal marks.
- (c) Marks will be awarded for correct use of the English language and focus on answering the questions appropriately.
- (d) Provide examples to support your answers.
- (e) Illustrations not in English should be glossed

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**QUESTION ONE**

- (a) The central principle of Lexical Morphology is that the morphological component of grammar is organised in a series of hierarchical strata. Explain this principle with appropriate examples. **(20 marks)**
- (b) Provide a brief explanation of any **THREE (3)** types of morphological typologies of the languages of the world. **(9 marks)**
- (c) With appropriate examples briefly explain why the verbal morphology of Zambian languages is said to be more complex than that of the English language. **(6 marks)**
- (d) Explain the following statement:  
‘Productivity in word formation processes is a matter of degree’. **(7 marks)**
- (e) With examples from **FOUR (4)** noun classes of any Zambian language of your choice explain the concept of pairing with regard to noun classes in Bantu languages. **(8 marks)**

**QUESTION TWO**

- (a) Explain the concepts of neutral and non-neutral affixes in Lexical Morphology. Thereafter explain what Lexical Phonology with regard to their utilisation in word formation processes. Provide illustrations with your answer. **(12 marks)**
- (b) With **FOUR (4)** appropriate examples briefly compare and contrast the morphological structure of nouns of English and Bantu languages. **(8 marks)**
- (c) Provide a brief account of the Elsewhere Condition of Lexical Morphology taking into account the following:
  - (i) Bleeding
  - (ii) Feeding
  - (iii) Head
  - (iv) Feature percolation

(12 marks)

- (d) Consider the following data from a language called Setswana and answer the questions that follow:

Word	Gloss
rata	love
ratana	love each other
ratilwe	has been loved
ratile	has loved
ratisa	cause to love
ratiwa	being loved

- (i) What is the morpheme that marks the passive in this language?  
(ii) What the morpheme that marks the reciprocal in this language?  
(iii) What is the morpheme that marks for the causative in this language?  
(iv) What is the morpheme that marks the past perfect tense in this language?

(10 marks)

- (e) With illustration from any Zambian language of your choice explain the concepts of derivational and inflectional affixes.

(8 marks)

### QUESTION THREE

- (a) Study the following data:

uninterruptability  
recarbondate  
unmerciful  
theatrically  
mongolianism  
environmentality

- (i) Identify the word class to which each of the above derived words belongs. (3 marks)  
(ii) Identify all the various morphemes the words are made up of. (10 marks)  
(iii) For each of the words above identify the base to which all the affixes have been added. (3 marks)  
(v) State which of the affixes above are neutral and non-neutral. (6 marks)  
(vi) For the non-neutral suffixes state and explain the phonological changes that are brought about by the addition of the affixes. (4 marks)

- (b) With appropriate illustration name and explain any four constraints to word formation processes. (12 marks)

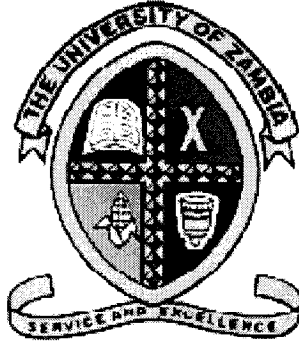
- (c) With illustration using any language of your choice explain why it is difficult to categorise languages into single distinct morphological typologies. (4 marks)

- (d) Translate the following in a Bantu language of your choice and provide a morphological analysis of the Bantu form of your translation:

'It was not cooked for them'

(8 marks)

**END OF THE EXAMINATION**



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

**M.A LITERATURE EXAMINATIONS SEMESTER  
ACADEMIC YEAR 2011/2012  
LIT5001: LITERACY RESEARCH METHODS**

**Instructions:**

1. This Examination comprises Sections A, B and C.
2. Section A is compulsory.
3. Answer one question from Section B and another from Section C.
4. All questions carry equal marks.
- 5. Weighting**
6. This Examination constitutes 50% of the total course mark.
7. **Dictionaries** only, may be carried into the Examination Hall.

## SECTION A

**The Bible** encapsulates most of the major dialectical themes that to-day guide Humanity, encompassing Evil and Good, Faith and Unfaithful, grateful and ungrateful etc..... In a nutshell the holy scriptures to the alert scholar maybe the stepping stone to a discussion of secular philosophical issues of morality which in turn are reflected in the literatures of mankind. Discuss. (33<sup>1/3</sup>)

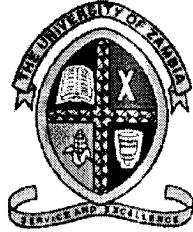
## SECTION B

1. A deep understanding of Jung's theory of the **collective unconscious** may invariably unlock the mysteries surrounding characterization in most literature. From your readings and research, how would such an assertion imply "deconstruction", the "déjàvu", i.e. everything has already been said by others before this, therefore the author is irrelevant! (33<sup>1/3</sup>)
2. If you are conducting a research on the praise poetry of a kingdom in Zambia, enumerate the essential features of 'preparedness' on your part, from 'entry' to 'exit' and publication of your findings. (33<sup>1/3</sup>)

## SECTION C

3. What have you come to observe as the traditional style of 'packaging' a dissertation from start, through to its conclusion and submission for examination? (33<sup>1/3</sup>)
4. Write briefly on each of the following, saying how important they are to a researcher:  
(a) Table of contents in a book      (b) Appendix      (c) Time frame  
(d) Research location      (e) Language. (33<sup>1/3</sup>)

**END OF EXAM**



# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2011/12 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATIONS**

**LIT 5101 – LITERARY THEORY AND CRITICISM**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

- (i) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.
  - (ii) The question in Section A is compulsory.
  - (iii) Each question carries equal marks.
-

**SECTION A: (Compulsory)**

1. Which one is your most preferred approach to literary criticism? Explain why you think it is the best by comparing and contrasting it with other approaches. Give actual examples to explain your answer.

**SECTION B: (Answer ANY TWO questions in this section.)**

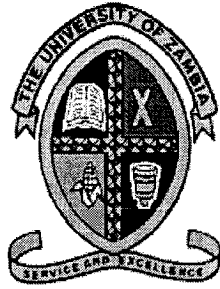
2. In her essay, 'The Colonialistic Bias of Heart of Darkness,' Frances B Singh says of Conrad's famous novel *Heart of Darkness*: 'It is a truth universally acknowledged that *Heart of Darkness* is one of the most powerful indictments of colonialism ever written.' However, in his essay 'An Image of Africa: Racism in Conrad's *Heart of Darkness*,' Chinua Achebe sees *Heart of Deakness* as more of a racist discourse than an indictment of colonialism. He writes: 'Conrad saw and condemned the evil of imperial exploitation but was strangely unaware of the racism on which it sharpened its iron tooth.' Which of the two views, in your opinion, is correct, or do you see *Heart of Darkness* as being both an anti-colonial and racist discourse? Elaborate.

3. Roland Barthes writes in *From Work to Text*, one of his famous essays: 'The Text is plural. This does not mean just that it has several meanings, but rather that it achieves plurality of meaning...' Barthes further says in his famous essay, *The Death of the Author*: 'We know that the text is not a line of words releasing a single "theological" meaning (the "message" of the Author-God) but a multi-dimensional space in which a variety of writings none of them original, blend and clash... Once the Author is removed, the claim to decipher a text becomes quite futile. To give a text an Author is to impose a limit on that text...' Do you agree or disagree with Barthes' views on the text? Elaborate your answer with reference to any of the literary texts you have studied in both LIT5101 and LIT5111.

4. Allen Ginsberg's poem, *Howl*, has been described as 'the poem that changed America'. Highlight the uniqueness of the poem with reference to its language, structure and themes.

5. 'Language, for the individual consciousness, lies on the borderline between oneself and the other. The word in language is half someone else's. It become "one's own" only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention. Prior to this moment of appropriation, the word does not exist in a neutral and impersonal language (it is not, after all, out of a dictionary that the speaker gets his words!), but rather it exists in other people's mouths, in other people's contexts, serving other people's intentions: it is from there that one must take the word, and make it one's own.' Discuss this statement by Mikhail Bakhtin, making reference to any of the literary texts studied in LIT5111 and LIT5101.

**END OF EXAM**



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

**2011/12 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATIONS**

**LIT 5111 – MODERNISM**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

- (i) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.
  - (ii) The question in Section A is compulsory.
  - (iii) Each question carries equal marks.
-

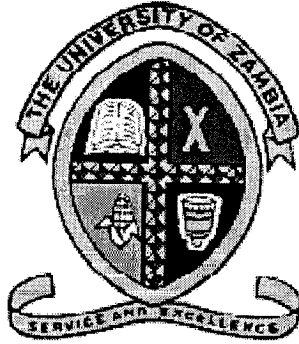
**SECTION A: (Compulsory)**

1. Ezra Pound is famous for saying to the writers of his day, 'Make it new.' To what extent and in what ways did modernist writers adhere to the philosophy of 'making it new'? Illustrate your answer with references to appropriate modernist texts studied in the course.

**SECTION B: (Answer ANY TWO questions in this section.)**

2. In what ways does Atwood's *The Handmaid's Tale* exhibit the tenets of modernism?
3. It has been argued that while modernism evolved out of the writers' desire to depart from conventional rules of writing, it has also become bound by 'rules'. Discuss, making appropriate references to any of the books you have studied in the course.
4. Discuss the merits and demerits of the technique of stream of consciousness, making reference to appropriate textual examples.
5. Conrad's *Heart of Darkness* was first published in 1899 at the time when western colonialism was at its peak and the modernist cultural movement was being born. Most modernist works are set in modern cities, usually big ones. What makes Conrad's *Heart of Darkness* modernist despite being set in the jungle?

**END OF EXAM**



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

**FIRST SEMESTER FINAL EXAMINATIONS  
2011 ACADEMIC YEAR**

**M.A LIT5121 STUDIES IN LITERATURE AND GENDER**

**Duration:** Three (3) Hours

**Instructions:**

- (a) Answer three (3) questions in all one from each section.
- (b) You are allowed to use two books in the examination.

**Weight:**

- (a) All questions carry equal marks.
- (b) Examination counts 40% of course work.

## SECTION A

1. In literature, gender inequality is one of the major issues around which the works of many writers revolve.  
Write up to 3 pages referring to two writers (novelists or poets) of your choice. (33<sup>1/3</sup> marks)
2. Write a critique on the following:  
Differentiation of biological sexes leads us to the movement of feminism which is a critique of society based on inequalities. (33<sup>1/3</sup> marks)

## SECTION B

3. Write a few notes on the following statements:
  - (a) Sex is the biological aspect of being female or male while gender is social and cultural characteristics associated with biological sex. (12 marks)
  - (b) Masculine and feminine stereotypes assume heterosexuality. (10<sup>1/3</sup> marks)
  - (c) Traditional male gender role is instrumental and it emphasizes aggression while traditional female roles are expressive and emphasize passivity. (11 marks)
4. (a) What happens when gender is ambiguous?  
(b) Explain what a transgendered community is.

## SECTION C

5. In the novel **Things Fall Apart** the writer Chinua Achebe portrays women characters unfavourably as compared to male characters. Elaborate how the writer portrays the image of the male major character Okonkwo towards women:
  - (a) Women as objects of ownership (8 marks)
  - (b) Women as Objects of inheritance (8 marks)
  - (c) Exclusion of women from participating in certain activities (8 marks)

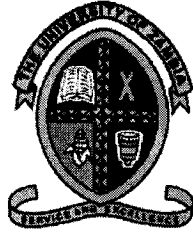
(d) Derogatory remarks made by male characters against female characters.  
(8marks)

6. (a) From the book of your choice explain how male characters transact with female characters in decision making and power sharing issues.  
(b) Do female characters fight for their rights or do they accept that they are created to be dominated by males. (33<sup>1/3</sup> marks)  
(c) If they fight do they fail or succeed?

Total 100

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**END OF EXAM**



# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF LITERATURE AND LANGUAGES**

**2011/12 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATIONS**

**LIT 5222 – EUROPEAN DRAMA**

**TIME: THREE HOURS**

## **INSTRUCTIONS:**

- (i) Texts are allowed into the exam room. You are expected to quote as much as necessary from the text.**
- (ii) The question in Section A is compulsory.**
- (iii) Each question carries equal marks.**

**SECTION A: (Compulsory)**

1. Briefly discuss the following dualities in *The Bacchae*:
  - (a) Madness and sanity (10)
  - (b) Humanness and divinity (10)
  - (c) Sacrifice and murder (10)
  - (d) Reality and appearance (10)

**SECTION B: (Answer ANY TWO questions in this section.)**

**EITHER**

2. ‘*The Bacchae* depicts a struggle to the death between the twin forces of control (restraint) and freedom (release), and permits Dionysus to provide an answer to this question. The god’s implicit message is that not only is there space for the irrational within society, but that such a space must be allowed for that society to exist and thrive.’

Discuss the above statement with reference to the content of *The Bacchae*.

**OR**

3. Discuss the nature of the conflict between Dionysus and Pentheus.

**EITHER**

4. “The play *Dr Faustus*, examined more technically, has a strong beginning and an even stronger end; but its middle section, whether we abridge it or bombast it out, is unquestionably weak. The structural weakness, however, corresponds to the anticlimax of the parable; it lays bare the gap between promise and fruition, between the bright hopes of the initial scene and the abysmal consequences of the last.” Discuss this statement in relation to textual evidence.

**OR**

5. The question debated throughout the play *Dr Faustus* is whether Dr Faustus can be saved by repentance. Faustus, of course, is forever repenting – and recanting through fear of bodily torture and death – and the Good and Bad Angels who personate the two sides of his human nature are forever disputing the point. Explain how the question of Faustus’ repentance is affected by the roles of both the Good and Bad Angels.

**END OF EXAM**



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

MCN 5011: COMMUNICATION RESEARCH METHODOLOGY AND TECHNIQUES

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TIME: THREE HOURS

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

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SECTION A: ANSWER **ALL** QUESTIONS FROM THIS SECTION

1. Write brief explanatory notes on the following:
  - a) Guttman scaling
  - b) Semantic differential
  - c) Grounded theory
  - d) Cross-sectional research

10 arks
2. It may be very difficult to ask questions in a survey. Explain 

10 Marks
3. With reference to the essentials, briefly discuss the role of ethics in research .

10 marks
4. Compare and contrast stratified random sampling with quota sampling.

10 Marks

**SECTION B: ANSWER ONLY TWO QUESTIONS IN THIS SECTION**

5. A divisive debate has arisen on the merits and demerits of qualitative and quantitative studies. What would you say? 

30 Marks
6. Discuss how rural development projects in Africa might be handled differently using new approaches to research and development. 

30 Marks
7. A debate has arisen as to whether ZNBC is government or public media. Map out a detailed strategy to prove one way or the other. 

30 Marks

END OF EXAMINATION

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION  
FIRST SEMESTER EXAMINATION, 11/24/2011  
MCN 5021: SPECIALIZED REPORTING

TIME: THREE HOURS

INSTRUCTIONS

SECTION ONE: ANSWER BOTH QUESTIONS

1. A recent journalism graduate is struggling with a serious career decision. Should he/she go into specialized reporting or remain a general beat reporter? Advise by addressing these issues clearly and precisely:
  - What is specialized reporting? How is it different from beat reporting?
  - What are some changes in society that lead to the development of specialized reporting?
  - What are some core qualities that specialized reporters need to develop?
  - Which branch of journalism is more fulfilling—specialized or general?
  - Which one has better career prospects in the media industry in Zambia?

(15 marks)

2. You are tasked to develop course JN4001, a ten-week fourth year course in specialized journalism. Outline ten weekly topics you would include in the program. Explain briefly what the topic is and why it is important to specialized journalism.

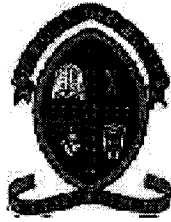
(10 marks)

SECTION TWO: ANSWER ANY THREE QUESTIONS

3. Outline five traits of good writers and explain the importance of each trait.
4. Name five areas of possible specialization in Zambian journalism. Which one is most appealing to you? Why?
5. We discussed at length in the Media and Society class the Diffusion Theory. Create five talking points on how specialized reporting can contribute to the diffusion of innovations.
6. You are applying for a scholarship to study specialized reporting. Outline five reasons why and how such a program would benefit you and/or your organization.
7. As a managing editor of a Zambian daily, you are instructed by your board to reduce staff by one—either the specialist or generalist journalist. Draft a five-point memo justifying your decision.

(Five marks for each question)

END OF EXAMINATION



**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF MASS COMMUNICATION**

**FINAL FIRST SEMESTER EXAM 2011**

**COURSE: COMMUNICATION THEORY AND PROCESS: MCN 5031**

**INSTRUCTIONS:**

**Answer FIVE questions only. But questions 3 & 7 are compulsory**

**DURATION: Three hour (3 hrs)**

**28/11/2011**

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1. Imagine that you have been appointed as a Permanent Secretary to a trouble-shooting Ministry. In the few days you have been in the office, you are convinced that part of your success will depend on effective communication.
  - (a) What are some of the barriers you are going to be avoiding when communicating?
  - (b) What line of actions are you going to embark on so as to be effective in your communication?
  - (c) Discuss 7 C's of effective communication.
  
2. You are working at State House as one of the top officials and you realize that there is a lot of information leakage and you wish to put an end to it.
  - (a) Which style of communication are you going to adopt between formal communication and informal communication and why adopt this style?
  - (b) In spite of your new approach to communication flow, you are surprised that the grape vine is still there. What are you going to do about it?
  
3. You are the spokesperson for the Disaster Management and Mitigation Unit (DMMU) and there are floods in Msisi Compound. Kindly explain:
  - (a) What a crisis is.
  - (b) The best way to conduct oneself as Spokesperson before the media.
  - (c) The 3 phases of crisis management.
  
4. You have just been employed as Director of a newly formed Non-Governmental Organization (NGO). Kindly explain how you will influence other workers to do more than just what is expected of them so that the Organization ticks highly.
  
5. Since Zambia is a democratic country, it is the right of every citizen to communicate freely. Discuss these communication rights and duties.
  
6. In order to be an effective listener, what pitfalls would you avoid?
  
7. A disaster has triggered and it has been discovered that your company deliberately engaged in the activities leading to the disaster. Depending on your presentation, your company may continue being around or may be deregistered. Discuss your position.

**GOOD LUCK, ALL THE BEST AND HAPPY FESTIVAL SEASON**



**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF MASS COMMUNICATION**

**FINAL FIRST SEMESTER EXAM 2011**

**COURSE: HUMAN DEVELOPMENT AND PARTICIPATORY COMMUNICATION: MCN 5041**

**INSTRUCTIONS:**

**Answer FIVE (5) questions only in this paper. But questions 1 & 3 are compulsory**

**DURATION: Three hour (3 hrs)**

**02/12/2011**

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1. (a) What is monitoring and evaluation (M&E) and show their uses.  
(b) Discuss key factors for improving monitoring and evaluation (M&E).  
(c) Establish key differences between conventional and participatory M&E.
2. Explain what projects are, major factors in project management and the project cycle.
3. You stay around Lake Bangweulu where people earn their living as fishermen and as a result the fish is depleting. Worse still people do not keep animals as another source of income and nutrition.  
(a) Kindly come up with a project proposal through a logical framework.  
(b) Show the purpose of the logical framework  
(c) Illustrate the advantages and limitations of using a logical framework.
4. You are the new Minister of Finance and National Planning. In your budget speech:  
(a) Outline and explain the root causes of poverty in Zambia  
(b) Explain the measures you are going to take in order to combat poverty.
5. You are in Sesheke working for the Ministry of Agriculture and Cooperatives and you realize that maize is impossible to grow there because the soil is sandy. The crux of the matter is that maize is the staple food and people cannot imagine feeding on something else. How do you hope to bring people on board so that a rice project is initiated, appreciated and becomes their new staple food?
6. In coming up with a people's project, it is important that the local people themselves adopt it.  
(a) Kindly explain and draw the adoption ladder process.  
(b) Discuss the process of creating basic messages.
7. You are in Namwala District for an NGO workshop with the grassroots. What will make your messages to be effective?

**GOOD LUCK, ALL THE BEST AND HAPPY FESTIVAL SEASON**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS**

**MCN 5051: COMMUNICATION AND CHANGE**

**NOVEMBER/DECEMBER 2011**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN SECTION A, AND THEN ANY THREE FROM SECTION B.**

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**SECTION A**

1. Although many people have understood familial relationships in terms of “blood,” many anthropologists have argued that the notion of “blood” must be understood *metaphorically*. Why do they argue this? (4 Marks)
2. Communication may be viewed as a *symbolic, transactional process* of creating and sharing meaning. What does this imply? (8 Marks)
3. Poverty is conceptualised from a variety of perspectives, and as a result, the preferred solutions are also varied. When looked at as a lack of resources, what does poverty mean? (12 Marks)
4. What is development for social change and what does Everett Rogers say about development generally? (12 Marks)
5. According to Colin Fraser and Sonia Restrepo-Estrada (1998), the successes and failures of most development projects are often determined by two crucial factors. State these two factors? (4 Marks).

**SECTION B**

6. Communication and development have been viewed as closely intertwined phenomena, where one is believed to guarantee the other. Discuss this assertion. (20 Marks)

7. Discuss why trends in the incidence of HIV and AIDS infection among women in Sub-Saharan Africa suggest this population is increasingly at risk. (20 Marks)
8. It is argued that it is possible to outline three broad theories of poverty. Identify and explain these three theories. (20 Marks)
9. The concept of 'community media' (CM) has shown to be, in its long *theoretical tradition*, highly elusive. Discuss why this is so. (20 Marks).

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS (DIFERRED)**

**PAM 5111: THE THOERY AND PRACTICE OF PUBLIC ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Why is theory important in the Social Sciences as any science? Giving relevant examples outline and critically discuss the theoretical and practical strands of Public Administration. Illustrate the possibility to draw any contrast with private administration.
2. Identify and discuss any four of the common approaches to the study of Public Administration, highlighting the central points of departure, key issues of focus and the main advocates of each approach.
3. Critically discuss the main tenets of Weber's ideal bureaucracy. Illustrate the significance of those tenets of bureaucratic organization in one of Zambia's public organizations.
4. Define the term "Decentralization". What are its main forms and what roles are they intended to play in national socio-economic development? Illustrate your discussion.
5. What are the four common ingredients of leadership? How do they operate to strengthen and sustain the workers motivation to attain improved individual and organizational performance?
6. Using Herbert Simon's theoretical perspective, explain in some detail the basis for the claim that the concept of **Organisation Theory** is integrative. What theoretical perspectives does it integrate and what is the main element or ingredient of this integration?

**END OF EXAMINATION**

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

**PAM 5122: POLICY ANALYSIS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. What are the strengths and weaknesses of each of the main forms of Policy Analysis? How do these main forms help in understanding the dialectics of policy systems and the resolution of the contradictions inherent in Policy Analysis?
2. Identify and describe any three models of Policy Analysis highlighting their content, common applications, strengths and weaknesses.
3. Draw a diagram to illustrate the dynamic process by which one type of policy-information is transformed into another type using appropriate policy-analytic procedures. What are the main distinctions between the policy-informational and policy-analytic procedures?
4. Critically discuss the role of Policy Argumentation in Policy Analysis. Identify and exemplify the six elements of a Policy Argument.
5. What are the main aims of Forecasting? Identify and illustrate the main forms, objects and bases of Forecasting.
6. Discuss and exemplify how the policy-analytic procedure of Recommendation relates to the concepts, processes and problems of Multiple Advocacy, Advocacy Claims, Simple Choice and Complex Choice models.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER, 2011 FINAL EXAMINATION**

**PAM 5211: DEVELOPMENT ADMINISTRATION**

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

1. What deficiencies would you identify with the type of administration in the Second Republic in Zambia, and what reforms would you have instituted shortly after the dawn of the Third Republic?
2. Explain the dependency theory of development. Why is it still valid in today's international trade?
3. Distinguish, by citing concrete illustrations, between quantitative and qualitative facets of development. Why are the two important to determine Zambia's pace of economic advancement?
4. Why do some scholars argue that economic development is a pre-requisite for social development?
5. What weaknesses, do you think, still prevail in the Zambian state bureaucracy, and which capacity measures would you suggest to be introduced to improve its performance?
6. If you were to conduct a comparative study of administration between Zambia and South Africa, which criteria would you use and why?

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PAM 5311: HUMAN RESOURCE MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Why is Human Resource Management referred to as “a strategic issue”? Drawing from an analysis of the growth and development of the current conception of Human Resource Management, critically exemplify this view.
2. The words “Before”, “During” and “After” aptly describe the three basic stages of the Human Resource Management process? Outline and discuss, in some detail, what elements each stage comprises and how they bare upon an organization’s competitive advantage through people.
3. What is understood by Human Resource Planning? Using examples from organizations you know, outline and describe the main steps in the human resource planning process.
4. Define, and giving relevant examples write short notes on, the following activities of Human Resource Management.
  - i) Job Analysis
  - i) Recruitment, Selection and Placement
  - iii) Performance Management
5. Motivating staff is an important strategy for improving the production and productivity of people in organizations and the attainment of organizational goals and objectives. Critically discuss the main elements, which are often used to motivate people and the roles which leadership must play in the process..
6. Health and safety at places of work is concerned with protecting employees and any other people affected by what the organization does against the hazards arising from their employment or links with it. Discuss the common causes and effects of health and safety problems at places of work and how they may be overcome.
7. What do you understand by Ethics and Morals in Human Resource Management? Discuss the common steps in ethical deliberation and the main approaches to ethical reasoning.

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PAM 5411: RESEARCH METHODS AND TECHNIQUES IN PUBLIC  
ADMINISTRATION 1**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. A prerequisite of effective research in any other discipline is the knowledge of the theoretical and practical bases of the subject or discipline or phenomenon being investigated. As a student of Public Administration, identify and critically discuss four areas of research common to it and highlight the main objectives of each area. What are the common problems of conducting research in Public Administration and how can they be overcome?
2. Identify and critically discuss four of the common types of social research you may use in Public Administration research? Outline the basic elements or features, main purposes, strengths and weaknesses of each of types of research you have identified.
3. Explain the relationship between Science, Knowledge and Research. In doing so, you will need to critically establish the scientific context of research by critically answering the following questions:
  - i) What is "science"?
  - ii) What are the presuppositions of "science"?
  - iii) What is "knowledge"?, and
  - iv) What is "research"?How do these concepts relate to the understanding, explanation and prediction of the causes and effects of social phenomena?
4. Describe the main stages of a scholarly or scientific research process? What are the critical points to observe at each stage of the research process in order to improve the validity and reliability of data and the inferences to be derived from them?
5. What is "sampling" as used in scientific research? Outline and critically discuss at least four sampling methods you know, highlighting the basis, merits and demerits of each.

6. What do you understand by the term research? Why do people conduct research? In order to conduct their research processes more effectively and speedily, all researchers enlist the assistance of specific “tools of research”. Identify and critically discuss four of the basic “tools of research” and show how each of those tools assists the research process.

**END OF EXAMINATION**

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

2011 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS

**PHL 5045: POLITICAL PHILOSOPHICAL PERSPECTIVES**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE OF THE SIX QUESTIONS.**

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1. "One of the essential qualities of what is political, and one that has powerfully shaped the view of political theorists about their subject matter is the relationship to what is 'public' ... what is 'common' to the whole community," according to S. Wolin.
  - (a) Discuss what Wolin considers to be the functions common to the community.
  - (b) Explain what political philosophy as distinguished from political science in this respect entails.
  - (c) Demonstrate how in this case the philosophical discourses concerning politics develop, broaden and flow from their underpinnings. In other words, show how in this case there is a fundamental relationship between political philosophy and ethics.
  - (d) Discuss why in this case the modern state and not the Greek city-state is considered to be the primary unit of analysis in political philosophy.
  
2. "Though territory has existed in different eras and locales, sovereignty has not always been territorial," many political thinkers are agreed.
  - (a) Explain the modern idea of sovereignty by analyzing its distinguishing components.
  - (b) Demonstrate with the example of medieval Europe how territoriality was not such an important component of sovereignty.
  - (c) Discuss the historical context in which the idea of state sovereignty that unified political rule within a specified territory developed.
  - (d) Discuss with the help of examples of challenges from contemporary times the loosening of the link between sovereignty and territory.

3. According to Amartya Sen, “no substantial famine has ever occurred in any independent country with a democratic form of government.”
  - (a) Distinguish democracy as a process of decision-making from aristocracy and monarchy.
  - (b) Discuss at least three instrumental arguments for democracy in the light of the above quotation.
  - (c) Critically discuss whether or not democracy should be valued or considered morally desirable in terms of its outcomes alone.
  - (d) Discuss David Held’s argument for the value of democracy at a global level or the value of cosmopolitan democracy.
  
4. “Liberalism is the view that the most fundamental role of the state is to secure justice for citizens and not, for example, to promote their good or their virtue,” states J. Christman.
  - (a) Discuss what is implied by the liberal view that the role of the state is to secure justice for citizens and not to promote their good or virtue.
  - (b) Describe the concept of “person” or “citizen” assumed in liberal theory.
  - (c) Explain what the liberal state’s commitment to neutrality implies.
  - (d) Critically discuss the limitation of the liberal state’s commitment to neutrality in the context of the communitarian critique.
  
5. Human rights are generally understood to be fundamental or minimal standards that help protect minimally good lives for all human beings everywhere in the world.
  - (a) Discuss the sense in which human rights are “a right” in accordance with Wesley N. Hohfeld’s four meanings of the phrase.
  - (b) Discuss some of the necessary negative and positive prerequisites for leading a minimally good life in accordance with the three generations of rights outline in Human rights documents.
  - (c) Critically discuss the objection raised against rights to welfare that they do not serve truly fundamental interests and, therefore, are not human rights in the same way that we speak of civil and political rights as human rights.
  - (d) Discuss the philosophical criticisms of human rights from the point of view of moral relativism.

6. Justice, for Robert Nozick, is “not a matter of imposing patterns of distribution or pursuing particular distributional outcomes which infringe on the individual’s right to pursue their own welfare. Justice is to be understood *historically*; it is the result of free choices that individuals have made. The law’s conception of justice connects the concept with rights or entitlements to holdings or property, which depend on what has been done in the past.”
- (a) Discuss the idea of distributive justice by distinguishing it from criminal justice.
  - (b) Explain the three principles of justice in terms of which an individual’s right to a holding or property is just, according to Robert Nozick.
  - (c) Discuss the type of state Nozick proposes for a just society in terms of the functions that it is supposed to perform.
  - (d) Critically discuss the objection to Nozick’s libertarian conception of justice that it fails to prove that John Rawls distributive conception cannot also be a valid feature of justice in society.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**2011 ACADEMIC YEAR FIRST SEMESTER**

**M. A. FINAL EXAMINATIONS**

**PHL5071: RESEARCH METHODS IN APPLIED ETHICS**

**TIME: THREE HOURS**

**ANSWER: ANY FOUR OF THE FOLLOWING QUESTIONS**

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1. (a) Scientific research was originally intended to be purely objective in its findings. However, it has become increasingly clear that the “subjective” dimension is always involved in social science research in particular.  
Discuss critically whether it is still valid to speak of “objectivity” in science.  
(b) Explain and discuss the “phenomenological” approach in social science research.
2. Identify and discuss the four different designs/methodologies used in social science research highlighting the advantages and disadvantages of each.
3. (a) Explain what is meant by the “grounded theory” approach in social science research clarifying the meaning of the different stages involved.  
(b) Sampling is important in both quantitative and qualitative research. Explain the meaning of the following types of sampling:
  - (i) Simple random sampling;
  - (ii) Cluster sampling;
  - (iii) Systematic sampling;
  - (iv) Quota sampling;
  - (v) Snowball sampling;
  - (vi) Convenience sampling.
4. (a) In-depth interviewing is a key method used in social science research.  
Discuss critically the advantages and disadvantages of using this method.  
(b) Focus group discussions (FGDs) can be helpful in a triangulation method.  
Discuss critically the problems that can arise in the use of focus group discussions.
5. (a) Mention five types of questions that should be avoided in framing an interview schedule giving an example in each case.  
(b) With regard to the reliability of research data, discuss the advantages and disadvantages of using in-depth interviews and structured survey questionnaires.
6. The ethical dimension involving values is always present in social science research.  
Discuss critically the ethical responsibility of the researcher at different stages of the research process.

**END OF EXAMINATION**

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

**POL 5211: APPROACHES TO COMPARATIVE POLITICS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTIONS ONE (1) AND TWO (2) IN SECTION A AND ANY OTHER QUESTION IN SECTION B**

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**SECTION A**

1. The term “New Institutionalism” appears with growing frequency in political science. However, there is considerable confusion about what it is. Write an essay in which you shed some light on what the “New Institutionalism” is. In so doing, explain also how the “New Institutionalism” differs from other approaches you are familiar with in political science as well as highlight the promise, if any, that it (the “New Institutionalism”) offers to the discipline of political science **(20 Marks)**.
2. Write an essay in which you outline and critically examine the past and present trends in Comparative Politics **(20 Marks)**.

**SECTION B**

3. Politics and economics are intrinsically and inextricably linked; it is very difficult to study or discuss one without talking about the other, and vice versa. Critically examine this thesis in the context of political economy. In so doing, identify and analyze also the components of political economy and illustrate, using concrete examples, how different economic systems view the relationship between the State and the market **(10 marks)**.

4. Explain the terms “development”, “dependence” and “underdevelopment”. Furthermore, using appropriate theories, critically examine the thesis or suggestion that the so-called “Developing Nations” should follow the same developmental path that was followed, a long time ago, by today’s western industrial societies if they want to develop like them. (10 marks).

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR FIRST SEMESTER**

**UNIVERSITY POST-GRADUATE EXAMINATIONS**

**POL 5231: TOPICS IN AFRICAN POLITICS AND DEVELOPMENT.**

**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS.**

**TIME: THREE (3) HOURS**

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1. Critically analyse the various forms that the decolonisation process took in various African countries. In the process of doing so critically assess the extent to which the manner the decolonisation process took in most of these countries was a function of their colonial experiences.
2. Critically analyse the extent to which class rather than ethnicity can be said to be the most important cleavage in African politics.
3. "Emphasis within the dependency theory fails to take into account the role of the state within the developing countries in altering their ranking within the world economy.

Critically assess the validity of the above statement with reference to the role of the State in Africa.

4. Outline the internal and external stimuli to change from one party system to plural politics that occurred in Africa for much of the early 1990s. In so doing critically assess what you consider to have been the primary stimulus in this change.
5. Assess the extent to which the political parties that took over power in the countries that saw the collapse of one party or military regimes in the wake of the "democratisation" in the late 1980s and 1990s can be said to be fundamentally different from those that they took over from with regard to their attitude and behaviour in respect of fundamental liberal democratic principles and governance.

End of Examination

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**  
**2011 ACDEMIC YEAR**  
**UNIVERSITY FIRST SEMESTER POSTGRADUATE EXAMINATIONS**  
**POL 5331: STUDIES IN INTERNATIONAL ECONOMIC ORDER**

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

**TIME: THREE (3) HOURS**

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- 1 Analyse the ways in which the “Washington Consensus” has impacted on least developed countries receiving assistance from the World Bank.
2. Discuss the view that governance of the World Bank and the IMF lacks legitimacy.
3. Analyse the extent to which the Poverty Reduction Strategy Papers (PRSPs) conceived under the World Bank’s Highly Indebted Poor Countries (HIPC) Initiative differed from the Structural Adjustment Programmes.
4. The World Trade Organization does not seem to be making much progress in brokering agreements under the Doha Round of talks. Discuss the reasons for this.
5. Describe the structure of the current “international economic order” and assess the extent to which it is just..

**END OF EXAMINATION**

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

**2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION**

**POP 5011: ADVANCED FERTILITY AND MORTALITY ANALYSIS**

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**TIME: THREE HOURS**

**INSTRUCTIONS:** ANSWER ONE QUESTION FROM EACH SECTION. EACH QUESTION MUST BE ANSWERED ON A SEPARATE ANSWER SHEET.

**SECTION A**

Q1(a) Using a Lexis Chart and the data given below, estimate the cohort age-specific death rate at age 46 for the 1951 male birth cohort. You can assume the cohort was unaffected by migration beyond the date of census.

**Table 1**

Age in years	Male population at census held 30 April 1996	Male deaths by year		
		1996	1997	1998
44	85,176	355	329	344
45	83,214	395	419	362
46	79,916	455	450	454

b) Presented below are a distribution of women aged 45-49 by number of children ever born alive for Population A, and parity progression ratios (PPRs) for women aged 45-49 for Population B.

**Table 2**

Population A		Population B	
Children ever born	No. of women	Parity (n)	PPR ( $a_n$ )
0	33,119	0	0.859
1	27,784	1	0.923
2	107,116	2	0.875
3	100,358	3	0.815
4	57,732	4	0.755
5	23,749	5	0.710
6	10,589	6	0.674
7	4,513	7	0.638
8	2,180	8	0.608
9	1,139	9	0.585
10+	1,035		

- (i) Calculate PPRs for Population A
- (ii) The two populations are those of a developing country in 1991 and a developed country in 1986. After inspecting your two sets of PPRs, which of these populations do you think is Population A, and which is Population B? *Why* do you think so?

**SECTION B**

Q2. Table 3 below gives m-type death rates per thousand of the population among males. Taking the radix to be 100,000,

**Table 3**

Age x	Age-specific death rate, $nq_x$
0	0.14
1	0.07
5	0.02
10	0.02
15	0.02
20	0.03
25	0.03
30	0.04
35	0.05
40	0.06
45	0.07
50	0.09
55	0.12
60	0.18
65	0.24
70	0.34
75	0.46
80	0.61
85	0.77
90	0.90
95	1.00

- (i) Compute the probabilities of the males celebrating their birthdays from exact age zero to age 95.
- (ii) Calculate the life expectancies at birth and exact ages.
- (ii) What are the various contributions of these men to person-years lived?

**SECTION C**

- Q3(a) What assumptions underlie the Brass method of indirectly estimating fertility?
- b) What problems are associated with the problems with the Brass method?
- c) How can you deal with these problems?
- d) Given below are data based on the 1990 census and a mean age of childbearing of 31 years, use

the Brass method to indirectly compute the total fertility rate and compare the result with the conventional total fertility rate. What are your observations and comments?

- e) Briefly describe how multipliers in column (5) below are obtained.

**Table 4**

Age group (1)	Women (2)	Children ever born (3)	Children born 12 months before census (4)	Multiplier (5)
15-19	47,422	10,099	4,407	2.307
20-24	36,981	45,618	9,238	2.890
25-29	27,406	76,524	7,364	3.035
30-34	20,925	94,942	5,420	3.120
35-39	13,855	81,276	3,002	3.245
40-44	12,862	87,443	1,680	3.510
45-49	10,547	75,698	656	4.395

**OR**

- Q4(a) Discuss the rationale underlying the estimation of mortality based on information of children ever born and children surviving.
- b) What is the difference between the Brass and the Trussel approaches to indirect estimation of mortality?
- c) What are the major characteristics of model life tables used in Trussel approach?
- d) Discuss the assumptions underlying the Brass approach to the indirect estimation of mortality.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**POP 5021: MIGRATION AND URBANIZATION ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS: TWO FROM SECTION A AND ONE FROM SECTION B**

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**SECTION A**

**ANSWER ANY TWO QUESTIONS**

1. With reference to Africa in general and Zambia in particular discuss what you consider to be:
  - a) The costs of the brain drain
  - b) The benefits of the brain drain
  - c) Policy measures to deal with the brain drain
  
2. Discuss with relevant examples drawn from Zambia and other parts of the world:
  - a) The causes of urbanization
  - b) The consequences of urbanization
  - c) Policy measures to deal with problems associated with urbanization.
  
3. Discuss with relevant examples drawn from Zambia:
  - a) The different types of migration
  - b) The effects of migration on the area of origin
  - c) The effects of migration on the area of destination.
  - d) Possible remedial measures to deal with negative aspects of migration.
  
4. Give a brief historical perspective of the refugee problem in Africa and other parts of the world in terms of :
  - a) The major causes of the problem.
  - b) The consequences of the problem

## SECTION B

### ANSWER ONE QUESTION ONLY

5. Discuss the relevance of these theories of migration to the African context
- a) Ravensteins' theory
  - b) Lee's reformulation of Ravenstein's theory
  - c) Neoclassical theory
  - d) Segmented labor market theory
  - e) World system theory
6. Discuss the following data collection methods in terms of their strengths and weaknesses in collecting international migration data:
- a) The census
  - b) Sample surveys
  - c) Population registers
7. Describe how the following methods can be used in migration analysis:
- a) Direct methods
  - b) Vital statistics method
  - c) The national growth rate method
  - d) The survival ratio method.

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END OF EXAMINATION

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF POPULATION STUDIES (DPS)  
2011 ACADEMIC YEAR  
POP 5031: POPULATION THEORIES AND THEIR APPLICATION IN MODERN TIMES**

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**TIME: THREE HOURS**

**INSTRUCTIONS: ATTEMPT QUESTION FOUR AND ANY OTHER TWO**

**QUESTIONS:**

1. Attainment of a Demographic Transition in Sub-Saharan Africa is a pipe-dream. Using educated illustrations, elucidate your views in the above assertion.
  
2. A Senior Academic at the University of Zambia postulates that “The Davies and Blake perspectives of fertility management in Africa are more resounding than the Bongaarts’. What would be your take on this view-point?
  
3. Caldwell’s Intergenerational Wealth Flow cannot apply to Modern African Region. Attest the degree to which you support this argument.
  
4. What are the necessary ingredients for Zambia to attain optimum population?

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**END OF FINAL EXAMINATION**



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

**POP 5041: SOCIAL RESEARCH METHODS 1**

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**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER TWO (2) QUESTIONS FROM SECTION A AND TWO (2) QUESTIONS FROM SECTION B. A TOTAL OF FOUR (4) QUESTIONS SHOULD THEREFORE BE ANSWERED FROM THE FOLLOWING QUESTIONS**

**NOTE: USE SEPARATE ANSWER SHEETS FOR ANSWERS TO QUESTIONS FROM EACH SECTION**

**QUESTIONS**

**SECTION A**

1. With appropriate diagrams, identify and discuss the different types of research designs, their strengths and weaknesses, that fall under each of the following broad categories of quantitative research designs:
  - (a) Non Experimental design
  - (b) Quasi experimental design
  - (c) Experimental design
2. The independent and dependent variables are not the only variables that a social science researcher needs to be aware of and clearly identify when carrying out research. Discuss.

3. What are the three (3) main necessary conditions that need to be met in order to prove cause-effect relationship in social science research? Given these conditions, is it justifiable to talk about causality in social science research?
4. Social interaction threats to internal validity refer to social pressures in the research context that can lead to posttest group differences that are not directly caused by the treatment/intervention itself. Identify, and with relevant examples of your own, discuss the main social interaction threats that may affect results of social science research.
5. For each of the following types of external validity, discuss, with appropriate examples, its meaning and the threat associated with it:
  - (a) Population validity
  - (b) Ecological validity
  - (c) Temporal validity
  - (d) Treatment variation validity
  - (e) Outcome validity

## SECTION B

6. Use appropriate examples to describe the following terms:
  - a) Parameter and statistic
  - b) Sampling fraction
  - c) Sampling interval
  - d) An incomplete frame
  - e) A blank foreign element
  - f) Non – response errors
  - g) Sampling errors
7. Discuss how the following factors may influence the determination of sample size
  - a) Population size
  - b) Confidence interval
  - c) Resource availability
  - d) Margin of error
  - e) Variability in the population
8. You are asked to carry out research on the effect of socioeconomic status and its impact on attitudes towards voluntary counseling and testing.

Describe, in a systematic way, how you can measure the two major concepts in this hypothesis and:

- a) At the conceptual level

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF PSYCHOLOGY**  
**MA CHILD AND ADOLESCENT PSYCHOLOGY**

**END OF FIRST SEMESTER EXAMINATIONS.**  
**2011 ACADEMIC YEAR**  
**PS 5191: ATTACHMENT THEORY**  
DATE: 2<sup>nd</sup> DECEMBER 2011  
TIME: 0900-12.00 HOURS

COMPUTER NUMBER: .....

**GENERAL INSTRUCTIONS**

- (1) This Examination has 3 Sections, A, B and C
- (2) Answer questions from each Section as per instructions
- (3) Section A and Section B together account for 25% of the Marks
- (4) Section C accounts for 25% of the Marks

**SECTION A**

**INSTRUCTIONS**

There are 10 multiple choice questions. All must be answered on the question paper itself. Pace yourself and skip and return to questions you are uncertain of.

- I. There are two possible answers to each item:  
True indicated thus: T

False indicated thus: F

- II. Mark T or F against each possible answer
- III. Leave blank the items whose answer you do not know.
- IV. **Marks are DEDUCTED for errors of commission**
- v. Note that one or more or all of the items may be correct or alternatively some or all may be wrong.

**1. Attachment theory in modern evolution perspective brings to attention**

- a) Hamilton's inclusive fitness theory
- b) The dynamics of evolution and its relationship with the attachment theory
- c) The influence of genes and its relationship with the attachment theory
- d) Genetic algorithm
- e) *All the above*

**2. The four stages of attachment includes**

- a) The reattachment phase
- b) The attachment in the making phase
- c) The clear cut attachment
- d) Formation of a reciprocal relationship
- e) Attachment of earnings

**3. Children who do not know the where about of their parents may grow up as**

- a) unsecured type of children
- b) thrilled children
- c) ambivalent type of children
- d) secure type of children
- e) All of the above

**4. Loss of any attachment figure may create**

- a) Woe
- b) Melancholy
- c) Fretfulness
- d) Anedonia
- e) None of the above

**5. Human beings perform well in the presence of the attachment figure because they act as**

- a) a base for reassurance
- b) a haven of protection
- c) a base for refuge
- d) a base for occupying the self
- e) All of the above

**6. Bowlby [1973] envisioned two processes through which internal working models of secure & insecure attachment relations may be communicated from parent to child; these are-**

- a) The quality of dispensation
- b) Open discussion of emotion
- c) Open discussion of relationships
- d) The quality of interaction
- e) None of the above

**7. Separation is a major threat to attachment. Usually, separation response includes;**

- a) Crying
- b) augmented search
- c) agitation
- d) strain
- e) Social withdrawal

8. **Internal Working models are an individual's mental health which are intimately tied to relationships with attachment figures who offer -**
- a) Emotional support
  - b) Physical protection
  - c) One an opportunity to imagine interactions based on their previous experience with them
  - d) One an opportunity to imagine conversations based on their previous experience with them
  - e) All of the above
9. **The fear behavioral system is thought to be linked to the attachment system and the biological function of the fear system is protection. The aforementioned fear systems include-**
- a) Darkness
  - b) Loud noises
  - c) Aloneness
  - d) Sudden looming movements
  - e) All of the above
10. **The function of the attachment behavioural system in Bowlby's theory is to promote- the proximity between the child and caregiver**
- a) The contact between the child and caregiver
  - b) Stable internal state of mind in a child relevant in the frequency and intensity of attachment behavioral system activation
  - c) Interpersonal impenetrability
  - d) None of the above
  - e) All of the above

## **SECTION B**

### **ANSWER 2 QUESTIONS IN ESSAY FORMAT**

1. Attachment has become an important topic in the fields of child care, mental health, parenting and education in Zambia due to the importance of early relationships in child development. Describe the psychobiological origins of infant attachment and separation responses.
2. Research in Zambia just like elsewhere shows that early childhood relationships shape adulthood relationships. Explain the aforementioned statement, through the different stages/phases of attachment on normative development and their implications in order to shed light on how and why attachment bonds are formed.
3. Evolutionary psychology proposes that although infants are biologically predisposed to form attachment bonds with their caregivers, the type of bonds they form vary depending on conditions in which infants are raised. Explain the implication of this statement in Zambia and describe the two primary components of attachment theory propagated by evolutionary theorists.
4. Some parents in Zambia just like elsewhere think attachment is a result of associations with feeding. Explain generally the nature of a child's ties to care givers and specifically how emotions, proximity, fear behavioral system as opposed to just feeding children are strongly associated with attachment.
5. Ainsworth et al [1978] describes infants attachment as biologically predisposed to use the care giver as a haven of safety and as a secure base while exploring the environment. Explain how this assertion fits in with the Zambian scenario by first describing the distinctive variations between secure attachment relationships and insecure attachment relationships.

## **SECTION C**

### **ANSWER TWO QUESTIONS IN ESSAY FORMAT EACH QUESTION IS EQUALLY WEIGHTED AT 12.5%**

#### **QUESTION1**

"ATTACHMENT IS ATTACHMENT IRRESPECTIVE OF ITS CULTURAL CONTEXT" DISCUSS THIS STATEMENT GIVING PRACTICAL EXAMPLES TO SUPPORT YOUR ARGUMENT

#### **QUESTION2**

"HUMAN ADULT BEHAVIOUR IS IN PART DETERMINED BY ATTACHMENT IN INFANCY AND CHILDHOOD" GIVE YOUR POSITION ON THIS VIEW

#### **QUESTION3**

"ATTACHMENT IS A NECESSITY FOR THE PERPETUATION OF LIFE" DISCUSS THE ACCURACY OF THIS STATEMENT

#### **QUESTION4**

DISCUSS THE IMPLICATIONS ON ATTACHMENT OF SINGULAR AND MULTIPLE CAREGIVING SITUATIONS

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF PSYCHOLOGY**  
**MA CHILD AND ADOLESCENT PSYCHOLOGY**

**END OF FIRST SEMESTER EXAMINATIONS IN ADVANCED  
PSYCHOPATHOLOGY, 2011 ACADEMIC YEAR**

**PSY 5241**

**TIME: 0900-1200 HOURS**

**COMPUTER NUMBER:.....**

**INSTRUCTIONS**

Part A- There are ten multiple choice questions. All must be answered. Pace yourself and skip and return to questions you are uncertain of:

- I. There are two possible answers to each item:  
True indicated thus: T  
False indicated thus: F
- II. Mark T or F against each possible answer
- III. Leave blank the items whose answer you do not know

**Marks are DEDUCTED for errors of commission**

Note that one or more or all of the items may be correct or alternatively some or all may be wrong.

1. According to the National Joint Committee on Learning Disabilities (NJCLD) (1985), the definition of learning disabilities constitutes a *heterogeneous group of disorders in the acquisition and use of*.
  - a) *Listening*
  - b) *verbal communication*
  - c) *Reading*
  - d) *Writing*
  - e) *logic or arithmetical abilities*

2. Marsh & Wolfe, (2003) in their book entitled “**Abnormal Psychology**” defines Autism as a “Severe Developmental Disorder characterised by abnormalities in -
- Social performance,
  - Language and communication
  - unusual interests
  - Behaviours.
  - None of the above*
3. Anxiety disorders incorporate a wide range of physical and psychological responses such as
- Hasty heart beats and muscle tension,
  - abdomen upsets,
  - Hypervigilance
  - Having difficulty in feeling calm and comfortable in many situations
  - Avoiding contacts with situations that cause them to feel apprehensive.
4. Mental retardation is basically a developmental disability that is marked by -
- lower than normal intelligence
  - partial daily living skills
  - pattern of persistently slow learning of basic motor skills during childhood and significantly below – normal global intellectual capacity
  - pattern of persistently slow learning of language skills during childhood and significantly below – normal global intellectual capacity
  - all of the above
5. The main underlying feature of a mood disorder according to DSM IV is
- a disturbance in the person's drinking habit
  - a commotion in an individual's disposition
  - a disturbance in a person's temper
  - an interruption in the person's frame of mind
  - all of the above
6. Conduct problems are age inappropriate actions and attitudes that violate-
- Family expectations societal norms
  - Personal rights of others
  - Property rights of others
  - All of the above

7. Children with oppositional defiant disorder display-

- a) Age-appropriate pattern of stubborn disorder
- b) Hostile behaviours
- c) Defiant behaviours
- d) meek behaviours
- e) All of the above

8. Mental Retardation is basically a developmental disability that is marked by one of the following-

- a) Lower than normal intelligence
- b) Limited daily living skills
- c) typical general intellectual functioning
- d) Pattern of persistently slow learning of basic motor and language skills
- e) All of the above

9. Associated characteristics of ADHD include-

- a) Cognitive deficits
- b) Speech impairments
- c) Language impairments
- d) Interpersonal difficulties
- e) All of the above

10. The following are some of the causes of depression:

- a) Genetic and family risk
- b) Neurobiological influences
- c) Family influences
- d) Stressful life events
- e) Emotion regulation.

## SECTION B

### ANSWER 4 ESSAYS QUESTIONS OUT OF 7 QUESTIONS IN THIS SECTION

1. Define communication and learning disorders and explain the common problems or symptoms associated with children and adolescents having reading and writing disorders.
2. Describe the forms of domestic violence and the impact that it has on children and adolescents.
3. Describe the taxonomy of specific phobias that children and adolescents suffer from as argued by Wicks-Nelson & Israel (2003) and social phobias' categorization by DSM criteria, according to Mash & Wolfe (2002)
4. Describe the three criteria that Mental retardation involves and explain the etiology, signs and symptoms of this condition in children and adolescents.
5. Define the term ADHD and explain the core and associated characteristics and etiology of this condition in children and adolescents.
6. Critically examine the nature and etiology of the following mood disorders according to DSM IV
  - a) Major depressive- subtypes
  - b) Bipolar disorders
  - c) Suicide ideation
7. Describe symptoms used in DSM-IV to diagnose Posttraumatic Stress disorder. Do children's reactions to trauma vary? Give reasons for your answer.

UNIVERSITY OF ZAMBIA  
School of Humanities and Social Sciences  
Department of Psychology  
MA Programme in Child and Adolescent Psychology (2011)

**PSY 5261: RESEARCH METHODS IN PSYCHOLOGY I  
FINAL EXAMINATION**

**7 December 2011: 9:00 hours, Seminar Room Psychology Department  
[three hours]**

**This examination has 5 Parts each carrying equal marks**

**Part 1**

**Instructions: Answer all questions on the question paper and attach the question paper to the answer script**

**Multiple choice - 1 mark for each correct answer**

1. Which of the following is not a characteristic of a qualitative approach?
  - (a) focus on known variables
  - (b) data collected in a non-standardised way
  - (c) author's subjectivity is acknowledged
  - (d) findings include individual quotes
  
2. A researcher collects a probability sample of 100 out of the total population. This is:
  - (a) a cluster sample
  - (b) a random sample
  - (c) a stratified sample
  - (d) a systematic sample
  
3. ----- is a tentative explanation for the outcome of a research
  - (a) variable
  - (b) hypothesis
  - (c) problem
  - (d) objective
  
4. A researcher is studying the effect of alcohol consumption by pregnant women in the age range of 20-25 years with at least 7 years of education, on the birth weight of the baby. Here the independent variable is:
  - (a) alcohol consumption by the mother
  - (b) birth weight of the baby
  - (c) age of the mother
  - (d) education level of the mother

5. If there is a positive correlation between secondary school grades and university grades, a student who does better in secondary school will do ----- in university
- (a) bad
  - (b) better
  - (c) both (a) and (b)
  - (d) none of the above

**Fill in the blanks- 1.5 marks for each correct answer**

1. ----- is the most common type of descriptive research in which respondents provide information by completing a questionnaire or answering interviewer's questions.
2. In a ----- survey, 2 or more groups answer the same questions at different times.
3. ----- is a list of population from which sample will be drawn.
4. Quota sample is an example of ----- sample.
5. In a ----- experimental design, there is no need for random assignment as every subject is tested at every level of the independent variable.
6. Qualities of good questions include:
  - (a) -----
  - (b) -----
  - (c) -----
  - (d) -----

## Part 2

**Instruction: Answer the following question (20 marks)**

1. A UNZA researcher wants to explore the possible causes of stress in secondary school students.

(a) Design a questionnaire with 2 parts, with part 1 as demographic questionnaire and justify the inclusion of the questions in this part (7 marks)

(b) Part 2 with 10 questions on stress. Do not use any open ended questions. Justify the inclusion of the questions in this part (13 marks)

## Part 3

**Instructions: Answer both questions (20 marks)**

1. An experimenter was studying anxiety in 2 groups of people, group0 were exposed to picture of spider and group1 were exposed to real spider.

Below is the SPSS output of the analysis.

(a) Explain the design of this experiment (3 marks)

(b) Write the interpretation of the SPSS output and draw a conclusion (5 marks)

**Group Statistics**

	Condition	N	Mean	Std. Deviation	Std. Error Mean
Anxiety	Picture	12	40.0000	9.29320	2.68272
	Real Spider	12	47.0000	11.02889	3.18377

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Anxiety	Equal variances assumed	.782	.386	-1.681	22	.107	-7.0000	4.16333
	Equal variances not assumed			-1.681	21.385	.107	-7.0000	4.16333

2. An experiment was carried out to find out if the size of tumour in patients with brain tumour is dependent on their mobile phone usage. Below is the SPSS output carried out for one way ANOVA and the post-hoc. Write down the interpretation of the data and the conclusion based on the analysis (12 marks)

**ANOVA**

Size of Tumour (MM cubed)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	450.664	5	90.133	269.733	.000
Within Groups	38.094	114	.334		
Total	488.758	119			

**Multiple Comparisons**

Dependent Variable: Size of Tumour (MM cubed)

Bonferroni

(I) Mobile Phone Use (Hours Per Day)	(J) Mobile Phone Use (Hours Per Day)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0	1	-.4973	.18280	.113	-1.0454	.050
	2	-1.2438(*)	.18280	.000	-1.7919	-.695
	3	-3.0040(*)	.18280	.000	-3.5521	-2.456
	4	-4.8702(*)	.18280	.000	-5.4183	-4.322
	5	-4.7130(*)	.18280	.000	-5.2611	-4.165
1	0	.4973	.18280	.113	-.0508	1.045
	2	-.7465(*)	.18280	.001	-1.2946	-.198
	3	-2.5067(*)	.18280	.000	-3.0548	-1.958
	4	-4.3729(*)	.18280	.000	-4.9210	-3.824
	5	-4.2157(*)	.18280	.000	-4.7638	-3.667
2	0	1.2438(*)	.18280	.000	.6957	1.791
	1	.7465(*)	.18280	.001	.1984	1.294
	3	-1.7602(*)	.18280	.000	-2.3083	-1.212
	4	-3.6264(*)	.18280	.000	-4.1745	-3.078
	5	-3.4692(*)	.18280	.000	-4.0173	-2.921
3	0	3.0040(*)	.18280	.000	2.4560	3.552
	1	2.5067(*)	.18280	.000	1.9586	3.054
	2	1.7602(*)	.18280	.000	1.2121	2.308
	4	-1.8662(*)	.18280	.000	-2.4143	-1.318
	5	-1.7090(*)	.18280	.000	-2.2571	-1.160
4	0	4.8702(*)	.18280	.000	4.3222	5.418
	1	4.3729(*)	.18280	.000	3.8248	4.921
	2	3.6264(*)	.18280	.000	3.0783	4.174
	3	1.8662(*)	.18280	.000	1.3181	2.414
	5	.1572	.18280	1.000	-.3909	.705
5	0	4.7130(*)	.18280	.000	4.1650	5.261
	1	4.2157(*)	.18280	.000	3.6676	4.763
	2	3.4692(*)	.18280	.000	2.9211	4.017
	3	1.7090(*)	.18280	.000	1.1609	2.257
	4	-.1572	.18280	1.000	-.7053	.390

\* The mean difference is significant at the .05 level.

**WRITE YOUR ANSWERS to Parts 4 and 5 in a separate answer book**

**Part 4**

**Instructions: ANSWER ONE of the following questions (20 marks)**

- a. Franklin (1996) outlined four different types or levels of acceptance of qualitative methods as a way to carry out research in psychology: critical, contingent, pragmatic, and exclusive. Which of those, if any, represents your position and why?
- b. While ethical issues arise in most behavioural research, some are of special importance in studies of children. Explain what those issues are and how they should be addressed.

**Part 5**

**Instructions: Describe the qualitative research methods used in ONE of the following studies and explain what you consider one or more strengths and one or more limitations of that (those) method(s) (20 Marks)**

- a. Sesilie Smorholm's (2007) ethnographic study of children and bereavement in Ng'ombe, Lusaka
- b. Sindiwe Magona's (1990) narrative account of her own childhood experiences in urban South Africa under apartheid
- c. Robert Serpell's study of *nzelu* in a rural Chewa community of Eastern Zambia in the 1970s and '80s
- d. Another published study of child or adolescent development in Africa, citing the author and (approximate) locus (place) and date of publication

\* \* \* \* \*

THE UNIVERSITY OF ZAMBIA  
School of Humanities and Social Sciences  
MA in Child and Adolescent Psychology

FIRST SEMESTER EXAMINATIONS 2011

Date	25 <sup>th</sup> November 2011
Time	09—12hrs
Venue	Psychology Seminar Room

PSY 5271— CULTURAL ISSUES IN CHILD DEVELOPMENT AND FAMILY  
FUNCTIONING

**INSTRUCTIONS**

- (1) Answer FOUR questions
- (2) Answer TWO questions from Section A and TWO questions from Section B
- (3) Answer Section A in a SEPARATE answer book from Section B
- (4) ALL questions carry the same mark (12.5% each)

**SECTION A: ANSWER TWO QUESTIONS**

**QUESTION1**

Describe two theoretical ideas (constructs) that help to explain how cultural context influences child development, and cite one or more studies conducted in Africa that provide empirical support for the influence of each construct you have described.

**QUESTION2**

Grusec & Davidov (2010) argue that the different accounts of the parental behaviour required for promoting optimal child development proposed by different theories of socialization are due to focusing on different domains of development. What are the domains central to Bowlby's and Vygotsky's theories and how do their accounts of optimal forms of socialization differ?

**QUESTION3**

Curriculum innovations introduced in the 1990s at Kabale Primary School in Mpika, Zambia have been credited with making several significant contributions to the development of the children enrolled. Describe the innovations and explain what factors may theoretically have contributed to the success of those innovations

#### **QUESTION4**

Marfo (2011) contends that three types of research would be especially valuable for advancing the field of research on child development in Africa; inquiry into indigenous conceptions; inquiry on prototypically African issues; and validating relevant theories that have Euro- American origins. Identify a specific research project that illustrates ONE of these types of research and outline how it has contributed to the understanding of child development in Africa

### **SECTION B: ANSWER TWO QUESTIONS**

#### **QUESTION5**

The family may be defined differently in different cultures. Explore the different family setups across cultures and how this impacts child development.

#### **QUESTION6**

Adolescence is arguably a sensitive phase of development in an individual's life. Discuss how Western cultures and non- Western cultures handle adolescence.

#### **QUESTION7**

Show how the Family and Society interact to shape child development.

#### **QUESTION8**

"Childhood is universal and therefore children across the globe experience the same world." Discuss this position giving real examples to support your argument.

***GOOD LUCK***