

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

MC 902

ADVERTISING PRACTICE

TIME: 3 HOURS

SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION (2 POINTS EACH)

1. In the right order, state and explain the six stages of the adoption process.
2. What do you understand by an advertorial or infomercial?
3. Explain the similarity between a layout and a story-board.
4. Name and explain the elements of a message strategy.
5. Give six functions of an ad headline.
6. What is a mnemonic in advertising?
7. Describe the Copy Pyramid and explain its function in advertising.
8. Explain the following terms in television ad production:
 - (a) Wipe;
 - (b) Zoom-in
9. In print advertising, what is meant by:
 - (a) Art;
 - (b) Whitespace?
10. What do you understand by the "creative mix"?

SECTION B

THE QUESTION IN THIS SECTION IS COMPULSORY (20 POINTS)

11. Read the information below and answer the question at the end.

CLIENT:

PORTA-COPTER LTD, of Ndola, Zambia.

PRODUCT:

Porta-Copter Ltd. has just come out with a new and unusual one-person flying machine, called the PORTA-COPTER. This machine runs on compressed air and can be refuelled at filling stations. It can attain a height of 200 feet and a speed of 150 Kph. It can also travel up to 200 Km without refuelling. If the engine stops, the vehicle will fall gently to earth, because the propellers act as a parachute. They will continue to rotate until the PORTA-COPTER reaches the ground.

The vehicle is made of lightweight, durable aluminium. It comes in a variety of colours, and can be folded up and put in its own carrying case. It weighs only 30 kilograms.

DISTRIBUTION:

The PORTA-COPTER will be sold regionally through hardware stores and supermarkets in the Midlands and on the Copperbelt.

Using the information above, write an introductory half-page newspaper ad. Keep in mind that this is a completely new product. People will not have heard of it until they read your advertisement. The advertisement should include all the usual elements of a print ad, including a description of the visual and its placement.

SECTION C

ANSWER ONLY THREE (3) QUESTIONS FROM THIS SECTION (20 POINTS EACH)

12. "An ad without the sponsor's signature is just a piece of marketing propaganda." Discuss.
13. Discuss the various social criticisms levelled at advertising. Be sure to present arguments from both the critics and defenders of advertising.
14. A foreign investor wants to open a chain of retail shops and supermarkets in Zambian cities and towns along the line of rail. His advertising budget is limited and can only "buy" one major medium. He has a choice between the Times of Zambia, ZNBC Radio 4, and Radio Phoenix. If he sought your advice, what would you tell him about the strengths and weaknesses of each and why, in the final analysis, would you recommend one over the others?
15. Describe the various types of research, or tests, you might do before you start an advertising campaign and after the campaign. Explain the value of such tests in each case.
16. Describe the process of message development. Be specific in terms of the steps that should be followed.

END OF EXAMINATION

SECTION B

ANSWER THE QUESTION BELOW (20 POINTS)

11. Below is a carefully written and effectively delivered 30-second radio spot which worked its magic without music, dramatic story, or sound effects. With a deep, resonant voice, the spokesman (Announcer) successfully communicated the "ferocity" of the product by emphasizing the words "kills" and "croak".

ANNCR: IN THE BEGINNING THERE WAS SOAP AND WATER...
 THEN CAME MEDICATED CLEANSERS. AND NOW THERE'S
 OXY WASH WITH 10% BENZOYL PEROXIDE...
 IT ACTUALLY HELPS PREVENT PIMPLES. WHILE OXY WASH
 GENTLY WASHES AWAY DIRT AND OIL, ITS BENZOYL
 PEROXIDE KILLS ACNE BACTERIA WITH A FEROCITY
 UNEQUALLED IN MODERN FACE WASHING.
 WANT TO HELP PREVENT TOMORROW'S PIMPLES TODAY?
 THEN DON'T JUST SOAK YOUR ACNE BACTERIA.
 CROAK THEM... WASH WITH OXY WASH.

Your Assignment:

Examine the above script and then write a 30-second revised radio spot using the problem-solution format. Add SFX.

SECTION C

ANSWER ANY THREE QUESTIONS FROM THIS SECTION (20 POINTS EACH)

12. Describe the copy pyramid. Use illustration(s).
13. Political propagandists have much in common with ad makers. Discuss.
14. Describe the process of message development from inception to execution.
15. Pick any three (3) ads you have watched this year on ZNBC-TV which you find culturally "offensive." Carefully describe the visuals and appeal(s) used and say why they are in "bad taste."
16. Discuss human needs and wants in relation to effective advertising construction.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 912

PUBLIC RELATIONS PRACTICE

TIME: THREE HOURS

ANSWER: THE QUESTION IN SECTION A AND THEN CHOOSE THREE FROM SECTION E.

SECTION A

1. THE LOQUACIOUS BANK ECONOMIST (FICTITIOUS)

Zambia National Commercial Bank (ZNCB) is the largest bank in Zambia in terms of total assets and deposits. Many of its deposits emanate from foreign customers, including foreign multinational companies and Non-governmental Organisations. The South Africans are among the most important and most prosperous of all ZNCB customers.

In April, 1996, the Zambian government began putting strong pressure on the South Africans to revalue the Rand; as a result, South African goods would cost more to purchase than those of Zambian competitors. In Zambia, more kwacha would have to be paid out to purchase South African imports. Therefore, a revaluation upward of the South African Rand would be harmful to the South African economy while stimulating the Zambian economy.

On the evening of November 7, after several months of intense pressure, the South Africans reluctantly announced that they would revalue the Rand. At ZNCB, management internally welcomed the South African announcement, interpreting it as a boon to the sagging Zambian economy. They agreed, however, that no public statement would be made for fear the bank's good South African clients would consider such a statement to be rubbing salt in the wound. They further agreed that the bank's public relations department would respond to the South African announcement with a simple "no comment," if asked by the press.

At 08:00 hours on November 8, after the South African announcement, vacationing ZNCB economist Banda Phiri Chilufya was at home eating breakfast when the telephone rang. He answered it, and on the line was his next door neighbour Mulunda Mulundu, international business editor for the Zambia News Agency (ZANA). Mulundu was interested in knowing Chilufya's thought of last night's South African announcement.

"What do I think of it?" Chilufya replied. "Why, I think it's great. A change in the Rand rate was a key part needed to make the Zambian plan work. It's a victory for Zambia."

Mulundu thanked his neighbour for the information and hung up. Chilufya went back to his morning coffee. Fifteen minutes later a bulletin went out to all ZANA subscribers throughout the world. It read:

ZANA, LUSAKA, 08:15 hrs - Zambia National Commercial Bank (ZNCB) calls South African revaluation announcement a great victory for Zambia.

Economist Banda Phiri Chilufya of Lusaka's 180-billion Kwacha ZNCB today said yesterday's decision by the South African government to revalue the Rand was "a key part needed to make Zambia's plan work. It's a victory for Zambia."

Within six minutes Mbula Simaata, public relations director for ZNCB, received a call from the bank's president. The president told him that the Reuter's News Monitor in his office had just carried an item reporting that ZNCB had called the South African revaluation "a great victory for Zambia." The President asked Simaata to come up to his office immediately.

At 08:24 hours, Simaata and the president began to weigh the consequences of the inadvertent announcement. The president pointed out that the South Africans had "hundreds of millions of dollars of deposits in our bank." He said he personally was friendly with several Zambian representatives of South African Banks and other business concerns. "When these fellows see that statement," he said, "they will be livid."

The president suggested to Simaata that the South Africans were proud people and that the revaluation was something they felt forced into.

"Revaluation was understandably unpopular among South African business leaders," the president said, "and now it looks like ZNCB is rubbing it in. We've got real trouble," he concluded.

As the president chronicled customer relations and real business problems that the announcement had evoked, Simaata began contemplating the media ramifications. The newspapers, he thought, would see the announcement from ZANA, and tomorrow morning's headlines could be frightening. Indeed, even if ZNCB's South African customers didn't see the story on their monitors in their offices, they would probably read about the announcement in tomorrow's newspapers. Obviously, thoughtful action had to be taken quickly.

"Mbula," the president said solemnly, "It's 08:30 hours. At 08:45 hours, I'd like to see you back here with a plan for our reaction to this mess. As I see it, we've got public relations considerations with respect to media reaction on one hand and South African customer reaction on the other. Failure to handle either effectively will cost us enormous amount of business. Go back to your office and think about it. I'll see you in fifteen minutes."

QUESTIONS

100
LOADED / (a) What recommendation would you make to the president about ZNCB's public response to the initial statement? Would you issue another statement? Why or why not? If you issued another statement, what would it say? From whom would it come? Why this person? When would it be issued? To whom would it be issued? And why?

EVEN THIS ONE / (b) What recommendation would you make to the president about ZNCB's contacting South African clients? Would you attempt to contact them? Why or why not? If you would contact them, how should it be done? When should it be done? What should be said? and, who should say it?

(40)

SECTION B

2. Discuss lobbying as part of the democratic process. What kinds of groups engage in lobbying? (20)
3. What is meant by international public relations, and what factors have caused its growth? (20)
4. Discuss some of the factors that have caused the growth of consumer movements, and explain what is meant by a corporation's 'Social contract.' (20)
5. What factors have made radio distinctive among the major media of mass communications? (20)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 922

PHOTOJOURNALISM

TIME: THREE HOURS

ANSWER: ALL THE QUESTIONS. EACH QUESTION CARRIES 10 MARKS.

1. What do you understand by the term photojournalism?
 2. What are the two major discoveries that gave rise to modern practice of photojournalism?
 3. What were Robert Fenton and Mathew Brady famous for? And what problems did they encounter in the practice of their careers?
 4. What do you understand by the photowire service and how did such a service influence photojournalism?
 5. What is the role of pictures in a newspaper or magazine?
 6. How is colour reproduction achieved?
 7. What is a news photograph, and what factors would influence your choice of a news picture?
 8. What is an emotional photo and what is a record photo?
 9. How does a documentary photograph differ from an ordinary photograph?
 10. Name 5 techniques which would help you improve photographs.
 11. What is the difference between photo cropping and photo scaling?
 12. What do you look for in picture editing?
 13. When writing a caption for a picture, what sort of information do you look for?
 14. What legal and ethical issues do you take into account when taking pictures and publishing them?
 15. What constitutes libel and invasion of privacy?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 932

BROADCAST MEDIA MANAGEMENT

TIME: THREE HOURS

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

SECTION A: Answer all questions.

1. Why is market research essential in broadcast programming?
(5 marks)
2. Mention and briefly explain five factors upon which the cost of advertising time depends. (10 marks)
3. Station operations in the United States are governed by two legal requirements. State and explain what they are. (5 marks)
4. What is narrowcasting? Why is it important in broadcast programming? (5 marks)
5. Explain the functions of the Personnel Department of a broadcast station. (10 marks)
6. What is a rate card? (5 marks)
7. Explain the following airtime advertising concepts:
 - (a) Barter programming
 - (b) Cooperative advertising
 - (c) Pre-inquiry advertising
 - (d) Rate-cutting(20 marks)

SECTION B: Answer two questions. Each is worth 20 marks.

1. The responsibilities of a station general manager involve planning, organising, influencing or directing, and controlling the station's activities. Explain, without going into unnecessary detail, what each of these responsibilities entails.

2. Broadcasting as a business involves a variety of stakeholders. State who/what they are and explain how they are likely to influence broadcasting.
3. State and justify promotion methods you would consider using if you are the general manager of a station that is just been introduced into a new market?
4. State the scheduling strategies that you know of and explain when you would consider using them?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 125

INTRODUCTION TO PUBLIC ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Briefly describe Weber's theory of bureaucracy and consider its adequacy in explaining the decision making process in Zambia.
 2. Is Woodrow Wilson's theory of the Politics-Administration-dichotomy adequate? Give reasons for your answer.
 3. Patronage may be regarded as another form of recruitment by merit. Discuss in relation to Zambia's experience.
 4. Identify Gullick's principles of organisation and critically analyse their usefulness.
 5. The difference between public administration and business administration is one of degree. Discuss.
 6. Discuss the concept of budgeting and its principal functions.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 210

NATIONAL GOVERNMENT AND ADMINISTRATION

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS

1. To what extent would you say that separation of powers as a democratic principle is practised in Zambia? Provide concrete instances for your illustrations.
2. Explain the process of decision making under liberal democratic governance. What would you say are the limitations encountered along the process?
3. What is the rationale behind adopting a unitary or federal system of governance? Looking at the current political climate in the country, would you say unitarism is part of the solution to the political conflict in Zambia?
4. Administration occurs in both private and public institutions. Technically rationalise the distinction between administration in the Ministry of Energy and administration in British Petroleum (B.P.).
5. Spell out the factors that determine the size of either the private or public sector. Provide illustrations by looking at the Zambian situation.
6. If you were in Government, what measures would you use to reduce the size of the public sector. Provide merits and strengths of each proposed measure.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PA 210

NATIONAL GOVERNMENT AND ADMINISTRATION

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS

1. Examine the performance of the machinery of Government in Zambia in the context of the theory of separation of powers. Provide concrete examples drawn from government.
 2. Critically analyze the process of decision making in the light of the good democratic governance model. What are the advantages and disadvantages of this pattern of decision making?
 3. Critically consider the justification for adopting a unitary or federal system of national administration. In view of the debate on the Barotseland Agreement, would you say unitarism is part of the solution to the problem of effective national administration in Zambia?
 4. It is generally agreed that administration occurs in both private and public institutions. Technically rationalize the distinction between administration in a government ministry (of your choice) and a private sector institution (of your choice).
 5. Critically consider the factors which determine the size of either the private or public sector. Illustrate your views by referring to the Zambian situation.
 6. It is generally accepted that the Zambian public service is not only too large, but extremely wasteful and inefficient. What measures would you advocate to reverse this situation.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SPECIAL DEFERRED EXAMINATIONS - OCTOBER 1997

PA 212

COMPARATIVE ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS.

1. It is argued that administration occurs in both public and private organizations. Provide a reasoned distinction between administration in government institutions and administration in private enterprises. ↓
 2. Why do you think the Zambian people adopted the unitary system rather than the federal system of governance. Provide concrete illustrations in your answer.
 3. Explain the structure of the unicameral and bicameral legislatures of Zambia, Britain and the United States. What are the merits of having two chambers as against one in the legislative system?
 4. Explain the meaning of the unified administrative bureaucracy in Zambia and spell out various categories of personnel serving the Zambian public.
 5. Explain with illustrations the principle of free and fair elections, giving rise to the birth of a legitimate government.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 322

COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS.

1. How does local government promote the American liberal democratic system? Which aspects of the American local governance would you recommend for adoption in Zambia and why?
 2. Compare and contrast the swiss local government system with that prevailing in Zambia. Provide a rationale that, due to certain factors, the Zambian local government system lags behind that of Switzerland.
 3. Both Nigeria and Ghana are West African countries formerly under British colonial rule. What constraints not obtaining in Ghana is Nigeria likely to be facing in its local governance?
 4. Compare traditional local authority today and traditional local authority during the colonial period in former British West and Central Africa. What reforms have been put in place since Africans have attained sovereign rule?
 5. Examine the former Bantustands policy under apartheid as an aspect of Black local autonomy. What flaws did it enshrine which have been done away with under today's democratic South Africa?
 6. Horizontal co-ordination and consultation among local authorities, leading to intergration, would be far more feasible for Tanzania, Kenya and Uganda than the case would be for Zambia, Zaire and Angola. Argue out the case .
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PA 322

COMPARATIVE LOCAL GOVERNMENT

TIME: THREE HOURS

INSTRUCTION: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS:

1. Defend the thesis that the Swiss Local Government system is technically superior to the one existing in Zambia.
 2. What hitches do Americans face in their Local Government system which Zambia does not experience? How have the Americans attempted to resolve these problems?
 3. How does Local Government contribute to enhancing democracy in a federal structure, rather than the case is in a unitary structure? Give concrete illustrations in your answer.
 4. Provide a well argued rationale for the colonial system of Local Government as distinguished from the other system which prevailed shortly after the advent of sovereign rule in Zambia.
 5. Why was Local Government easier to establish in North-Western Nigeria and not in Eastern Nigeria during British colonial rule?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 325

ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Explain the difference between formal and informal organisation. On what grounds can each be judged?
 2. In what ways can conformity be said to offer a better explanation to decision making patterns in Zambia's public service?
 3. Identify the main components of group decision making, and critically analyse their advantages and disadvantages.
 4. Discuss the concept of performance appraisal and critically analyse its usefulness.
 5. Compare and contrast Maslow's and Herzberge's explanations for raising workers performance.
 6. Public agencies tend to be viewed as rule bound and inflexible bureaucratic machines which grind on regardless of the changing problems and circumstances, concerned more with their own procedures than with the public they are intended to serve. Discuss in relation to Zambia's public agencies.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PA 325

ORGANIZATION BEHAVIOUR AND MANAGEMENT

TIME: THREE HOUR

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically examine the difference between formal and informal organization. Outline the strengths and weaknesses of each type of organization.
 2. In your view, does conformity offer an accurate explanation to decision making in Zambia's public service. Illustrate your position by citing examples drawn from government.
 3. By citing realistic illustrations, identify the essential components of group decision making. Critically analyze their advantages and disadvantages.
 4. Examine the concept of performance appraisal. Critically examine its usefulness in the context of the Zambian public service.
 5. Between Herzberg's and Maslow's theories of motivation, which approach offers the best prospects for raising motivation among Zambian civil servants.
 6. Public agencies in Zambia have been characterized by inflexible bureaucratic procedures which have left the general public frustrated. What steps should be instituted in order to overhaul Zambian public institutions.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 345

INDUSTRIAL RELATIONS

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

1. Give reasons for the popularity of workers' participation in decision-making and discuss the main types of participation which have been tried.
 2. Define impasse and identify its causes in management labour relations. What procedures would you recommend to settle an impasse? Identify the strength and weakness of each procedure.
 3. Identify and discuss the factors which enhance the bargaining power of trade unions.
 4. How can an opponent in bargaining overcome what appears to be a strong commitment to an issue by its opposite number?
 5. What mechanism and procedures would you recommend for the enhancement of union-management cooperation.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PA 345

INDUSTRIAL RELATIONS

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

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1. If you were recommending an organisational structure for a national trade union, what factors would you advise that it takes into account.
 2. Discuss the provisions of both integrative and distributive bargaining and identify the major difference between them.
 3. Identify and discuss the types of company policy toward trade unions.
 4. Discuss management's preparation for contract negotiations.
 5. Identify and discuss the areas of contract between management and trade union, which often lead to grievances.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY EXAMINATIONS - NOV/DEC 1996

PA 411

THEORIES OF DEVELOPMENT ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER 3 QUESTIONS

1. Critically analyse the role of demand following and supplying leading Finance in Development. Illustrate your answer with empirical examples.
 2. "The question of the causal factors of underdevelopment has long been a vexing one. Much depends on one's political inclinations". Taking this statement as your point of departure discuss by critically looking at Boeke's and the Latin American's schools of thought.
 3. Discuss the underlying lacunae in budgeting as experienced by third world countries.
 4. "Planning in most third world countries is nothing but a routine and unproductive exercise for justifying external funding." Discuss.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 412

DEVELOPMENT ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.
ALL QUESTIONS CARRY EQUAL MARKS.

1. Critically analyse the genesis, ethos and lacunae of the Basic Needs Approach to Foreign Aid.
 2. "The shortfalls of the pure labour system negate the utility of the labour market clearing theory but rather vindicates the rise of the informal sector." Discuss with practical examples from the African experience.
 3. "Both the contextual framework within which the household functions as well as its composite nature offer a starting point for understanding its adaptive capacity and capability to declining economic and social opportunities." Discuss the above statement with special reference to Structural Adjustment Programmes. Illustrate your answer with empirical examples.
 4. "The very nature of transnational corporations invalidates the claim that they contribute substantially to the development of the economics of the host satellite states." Evaluate the above statement in the light of the African experience.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PA 442

PROJECT MANAGEMENT AND EVALUATION

TIME: THREE HOURS

ANSWER: EITHER QUESTION 1 OR 2 AND ANY OTHER TWO QUESTIONS.

SECTION A: NETWORK ANALYSIS

QUESTION 1

Below is a project in construction whose activities are given but not in their logical sequence.

1. Re-arrange the activities and
2. draw the network for the project.
3. Identify at least two dummies and explain why you think they constitute dummies.
4. Calculate the critical path
5. Calculate the latest start time for activity (16).
6. Calculate the Earliest Finish Time (E.F.T.) for activity 23.
7. Identify the lead event.

LIST OF ACTIVITIES FOR BUILDING PROJECT

1. Purchase sand for making blocks (2 days).
2. Paint finished house (5 days)
3. Raise money for house construction (20 days)
4. Purchase cement for blocks and construction of house (5 days)
5. Construct eastern side of house wall by group A (10 days)
6. Clear plot (5 days)
7. Roof house (10 days)
8. Buy timber for roofing (2 days)

9. Purchase paint and nails (1 day)
10. Dig foundation (3 days)
11. Construct western side of wall by group B (10 days)
12. Construct slab (10 days)
13. Install electricity (1 day)
14. Obtain plot from Ministry of Lands (10 days)
15. Construct Northern side of wall by group C (10 days)
16. Repair damaged eastern side of the wall by group A (3 days)
17. Construct southern part of wall by group D (10 days)
18. Buy electrical and plumbing fixtures (2 days)
19. Pay survey fees (1 day)
20. Take 3 days break by group C while awaiting wall repairs
21. Visit Kasaba Bay by group D while awaiting wall repair by group A.
22. Inspect finished house (1 day)
23. Fix plumbing fixtures (5 days)
24. Plaster house (5 days)
25. Fix electrical fixtures (5 days)
26. Take construction team to a funeral of their colleague who died immediately after constructing walls (1 day).

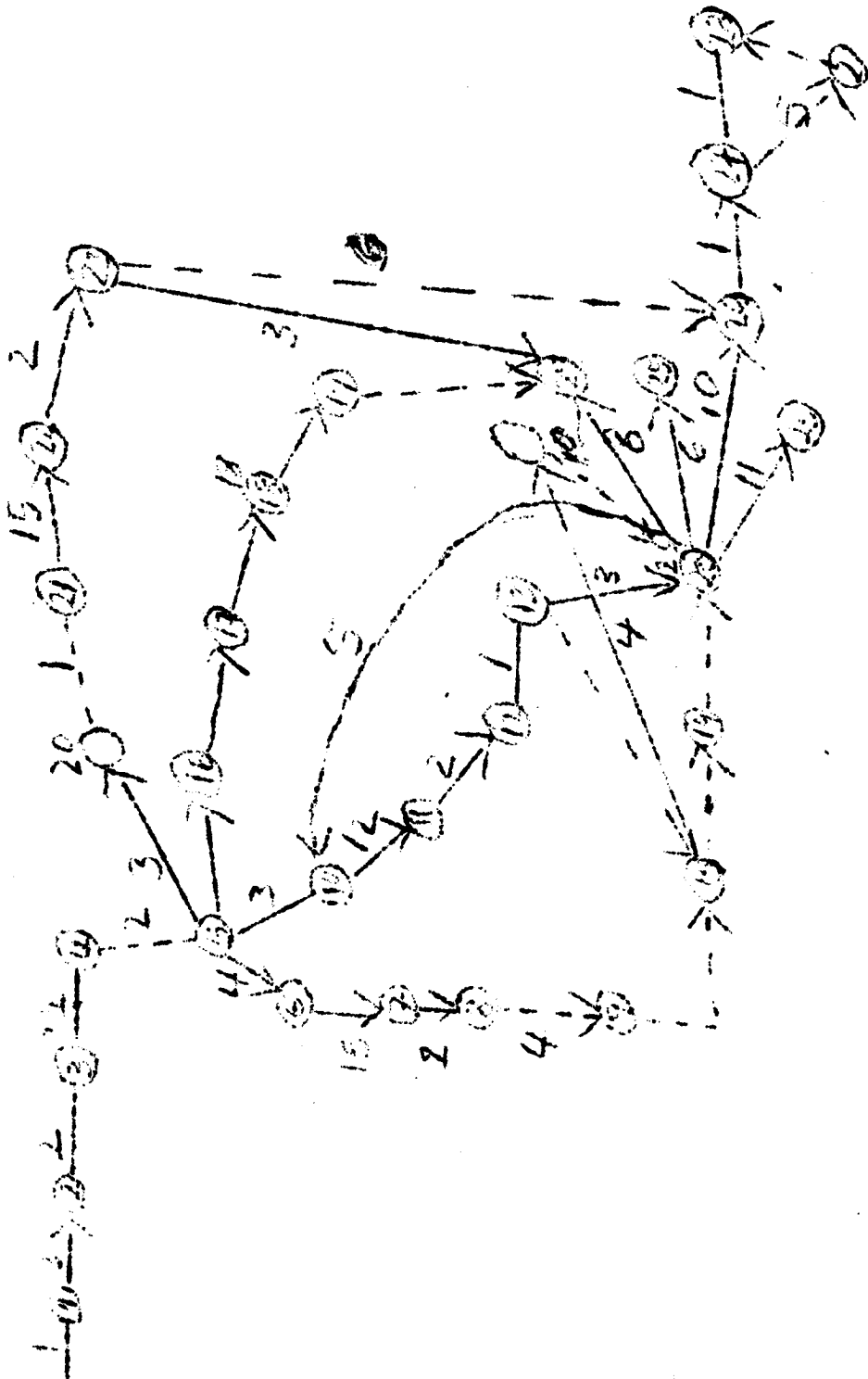
QUESTION 2

A research team is given a consultancy involving coverage of four major regions. The team splits into four sub-consultancy groups (A, B, C, D). One group heads north, another south, the third east and the fourth west. The activities and the network are given below. The network is faulty and must be corrected.

1. Awaiting and signing consultancy contract (1 day)
2. Assemble consultancy team (3 days)

3. Prepare questionnaires (2 days)
4. Prepare vehicles and equipment for consultancy field work (2 days)
5. Drill consultancy team (2 days)
6. Drive to consultancy area by group A (4 days)
7. Gather data by group A (15 days)
8. Take 2 days off from work to attend to a sick team member who is in Kasama hospital (2 days)
9. Drive back to Lusaka to join the consultancy (4 days)
10. Drive to consultancy area by group B (3 days)
11. Arrange for accommodation, visit key traditional and political local leaders (2 days)
12. Gather data (12 days)
13. Visit tourist localities to enable the group relax from work (2 days)
14. Take vehicle to local garage for service (1 day)
15. Drive back to Lusaka to join the consultancy (3 days)
16. Drive to project area by research group C (5 days)
17. Gather data (10 days)
18. Return to Lusaka to join rest of research team (5 days)
19. Ask driver to return to research area to collect a luggage of personal clothes forgotten (5 days)
20. Go to research area by group D using public transport (3 days)
21. Hire transport locally (1 day)
22. Gather data (15 days)
23. Attend to vehicle breakdown while in the bush on research (2 days)
24. Return to Lusaka to join the rest of the consultancy (3 days)

- 25. Write up research reports by the various groups: Group A (10 days); B (8 days); C (6 days); D (11 days)
- 26. Dispatch report to contractor (1 day)
- 27. Await approval (5 days)
- 28. Sign acceptance contract and last cash payments (1 day)



Question 2 continued

1. Re-draw the network.
2. Identify and describe 3 errors to be found in at least route (d).
3. Identify and describe at least three errors found in route (A).
4. Calculate the critical path for the corrected network.
5. Calculate the EST for event 18.

Question 3

Critically analyse the role of project appraisal in project manage and draw a distinction between project appraisal and evaluation.

Question 4

There is a certain amount of tension in your family (parents, brothers, sisters and their friends, grandfather). You have decided to bring them all together for dinner. Prepare for the dinner in the form of a project, using the following guidelines:

1. Development objective
2. Immediate objective
3. Outputs
4. Activities
5. Assumptions
6. Prior obligations
7. Indicators of success

Question 5

CASE STUDY

In the last decade, alcohol abuse has become a major problem in societies throughout the world, the negative consequences of which are causing growing political and public concern. Hospitals and voluntary organizations report increasing numbers of people from all walks of life seeking assistance for their drinking-related problems which aggravate criminality and domestic violence, absenteeism, low productivity and accidents at work.

The increase in the consumption of alcoholic beverages worldwide is a result of expanded production and the aggressive marketing efforts of multinational and national firms. There is also an almost unlimited supply of alcoholic beverages in some countries where home-made alcoholic drinks are available at very low cost because their production and marketing is one of the few ways in which many people, especially rural women, can earn enough income to survive.

In Consumalco, several initiatives have been taken to combat alcohol abuse. In the rural areas, few villages and towns have tried to ban the production and consumption of alcohol. Some NGOs and the National Women's Organization campaign actively against the misuse of alcohol. The Chamber of Commerce, in cooperation with the Ministry of Labour and the unions active in the plantation and industrial sectors, has launched an information campaign to make workers aware of the harmful effects of alcohol abuse. Similar activities have been organized by Parents' Associations and the Ministry of Education at secondary schools and in vocational training institutions. These efforts have, however, been rather ad hoc and fragmented, because of the lack of resources and capacity within the responsible organizations.

The Ministry of Health and Social Welfare has set up specialized rehabilitation clinics for alcoholics in three major cities to provide mainly medical services. However, these clinics are severely under-staffed and there is an urgent need for long-term support services for the social and occupational rehabilitation of ex-alcoholics in both urban and rural areas.

The authorities have found it very difficult to enforce the prohibition of the production of home-made alcohol because, as already mentioned, families depend on the income from it to meet their basic needs. Similarly, prohibiting the consumption of alcohol in the cities has not been possible, even though the purchase of alcohol is officially restricted to two mornings a week.

Recently, a number of representatives of the Ministries of Labour, Health and Education participated in an international meeting on alcohol abuse control. As a follow-up to the meeting, a two-year project was designed to support the development of a comprehensive national policy and programme for the prevention and reduction of problems caused by alcohol abuse. The project aims to set up a Rehabilitation Resource Centre to act as a clearing house, develop rehabilitation programmes for the social and occupational reintegration of ex-alcoholics and conduct public information campaigns to prevent misuse of alcohol among youth, men and women in both urban and rural areas.

The Centre will collaborate with various ministries, NGOs, community organizations, the police and the media. The staff of these organizations will be trained to identify alcohol-related problem situations, deal with acute alcohol problem cases in the workplace and in the communities, rehabilitate ex-alcoholics and organize awareness-raising campaigns tailor-made to various target groups, such as youth, plantation and factory workers, and rural and urban communities. They will work in concert with the project staff. It is envisaged that the cooperating organizations will continue the activities after the project finishes.

QUESTIONS

Identify possible assumptions which may affect the achievement of the immediate objective of the project on the prevention and rehabilitation of alcohol abuse at work (the outcome of Exercise II(a) and indicate whether it would be necessary to state prior obligations in the project document.

The immediate objective is:

- At the end of the project a Rehabilitation Resource Centre will have been established, and will be capable of coordinating and supporting rehabilitation programmes and awareness-raising campaigns on alcohol abuse at work.

The external factors are:

- The Ministry of Trade and Industry has approved the establishment of a large foreign-owned company which will produce locally brewed beer and hard liquors
- The production of home-made alcoholic beverages from maize increases during periods of droughts and/or floods

- The Government has embarked on a package of structural adjustment measures which include a proposed reduction of the Civil Service by 40 per cent. The "social" ministries will probably bear the brunt of such a reduction and, as a result, they will have to cut back their services considerably.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 101

INTRODUCTION TO PHILOSOPHY I

(DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: YOU MUST ANSWER THREE ESSAY QUESTIONS, ONE FROM EACH SECTION.

SECTION 1: ETHICS (Answer one question only)

1. (A) Explain how Aristotle, Epicurus and Diogenes thought we could achieve happiness?
(B) Are 'goodness' and 'happiness' really the same thing? Explain your answer.
2. (A) Explain what is meant by 'utilitarianism'.
(B) What problems are we likely to encounter if we try and put utilitarianism into practise?
3. (A) What is the 'Catagorical Imperative'? *A*
(B) Is it our motives or the consequences which determine the morality of an act? Explain your answer.

**SECTION 2: SOCIO-POLITICAL PHILOSOPHY
(Answer one question only)**

4. "In Plato's opinion, democratic ideals (which are equality and liberty) cannot last long because they are contrary to human nature."
(A) Explain what Plato means by this.
(B) Critically evaluate Plato's view.

5. Discuss Locke's conception of property, showing:
- (A) How it influenced his views on human nature and led to his conception of natural rights.
 - (B) How this conception could be used to justify exploitation and colonialism.
6. Briefly discuss the following:
- (A) The positive and negative aspects of democracy.
 - (B) Direct and indirect representation.
 - (C) Hobbe's and Locke's contract theories.

SECTION 3: AFRICAN PHILOSOPHY (Answer one question only)

7. "The question of African Philosophy is really about whether or not the African is Human." Discuss this statement with reference to the various approaches to the study of African Philosophy.
8. (A) Describe Levy Bruhl's notion of 'Primitive Mentality'.
(B) Placide Tempels is considered a 'hero' as well as a 'villain' in the story of African Philosophy. Explain why.
9. (A) Clearly explain the ethno-philosophical approach to the study of African Philosophy.
(B) Critically evaluate this approach.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 102

INTRODUCTION TO PHILOSOPHY II

(INTERNAL & DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: YOU MUST ANSWER ONE ESSAY QUESTION FROM SECTION ONE (METAPHYSICS), ONE ESSAY QUESTION FROM SECTION TWO (EPISTEMOLOGY) AND ALL THE QUESTIONS IN SECTION THREE (LOGIC).

SECTION I: METAPHYSICS (Answer one question only)

1. (A) Clearly state the problem of permanence and change.
(B) Critically discuss two solutions to the problem of permanence and change.
2. With respect to the problem of free-will and determinism, discuss whether or not you think it is possible to reconcile the following statements:
(A) Human beings are free agents; and
(B) The actions of human beings are determined by factors beyond their control.
3. Critically discuss the materialist theory of a person as a solution to the mind-body problem.

SECTION 2: EPISTEMOLOGY (Answer one question only)

4. Discuss critically Descarte's search for the foundations of knowledge.
5. Using Plato's "divided line argument", discuss the process by which human knowledge is acquired.
6. (A) What is scepticism?
(B) Discuss the arguments for and against scepticism.

SECTION 3: LOGIC (Answer all questions)

For all of the following six syllogistic arguments:

- (A) Draw a venn diagram of the two premises.
- (B) State whether the venn diagram justifies the conclusion or not.
- (C) Identify the quantifier, subject, copula and predicate terms of each proposition.
- (D) Decide whether each proposition is affirmative or negative, universal or particular.
- (E) For each proposition state the type A, E, I or O.
- (F) Identify the major, middle and minor terms of the argument.
- (G) Specify whether these terms are distributed or undistributed.
- (H) State whether the argument passes all five rules of validity or not.

1. All monkeys are animals
All baboons are monkeys
- Some animals are not baboons.
2. Some shapes are not squares
All squares have corners
- Some shapes do not have corners
3. No fish are birds
Some birds can swim
- All fish can swim
4. All dogs are mammals
All puppies are mammals
- All puppies are dogs
5. No humans are not mammals
All mammals are warmblooded
- No humans are not warmblooded
6. No human is immortal
No immortal can die
- All humans can die

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 221

HISTORY OF PHILOSOPHY I

(DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: ANSWER THREE ESSAY QUESTIONS, ONE FROM EACH SECTION.

SECTION 1: GREEK PHILOSOPHY (Answer one question only)

1. (A) What were Socrates' and Plato's most important contributions to philosophy?
(B) What advantages did these ideas have over those of the pre-socratic philosophers?
2. (A) Explain how Heraclitus and Parmenides developed Plato's 'theory of forms'?
(B) Why did Aristotle object to Plato's 'theory of forms'?
3. (A) Explain how the pre-socratics attempted to solve the problem of identity and change.
(B) Critically discuss the claim that "Parmenides' and Zeno's arguments against plurality and motion contain linguistic contradictions."

SECTION 2: MEDIEVAL PHILOSOPHY (Answer one question only)

4. (A) Explain what you understand by 'Medieval Philosophy'.
(B) Discuss two problems debated by the Medieval Philosophers.
5. (A) Explain the difference between Realism and Nominalism by contrasting the views of any two medieval philosophers.
(B) Explain how St. Thomas Aquinas reconciled Realism with Nominalism.

6. (A) Clearly state the problem of 'faith versus reason'.
(B) Discuss the two opposing views on this problem and how St. Thomas Aquinas reconciled these two views.

SECTION 3: EARLY MODERN PHILOSOPHY (Answer one question only)

7. Explain the difference between Rationalism and Empiricism by contrasting the philosophical theories of Descartes and Locke.
8. Explain the sense in which Leibniz's metaphysics is different to Spinoza's.
9. (A) Explain the meaning of 'Empiricism'.
(B) Explain how Empiricism is demonstrated in Hume's attack on Descartes' ideas of 'substance', 'self' and 'causality'.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 222

HISTORY OF PHILOSOPHY II

(DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: ANSWER ANY THREE OF THE FOLLOWING ESSAY QUESTIONS:

1. (A) Explain how Kant tried to save scientific knowledge from Hume's scepticism.
(B) What are the implications of Kant's epistemology for metaphysics?
2. (A) What criticisms did Hegel make of Kant's 'transcendental idealism'?
(B) Explain what Hegel meant by 'absolute idealism'?
3. (A) Explain what is meant by 'Dialectical Materialism'.
(B) What philosophical and empirical objections have been raised against Marxism?
4. (A) Explain Mill's 'utilitarian' ethics.
(B) What political principle did Mill think would guarantee the maximum happiness?
5. (A) Explain how Russell thought he could solve all the problems of philosophy?
(B) How did Russell solve the liar's paradox?
6. (A) Explain the picture theory of meaning that Wittgenstein presented in the Tractatus.
(B) What are the implications of this theory for metaphysics, ethics and aesthetics?
7. (A) Why is Husserl known as a 'phenomenologist'?
(B) By what process did Husserl think we could obtain certain knowledge?

8. (A) According to Sartre, why does modern man suffer from 'nausea of existence'?
- (B) Does Sartre think there is any cure for this illness? Explain your answer.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PH 932

MAJOR THEMES IN SOCIO-POLITICAL PHILOSOPHY

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS (ONE QUESTION MUST BE CHOSEN FROM EACH OF THE FOUR SECTIONS).

SECTION A

- Q1. (a) Mention and describe four characteristics of the notion of accountability.
- (b) Make a critical analysis of any two of the above characteristics.
- Q2. "The freedom of a person is not an isolated freedom but a situated freedom." Discuss this statement with special reference to Isaiah Berlin's treatment of the concepts of 'freedom from' and 'freedom to'.

SECTION B

- Q3. (a) Discuss critically different forms of justification put forward for the claim to human rights.
- (b) Explain the differences and similarities between human rights and legal rights.

SECTION C

- Q4. Discuss critically the following models of democracy:
- (a) Classical democracy
- (b) Elitist democracy
- (c) Liberal democracy
- Q5. (a) Discuss critically the concept of "representation" in its various forms.
- (b) "Democracy is a game of numbers." Discuss critically this statement.

SECTION D

- Q6. (a) Explain John Rawl's 'Maximin Strategy'.
(b) Discuss the 'Maximin Strategy' in the light of Alan Brown's criticism of John Rawls.
- Q7. "From each according to ability, to each according to need." Discuss critically this Marxian concept of justice, indicating its strengths and weaknesses.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 982

SPECIAL PROBLEMS IN THE PHILOSOPHY OF RELIGION

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

1. (a) Explain the 'violation concept' of miracle and give a brief critique.
(b) Explain the 'coincidence concept' of miracle and give a brief critique.
(c) Can miracles act as an argument for the existence of God? Explain your answer.
2. "Either God cannot abolish evil or he will not; if he cannot, he is not all-powerful; if he will not, he is not all-good". (St. Augustine)
(i) With reference to this quotation, discuss critically the following two arguments which attempt to reconcile a good God with the existence of evil:
(a) the 'free will defence' argument;
(b) the argument that evil is a necessary means to good.
(ii) Do you find any or both of these arguments convincing? Explain your answer.
3. (a) Explain the three following views of the meaning of revelation:
(i) the proposition view;
(ii) the liberal view;
(iii) the non-propositional view
(b) Give a critique of each of the above three views of the meaning of revelation.
4. (a) Explain the meaning of "fideism" and "rationalism" as approaches to religious belief.
(b) Explain the difference between "naturalism" and "theism" as ways of understanding life and the world.

- (c) Is scientific knowledge compatible with religious belief? Explain your answer.
- (d) Do you consider theism to be a more reasonable position than naturalism in explaining life and the world? Explain your answer.
5. (a) Explain the role played by reason with respect to faith.
(b) Explain Pascal's emphasis on 'the sense of the heart'.
(c) Explain James' emphasis on 'the will to believe'.
(d) Discuss your own view of personal faith with reference to all of the above.
6. (a) Explain the difference between the concepts of 'immortality' and 'resurrection'.
(b) Discuss the difference between the concepts of 'subjective immortality' and 'objective immortality'.
(c) Give some reasons for the possibility of life after death.
(d) Discuss critically the general African belief in life after death.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PL 252

COMPARATIVE POLITICS

INTERNAL STUDENTS

TIME: THREE HOURS

INSTRUCTIONS:

1. Answer THREE questions: one from each of Sections A and B and the third from either section.
 2. All questions carry equal marks.
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SECTION A

1. Critically analyse the thesis that the October Revolution in Russia was a revolt against Marx's CAPITAL.
2. Discuss the relationship between the Party and the State in Communist Russia.
3. Analyse the problematics of transition from a socialist one-party state to a pluralistic democratic state, with specific reference to the Russian experience.

SECTION B

4. Discuss the explanation and justification of the monopoly of political power by the Chinese Communist Party in China.
5. Analyse the thesis that socialism is incompatible with democracy in the context of the counter-thesis that socialism is inconceivable without democracy.
6. Explain the absence of a concept of separation of powers in Communist China.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PL 312

UTILITARIAN THEORY AND CONTEMPORARY LIBERALISM

TIME: **THREE HOURS**

ANSWER: ANY THREE QUESTIONS

1. Analyse Jeremy Bentham's critique of Social Contract theory.
 2. Assess the extent to which John Stuart Mill succeeded in proving the validity of the utilitarian principle.
 3. Discuss the nature and significance of "convention" in David Hume's political theory.
 4. Analyse John Stuart Mill's arguments in support of representative government.
 5. Discuss the view that interest groups are in fact barriers to liberal democracy.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PL 322

THE FOREIGN POLICIES OF AFRICAN STATES

TIME: THREE (3) HOURS

ANSWER: ANY THREE (3) QUESTIONS

1. You are the Permanent Secretary in the Ministry of Foreign Affairs. Your Minister is due to fly to Cairo, Egypt for an important meeting of African Foreign Ministers. The Agenda of the Cairo Meeting is, "The selection of an African country to represent Africa on an enlarged U.N. Security Council". Accordingly, advise the Minister on Zambia's position, justifying your stance with sound and realistic arguments.
 2. Trace the evolution of Post-revolution Egypt's Foreign Policy towards Sub-Sahara Africa. To what extent has Egypt succeeded in her Foreign Policy goals in Sub-Saharan Africa?
 3. What would you identify as Zambia's major goals in Foreign Policy in the First and Second Republics? What shifts if any have occurred in the Foreign Policy of the Third Republic.
 4. As a Foreign Service Officer, you are instructed to trace the initialling of the Treaty of Pelindaba in April 1996. From the stand point of Zambia's Foreign Policy, you are required to assess the potential of the Treaty in terms of promoting the goal of a nuclear-free world. Discuss.
 5. During his historic visit to Nigeria in 1991, former South African State President, Mr. F.W. De Klerk called for the establishment of a Pretoria - Lagos/Abuja axis in order to promote stability, development and cooperation in Africa. Discuss Nigeria's continental mission in the light of the De Klerk proposal.
 6. Which are the principle factors that determine the Foreign Policy options of African states in the international system? Discuss the prospects and limitations vis-a-vis the foreign policy formulation and implementation capacities of African countries in the post-cold war world.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PL 332

FOREIGN POLICY ANALYSIS AND EVALUATION

TIME: THREE (3) HOURS

ANSWER: ANY THREE (3) QUESTIONS

1. What are the principal functions of Diploats in the formulation and execution of Foreign Policy? What major limitations must they overcome in order to perform their functions?
 2. What are the major pillars upon which France conducts its Foreign Policy? Examine the challenges to French Foreign Policy in Africa and the world in general in the post-cold war world.
 3. Critically analyze the position of Africa in the perception of U.S. Foreign Policy strategists in the post-cold war world. Define the priorities and responsibilities of the United States in Africa, following the end of the cold war.
 4. It has been suggested by some Foreign Policy experts that since the ending of the cold war, the United Nations (U.N.) has simply become an extension of the bureaucracy of the American State Department. Discuss.
 5. What, in your view, are the major determinants of any country's Foreign Policy? What instruments and means are at the disposal of states as they seek to realize their foreign policy goals?
 6. It has been suggested by some experts that the state of Israel has since 1948, managed to survive in a hostile foreign policy environment because of the efficiency of its counter espionage organization; the Mossad. Accordingly assess the importance of espionage in Foreign Policy and execution. Provide sound and realistic examples.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PL 452

SOCIALIST POLITICAL THEORY II

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

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1. Outline and explain the ideological changes that have taken place in Post-Mao China.
 2. Assess the extent to which Eduard Bernstein's critique of scientific socialism is justified.
 3. Analyse the extent to which Senghor succeeded in integrating the theory of human evolution in his socialist theory.
 4. Discuss the differences and similarities between Amilcar Cabral's theory and Nyerere's theory.
 5. Discuss the view that Kaunda's humanism is an example of utopian socialism.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PL 932

POLITICS OF SOUTHERN AFRICA II

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

1. Critically evaluate South Africa's likely role as the regional power in post-apartheid Southern Africa.
 2. Compare and contrast the role that Zambia has played in Southern African regional politics with that of Botswana from 1960s to date.
 3. Assess the extent to which the Southern African Development (SADC) achieved the goals and objectives that it had set itself to achieve before the collapse of apartheid in South Africa.
 4. Critically analyse the role that international capital played in either reinforcing or undermining the white regimes in Southern Africa.
 5. Outline the development of the American foreign policy towards Southern Africa since 1945 and in so doing account for the differences and similarities with that of Great Britain.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 102 .

INTRODUCTION TO PSYCHOLOGY II

TIME: THREE HOURS

INSTRUCTIONS: PART A OF THIS EXAMINATION CONSISTS OF MULTIPLE CHOICE QUESTIONS. UNLESS OTHERWISE INDICATED, EACH QUESTION ON PART A CARRIES $\frac{1}{2}$ POINT; THERE ARE A TOTAL OF 25 POINTS IN PART A. PART B CARRIES A TOTAL OF 10 POINTS AND PART C CARRIES A TOTAL OF 15 POINTS. THE ENTIRE EXAMINATION THUS CARRIES 50 POINTS AND COUNTS 50% OF THE FINAL COURSE GRADE.

PART A - 25 POINTS

1. Which of the following sequences of activity is predicted by the James-Lange theory of emotion?
 - a. see a lion - run from the lion - experience fear of the lion
 - b. see a lion - fear the lion - run from the lion
 - c. see a lion - faint
 - d. see a lion - fear the lion and run from it simultaneously

2. Bodily changes such as rapid heart beat and breathing, and dryness of the mouth and throat which are experienced during an intense emotion such as fear result from activation of the:
 - a. sympathetic division of the autonomic nervous system
 - b. hypothalamus
 - c. parasympathetic division of the autonomic nervous system
 - d. central nervous system

3. According to the Cannon-Bard theory of emotion, emotion is regulated by the portion of the brain known as the:
 - a. cerebral cortex
 - b. reticular activating system
 - c. limbic system
 - d. thalamus and hypothalamus

4. The greatest efficiency in responding occurs
 - a. at intermediate levels of arousal
 - b. at high levels of arousal
 - c. at low levels of arousal
 - d. b and c

5. All of the following organs are involved in the expression of emotion except:
 - a. cortex
 - b. adrenal glands
 - c. limbic system
 - d. cerebellum

6. Which of the following statements about motivation is correct?
 - a. Motivation is covert and must be studied indirectly
 - b. Motivation is the study of variables that activate, energize, and frequently direct behaviour
 - c. Motivation is the study of the causes of behaviour
 - d. Motivation is the study of the inner cause of behaviour

7. Instinct theory was abandoned largely because:
 - a. many so-called "instincts" were shown to be learned behaviours
 - b. instincts were seen as too mechanistic
 - c. there were few examples of instinctive behaviours observed
 - d. introspection could not be used to study instincts

8. Which of the following is not one of the characteristics of a motive?
 - a. causes behaviour to be initiated
 - b. organises behaviour over time
 - c. prevents an end state from being reached
 - d. influences behaviour's vigor and persistence

9. Hunger, thirst, and pain reduction are
 - a. need-satisfying drives that are learned by human beings
 - b. drives that are essentially dependent upon external stimulation
 - c. unlearned drives that satisfy needs
 - d. acquired drives in lower animals

10. Sex is unique among biological motivation because
- it has less reinforcement power compared to food or water
 - it involves arousal rather than reduction of tension
 - it does not contribute to survival of the individual
 - it does not involve higher brain structure such as the cortex
11. According to moral development corresponds to intellectual development.
- Freud
 - Piaget
 - Festinger
 - Hull
12. People learn to use the norms and values of society as guides for their own conduct. This process is known as:
- socialization
 - internalization
 - identification
 - dependency
13. Effective communication occurs when
- the source communicates to the receiver
 - the receiver receives the message
 - less time is spent in communication
 - the intended meaning of the source and perceived meaning of the receiver are the same
14. Which of the following is not a barrier to effective communication?
- lack of feedback
 - absence of receiver
 - cultural difference
 - physical distraction
15. Experts are more effective as communicators than non-experts because:
- they are tall
 - they are attractive
 - they have knowledge
 - they have money
16. Which of the following is an informal group
- PS 102 class
 - psychology department
 - the combined study group
 - the School of Humanities and Social Science

17. Social loafing refers to
- group members not doing their task effectively
 - group not contributing to the organisation
 - groups in which conflict occurs
 - certain members contributing less towards the group task
18. Group cohesiveness refers to
- a unique group
 - an interesting group
 - a harmonious group
 - a large group
19. In the three component system, the attitudinal component is:
- cognitive component
 - affective component
 - behavioural component
 - all the above
20. Attitude can predict behaviour
- always.
 - when attitude is specific
 - when there is a vested interest in attitude object
 - b and c
21. If a child who is 8 years old has a mental age of 10, what is his I.Q.?
- $$IQ = \frac{MA}{CA} \times 100$$
- 80
 - 125
 - 124.2
 - cannot be known
22. A reliable test is a test which gives
- good results
 - expected results
 - consistent results
 - valid results
23. Which of the following can be considered to be a relatively culture free test?
- WAIS
 - Stanford-Binet
 - Eyesenck's test
 - Progressive matrices

24. At which point in the memory process are we least likely to effect an improvement in memory?
- encoding
 - storage
 - retention
 - retrieval
25. If asked to name all the people you met at a large party, you are likely to remember more of the names learnt at the beginning and at the end of the party. This illustrates the:
- increase for the names, primacy effect
 - dip for the middle names, interference effect
 - increase for the beginning names, recency effect
 - increase for the end names, recency effect
26. The intellectually gifted children studied by Terman were
- comparatively pale and sickly
 - mostly ahead of their age group in school
 - socially introverted
 - all of the above
27. developed the first tests designed to measure intelligence.
- Alfred Binet
 - Lewis
 - Louis Thurstone
 - Sir Francis Galton
28. Group norms
- specify one acceptable way of activity or behaviour
 - are standards of behaviour set by a group
 - have little effect on individual behaviour
 - regulate all behaviour
29. According to Piaget's stage theory, children progress from one stage to another:
- in an orderly and invariant sequence
 - on the basis of chronological age
 - and may occasionally skip a stage
 - only when their behaviour is consistent with the final stage

30. The first period of cognitive development in Piaget's theory is called the
- centration period
 - formal operations
 - sensori-motor period
 - pre-operational period
31. According to Piaget newlyborn children:
- are able to think
 - see the world in past, present and future contexts
 - do not think they only behave
 - are cognitively advanced
32. Pleasure principle is to reality principle as:
- id is to Superego
 - ego is to Superego
 - Superego is to id
 - id is to ego
33. A major criticism of trait and type theories has been that they fail to:
- correlate characteristics of behaviours
 - explain the consistency paradox
 - explain the causes of behaviour or the development of personality
 - describe the uniqueness of individuals
34. Which category of personality theory most strongly supports the idea that personality can change over time?
- trait theories
 - typology theories
 - learning theories
 - psychoanalytic theories
35. If a Psychologist believes that behaviour is motivated by unconscious forces, he/she is supportive of which type of theories?
- cognitive
 - Psychodynamic
 - typological
 - trait
36. Freud's theory was devised using the technique(s) of
- free association
 - dream interpretation
 - slips of the tongue
 - all of the above

37. Satisfaction obtained by stimulation of the lips and mouth is characteristic of the stage.
- oral
 - genital
 - phallic
 - anal
38. If we tried to describe your unique characteristics and your typical ways of behaving, we would be describing your:
- mind
 - personality
 - psychology
 - ego
39. One of the major differences between Freudian and post-Freudian theories of personality is that the latter
- expanded the importance of sexuality in personality development
 - emphasized the importance of infancy compared to childhood in general
 - stressed the importance of ego functioning and social variables
 - eliminated the more sexist of psychoanalytic theory
40. All of the following serve as sources of data for personality researchers except:
- Simulation data
 - Specific behavioural data
 - Physiological data
 - Observer report data
41. The main symptom of neurosis is:
- paranoia
 - hallucinations
 - delusions
 - anxiety
42. Physical illness that comes about because of psychological causes are known as:
- Psychosomatic
 - Schizophrenic
 - Psychotic
 - Psychopathic

43. The dramatic increase in the number of "mentally ill" persons walking the streets and eating out of garbage heaps in Zambia's big cities over the last decade or so most probably points to:
- a dramatic increase in genetic factors related to Schizophrenia
 - the role of environmental factors in the mental well-being of individuals
 - the fact that if people have little to eat, they will become mentally ill
 - a dramatic increase in the poisoning of our water and environment with chemical wastes and other pollutants which have harmed many persons mentally
 - a, b, and c above
44. A person who has an irrational fear of riding in an elevator is exhibiting:
- conversion hysteria
 - anxiety reaction
 - phobic reaction
 - paranoid delusions
45. Conditions that arouse anxiety in the neurotic include:
- a situation from which escape is impossible
 - a situation in which there is even the slightest possibility of failure
 - a situation in which he/she is separated from his/her source of support
 - all of the above
46. For an individual's behaviour to be considered as 'abnormal' it should:
- deviate from statistical norms
 - deviate from social norms
 - have adverse effects on the individual or society
 - all of the above
47. Sylvia experiences severe bouts of anxiety. She sweats profusely, can barely catch her breath, and feels like she is going to faint or die. It is likely that she would be characterized as having:
- a panic disorder
 - a dissociative disorder
 - a generalized anxiety disorder
 - a phobic disorder

48. Another term for disordered behaviour is:
- psychopathic personality
 - psychopathology
 - psychosocial disturbance
 - neuropsychology
49. Which of the following represents a delusion typical of Schizophrenia?
- a voice repeating misdeeds that a person has committed
 - loud laughter when told about something tragic or sad
 - strange grimaces or repetitive mannerisms
 - a belief that a person is being pursued by secret agents
50. The most commonly encountered phobia is:
- claustrophobia
 - cancerophobia
 - agoraphobia
 - acrophobia

PART B - 10 POINTS

INSTRUCTIONS: Write brief notes on any five of the following:
Each is worth 2 points.

- Cognitive dissonance
- The Oedipus complex
- Distinguish between neurosis and psychosis
- Race and Intelligence
- The role of sympathetic and parasympathetic divisions of the autonomic nervous system in an emotion-arousing situation.
- Explain why sexual motivation is unique among biologically based motivations, and then contrast human sexual motivation with that of other organisms.

PART C - 15 POINTS

INSTRUCTIONS: Write two essays from the following:
Each is worth 7½ points. Clarity of expression is important.

- What is 'forgetting'? Is it always to our disadvantage? Explain fully how "interference" leads to forgetting.

2. How are attitudes acquired? Can attitudes be changed?
Discuss.
3. How can you account for the finding that in some non-western cultures the age at which Piaget's stage of concrete operations is reached is much later than for western samples?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 222

THE PSYCHOLOGY OF SENSATION AND PERCEPTION

TIME: THREE HOURS

PART I

Instructions: Each question is worth five (5) marks.
Answer five questions only.

Briefly define, identify, describe and state the significance of the term, concept, principle, event, or relationship involved:

1. The rules of grouping in perception.
2. The relative size and texture gradient.
3. Autokinetic movement and the phi phenomenon.
4. Absolute thresholds and the jnd.
5. The Müller-Lyer and Ponzo illusions.
6. The electromagnetic spectrum.
7. Rods and cones
8. Pain sensation.

PART II

Instructions: Answer any three of the following by writing essays giving clear, concise, and well thoughtout answers supported by empirical evidence and examples. Clarity of expression is very important. Each question is worth 10 marks.

1. Describe the stages of visual processing that occur from the retinal level through to the higher-level brain processes.
2. Contrast the process of perceiving actual movement and perceiving illusionary movement.

3. Identify the role of culture and early life experiences in the perception process.
 4. Contrast the chemical senses of smell and taste and describe the nature of the receptor sites.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 312

THEORIES OF PERSONALITY

TIME: **THREE HOURS**

SECTION I (Choose 2 out of 4 questions)

1. Discuss the role and functions of theory in the advancement of science, and more particularly in the study of personality.
2. What are the criteria for a good theory of personality? Define and give examples.
3. What are the factors influencing the development of a theory of personality? Define and give examples.
4. Discuss the following statement:

Every person is in certain respects
-like all other people
-like some other people
-like no other person

SECTION II (Choose 2 out of 4 questions)

1. Define and discuss the concept of "functional autonomy" according to Allport's trait theory.
2. Define and discuss the concept of "pleasure principle" according to Freud's psychoanalytical theory.
3. Define and discuss the concept of self-actualization according to the humanistic theories of personality.
4. Describe and discuss the role of anxiety in Horney's theory of neurosis.

SECTION III (Choose 2 out of 4 questions)

1. Describe and discuss the psychosocial stages of development and their implications on personality according to Erikson.
2. Compare and discuss the philosophical views of the basic human nature behind Freud's psychodynamic approach and Roger's humanistic approach, and their implications on their conceptualization of personality development.
3. Describe and discuss the hierarchial nature of personality according to Eysenk's factor analysis theory.
4. Discuss how learning/behavioural theory differs from the other theories of personality.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 312

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 332

COGNITIVE DEVELOPMENT AND CULTURE II

TIME: THREE HOURS

INSTRUCTIONS: ANSWER TWO QUESTIONS IN SECTION A AND THREE
IN SECTION B. ALL QUESTIONS CARRY THE SAME MARKS.

SECTION A

Answer any two questions.

1. In the "Child to Child" approach to learning, much emphasis is placed on the child as an active participant in the learning process. Discuss this approach and relate it to Piaget's theory of cognitive development.
2. What does Piaget mean by conservation? How would you account for the finding of one study that fewer children from non-pottery than pottery making families in Mexico conserve quantity?
3. Scribner and Cole studying the Vai in Liberia found that children who had become literate in an ordinary school were more likely to use Piaget's higher levels of reasoning than did those whose literacy was acquired in a Koranic school. What does this tell us about the attainment of formal operations?

SECTION B

Answer any three questions.

4. According to Nsamenang (1992) "... children in West Africa are generally seen and not heard." What would be the implications of such a practice for the teaching-learning process when children are required to engage in a significant amount of oral discussions with the teacher?
5. What arguments could a nativist put across to support his/her views of language acquisition in children?

6. Discuss the importance of including the study of language in a course on cognitive development.
7. How do Piaget and Vygotsky differ with regard to their views on egocentric speech?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 332

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 452

INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY II

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 50% OF THE GRADE IN THIS COURSE AND CONSISTS OF TWO PARTS. READ INSTRUCTIONS CAREFULLY BEFORE ANSWERING EACH PART.

PART I (Brief Notes)

Choose any six questions. Each question carries five (5) marks. Do not spend more than eight (8) minutes on each question.

1. Briefly discuss the managerial implications of Fiedler's contingency theory of leadership.
2. Outline the dysfunctions of a Bureaucratic organisation.
3. Describe the matrix structure of an organisation.
4. Outline the characteristics of an organic organisation.
5. How are groups useful in an organisation.
6. Provide reasons why human resources management should be concerned with employee dissatisfaction.
7. Describe the primary characteristics of scientific management and briefly explain why this approach lost its appeal in organisations.
8. Briefly explain why change is necessary and describe three approaches to planned organisation change.
9. Explain the three-stage model of introducing change.

PART II

Answer any THREE questions from this part. Give clear and well thought out answers supported by empirical evidence and examples where necessary. Each question is worth twenty (20) points. Do not spend more than 40 minutes on each question.

1. Discuss the organisational conflicts that are likely to occur in a parastatal organisation. Suggest measures of preventing and reducing conflicts in this organisation.
2. Explain organisational communication as a process. How is communication important in an organisation and how can it be made effective.
3. Describe 4 situations in which the manager of a small business firm may experience inequity. How would the manager strive to attain equity in these situations.
4. The ability to adapt successfully to a changing environment is said to be one of the most important characteristics of effective managers.
 - a) Identify and describe several external and internal forces for change in organisations.
 - b) Identify some of the important sources of resistance to change in organisations and explain how you would minimise personal and organisational resistance to planned change efforts.
5. What is the importance of Job design/redesign in organisations?

Describe Hackman and Oldham's (1976) Job characteristics Model and provide an example of a job that could be redesigned using this model. In your opinion would this model be adequate in improving personal and work outcomes in Zambian organisations? Why?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PS 452

INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY II

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 50% OF THE GRADE IN THIS COURSE AND CONSISTS OF TWO PARTS. READ INSTRUCTIONS CAREFULLY BEFORE ANSWERING EACH PART.

PART I (Brief notes)

Choose any six questions. Each question carries five (5) marks. Do not spend more than eight (8) minutes on each question.

1. What are the factors to be taken into consideration in choosing an organisational design? Why?
2. Discuss Fayol's principles of management.
3. Briefly list out and explain the various communication channels in an organisation.
4. Discuss how group norms and cohesiveness affect an organisation's performance.
5. Identify three work scheduling approaches to job design which you feel hold the most promise for both employees and managers, why?
6. Why is an organisation considered as an open system? Explain with example.
7. Outline Herzberg's principles for vertically "loading" jobs so they would be more motivating. How do these differ from attributes of scientific management?

8. What are the primary consequences of job dissatisfaction? Explain.

PART II

Answer any THREE questions from this part. Give clear and well thought out answers supported by empirical evidence and examples where necessary. Each question is worth twenty (20) points. Do not spend more than 40 minutes on each question.

1. Discuss the Hawthorne studies and its contributions to modern management.
2. What are the different strategies used by a manager to arrive at decisions? Suggest ways by which a manager in Zambian government service can improve his decisions.
3. Discuss the various leadership styles found in Zambian organisations - which style is most effective? Support your answer with examples.
4. Describe the three major theories of job satisfaction and the basis of their explanation for why people like their jobs. Why are the comparative - process theories seen as the most defensible over the two - factor theory?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 452

INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY II

TIME: THREE HOURS

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 952

PSYCHOPATHOLOGY

TIME: THREE HOURS

SECTION I (Choose 3 out of 5 questions)

1. Define the criteria for a diagnosis of mental retardation according to the DSM-IV.
2. Describe the symptoms and progression of Alzheimer's disease.
3. Define the concept of delusion and describe 4 types of delusions.
4. Define the term alcoholism and describe stages and signs which indicate alcoholic dependence.
5. Compare and discuss (giving examples) the terms "predisposing" and "precipitating" as they relate to the etiology of abnormal behaviour.

SECTION II (Choose 3 out of 5 questions)

1. Define personality disorders as a general category of mental disorders and discuss the difficulties inherent to their diagnosis and treatment.
 2. Describe some sexual dysfunctions (as opposed to paraphilias) and discuss how you would go about helping those with such disorders.
 3. Describe the typical clinical picture of pathological depression and discuss what approach you would take to treat a depressed patient.
 4. What are some of the perceptions and attitudes of the public towards the mentally ill in Zambia? Discuss how these perceptions and attitudes contribute to isolate and stigmatize mentally ill people.
 5. Define the term phobia and giving an example, describe how you would treat someone suffering from a phobic disorder.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S III

INTRODUCTION TO SOCIOLOGY I

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: THIS PAPER IS DIVIDED INTO THREE SECTIONS.
PLEASE ENSURE THAT YOU ANSWER ALL QUESTIONS.

SECTION A

MULTIPLE CHOICE (20 MARKS)

1. The difference between sociology as a Social Science and Bio-chemistry as a Natural Science is
 - (a) Sociology faces greater problems of generalisation, explanation and prediction
 - (b) Sociology is less developed as a discipline and has employed the scientific method only in recent years
 - (c) a and b
 - (d) None of the above

2. Herbert Spencer's major contribution to the field of sociology was
 - (a) The sociological imagination
 - (b) The idea that society is an organic whole which should be studied like the human body
 - (c) The concept of value-free sociology
 - (d) The idea of conflict being the basis of human relationship

3. When Researchers want to establish a possible cause and effect relationship, they may conduct:
 - (a) Surveys
 - (b) Interview
 - (c) Questionnaire
 - (d) Experiments

4. Culture includes
 - (a) The nature of individual divinity
 - (b) The solution of moral dilemmas
 - (c) Beauty
 - (d) All the above

5. Which of the following sources of social information is probably the least reliable?
 - (a) Participant observation
 - (b) Eye witness accounts
 - (c) Interview
 - (d) Publications carrying official government statistics

6. Ethnocentrism is
 - (a) Practised by illiterate people
 - (b) Both beneficial and harmful
 - (c) Absolutely necessary for survival
 - (d) Necessary evil

7. Which of the following is true about Social Research
 - (a) The problem of changing conditions is experienced by social scientists only
 - (b) The problem of changing conditions is experienced by both social scientists and physical scientists
 - (c) Although the changes in conditions occur in physical sciences, the degree of change within relatively short periods of time may be much dramatic within the social sciences
 - (d) Both b and c above

8. Which of the following is not true about socialisation
 - (a) Life long process
 - (b) It is carried out by various social agents
 - (c) It happens only in families
 - (d) it helps to maintain order in society

9. Which of the following Sociologists is well known for his theory of Looking Glass Self?
 - (a) M. Weber
 - (b) M. Mead
 - (c) C. Cooley
 - (d) E. Goffman

10. Language
 - (a) Contains a number of symbols
 - (b) Helps or hinders the spread of culture
 - (c) Is produced by the culture.
 - (d) All the above

SECTION B (60 MARKS)

Write a few notes on the following concepts

- (a) Scientific Approach
- (b) Cultural lag
- (c) Socialisation
- (d) Society
- (e) Social relationships
- (f) Community
- (g) Cultural shock
- (h) Folkways
- (i) Ascribed status
- (j) Significant others
- (k) Cultural relativism
- (l) Action
- (m) Experiment
- (n) Hypothesis
- (o) Class

SECTION C (20 MARKS)

What is Ethnocentrism? Please describe some of its positive as well as negative aspects.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 112

INTRODUCTION TO SOCIOLOGY II

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: THIS PAPER IS DIVIDED INTO THREE SECTIONS.
PLEASE ENSURE THAT YOU ANSWER ALL QUESTIONS.

SECTION A (20 MARKS)

1. Emmigration is
 - (a) Movement of individuals or groups which involves a permanent or semi-permanent change of usual residence
 - (b) Movement into an area from a different part of the country
 - (c) The process of international migration viewed from the stand point of the nation from which the movement occurs
 - (d) a and c above
2. Modernisation Theory is a theory of
 - (a) Colonialism period
 - (b) Decolonisation period
 - (c) Communism
 - (d) Socialism
3. Dependencia Theorists argue that development and under-development must be understood within the context of
 - (a) Yesterday's, today's structures in the third world countries
 - (b) Past and present institutional and structural relationship between less developed countries and industrialised nations
 - (c) Past histories of the industrialised West have a direct and causal effect on the third world Metropoles
 - (d) A situation where Great Britain, USA and France depend heavily on the Metropoles as well as satellites

4. A stratification system that consists of an array of closed social groups that exhibit a fixed order of superiority and inferiority is known as
- (a) Ascription
 - (b) Class
 - (c) Social mobility
 - (d) Caste
5. has largely led to an increase in the number of people living in urban areas
- (a) Urbanisation
 - (b) Internal migration
 - (c) International migration
 - (d) All the above
6. Which of the following is a latent function of education?
- (a) Increasing the gap between social classes
 - (b) Acting as a marriage market.
 - (c) Creation of student activism
 - (d) All the above.
7. Which of the following is not a manifest function of educational institution?
- (a) Delaying the entrance of young people into labour market
 - (b) Preserving the culture
 - (c) Developing the democratic process
 - (d) Providing a curriculum in sex education.
8. Zambia is one of the most highly urbanised countries in sub-Saharan Africa. This implies that
- (a) Many people in Zambia have adopted the Western type of culture or urban styles of living
 - (b) The majority of the people in Zambia reside in urban areas
 - (c) Compared to other countries in sub-Saharan Africa, Zambia has more urban areas or towns
 - (d) Compared to other countries in the sub-Saharan Africa, Zambia has more people living in urban areas
9. Which of the following is true about sociology?
- (a) It only studies social behaviour
 - (b) It is based on general expression on points of view derived from overall experience in working with people
 - (c) It is a generalising science
 - (d) a and c above

SECTION B (60 MARKS)

Write a few notes on the following concepts

1. Urbanisation
2. Migration
3. Social stratification
4. Fertility
5. Dependency Theory
6. Family
7. Mortality rate
8. Modernisation Theory
9. Sociology of knowledge
10. Race
11. Ethnicity
12. Values
13. Social mobility
14. Religion
15. Social structure

SECTION C (20 MARKS)

Identify and discuss the functions of the family as a social institution.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 112

INTRODUCTION TO SOCIOLOGY II

TIME: THREE HOURS

INSTRUCTION: THIS PAPER IS DIVIDED IN THREE SECTIONS. PLEASE ENSURE THAT YOU ANSWER ALL QUESTIONS.

SECTION A

MULTIPLE CHOICE (20 MARKS)

1. According to Oscar Lewis, the culture of poverty consists of a distinctive and persistent way of life and has one of these characteristics.
 - (a) Precarious family relationships
 - (b) Early initiation into sex
 - (c) Effective participation in institutions of society
 - (d) a and b above

2. W.W. Rostows five stages of economic growth are listed in the following correct order
 - (a) Traditional society, precondition for Take off, Take off, Drive to maturity, Age of high mass consumption
 - (b) Primitive society, precondition for Take off, Drive to maturity, Age of high mass consumption, Drive to maturity
 - (c) Developed society, Take off stage, Drive to maturity, Age of high mass consumption, Developed stage
 - (d) Traditional society, Drive to maturity, Take off stage, Age of high mass consumption, Primitive stage

3. Dependencia Theories argue that developed and underdevelopment must be understood within the context of
 - (a) Yesterday, today's, structures in the third world countries
 - (b) Past and present institutional and structural relationships between less developed countries (LDCs) and industrialised nations
 - (c) Past histories of industrialised west have direct causal effect on the Third World metropolises
 - (d) A situation where Great Britain, USA and France depend highly on the Metropolises as well as satellites

4. Crowd behaviour may be limited by
- (a) Emotional needs of the members
 - (b) The moves of the members
 - (c) Leadership
 - (d) All the above
5. The process of fertility involves
- (a) Live births
 - (b) Men and women
 - (c) Women in reproductive age
 - (d) All the above
6. Zambia is one of the most highly urbanised countries in sub-Saharan Africa. This means that
- (a) Half her population resides in rural areas
 - (b) The majority of the population resides in urban areas
 - (c) She has more urban centres compared to either sub-Saharan countries
 - (d) Comparatively, she has more people residing in urban areas
7. Social institutions may be distinguished from associations in that
- (a) All special institutions have some associations connected with them
 - (b) Associations are organised groups of people while institutions are established systems of Normative behaviour
 - (c) Associations may become institutionalised but institutions will not become associations
 - (d) All the above
8. The most infrequently practised form of marriage is
- (a) Polyandry
 - (b) Polygamy
 - (c) Monogamy
 - (d) All are practised with the same frequency
9. Which of the following is not a latent function of religious institutions
- (a) Strengthening nationalistic feelings
 - (b) Developing doctrines and rituals
 - (c) Modifying the character of the family.
 - (d) Promoting sociability

10. Sociologists study deviance because they

- (a) Want to study the impact of deviance on society and the impact of being labelled deviant on the individuals
- (b) Want to study the life style of deviant individuals and deviant groups
- (c) Want to know who is labelled deviant and why
- (d) All the above

SECTION B (60 MARKS)

Write short notes on the following concepts

- (a) Contagion Theory
- (b) Secondary Deviance
- (c) Oligarchy
- (d) Social institutions
- (e) Differential Association
- (f) Assembling perspective
- (g) Underdevelopment Theory
- (h) Modernisation Theory
- (i) Mobility
- (j) Fecundity
- (k) Selective nature of migration
- (l) Kinship
- (m) Patrilocal
- (n) Conjugal family

SECTION C (20 MARKS)

Contrast the Marxian position on stratification with that of Weber. Which perspective seems a better explanation of facts in Zambia and why? Evaluate both Theories.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS -- NOV/DEC, 1996

S 211

CLASSICAL SOCIOLOGICAL THEORY

(PAPER FOR DISTANCE EDUCATION STUDENTS)

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

1. Briefly analyse the historical circumstances that gave rise to sociology. Given this background, would you say sociology is a relevant discipline of study in Africa today? (25 marks)
 2. The guiding principle in Auguste Comte's theory on social change is intellectual development while that of Herbert Spencer is the process of evolution. Elaborate. (25 marks)
 3. With reference to Emile Durkheim's work in sociology, define the following concepts:
 - (i) social fact;
 - (ii) social solidarity;
 - (iii) anomic suicide;
 - (iv) altruistic suicide; and
 - (v) egoistic suicide. (25 marks)
 4. Herbert Spencer's theoretical ideas amounted to a philosophical rather than a sociological theory. Discuss. (25 marks)
 5. Karl Marx explained what determines social structure and change from one type of society to another. Using the concepts substructure, superstructure, forces of production and relations of production present the explanation. (25 marks)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

S 212

CONTEMPORARY SOCIOLOGICAL THEORY

(PAPER FOR DISTANCE EDUCATION STUDENTS)

TIME: THREE HOURS

ANSWER: THE FIRST QUESTION AND THREE OTHERS

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1. With reference to Talcott Parsons' functionalism, explain the following terms:
 - (a) actor, action and situation. (5 marks)
 - (b) biological, personality, cultural and social systems. (12 marks)
 - (c) adaptation, goal-attainment, integration and latency. (8 marks)
 2. It is believed that Robert Merton made significant contributions to functionalism. In your view, what are his major contributions? (25 marks)
 3. How different is Ralf Dahrendorf's conflict theory from that of Karl Marx? (25 marks)
 4. Lewis Coser argued that conflict is functional. What did that mean? Secondly, in his view, what causes conflict? (25 marks)
 5. George Herbert Mead talked about the "I" and the "me". How do these develop into a fully balanced self? (25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 312

URBAN SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO. ONE AND ANY TWO OTHERS.

1. Since the advent of Zambia independence in 1964, what categories of people have migrated from ^{rural} areas, and for what reasons? (10 marks)
 2. Urban dwellers settling in from rural Zambia are victims of 'cultural dualism'. Discuss. (20 marks)
 3. Child labour in Zambia is on the increase, what measures are being taken by the Government, Non Governmental Organizations and other Civic Organizations to fight this scourge? (20 marks)
 4. The informal sector is the brainchild of unemployment in the formal sector and initiative among Zambian Citizens. Discuss. (20 marks)
 5. Why did the 'Second Republic' fail in its effort to get urban dwellers to go back to the land. (20 marks)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

S 912

REFUGEES IN THE CONTEMPORARY WORLD (II)

TIME: THREE HOURS

TOTAL MARKS: 100

ANSWER: FOUR QUESTIONS ONLY. EACH QUESTION CARRIES
25 MARKS.

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1. By the late 1980s, it seemed that on every continent, refugee movements were challenging national structures and international norms. Discuss this in the context of the crisis in the international refugee system.
 2. Identify the Key 'Articles' of the 1969 OAU Convention. How does this Convention relate to the current situation of forced migration in Africa.
 3. Discussion of hosts and refugees is best set in a historical perspective. Discuss this in the context of benefits and costs to hosts.
 4. There is a tremendous gap between principle (the desirable) and practice (the actual) with regard to Ad-Hoc assistance to return movements and long-term development programmes. How valid is this assertion.
 5. The rivalry between the two superpowers has had an overwhelming significance in the Third World creating large-scale refugee movements. Discuss.
 6. The Cold War is over and a new order is emerging. Indicate directions for more effective approaches (Strategies of response) to refugee situations now and in the future.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 962

SOCIOLOGY OF RURAL DEVELOPMENT

TIME: THREE HOURS

INSTRUCTION: ANSWER 3 QUESTIONS ONLY.

1. Zambia, after independence embarked on the Community Development as a strategy for rural development. Critically analyse the strengths and weaknesses of this approach.
 2. Discuss the concept of "Cooperation" as a strategy towards rural development in Zambia. Discuss the advantages and disadvantages.
 3. The concept of "integrated rural development" has been tried in most African countries. Give a critical review of the Zambian experience.
 4. Land tenure has been discussed as being a constraint in enhancing agricultural development in most development literature. Discuss the statement in the light of the Zambian situation.
 5. Zambia's Agricultural policies since 1975 have been criticised heavily by most rural sociologists who have studied them. Critically review the proposed Agricultural Sector Investment Programme (ASIP) bearing in mind the pros and cons of the programme.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 975

MEDICAL SOCIOLOGY

TIME: 3 HOURS

ANSWER: QUESTION NO. ONE AND THREE OF THE FOLLOWING QUESTIONS.

1. Define Medical Sociology. Discuss its nature and scope. Discuss the need for studying Medical Sociology in Africa, particularly in Zambia.
2. Does modern capitalism affect your health? Discuss its merits and demerits with special reference to Zambia.
3. Do you attribute any responsibility to modernization, urbanization or occupation in contributing to HIV/AIDS? Discuss the role government can play in preventing the spread of HIV/AIDS.
4. "Family size and the interval between two pregnancies affect the health of both, the mother and child." Does this statement have a relevance on the family planning and maternity care? Do these factors exist in Zambia? Support your answer from sociological point of view.
5. Discuss, with reference to gender and tuberculosis, how does a social epidemiologist examine the case of an illness in a population? Take Zambia as a case study.
6. Explain briefly the following concepts in relation to the sociology of health and illness:-
 1. Euthanasia (mercy killing)
 2. Holistic medicine
 3. Socialized medicine
7. Distinguish between the need and the demand for medical care and state which of the two factors determines the distribution. Briefly discuss the strength and weakness of the Zambia's Health Reform Programme.

8. Compare and contrast the doctor-patient relationship in traditional healing and western medicine, and explain the effect of each on the patient's healing process.
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END OF EXAMINATION

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

S 975

MEDICAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: FOUR QUESTIONS TO BE ANSWERED, EACH QUESTION CARRIES SAME MARKS.

1. Define Medical Sociology. Distinguish Sociology in Medicine and Sociology of Medicine.
2. What are the causes of maternal and infant mortality in urban and rural areas of Zambia? Suggest ways and means through which family ~~pl~~ can improve the situation.
3. Evaluate the statement that "Disease is a universal phenomenon and therefore affects all people every where, but not always to the same degree or in the same way."
4. Explain the relationship between Doctor - patient interaction. Can Doctor - patient interaction be influenced by cultural differences in communication?
Comment.
5. Briefly describe Zambia's Health Reform Programme. Pointing out its strengths and weaknesses.
6. Write short notes on the following
 - (a) The sick role
 - (b) Disease and Modernization
 - (c) Healing options in Zambian Society.

END OF EXAMINATION

GOOD LUCK!

UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1996

SS 242

STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS FROM SECTION A AND ALL QUESTIONS FROM SECTION B.

SECTION A:

ANSWER ANY THREE QUESTIONS. EACH QUESTION CARRIES 20%.

1. Given below are data on the proficiency in the English language and the socio-economic status (SES) of a random sample of 240 UNZA students:

ENGLISH PROFICIENCY

<u>SES</u>	<u>Excellent</u>	<u>Reasonable</u>	<u>Poor</u>	<u>Total</u>
High	42	30	28	100
Middle	20	41	19	80
Low	17	31	12	60
Total	79	102	59	240

Answer any three out of the four questions (a), (b), (c), and (d) below:

- (a) What is the probability of having an excellent level of English proficiency given that one has middle socio-economic status?
- (b) What is the probability of having a reasonable level of English proficiency or low socio-economic status?
- (c) What is the probability of having a poor level of English proficiency and high socio-economic status?
- (d) Are the students from the three social economic classes equally likely to have excellent proficiency in the English language? Demonstrate why or why not.

2. Given below are examination scores (on a 10 point scale) of a random samples of 12 SS241 students classified in terms of social class origins. Six students are drawn

Handwritten calculations:

$$\frac{20}{80} = \frac{1}{4}$$

$$\frac{20}{240} = \frac{1}{12}$$

$$\frac{102}{240} + \frac{60}{240} = \frac{162}{240} = \frac{27}{40}$$

$$\frac{59}{240} + \frac{100}{240} = \frac{159}{240}$$

from each of the two social class.

UPPER CLASS

LOWER CLASS

7	4
6	6
6	6
5	8
3	6
2	3

Use a t - test to test the hypothesis that students from the upper class performed better than students from the lower class. Use 5% level of significance.

3. Given below are the scores for 10 students in M160 and SS242. (The scores were marked on a 10 point scale)

<u>STUDENT</u>	<u>M160</u>	<u>SS242</u>
A	8	7
B	3	2
C	4	5
D	5	6
E	5	5
F	4	7
G	9	8
H	5	6
I	6	6
J	3	3

- (a) Identify the variables:

Independent variable (X)

Dependent variable (Y)

- (b) Find the best linear prediction equation showing the regression of performance in SS242 on performance in M160. Explain the meaning of the constants A and B that you have calculated within the context of the question.
- (c) If Joseph Banda's score in M160 was 67, what would you predict his score in SS242 to be?
- (d) What would Jane Mwansa's score in SS242 be if her M160 score was 37?
- (e) Give the assumptions associated with simple linear regression.

4. Prospective sales people for a book company are now being offered a sales training programme. Previous data indicate that the average number of sales per month for those who do not participate in the programme is 33. To determine whether the training programme is effective or not, a random sample of 35 new employees is given the

sales training and then sent out into the field. One month later, the mean and standard deviation are 35 and 8, respectively. Do these present sufficient evidence to indicate that the training program enhances sales? Use 5% level of significance to answer this question.

SECTION B:

ANSWER ALL QUESTIONS (40%).

1.
 - (a) What is Type I error?
 - (b) What is Type II error?
 - (c) List the characteristics of a good estimate in statistical inference.

2. Assuming that the ages of 235 SS241 students are normally distributed with a mean age of 22 years and standard deviation of 5 years, answer the following questions.
 - (a) If Joseph Zulu, a student in the course, is 27 years old how many students are older than him?
 - (b) How many students are younger than Joseph Zulu?
 - (c) What percentile corresponds to Joseph Zulu's age?
 - (d) If Janet Ngoma is 20 years old and Albert Mulenga, a mature age student, is 50 years old what is the number of students between them?
 - (e) Janice Moomba is the youngest student at 19 years of age. What is the number of students between her and another student, Luke Mubita, aged 21?
 - (f) What percentile corresponds to Janice Mubita's age?

3. Given below are data on the examination performance of EC 110 students at the end of the academic year:

<u>MARKS AWARDED</u>	<u>NUMBER OF STUDENTS</u>
10-19	3
20-29	7
30-39	10
40-49	16
50-59	34
60-69	13
70-79	7
80-89	6
90-99	4

- (a) What was the the number of students who had scores above 49.5%?
- (b) What was the percentage of students who scored below 79.5%?
- (c) Find the score below which 63% of the students fell.
4. Use the standard normal distribution table to find the areas areas under the curve associated with the following z-scores. Also indicate the levels of significance associated with each z-score.

	Z	AREA	SIGNIFICANCE LEVEL
(a)	-1.20		
(b)	-0.80		
(c)	3.07		
(d)	0.60		
(e)	2.60		
(f)	1.65		

5. A social worker is interested in the average length of time spent outside prison for first offenders who later commit a crime again. A random sample of $n=150$ prison records in the prisons department indicates that the average length of prison-free life between first and second offenses is 3.2 years with a standard deviation of 1.1 years.
- (a) Estimate the mean prison-free life between first and second offenses for all prisoners on record in the prisons department.
- (b) Place a bound on the error of estimation.
- (c) Is this a good estimate. Why or why not?
6. (a) Give three examples of probability distributions.
- (b) State the three axioms of probability.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

SW 112

INTRODUCTION TO SOCIAL DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS FROM SECTION A AND
ONE QUESTION FROM SECTION B

SECTION A

1. Discuss Zambian social values and show clearly how they affect the nature of social policies and welfare programmes in the country.
2. Discuss with examples the definition of and the differences between the universality and selectivity of social policy.
3. Compare and contrast between social welfare and social development.
4. Define the term social welfare. Explain how social welfare assists individuals and groups to attain satisfying standards of life.

SECTION B

5. Define and discuss
 - (a) Social policy
 - (b) Equality
 - (c) Equity
 - (d) Social work
 - (e) Residual and institutional models of social policy
 - (f) the role of social work in national development
 6. Outline and discuss the assumptions, relevance, advantages of the FIVE methods of social work with regard to Zambia.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

SW 212

CONTEMPORARY ISSUES IN SOCIAL POLICY

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS ONLY. QUESTION ONE IN SECTION A IS COMPULSORY.

USE SEPARATE ANSWER BOOK FOR EACH QUESTION.

SECTION A: ANSWER QUESTION 1 AND THEN EITHER 2 OR 3.

1. (a) What is meant by social development? Discuss.
(b) Comment on the assertion that there is some degree of correlation between the level of economic development and social development.
2. Critically analyse the effect of donor aid on social development.
3. Zambia has been going through an economic structural adjustment programme since 1980's. What has been the impact of this programme on social development.

SECTION B: ONE QUESTION ONLY.

4. Zambia's high population growth rate is one of the major constraints on social development. Discuss the relationship between population and development.
5. High population growth rates in the developing countries have contributed to the worsening housing situation. Discuss.

SECTION C: ONE QUESTION ONLY

6. Discuss the similarities and differences between women in development and gender and development.
7. Which of the two approaches i.e. women in development and gender in development in your opinion is effective in redressing gender inequalities in the Zambian society.

END OF EXAMINATION

3. Discuss the directive and non directive approaches to community work.
4. How plausible is the assertion that social work research enhances social work practice?

Answer the question with specific reference to the
Zambian context.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

SW332

CROSS - CULTURAL PERSPECTIVES IN SOCIAL WORK PRACTICE

TIME: **THREE HOURS**

INSTRUCTIONS: **ANSWER ANY FOUR QUESTIONS**

1. Discuss the merits of Generic Social Work to a developing country like Zambia. Rationalise your answer.
 2. "Most urban Zambians have tended to live in two worlds: they are physically in town but their lives are governed by their tribal customs and traditions". Discuss this statement by clearly indicating why people maintain the same order of traditional family relationships when they come to town from rural areas (Give at least four reasons for this).
 3. Brooks (1980) argues that given that an indigenous helping process is completely integrated with the social context as a result of its spontaneous origins in response to the defined needs of the community and the homogeneity of its participants to values and life experience, a clear understanding of the indigenous process was deemed essential to the development of a relevant problem - solving process in social work. Give a critique of this contention by discussing the short comings of the indigenous model for the development of a relevant problem - solving process in social work. Give suggestions on how you can deal with such shortcomings.
 4. Identify at least four characteristics of social development. Why is social development considered an advantage over the traditional social work methods? Rationalise your response.
 5. Identify and discuss the principles of adjusting classical social work in traditional settings.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

SW 412

SOCIAL ADMINISTRATION

TIME THREE HOURS

INSTRUCTIONS: READ THE INSTRUCTIONS CAREFULLY BEFORE ATTEMPTING TO ANSWER ANY QUESTION IN THIS EXAMINATION QUESTION PAPER.

1. CANDIDATES MUST INDICATE CLEARLY THE SECTION AND THE NUMBER OF THE QUESTION THEY ARE ANSWERING. THOSE ATTEMPTING QUESTIONS 1 (IN SECTION A) AND 3 (IN SECTION B) MUST SEPARATE THE TWO SUB-SECTIONS OF THE QUESTIONS AND INDICATE VERY CLEARLY THE PART THEY ARE ANSWERING.
2. ALL CANDIDATES SHOULD ANSWER SECTION A. IT CONTAINS A COMPULSORY QUESTION WORTH 40 MARKS.
3. CANDIDATES SHOULD ATTEMPT ONLY TWO QUESTIONS FROM SECTION B. EACH QUESTION IN SECTION B CARRIES 30 MARKS.

SECTION A: COMPULSORY (40 MARKS)

1. Discuss the notion that
 - (a) the organisation structure and
 - (b) the administrationof a non-profit, social welfare organisation should be different from that of a profit-making, multinational corporation. Illustrate your argument with vivid examples.

SECTION B: ANSWER ANY TWO QUESTIONS (60 MARKS)

2. Explain in detail and with examples how personnel management is both a generalist and specialist function. (30 marks)
3. Cutback management appears to be the principal tool in the public sector reform programme the Zambian Government is undertaking.
 - (a) Briefly discuss, with reference to Zambia, the causes for cutback management. (9 marks)

(b) What steps, strategy(ies) and conditions would you prescribe for the Zambian Government? (21 marks)

4. A manager's perceptions about human behaviour in the workplace will influence his/her management style. Discuss this notion with the aid of relevant theories of management. (30 marks)
5. "The merit principle, if applied to the letter, can enhance the operations of a bureaucracy." Demonstrate the validity of this notion and highlight some of the obstacles to effective application of the merit principle in the Zambian Civil Service. (30 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

SW 475

COMMUNITY CHANGE AND DEVELOPMENT

TIME: THREE HOURS

ANSWER: ANSWER THREE (3) QUESTIONS FROM SECTION A AND ALL QUESTIONS FROM SECTION B. SECTION A IS WORTH 60 POINTS AND SECTION B IS WORTH 40 POINTS.

SECTION A

1. What is a community? Discuss the importance of identifying and defining a community before designing a strategy of intervention.
2. Discuss the major limitations and strength of Community Development as a strategy of planned change in the Zambian context.
3. Stakeholder participation is one of the basic principles of community development. Briefly discuss three objectives of stakeholder participation in community work.
4. Briefly discuss two broad strategies of achieving purposive change. Provide examples which illustrate the conditions in which each strategy is operationalized.

SECTION B

5. Describe the aims and objectives of community development models of any two of the following countries:-
 - a) Zambia
 - b) Tanzania
 - c) Israel
 - d) China
 - e) India
 - f) Britain

Discuss the successes and failures of each model in comparative perspective.

6. Give operational definitions of the following concepts:-

- a) Triangulation design
- b) Participatory Rapid Appraisal
- c) Preference ranking of problems and solutions
- d) Community action plan
- e) Social map

END OF EXAMINATION