

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

SECOND SEMESTER EXAMINATIONS

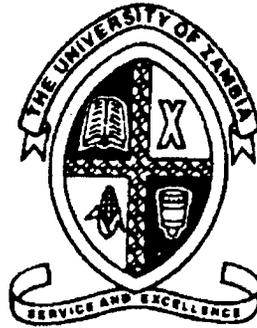
2010-2011

1. D 212 –Introduction to Theatre
2. DE 322 –Introduction to Demographic Analysis
3. DE 412 –Advanced Methods of Data Evaluation, Adjustment and Estimation
4. DE 902 –Population Policies and Programs
5. DE 945 –Monitoring and Evaluation of Programmes
6. DS 915 –Civil Society and Development
7. DS 955 –Environment and Development in Developing Countries
8. E 121 –Introduction to Writing Skills and Prose Fiction
9. E 122 –An introduction to the Study of Poetry and Drama
- 10.E 212 –The structure of Modern English II
- 11.E 222 -19th And 20th Century Literature
- 12.E 462 - later Modernist literature
- 13.E 915 –Selected Author
- 14.EC 115 –Introduction to Microeconomics
- 15.EC 125 –Introduction to Macroeconomic theory
- 16.EC 215 –Intermediate Microeconomics
- 17.EC 222 –Mathematics for Economics II
- 18.EC 225 –Intermediate macroeconomic theory
- 19.EC 315 –Public Finance

- 20.EC 325 –Money and Banking
- 21.EC 342 –Econometrics II
- 22.EC 355 –Advanced Macroeconomic theory
- 23.EC 412 –International finance theory and practice
- 24.EC 455 –Development
- 25.ELL 115 –Academic Writing
- 26.ELL 922 –World Englishes
- 27.ELL 945 –Pragmatics
- 28.FR 132 –Introduction to French language two
- 29.FR 222 –Introduction to French literature
- 30.FR 312 –French and General linguistics
- 31.FR 412 –Advanced French language And linguistics
- 32.FR 432 –Advanced translations and technical translation
- 33.GS 102 –Introduction to Gender Studies II
- 34.H 112 –Africa Prior to colonization
- 35.H 232 –History of modern Africa
- 36.H 322 –Twentieth Century
- 37.H 345 –History of Modern India:1947 to 1985
- 38.H 422 –Archaeological theory and interpretation
- 39.H 435 –Survey of the history of the united states of America
- 40.H 912 –History of Zambia Since 1890
- 41.H 962 -The pre-history of Africa
- 42.LAL 221 –Introduction to literary studies
- 43.MC 112 –Writing for the media II
- 44.MC 135 –Introduction to Media Law

- 45.MC 222 –Media and Society
- 46.MC 362 –Radio and television Production III
- 47.MC 942 –Broadcast narration II
- 48.PA 202 –Comparative administration
- 49.PA 312 –Organizational behavior and management
- 50.PA 322 –Comparative local government administration
- 51.PA 342 –Industrial relations
- 52.PA 412 –Issues in Development Administration
- 53.PA 952 –Public enterprise management
- 54.PA 955 –Strategic management
- 55.PH 102 –Fundamental problems of philosophy
- 56.PH/EC 965 –Business ethics
- 57.PL 252 –Comparative politics II
- 58.PL 332 –Foreign policy analysis and evaluation
- 59.PL 932 –Politics of southern Africa II
- 60.PS 222 –Sensation and Perception
- 61.PS 242 –Psychology of adolescence
- 62.PS 342 –Psychological testing examinations
- 63.PS 472 –Counselling theory and practice
- 64.PS 995 –Applied forensic psychology
- 65.S 111- introduction to sociology I
- 66.S 112 –Introduction to sociology
- 67.S 211 –Classical Sociological theory
- 68.S 212 –Contemporary Sociological theory
- 69.S 312 –Urban problems and management in developing countries

- 70.S 322 –Sociology of contemporary social problems
- 71.S 902 –Industrial sociology II
- 72.S 915 –Disaster Preparedness
- 73.S 952 –Sociology of organization in practice
- 74.S 962 –Sociology of rural development
- 75.SW 112 –Social Development and social welfare
- 76.SW 212 –Contemporary issues in social policy
- 77.SW 332 –Cross cultural perspectives in social work practice



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2010/11 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

MAY 2011

D212 INTRODUCTION TO THEATRE

TIME: 3 HOURS

- 1. Dictionaries and primary texts (plays) are allowed in this examination.**
- 2. There are 3 sections in this examination. You are required to answer one question in each Section. Section A is compulsory.**

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF POPULATION STUDIES

2010/2011 END OF SEMESTER TWO EXAMINATION
DE 322: INTRODUCTION TO DEMOGRAPHIC ANALYSIS

INSTRUCTIONS:
ANSWER ALL QUESTION
TIME: THREE (3) HOURS

Q1.

a. We know that the information below holds:

$$q_x = \frac{d_x}{l_x}$$

Show that
$$q_x = \frac{m_x^*}{1 + f_x \cdot m_x^*}$$

- b. What is a life table and what are its uses?
c. Use the following table, convert the death rates given to probabilities of dying.

Table1: Age specific deaths

Age	$n m_x$			
0	0.0263			
1	0.0042			
5	0.0023			
10	0.0020			
15	0.0044			
20	0.0061			
25	0.0063			
30	0.0066			
35	0.0110			
40	0.0178			
45	0.0280			
50	0.0449			
55	0.0617			
60	0.1014			
65	0.1465			
70	0.2071			
75	0.2915			

80	0.4674			
85	0.6298			
90	0.8151			
95+	0.3116			

- a. Illustrate how, using the computed probabilities of dying, you can complete the life table. Show all the steps and the necessary computations that need to be done.

Q2.

- a. Discuss briefly the application of the national growth rate method in indirect estimation of net migration rates?
- b. Explain the major differences in the application of forward survival ratio and reserve survival ratio methods?
- c. In what situations do we apply the population balancing equation in estimating net migration rates?
- d. What information is required for the application of survival ratio methods in estimation of migration rates? What is the relevance of this information?
- e. Use the information below and apply forward and reverse survival ratio methods to estimate migration for (country A) and comment on the results?

Table 2: Migration data for country A

Cohort in 1990	Cohort in 2000	Population 1990	Population 2000 aged 10+	L_{x+10}/L_x (10 years)
0-4	10-14	1,885	3,137	0.99049
5-9	15-19	2,012	2,559	0.99360
10-14	20-24	2,003	2,429	0.99113
15-19	25-29	1,766	2,135	0.98771
20-24	30-34	1,556	1,780	0.98468
25-29	35-39	1,358	1,692	0.98131
30-34	40-44	1,198	1,894	0.97607
35-39	45-49	1,305	2,151	0.96727
40-44	50-54	1,394	2,111	0.95297
45-49	55-59	1,369	2,169	0.93106

50-54	60-64	1,396	2,299	0.89691
55-59	65-69	1,390	2,442	0.84112
60+	70+	4,754	3,349	0.49200
Total		23,386	30,147	

Q3.

1. Briefly discuss the following concepts

- a. Migration
- b. Migration interval
- c. Gross migration
- d. Net migration

2. C. **Table 1** below shows data for selected towns in Zambia. Using the table, attempt the following:

- a. Reproduce the table and complete **columns D, E, F and G.**

TABLE 3: IN, OUT AND NET Migration for 1968/69 between provinces of Zambia.

PROVINCE	Resident population 1968/69 A	MIGRANTS 1968/69			IN MIGRANTS PER 1000 E	OUT MIGRANTS PER 1000 F	NET MIGRATION PER 1000 G
		IN B	OUT C	NET D			
1. Western	388,242	8,111	10,438				
2. Central	712,630	51,387	45,245				
3. Eastern	509,515	15,642	19,528				
4. Luapula	335,584	17,233	14,432				
5. Northern	545,096	19,995	27,134				
6. North-Western	231,733	6,204	9,737				
7. Southern	496,041	25,668	19,111				
8. Copperbelt	816,309	51,721	50,336				

- b. Comment on the observations.

Q4.

The table below gives information on the number of births to women in various age groups and the age - specific fertility rates (ASFR) for Egypt and Tunisia in the late 1980s.

	Egypt, 1988		Tunisia, 1988	
	Number of births	ASFR	Number of births	ASFR
15-19	43600	0.021	6300	0.017
20-24	402800	0.194	43600	0.131
25-29	578900	0.317	55700	0.195
30-34	403400	0.269	41100	0.176
35-39	242400	0.191	21600	0.113
40-44	77700	0.073	5700	0.041
45-49	25100	0.026	1100	0.009

- Calculate the general fertility rates for Egypt and Tunisia
- Calculate a standardised fertility rate for Tunisia, using the female population of Egypt as the standard population.
- Calculate the standardised fertility ratio for Tunisia, using the female population of Egypt as the standard population.
- Comment on your results.

THE END

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEVELOPMENT OF POPULATION STUDIES

2010/2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

DE 412: ADVANCED METHODS OF DATA EVALUATION, ADJUSTMENT AND
ESTIMATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

- Q1. Discuss, in detail, the procedures that you would undertake in projecting a closed population using the component method from 2010 to 2020. [Note: population is classified into five-year age groups].
- Q2. Outline any **three** advantages and disadvantages of the mathematical methods of projecting population.
- Q3(a) Discuss the following concepts:
(i) Exponential growth
(ii) Upper asymptote
(iii) Weak ergodicity
- b) Analyse the notion that the rate of population growth is cyclical.
- Q4(a) Using the data in the Table 1 below, plot a *geometric population growth curve* for Zambia between 1938 and 2010:

Table 1: Number of births per 1,000 women (15-49) in Zambia: 1980-2000.

Year	1938	1950	1960	1969	1980	1990	2000	2010
Population (in 000)	1,463	1,900	3,100	4,057	5,662	7,759	9,886	13,046

- b) Using the 2000-2010 growth curve that you have estimated in Q4(a) above, what would be Zambia's population size in 2030?
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END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
2009/2010 ACADEMIC YEAR
SECOND SEMESTER FINAL EXAMINATION
DE 902: POPULATION POLICIES AND PROGRAMMES
7TH MAY, 2010**

TIME : THREE HOUR

INSTRUCTIONS : ATTEMPT QUESTION ONE AND ANY OTHER TWO

1. You are one of the Advisors to the recently elected members of parliament in either Milanzi under the Ruling Movement for Multiparty Democracy (MMD) or Mufumbwe under the United Party for National Development (UPND). Suggest sexual and reproductive health programmes that need to be implemented in the constituency you are covering to foster development.
2. Illustrate how to implement programmes to avert challenges in population composition in Sub-Saharan Africa.
3. Evaluate the statement that: "It is population policies and not programmes that are weak in Developing Countries that have affected development".
4. As an expert in population issues at Southern Africa Development Community (SADC), prescribe a roadmap on how to engage international organisations involved in population policy formulation and implementation.

END OF EXAMINATION

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

MAY-2011

DE 945: MONITORING AND EVALUATION OF PROGRAMMES

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTIONS A AND B, AND ONLY ONE QUESTION FROM SECTION C.

TIME: THREE (3) HOURS

SECTION A (Answer ALL questions)

- Q1. (a) (i) What is planning?
(ii) Why do we plan?
(iii) What is the link between planning and monitoring and evaluation?
- (b) (i) What is monitoring ?
(ii) What is evaluation?
(iii) What is the distinction between monitoring and evaluation?
- (c) (i) Why conduct monitoring and evaluation?
(ii) What are the uses of monitoring and evaluation?
(iii) What happens if there is no monitoring and evaluation?
- Q2. (a) Assess the following objectives if they meet the Specific, Measurable, Attainable, Realistic and Time-bound (SMART) criteria or not, and provide explanations for each case
- The programme will provide home-based care services to elderly members of the community.
 - A total of 150 health workers will be trained to deliver antiretroviral treatment (ART) services according to national and/or international standards.
 - By the end of the first programme year, 1,000 clients will be tested for HIV.
- (b) What do you need to know to test how appropriate the objectives are?
- (c) What do you need to know to test how realistic the objectives are?

Q3. Given the following assumptions for Voluntary Counselling and Testing at Clinic A:

- One staff member working half time can test 3 people per day.
- There are 260 working days in a year.

With these assumptions, calculate the following:

- (a) Number of people who could be tested just by that one staff member working half-time in 1 year.
- (b) Number of people who could be tested just by that one staff member working full-time in 1 year.
- (c) Number of people who could be tested just by two staff members working half-time in 1 year.
- (d) Number of people who could be tested just by two staff members working full-time in 1 year.

SECTION B (Answer ALL questions)

Q1. Read the narrative below and answer the questions that follow:

The farm workers' condom programme

A certain programme focused on condom distribution among farm workers. Distribution figures showed that during the busiest period of the farming season, there was an increase in demand for condoms. The local clinic also showed a decline in the numbers of STI cases. The programme staff felt very pleased until the traditional healers spoke out at a community meeting. The traditional healers said that the number of farm workers reporting STIs to them in the same period had increased. Further assessment showed that the programme staff had an unjustified sense of success. After conducting a detailed review of the clinic attendance logs, the programme staff realized that local miners instead of the farm workers were attending the clinics to access free condoms. Further investigation found that a local mining company had set up a workplace HIV prevention programme. After some follow-up conversations with the owners of the local farms, the programme staff discovered that because it was the busy season on the farms, the farm workers did not have time to access the clinic. Instead, they sought advice and treatment from the traditional healers located in rural areas near the farms.

- (a) Identify the components of the farm workers' condom programme by marking an 'X' indicating whether it is an input, activity, output, outcome or impact.

Programme Component	Input	Activity	Output	Outcome	Impact
Condom distribution					
HIV morbidity and mortality will Decrease					
Access to condoms will increase					
Decrease in STI cases seen in Clinics					
Increased demand for condoms					
Local clinics have a stock of Condoms					
Distribution of educational materials promoting condom use					
Funding from CDC's Global AIDS Programme (GAP), government, and other donors					
HIV prevalence among farm workers will decrease					
Condoms					
Knowledge about HIV prophylaxis will increase					
Knowledge of STI status will Increase					
Staff					

- (b) How did monitoring and evaluation help in this case?
- (c) Develop an indicator for the farm workers' condom programme at each monitoring and evaluation level (that is at input, activity, output, outcome, and impact).
- (d) The table below gives the type of monitoring and evaluation data that can be collected. Provide the possible data sources for these data as well the type of data collection tool that could be used to collect them.

Type of data	Data source	Data collection tool
Number of training delivery observation form completed by supervisor		
Number of Voluntary Counselling and Testing knowledge pre- and post-tests Completed		
Number of quality assurance reports completed by the training facilitator		
Number of staff trained to correctly implement Counselling and Testing Protocols		
Feedback from quality assurance reports completed by Facilitators		
Written or oral feedback from staff supervising and observing training		

Number of trained staff certified to deliver Counselling and Testing services		
Number of trained staff who report that they can implement Counselling and Testing protocols correctly		
Written or oral feedback from training participants		
Number of facilitators who report that training participants can implement the Counselling and Testing protocols correctly		

- Q2. (a) What are indicators? Give at least one example of global, national and programme indicators.
- (b) Why are indicators important?
- (c) What are characteristics of good indicators?
- (d) A DE 945 student is evaluating studying habits of University of Zambia students at the main campus in order to produce an evaluation report as part of the course's continuous assessment. The table below shows some of the monitoring and evaluation questions that the student developed. Assist the student to develop indicators for each of the monitoring and evaluation questions.

Monitoring and evaluation question	Indicator(s)
Do your friends prefer studying from the library or their rooms? Is there a difference by sex?	
Do you have more female or male friends who study from the library?	
What percentage of your friends prefer studying individually rather than in groups?	

- Q3. Read the case study below of Mrs. Mulenga's project proposal and answer the questions that follow.

Mrs. Mulenga's Project Proposal

Background

High rates of HIV/AIDS in this community have resulted in a large number of children who have been left orphaned. Research has shown that orphaned children are more vulnerable than other children of the same age are for engaging in activities that put them at high risk for STIs and HIV infection. In this community, there has indeed been a high rate of STIs in the adolescent population. It is well known that STIs increase the risk for HIV infection. It is therefore necessary to attend to the needs of these children to reduce their chances of infection with HIV. The programme proposed here seeks to address the needs of 16- to 19-year-old orphaned girls. This target population was selected because there is a shortage of programmes in the community that focus on this specific group. The programme will aim to provide STI treatment for this population. In addition, through life skills training and vocational skills training, the programme will teach the girls skills that will help them avoid risky behaviors that increase their chance of contracting STIs or HIV.

Goal

The aim of the Orphans and Vulnerable Children (OVC) Youth Programme is to reduce the prevalence of STIs in orphaned girls aged 16 to 19 years.

Objectives

In the next 3 years, the OVC Youth Programme will accomplish the following:

- Provide STI treatment to a total of 250 orphaned girls aged 16 to 19
- Provide life skills training to 300 orphaned girls aged 16 to 19
- Train 150 orphaned girls aged 16 to 19 in vocational skills.

Programme activities

In order to meet these objectives, the programme will include the following activities:

- Train local health workers on working with youth
- Open youth-friendly STI treatment programmes in local clinics
- Modify an existing life skills training curriculum to make it more appropriate for the target population
- Modify an existing vocational training curriculum to make it more appropriate for the target population
- Implement life skills training and vocational skills training after school hours.

Programme resources

The programme activities will be run by NGO staff, health workers, and community volunteers. Funding will be used to secure a supply of drugs for the clinics, to cover staff salaries, and to pay for the overhead costs associated with opening the youth-friendly STI treatment programme.

- (a) Having read Mrs. Mulenga's project proposal, create a logic model for her programme. Include a one sentence problem statement.
- (b) Develop an indicator at each monitoring and evaluation level (that is at input, activity, output, outcome, and impact)
- (c) Develop a monitoring and evaluation matrix/framework

Q4. Table below presents some raw Voluntary Counselling and Testing data on the individuals who received counseling and testing for HIV and received their test results. Analyse and summarise these data and fill the summary table below as well as answer the questions that follow.

Voluntary Counselling and Testing Raw Data Table

Sex	Age	Pregnant?	Received Counselling & Testing	Received Test results
Male	24	.	Yes	Yes
Female	23	No	Yes	Yes
Female	14	No	No	No
Female	19	Yes	Yes	Yes
Male	34	.	Yes	Yes
Female	26	No	Yes	Yes
Male	29	.	Yes	Yes
Male	18	.	Yes	No
Female	9	Yes	Yes	Yes
Female	17	No	Yes	Yes

Summary Table

Sex	Total number by sex	% by sex	Average age	Total number pregnant	% of females who are pregnant	Total number who received Counselling & Testing	% by sex	Total number who received test results	% of those tested who received results
Female									
Male									
Total									

- What is the average age of Voluntary Counselling and Testing clients?
- What percentage of Voluntary Counselling and Testing clients are male?
- What percentage of female Voluntary Counselling and Testing clients are pregnant?
- Is the percentage of women who come back to receive their test results higher than the percentage of men?
- What is your overall comment on the performance of this programme?
- How would you share this M&E information with the following stakeholders: project beneficiaries, HIV/AIDS programme managers, programme staff, politicians/policy makers, donors/international agencies, media and private sector?

SECTION C (Answer ONE question ONLY)

- Clearly describe in detail the steps you would take to design a study to evaluate the effectiveness of a voluntary, counselling and testing programme offered by the University of Zambia Health Services Clinic among the University community.
 - Discuss how you would collect and analyze both qualitative and quantitative data.
 - Indicate the interventions you would take to ensure effectiveness of the programme and explain with justification, the statistical methods you would use in measuring the outcome indicators of the programme.

2. Using your own example, clearly describe in detail the steps you would take to set up a monitoring and evaluation system (including all its components) for an organization that will track the progress and results of the programme as well as reporting them to the funding agency, community and government.

-END OF EXAMINATION-

GOOD LUCK!



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY EXAMINATIONS

2010/11 SEMESTER II EXAMINATIONS

DS 915: CIVIL SOCIETY AND DEVELOPMENT

DURATION: THREE HOURS

INSTRUCTIONS:

- Choose any three questions;
 - All questions carry equal marks.
-

1. To many observers in Zambia, the current state regulatory environment for civil society requires revision. Critically discuss areas of weakness in the NGOs Act of 2009 and make suggestions on how the said Act can be improved.
2. What are social movements? Why do they rise and what guarantees their success in influencing social change in society? Give practical examples where possible?
3. In health democracies, state and civil society relations are strong. However, this may not be the case for Zambia. Why are the two entities finding it difficult to engage with each other, particularly in the policy-making arena? What can be done to improve their relations?
4. Using Woolcock and Narayan's conception of social capital, critically analyse the relevance of various types of social capital within the Zambian context.
5. Civil society has a great potential of growth in Zambia. However, it faces challenges affecting its influence in the country. Discuss some of the key challenges it faces and propose possible measures that can be put in place to enhance its influence in the development process of the country.
6. State capability seems problematic in most developing countries. What role can civil society play to help build state capability in developing countries like Zambia?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2010/2011 SECOND SEMESTER EXAMINATIONS
DEPARTMENT OF DEVELOPMENT STUDIES-SCHOOL OF HSS

DS 955- ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

INSTRUCTIONS-: Answer question one (1) and any other two questions from the following questions. In all you should answer three questions-;

1. Deforestation is a major environmental problem in many developing countries. What are the major causes of deforestation and what should countries do to stop it and address the situation?
2. Choose any Climatic Zone you know, and show why and how people's lives and the development process has been favorable or inhibitive to their development process.
3. Solid Waste Management in many cities, especially here in Africa, is a very serious Public Health problem. What is solid waste? Explain and recommend how best to manage it.
4. Discuss the relationship between Population Growth and Agricultural Development in Developing Countries using any models that you know.
5. Outline and discuss the meaning of "Limits to Growth". How relevant is it to the development process in the world today?
6. State and show the environmental policies existing in Zambia. Is the country responding well to both local, regional and global environmental issues? Justify.

END



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/11 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

**E121 – INTRODUCTION TO WRITING SKILLS AND
PROSE FICTION**

(DISTANCE)

DEFERRED EXAMS

TIME: THREE HOURS

INSTRUCTIONS:

- (i) Primary texts are allowed into the exam room.**
 - (ii) Course batches are not allowed into the exam room.**
-

SECTION A

ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS

1. Identify and discuss any two characters in any two of the texts you have studied in the course whom you think are 'greedy'. The two characters should not be from the same text.
2. In what ways does Harry's pending death influence events in 'The Snows of Kilimanjaro'?
3. Compare and contrast the way supernatural powers affect events in both the life of Joseph in the Bible and the life of Odysseus in 'The Odyssey'.
4. How do events in 'The Beautiful Ones are Not Yet Born' relate to corruption in the wider Ghanaian society?
5. Do you think Harry of 'The Snows of Kilimanjaro' is a hero or a villain? Discuss.

END OF EXAM



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2010/11 ACADEMIC YEAR SECOND SEMESTER
DEFERRED EXAMINATIONS**

**E122 – AN INTRODUCTION TO THE STUDY OF POETRY AND DRAMA
(DISTANCE)**

TIME: THREE HOURS

INSTRUCTIONS:

- (i) Texts are allowed into the exam room.**
 - (ii) Course batches are not allowed into the exam room.**
-

SECTION A (20 Marks) The question in this section is COMPULSORY.

Answer ALL questions in this section. Each question carries 4 marks.

The poem below was written by William Blake, one of the romantic poets. Read it and answer the questions that follow:

The Lamb - William Blake

Little lamb, who made thee?
Dost thou know who made thee?
Gave thee life & bid thee feed,
By the stream & o'er the mead;
Gave thee clothing of delight,
Softest clothing wooly bright;

Gave thee such a tender voice,
Making all the vales rejoice!

Little Lamb I'll tell thee,
Little Lamb I'll tell thee!

He is called by thy name,
For he calls himself a Lamb;
He is meek & he is mild,
He became a little child;
I a child & thou a lamb,
We are called by his name.

Little Lamb God bless thee.
Little Lamb God bless thee.

1. What features of the poem reflect some of the characteristics of Romantic poetry? (4)
2. What is the effect of repetition in the poem? (4)
3. What is the difference between lamb with a small 'l' and lamb with a capital 'L'? (4)
4. Who is speaking and what is the situation? (4)
5. What is the rhyme pattern in the poem? (4)

SECTION B (30 marks) ANSWER ANY TWO QUESTIONS

1. 'Teiresias was the main contributor to the downfall of Oedipus.' Do you agree or disagree? Discuss.
2. Discuss the main factors behind the conflict between Antigone and Creon.
3. If you were Oedipus and you found yourself in court on accusations of murdering your father (Laius) and committing incest with your mother (Jocasta), what reasons would you advance to argue for your innocence?
4. Demonstrate the power of the curse of Delphi in *Oedipus the King* and *Antigone*.

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2010-2011 ACADEMIC YEAR: SECOND SEMESTER FINAL EXAMINATIONS

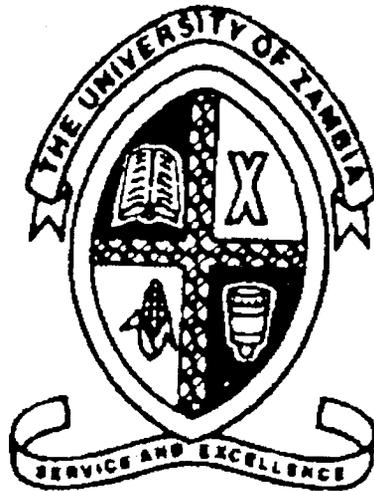
E 212: THE STRUCTURE OF MODERN ENGLISH II (Distance)

TIME: THREE (3) HOURS

INSTRUCTIONS: Attempt ALL the questions

1. Write brief notes on each of the linguistic concepts given below, showing, with clear examples, how they differ from each other. **(20 Marks)**
 - (a) Phonological conditioning and morphological conditioning
 - (b) Inflection and derivation
 - (c) Conversion and affixation
 - (d) Opaque compounds and transparent compounds
 - (e) Prefixation and suffixation
2. Discuss, with examples, the different types of morphs as espoused in E212. **(10 Marks)**
3. How does the English language grow its vocabulary? **(16 Marks)**
4. Give an example sentence where a noun phrase functions as (or is in): - underline the concerned element. **(10 Marks)**
 - (a) Subject complement
 - (b) Vocative
 - (c) Object complement
 - (d) Complement of the prepositional phrase
 - (e) Apposition
5. Exemplify the seven (7) clause patterns in English, and for each pattern name the verb type involved. **(14 Marks)**
6. Show the internal structure of the following sentences by putting them on tree diagrams. **(30 Marks)**
 - (a) They put her on suspension
 - (b) It was in the morning
 - (c) She is beautiful

END OF EXAMINATION



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

2010/11 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS – MAY 2011

E222 19th AND 20th CENTURY LITERATURE TIME: THREE HOURS

INSTRUCTIONS

Answer one question from each Section

Section A is compulsory

Dictionaries and prescribed texts (primary texts) are allowed in the examination hall.

SECTION A (Compulsory)

1. What humanitarian themes do you perceive as being cornerstones of both the French Revolution and Romanticism?

SECTION B Answer **one** question from this Section

- 1 "Marlowe's name is the one that comes after Shakespeare's in any discussion of English tragedy."(David Prall).
Discuss this statement with regard to your understanding of the term 'tragedy' and the sequence of events in the tragedy of *Dr Faustus* by Marlowe.
- 2 How effective is the employment of the myth of Icarus in Marlowe's version of *Dr. Faustus*.
- 3 Generosity, an element Victorians are renowned for, manifests itself in *Great Expectations* by Charles Dickens. Discuss generosity in the context of *Great Expectations* as a Victorian novel by closely referring to incidents of benevolence in the novel.

SECTION C Answer **one** question from this Section

1. A passage from *Tintern Abbey*

A motion and a spirit that impels
All thinking things, all objects of all thought
And rolls through all things. Therefore am I still
A lover of meadows and the woods
And mountains; and of all that we behold
From this green earth; of all the mighty world
Of eye and ear, - both what they half create,
And what perceive; well of pleased to recognise

In nature and the language of the sense,
The anchor of my purest thoughts, the nurse,
The guide, the guardian of my heart, and soul
Of all my moral being.

Is Wordsworth a poet of nature? If yes, explain how, in the light of the passage quoted above.

2. *The Solitary Reaper* (William Wordsworth)

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! For the Vale profound
Is overflowing with the sound.

No nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands;
A voice so thrilling ne'er was heard
In spring-time from the Cockoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:

Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang,
As if her song could have no ending;

I saw her singing at her work,
And o'er the sickle bending:-
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

- a) "A bird sings for no audience. It is merely overhead. This is true of the peasant girl's song. Again like the girl's song, the bird's song is without intelligible words." (Robert Warren)

What are some of the other ways in which the girl's song resembles no other song of art but of nature?

- b) Identify the rhyme scheme and comment on it.
- c) "Human beings can sophisticate their utterances, but birds cannot. They are always sincere." (Robert Warren).

Discuss briefly whether those elements are active here in the girl bird comparisons or not.

- d) Does the epithet 'romantic' help or hinder your appreciation of the poem?

END OF EXAM & GOOD LUCK

UNIVERSITY OF ZAMBIA EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/11 SECOND SEMESTER EXAMINATIONS

E 462 LATER MODERNIST LITERATURE

Time: 3 hours

INSTRUCTIONS TO CANDIDATES

- 1. Prescribed texts are allowed in the examination room. You are, therefore, encouraged to quote as extensively as possible.*
- 2. To Facilitate Smooth Marking, Use A Separate Answer Book For Each Question You Answer. Candidates who use one booklet to answer more than one question shall be penalised.*
- 3. Answer only three questions, One from each section.*
- 4. Read and understand all instructions before you attempt any question.*

SECTION A

All must answer the question below. Please answer all its constituent parts.

1. Read the texts below and answer the questions that follow:

THE TUFT OF FLOWERS

I went to turn the grass once after one 1
Who mowed it in the dew before the sun.

The dew was gone that made his blade so keen
Before I came to view the leveled scene.

I looked for him behind an isle of trees; 5
I listened for his whetstone on the breeze.

But he had gone his way, the grass all mowed,
And I must be, as as he had been – alone,

“As all must be,” I said within my heart,
Whether they work together or apart,” 10

But as I said it, swift there passed me by
On noiseless wings a bewildered butterfly,

Seeking with memories grown deem o'er night
Some resting flower of yesterday's delight.

And once I marked his flight go round and round, 15
As where some flower lay withering on the ground.

And then he flew as far as eye could see,
And then on tremulous wing came back to me.

I thought of questions that have no reply,

And would have turned to toss the grass to dry; 20

But he turned first, and led my eye to look
At a tall tuft of flowers beside the brook.

A leaping tongue of bloom the scythe had spared
Beside a reedy brook the scythe had bared.

The mower in the dew had loved them thus, 25
By leaving them to flourish, not for us.

Nor yet to draw one thought of ours to him,
But from sheer morning gladness at the brim.

The butterfly and I had lit upon,
Nevertheless a message from the dawn, 30

That made me hear the wakening birds around,
And hear his long scythe whispering to the ground,

And feel a spirit kindred to my own;
So that henceforth I worked no more alone;

But glad with him, I worked as with his aid, 35
And weary, sought at noon with him the shade;

And dreaming, as it were, held brotherly speech
With one whose thought I had not hoped to reach.

"Men work together," I told him from the heart,
"Whether they work together or apart." 40

AFTER APPLE-PICKING

My long two-pointed ladder's sticking through a tree 1
Toward heaven still,

And there is a barrel that I didn't fill
Beside it, there may be two or three
Apples I didn't pick upon some bough. 5
But am done with apple picking now.
Essence of winter sleep is the night,
The scent of apples: I am drowsing off.
I cannot rub the strangeness from my sight
I got from looking through a pane of glass 10
I skimmed this morning from drinking trough
And held against the world of hoary grass
It melted, and I let it fall and break.
But I was well
Upon my way to sleep before it fell, 15
And I could tell
What form my dreaming was about to take.
Magnified apples appear and disappear,
Stem end and blossom end,
And every fleck of russet showing clear.
My instep arch not only keeps the ache, 20
It keeps the pressure of a ladder-round.
I feel the ladder sway as the boughs bend
And I keep hearing from the cellar bin
The rumbling sound
Of load on load of apples coming in. 25
For I have had too much
Of apple-picking: I am overtired.
Of the great harvest I myself desired.
There were ten thousand fruit to touch,
Cherish in hand, lift down and not let fall. 30
For all
That struck the earth,
No matter if not bruised or spiked with stubble,
Went surely to the cider-apple heap
As of no worth. 35
One can see what will trouble
This sleep of mine, what ever sleep it is,

Were he not gone,
The wood chunk could say whether it's like his
Long sleep as I described it coming,
Or just human sleep.

- a. Compare and contrast the subject and theme of the two poems above. (15 Marks)
- b. Discuss the place of the individual in the two poems. (08 Marks)
- c. What is the place of the dream in the two poems? (05 Marks)
- d. Explain the ladder metaphor in *After Apple-Picking*. (05 Marks)

SECTION B

Choose only one question from this section. Each question carries 33 marks.

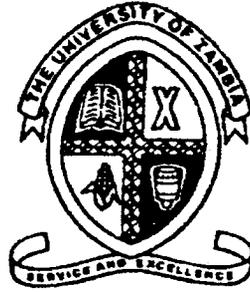
1. In what sense is Edward Albee's *New York* a zoo?
2. With reference to two poems by Frost, explain the relationship between fate, choices and an individual.
3. "Hell is other people," Jean Paul Sartre. Discuss Edward Albee's *The Zoo* in the light of Sartre's statement?

SECTION C

Choose only one question from this section. Each question carries 33 marks.

1. Work is an element of exploitation while illegal activities can turn out to be the best means to successful living. Analyse the above statement with reference to Faulkner's *Light in August*.
2. Demonstrate how Virginia Woolf employs the stream of consciousness technique to develop plot and characters of her novel, *To The Light House*.

***** END OF EXAMINATION *****



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

SECOND SEMESTER EXAMINATIONS
2010/2011 ACADEMIC YEAR

E915: SELECTED AUTHOR

2010 AUTHOR – WOLE SOYINKA

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE SEVEN QUESTIONS IN THIS PAPER. QUESTION 1 IS COMPULSORY AND CARRIES 40 MARKS. ANSWER ANY OTHER TWO QUESTIONS EACH OF WHICH CARRIES 30 MARKS.

1. To what extent would you regard Wole Soyinka Africa's literary giant?
2. Discuss the use of symbolism in *The Road*.
3. How does Wole Soyinka portray the theme of sacrifice to his audience in *The Strong Breed*?
4. In what ways is the theme of tradition versus progress portrayed through the characters of Baroka and Lakunle respectively, in *The Lion and the Jewel*?
5. In *Death and the King's Horseman*, Soyinka warns producers against interpreting the play's theme as 'the clash of cultures.' Do you agree that this is not the play's main theme? If not what is the central theme of *Death and the King's Horseman*?
6. How do the following relate to each other in Soyinka's *Death and the King's Horseman*: the living, the dead and the unborn?
7. How important is Soyinka's use of Pidgin English in *The Trials of Brother Jero* and *The Road*?

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 SECOND SEMESTER ACADEMIC YEAR
FINAL EXAMINATIONS

EC 115: INTRODUCTION TO MICROECONOMICS

TIME: TWO (2) HOURS

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

SECTION A

1. A shift to the right of the Production Possibility Frontier:
 - a) Would indicate an increase in costs of production
 - b) Would occur if improvements in productive technology took place
 - c) Indicates foreign cartels raised prices of productive resources
 - d) Cannot happen

2. A change in supply of a commodity will result from:
 - a) A change in technology
 - b) A change in factor input prices
 - c) Both of the above
 - d) Neither of the above.

3. If the Demand Schedule is given as $D = 100 - 4P$, and Supply schedule is $S = 40 + 2P$. The equilibrium price (P) and quantity (Q) will be:
 - a) $P=10, Q=60$
 - b) $P=6, Q=10$
 - c) $P=6, Q=40$
 - d) None of the above

4. The degree of direct price elasticity of demand depends principally upon:
 - a) Availability of close substitutes.
 - b) Size and importance of expenditure on items in consumer's budget.
 - c) Time period.
 - d) Inherent qualities of commodity.
 - e) All the above.

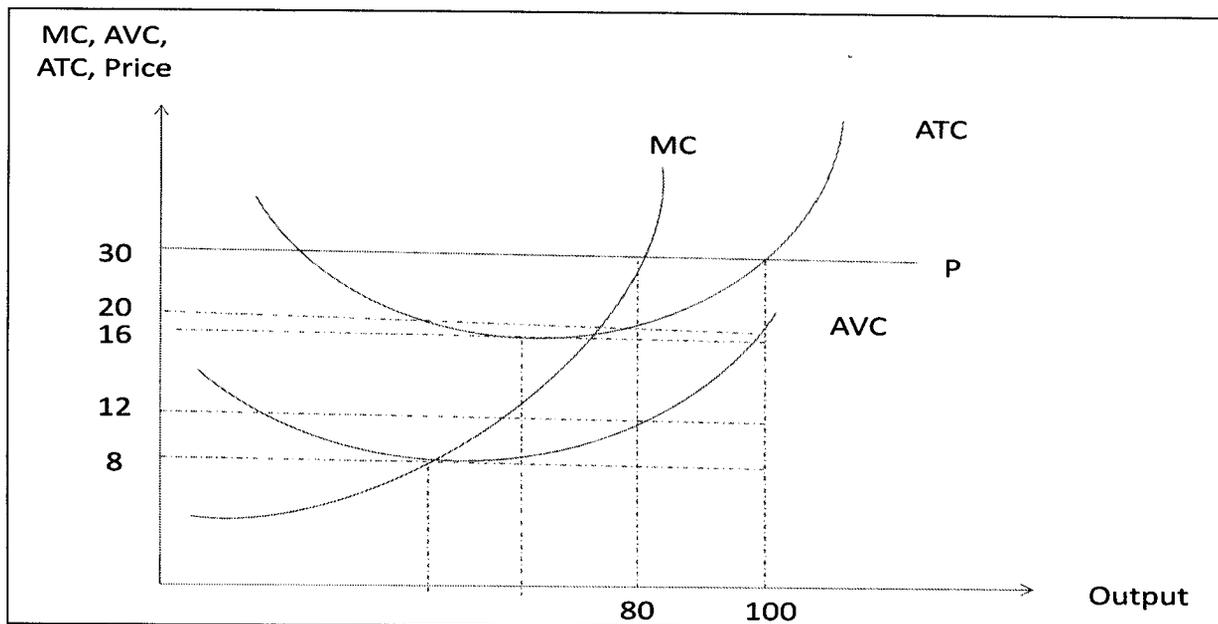
5. In a free market, if price is below the equilibrium value,
 - a) Producers can't sell all they make.
 - b) Government must enforce a price control.
 - c) Buyers will start to bid the price up.
 - d) A surplus develops.

6. Which of the following events would cause the supply of gum to FALL?

- a) A discovery that chewing gum reduces tooth decay.
 - b) An increase in the price of cinnamon.
 - c) A rise in income (assuming gum is a normal good).
 - d) A rising population.
7. If flour is an inferior good, then,
- a) An increase in income will decrease the demand for flour.
 - b) The demand for flour is negatively related to income.
 - c) The income elasticity of flour is negative.
 - d) All of the above.
8. A new production technique that reduces costs in a perfectly competitive industry will result in
- a) Widespread industry adoption and a lower price to consumers.
 - b) Sustained economic profits for the first firms that adopt the technique.
 - c) A rightward shift in the demand curve.
 - d) Entry by new firms but a sustained economic profit for existing firms.
9. For a monopoly,
- a) Marginal revenue is less than price ($MR < P$) due to a downward sloping demand curve.
 - b) Marginal revenue equals price ($MR = P$) due to a perfectly elastic demand curve.
 - c) Marginal revenue is greater than price ($MR > P$) due to price discrimination.
 - d) Marginal revenue is less than marginal cost ($MR < MC$), guaranteeing a profit.
10. A natural monopoly results from,
- a) A patent or copyright.
 - b) Large fixed costs.
 - c) Economies of scale.
 - d) Increasing return to scale.
11. When a firm is experiencing economies of scale,
- a) The long-run average cost curve is declining.
 - b) The long-run average cost curve is constant.
 - c) The long-run average cost curve is rising.
 - d) The short run average cost curve is falling
12. It is impossible for total utility to be _____ when marginal utility is _____.
- a) Increasing; increasing
 - b) Positive; negative
 - c) Decreasing; positive
 - d) Increasing; decreasing
13. Of the following characteristics, which one applies exclusively to a perfectly competitive firm?
- a) It always earns a profit.
 - b) It can sell all it wants to at the market price.

- c) It will never earn a profit.
- d) It has a narrow range of prices it can charge for its output.

Consider the diagram below describing conditions for a perfectly competitive firm and answer questions 14-17 below.



14. If the price of the product drops to \$16, should this firm continue operation in the short run?
 - a) Yes, because price is greater than AVC.
 - b) Yes, because price is less than AVC.
 - c) No, because profit is zero.
 - d) No, because price is not greater than ATC.
15. When the demand is $P = \$30$, how much profit will this producer be earning?
 - a) \$ 500
 - b) \$ 800
 - c) \$ 1200
 - d) \$ 1600
16. When the demand is $P = \$15$, this firm should _____.
 - a) Continue operate in the short run and think about shutting down in the long run.
 - b) Discontinue operation in the short run since there is a loss when operating.
 - c) Discontinue operation in the short run since average variable cost is greater than price.
 - d) Discontinue operation in the short run since average total cost is greater than price.
17. What price level corresponds to the break-even point?
 - a) 8
 - b) 16
 - c) 12
 - d) 10

18. Suppose a firm knows that it is not going to shutdown but it is going to earn a loss. It should pick the output level where
- Price equals marginal costs.
 - Total revenues are maximized.
 - The costs of the variable factors of production are minimized.
 - Price is greater than marginal costs.
19. Which one of the following is NOT a feature of a perfectly competitive market?
- The market has many firms such that not one of them has an influence on the price
 - The market demand curve is downward horizontal
 - Firms earn zero economic profits in the long run
 - Firms deal in a homogenous product.
20. If demand is perfectly price inelastic,
- The burden of a tax is shared equally.
 - The burden of a tax falls entirely on the seller.
 - The burden of a tax falls entirely on the buyer.
 - Deadweight loss will be infinite.

SECTION B

QUESTION ONE

- Describe with the use of diagram/s what you understand by the Production Possibility Frontier. Explain the shape of the PPF and the significance of its slope.
- Using graphics (isoquant framework) analyze how a firm will minimize its cost of production taking a case of one product and two factors of production such as Capital and labour.
- Examine the Demand Schedule for commodity X as given below:

Price of commodity X	Quantity of X Demanded per Week
10	100
9	200
8	300
7	400
6	500
5	600
4	700
3	800
2	900
1	1000

- Compute by the Arc formula the Price Elasticity between prices \$9 and \$8. Does the expenditure on X increase or decrease when price falls from \$9 to \$8?
- Compute the price elasticity between \$4 and \$3. Does expenditure on X increase or fall when price of X rises from \$3 to \$4?

QUESTION TWO

a) If a consumer is on a point on the budget line where it crosses an indifference curve, explain why he/she cannot have reached equilibrium. What will the consumer do to attain maximum utility equilibrium given the budget constraints?

b) Bill enjoys playing soccer and playing snooker. The table below shows the total utility Bill gets from each activity:

Hours per day	TU from playing soccer	MU from playing soccer	TU from playing snooker	MU from playing snooker
1	120		40	
2	220		76	
3	300		106	
4	360		128	
5	400		140	
6	412		150	

a) Fill in the marginal utility (MU) from each additional hour of playing soccer and playing snooker on the table above.

b) Suppose Bill has a \$35 budget and unlimited leisure time. Playing soccer costs \$10/hour while playing snooker costs \$5/hour. In order to maximize his total utility, how much time should Bill spend on playing soccer and snooker in order to maximize utility?

QUESTION 3

a) Consider a competitive market in which all firms are equal. Each firm has a U shaped average and marginal cost curve.

- i) Explain why a single firm in the market faces a horizontal demand curve. In a diagram show the profit maximization problem of a single competitive firm in the short run.
- ii) Why does each firm make zero economic profits in the long run?

b) Assume a business operates in a perfectly competitive market.

- (i) Use appropriate diagrams to depict equilibrium in the short run and in the long run, for a profit maximizing firm.
- (ii) On the same diagram show the following;
 - a. Break-even point (briefly explain why)
 - b. Shut down point (briefly explain why)
 - c. The firm's supply curve (briefly explain why)
- c) Compare and contrast the equilibrium output conditions under Perfect Competition and under Monopoly. In this context discuss why it is often argued that a monopoly results in less than optimum efficiency.

END OF FINAL EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

EC 125: INTRODUCTION TO MACROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER **ALL** QUESTIONS IN SECTION A AND ANY **ONE** QUESTION IN SECTION B

SECTION A

QUESTION 1

Zambia's economic transactions for 2010 have been captured by the following statements (in Trillions of Kwacha):

<i>Transaction</i>	<i>Trillions of Kwacha</i>
Consumption	4,900
Investment	1,300
Transfer payments	1,050
Government expenditures	1,200
Exports	1,050
Imports	950
Net foreign factor income	20

- a) Calculate Zambia's Gross Domestic Product (GDP).
- b) What are the weaknesses of using GDP as measure of national economic prosperity?
- c) When net factor income is positive, what does that say about the relative sizes of GDP and Gross National Product (GNP)? Explain thoroughly

QUESTION 2

- a) Assume a model with no government and no foreign sector. If we had a savings function that is defined as $S = -200 + 0.1Y$ and autonomous investment increased by 50, by how much will consumption change?
- b) In a model with no government and no foreign sector, if autonomous consumption is $C^* = 200$, autonomous investment is $I_0 = 100$, and the level of equilibrium income 1,200, what will be the marginal propensity to save?
- c) Assume a closed macro model where the consumption function is of the form $C = 600 + (3/4)Y_D$ and the income tax rate is $t = 20\%$. If autonomous investment increases by 100, then income will increase by how much?

- d) Assume a model with expenditure-income identity. If the marginal propensity to save is 0.2, the income-tax rate is 0.25 and the marginal propensity to import is 0.1. What will be the size of the investment multiplier?
- e) In an income-expenditure model with marginal propensity to import as 0.1 and income tax rate as 0.2, a decline in investment of \$100 will lead to a decline in income of \$200 if marginal propensity to consume is:

SECTION B

QUESTION 3

- a) How different is the short-run Philips curve from its long-run counterpart? *Use appropriate assumptions and diagrams to aid your elucidation.*
- b) Thoroughly but succinctly discuss the causes of, effects of and, cures for, inflation.
- c) Intuitively, the concept ‘*Balance of Payments*’ means that it should theoretically *always* balance. However, in reality this does not always happen – i.e. there are some imbalances or indeed disequilibrium in the ‘*Balance of Payments*’. Identify and briefly discuss any four causes of disequilibrium. How can disequilibrium be corrected?

QUESTION 4

- i. Suppose that the United States (US) and the United Kingdom (UK) each produce two commodities – (Wheat measured in Bushels and Cloth measured in Metres). Suppose also that the only factor of production for both commodities is labour (measured in terms of labour time) and is regarded as being homogenous.

	US	UK
Wheat (Bushels per man-hour)	12	2
Cloth (Metres per man-hour)	8	10

- a. Determine which country has an absolute advantage in which commodity.
 - b. Suppose that mutually advantageous trade is possible, given that the US exchanges 12 bushels of wheat for 12 metres of cloth with the UK, explain and determine the post-trade scenario by highlighting the consumption outcome.
 - c. Using part b above, identify and succinctly explain the benefits of trade.
- ii. What effect will a depreciation policy have on a nation’s balance of payments in general and the trade balance in particular?
 - iii. Tariffs and Quotas have the same effects on a nation’s trade policy. *Discuss in terms of comparing and contrasting the two by definition at least.*

END OF FINAL EXAMINATION



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
INTERMEDIATE MICROECONOMIC THEORY – EC215
2010/11 SECOND SEMESTER FINAL EXAMINATIONS
FRIDAY 27th MAY 2011**

INSTRUCTIONS

Time 2 Hours¹

Answer All Questions

QUESTION ONE

- a) State and briefly explain the significance of any four basic axioms of rational consumer choice.
- b) Clearly state the utility maximizing principle in the ordinal utility approach and show how an individual demand curve is derived graphically.
- c) Suppose an individual derives utility from consumption of commodity X and commodity Y according to the Cobb-Douglas Utility function
$$U = X^{\alpha}Y^{\beta}$$
 - i. Derive the demand functions for X and Y
 - ii. Derive the Indirect utility and the expenditure functions and briefly state their properties.

QUESTION TWO

- a) State the relationship between;
 - a. Short run marginal costs and short run average variable costs, Between short-run marginal cost and average total costs?
 - b. Show these relationships on one graph
 - c. Explain factors that will shift the cost curves up and the factors that will shift the cost curves to the right.
- b) Assume company ABC operates in a monopoly market and seeks to maximize profits (or minimize losses). Show graphically a situation where it is making economic;
 - i. Profits
 - ii. Loss

¹ NOTE THAT ALL ECONOMICS COURSES ARE WRITTEN IN TWO HOURS

iii. Breaking even

QUESTION THREE

a) A firm produces output (Y) using only Labour (L) and capital (K) according to the Cobb-Douglas production function as follows

$$Y = AK^\alpha L^{1-\alpha}$$

Assume further that the firm aims to minimize the costs.

- iii. Derive the cost minimizing level of L and for K (demand functions) and show that they have negative slopes
- iv. Derive the total cost, marginal cost and average cost functions for this firm.

END

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

EC 222: MATHEMATICS FOR ECONOMICS II
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B.

SECTION A

QUESTION ONE

- a) Suppose that (in the example of the game concerning the meeting of boyfriend and girlfriend for lunch) there are two possible places where the players can meet: Rhapsodies (Arcades) and Nandos (Manda Hill). Draw an extensive form representation (game tree) of this game.
- b) Determine whether the differential equation $\frac{dy}{dt} + \frac{2y^4t + 3t^2}{4y^3t^2} = 0$ is exact or not.
- c) Write down the leading principal minors of the following quadratic forms:
 $Q = 3x_1^2 + 6x_1x_3 + x_2^2 - 4x_2x_3 + 8x_3^2$.
- d) For what values of 'a' is the matrix $\begin{pmatrix} a & a^2 - 1 & -3 \\ a + 1 & 2 & a^2 + 4 \\ -3 & 4a & -1 \end{pmatrix}$ symmetric?
- e) Use the bordered determinant to check the following function for quasiconcavity and quasiconvexity: $z = -(x+1)^2 - (y+2)^2$ ($x, y > 0$)

SECTION B

QUESTION TWO

- a) In the following normal-form game, what strategies survive elimination of strictly dominated strategies? What are the pure-strategy Nash equilibria?

	L	C	R
T	2,0	1,1	4,2
M	3,4	1,2	2,3
B	1,3	0,2	3,0

- b) Let $X = X(t)$ denote the national product, $K = K(t)$ the capital stock, and $L = L(t)$ the number of workers in a country at time t . Suppose that for all $t \geq 0$,
- a. $X = AK^{1-\alpha}L^\alpha$
- b. $\dot{K} = sX$

c. $L = L_0 e^{\lambda t}$

Where $A, \alpha, s, L_0,$ and λ are all positive constants, with $0 < \alpha < 1$.

- i. Derive from these equations a single differential equation to determine $K=K(t)$.
- ii. Show that the resultant equation is separable and find its solution when $K(0)=K_0>0$.

QUESTION THREE

Let $Y(t)$ denote national income, $I(t)$ total investment, and S_t total savings - all in period t . Suppose that savings are proportional to national income, and that investment is proportional to the change in income from period t to $t + 1$. Then, for $t=0, 1, 2, \dots$,

$$S_t = \alpha Y_t$$

$$I_{t+1} = \beta(Y_{t+1} - Y_t)$$

$$S_t = I_t$$

The last equation is the familiar equilibrium condition that savings equal investments in each period. Here α and β are positive constants, and we assume that $\beta > \alpha > 0$.

- a) Deduce a difference equation determining the path of Y_t , given Y_0 .
- b) Solve the difference equation for Y_t .
- c) When do we say that equilibrium is dynamically stable in the case of differential equations?

QUESTION FOUR

A two product firm faces the following demand and cost functions:

$$Q_1 = 40 - 2P_1 - P_2 \quad \text{and} \quad Q_2 = 35 - P_1 - P_2$$

$$C = Q_1^2 + 2Q_2^2 + 10$$

- a) Find the output levels that satisfy the first-order condition for maximum profit.
- b) Check the second-order sufficient condition. Can you conclude that this problem possesses a unique absolute maximum?
- c) What is the maximal profit?
- d) Provide the comparative-statics of the optimal levels of output and give the economic meaning of the results.

QUESTION FIVE

Given the utility function $U = (x + 2)(y + 1)$, income B , and prices P_x and P_y ,

- a) Write the Lagrangian function and find x^* , y^* , and λ^* in terms of the parameters P_x, P_y and B .
- b) Check the second order condition for maximum.
- c) Can your solution (x^* and y^*) yield any comparative-static information?
- d) Find all the comparative-static derivatives you can, evaluate their signs, and interpret their economic meanings.

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 225: INTERMEDIATE MACROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER **ALL** QUESTIONS, CLEARLY SHOWING ALL YOUR WORK AND USING WELL-LABELLED DIAGRAMS WHERE NECESSARY.

QUESTION ONE

Using the framework of the IS-LM model, answer the following questions:

- a) What is the rationale behind a negatively sloped IS curve?
- b) Assuming the money market is characterised by perfectly responsive money demand to changes in the interest rate, which policy (fiscal or monetary) would be most appropriate to influence income, explain.

QUESTION TWO

In the Classical growth theory, how does a decrease in the savings rate, *ceteris paribus*, affect the level of per capita income? Explain using well labelled diagram(s).

QUESTION THREE

Suppose the government has observed a recession in the Zambian economy and uses an expansionary fiscal policy to expand the level of output and hence employment level:

- a) What are the results of this policy when the economy is characterised by a Keynesian structure? Explain using appropriate diagrams.
- b) Would you advise the government to use the same policy if the economy were a classical case? Justify.
- c) Explain what is meant by crowding out, stating when it is more and less severe.

QUESTION FOUR

Explain what is meant by demand-pull inflation. How does it differ from cost push inflation? What do structuralists consider the cause of inflation?

END OF FINAL EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION**

EC 315: PUBLIC FINANCE
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

SECTION A

QUESTION ONE

Study the statements (a) to (e) carefully and for each statement, state whether **TRUE (T)**, **FALSE (F)** or **UNCERTAIN (U)** and briefly **JUSTIFY** your answer.

- (a) The slope of the production possibilities curve is the marginal rate of substitution.
- (b) Spillovers or externalities occur when third party costs or benefits from an activity are not considered by those directly making decisions.
- (c) Externalities are only problems with private goods.
- (d) Assuming leisure is a normal good, substitution effect means that if a wage tax is imposed, the wage rate will reduce thereby reducing the price of leisure implying that labour supply will reduce; and similarly income effect means that the wage rate will reduce with the consequence of reducing the income such that leisure will increase at the expense of labour supply.
- (e) Asymmetric information causes market failure.

SECTION B

QUESTION TWO

- (a) Briefly define tax incidence and hence or otherwise explain what is meant by shifting of tax burden?
- (b) Assume a monopoly firm with constant elasticity of demand ($Q = p^e$), where Q is the quantity demanded, p is the price and e is the elasticity of demand. Further, assume that the firm's marginal cost before tax (C) is constant. Using tools of calculus and microeconomics, show that imposition of a per unit tax (t) on its output will be over-shifted onto the consumer supposing that the monopolist is legally liable to pay the tax. **[Be sure to state all other relevant assumptions or theories].**
- (c) A 10% tax is levied on the sale of soft drinks. This tax is collected from sellers of the drinks. A critic of the tax argues that sellers will shift the entire tax to buyers and will therefore be no worse off. Evaluate this argument by showing graphically and explaining the market conditions that would have to prevail for the critic's prediction to be correct.

- (d) An observer noted that taxes on fuel are much higher in Zambia than in the neighboring Zimbabwe, and that consequently, Zambians do a fraction of the driving that the Zimbabweans do for non-economic purposes, but they make nearly as many trips to work and for other economic purposes. Suppose that it were possible to tax these two uses of fuel at different rates. In order to minimize excess burden, which use would receive the lower tax rate? Explain.

SECTION C

QUESTION THREE

On 8th October 2010, the Minister of Finance and National Planning, Dr. Situmbeko Musokotwane delivered to the National Assembly of Zambia the 2011 national budget in which he proposed to spend K20, 537.4 billion. Table 1 and Table 2 below show estimates of government expenditures and revenues respectively for the fiscal year 2011. Study the two tables and answer questions (a) to (d) below.

Table 1: 2011 Budget `by Functional Classification, K' Billion

Expenditure item (Function and Sub-Function)	Allocation (K'Billion)	% of Budget
General Public Services	5,855.5	28.5
Executive	708.9	
o/w Grants to Local authorities	146.2	
Constituency Development Fund	108.0	
Legislation	423.3	
General Government Services	4,478.5	
o/w Domestic Debt Interest	1,170.7	
External Debt	494.6	
Compensation and Awards	169.6	
Elections	244.6	
Centralised Administrative Services	244.8	
Defence	1,485.8	7.2
Public Order and Safety	919.0	4.5
Economic Affairs	5,252.0	25.6
General Economic, Commercial, and Labour	248.9	
o/w Empowerment Funds	76.0	
Agriculture, Forestry and Fishing	1,231.6	
o/w Farmer Input Support Programme	485.0	
Strategic Food Reserve	150.0	
Food Security Pack	15.0	
Fuel and Energy	355.8	
o/w Rural Electrification Programme	314.3	
Transport	3,312.0	
o/w Roads	3,098.0	
Communication	15.9	
Tourism	63.3	
Environmental Protection	121.3	0.6
Housing and Community Amenities	646.6	3.2
o/w Water Supply and Sanitation	555.0	
Health	1,772.9	8.6

o/w Infrastructure Development	152.4	
Recreation, Culture and Religion	108.0	0.5
Education	3,828.8	18.6
o/w Infrastructure Development	444.2	
Social Protection	547.5	2.7
o/w Public Service Pension Fund	358.6	
Social Cash Transfer	42.7	
Total Expenditure	20,537.4	100.0

Table 2: Total Resource Envelope for the 2011 Budget

	(K' billion)	
Tax Revenues		15,230.1
Direct Taxes	7,800.8	
Company Income Tax	1,337.1	
Other Income Taxes	894.7	
Pay As You Earn	3,710.6	
Mining tax	1,858.4	
o/w Mineral Royalty Tax	404.7	
Mining Tax Arrears	554.8	
Value Added Tax	3,998.8	
Domestic	828.5	
Import	3,170.3	
Customs and Excise Duty	3,430.5	
Customs Duty	1,674.5	
Excise Duty	1,756.0	
o/w Fuel Levy	313.8	
Non-Tax Revenue		539.0
Total Domestic Revenues		15,769.1
Domestic Financing		1,219.8
Total Domestic Revenues and Financing		16,988.9
Total Foreign Grants and Loans		3,548.5
Grants	1587.7	
Direct Budget Support	586.6	
Project Support	1,001.1	
o/w SWAPS	220.5	
Foreign Financing	1,960.8	
Project Financing	1,762.0	
Budget Financing	198.8	
Total Revenue and Financing		20,537.4

- Briefly define a government budget and while doing so refer to relevant figures given in tables 1 and 2 above.
- Did the minister present a balanced budget? Briefly justify your answer.
- It is argued that the scale and direction of public expenditure may affect the pattern and levels of consumption of the community; volumes of production; allocation of resources; distribution of incomes; prices and employment. Using some specific expenditure items

in table 1 as examples where applicable, briefly explain (theoretically) how public expenditure affects the following:

- (i) Production
- (ii) Distribution of incomes; and
- (iii) Prices and employment

d) What would be the possible impact of reducing on Tax Revenues and increasing on Domestic Financing in table 2?

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 325: MONEY AND BANKING
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B

SECTION A

QUESTION ONE

Compare the Keynesian and Monetarists views on the causes of inflation and the methods available for controlling it.

QUESTION TWO

Briefly discuss the following:

- a) Why people holding currency or banks holding excess reserves would cause the money supply to react less to changes in the monetary base.
- b) Why have some economists described money during a hyperinflation as a “hot potato” that is quickly passed from one person to another?
- c) The structure of the Zambian financial sector and the banking sector reforms that have occurred in Zambia in the recent past.

SECTION B

QUESTION THREE

Describe the methods available to a central bank to control the supply of money in an economy, and indicate the limitations of these methods.

QUESTION FOUR

- a) Explain and illustrate the concept of ‘**Exchange rate overshooting**’.
- b) If the Bank of Zambia buys kwacha worth 1 billion in the foreign exchange market but does not sterilize the intervention, what will be the impact on international reserves, the money supply and the exchange rate?

QUESTION FIVE

- a) Suppose that the government wants to reduce the unemployment level in Zambia by using monetary policy. Using aggregate supply and aggregate demand curves, explain why this can be costly.
- b) Discuss and the factors that affect exchange rates in the long run.

END OF FINAL EXAMINATION

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

EC 342 : **ECONOMETRICS 2**
TIME : **TWO (2) HOURS**
INSTRUCTIONS : **ANSWER ALL (THREE) QUESTIONS.**

QUESTION ONE

Chinyama, a researcher at Mulungushi University has data for the year 2000 from the Zambia National Survey of Youth on the following characteristics of the respondents: hourly earnings, *EARN*, measured in dollars; years of schooling, *S*; years of work experience, *EXP*; sex; and ethnicity [Chinese, Indians, and 'Blacks' (those not classified as Chinese or Indians)]. She drops the Indians from the sample, leaving 2,135 'Blacks' and 273 Chinese, and defines dummy variables *MALE* and *CHINESE*. *MALE* is defined to be 1 for males and 0 for females. *CHINESE* is defined to be 1 for Chinese and 0 for 'Blacks'. She defines *LGEARN* to be the natural logarithm of *EARNINGS*. She fits the following ordinary least squares regressions, each with *LGEARN* as the dependent variable:

- (1) Explanatory variables *S*, *EXP*, and *MALE*, whole sample
- (2) Explanatory variables *S*, *EXP*, *MALE*, and *CHINESE*, whole sample
- (3) Explanatory variables *S*, *EXP*, and *MALE*, 'Blacks' only
- (4) Explanatory variables *S*, *EXP*, and *MALE*, Chinese only

She then defines interactive terms $SC = S*CHINESE$, $EC = EXP*CHINESE$ and $MC = MALE*CHINESE$, and runs a fifth regression, still with *LGEARN* as the dependent variable:

- (5) Explanatory variables *S*, *EXP*, *MALE*, *CHINESE*, *SC*, *EC*, *MC*, whole sample.

The results are shown in the table below. Unfortunately some of those for Regression 4 are missing from the table. *RSS* = residual sum of squares. Standard errors are given in parentheses.

	1	2	3	4	5
	whole sample	whole sample	'Blacks only'	Chinese only	whole sample
S	0.124 (0.004)	0.121 (0.004)	0.122 (0.004)	<i>M</i>	0.122 (0.004)
EXP	0.033 (0.002)	0.032 (0.002)	0.033 (0.003)	<i>R</i>	0.033 (0.003)
MALE	0.278 (0.020)	0.277 (0.020)	0.306 (0.021)	<i>S</i>	0.306 (0.021)
CHINESE	-	-0.144 (0.032)	-	-	0.205 (0.225)
SC	-	-	-	-	-0.009 (0.016)
EC	-	-	-	-	-0.006 (0.007)
MC	-	-	-	-	-0.280 (0.065)
Constant	0.390 (0.075)	0.459	0.411	<i>T</i>	0.411 (0.082)
R ²	0.335	0.341	0.332	0.321	0.347
RSS	610.0	605.1	555.7	<i>U</i>	600.0
n	2,408	2,408	2,135	273	2,408

- Calculate the missing coefficients *M*, *R*, *S*, and *T* in Regression 4 (just the coefficients, not the standard errors) and *U*, the missing *RSS*, giving an explanation of your computations.
- Give an interpretation of the coefficient of *CHINESE* in Regression 2.
- Perform an *F* test of the joint explanatory power of *CHINESE*, *SC*, *EC*, and *MC* in Regression 5.
- Explain whether it is possible to relate the *F* test in part (c) to a Chow test based on Regressions 1, 3, and 4.
- Give an interpretation of the coefficients of *CHINESE* and *MC* in Regression 5.
- Explain whether a simple *t* test on the coefficient of *CHINESE* in Regression 2 is sufficient to show that the wage equations are different for Chinese and 'Blacks'.

QUESTION TWO

- Briefly explain three main reasons why lags occur. Enrich your answers by using at least one existing economic model for each reason.
- The regression of per capita personal consumption expenditure (PPCE) on per capita disposable income (PPDI) and lagged PPCE gave the following results:

$$PPCE_t = -1242.169 + 0.6033PPDI_t + 0.4106PPCE_{t-1}$$

$$Se = \quad (402.5784) \quad (0.1502) \quad (0.1546)$$

$$t = \quad (-3.0855) \quad (4.0155) \quad (2.6561)$$

$$R^2 = 0.9926 \quad d = 1.0056 \quad \text{Durbin } h = 5.119$$

Assume that this model resulted from the Koyck-type transformation:

- i. Obtain λ (rate of decay), median lag and the mean lag and interpret them.
 - ii. Briefly describe the major shortcomings of the Koyck model and comment on the remedial measures.
- c) A researcher assumes that inventories (Y) depend on sales (X) in the current year and in the preceding 3 years as follows:

$$Y_t = \alpha + \beta_0 X_t + \beta_1 X_{t-1} + \beta_2 X_{t-2} + \beta_3 X_{t-3} + \mu_t$$

Furthermore, assume that β_i can be approximated by a second degree polynomial,

- i. Construct the Z variables.

Using data on Y and the Z's, the following regression results were obtained:

$$Y = 25,845.06 + 1.1149Z_{0t} - 0.3713Z_{1t} - 0.0600Z_{2t}$$

$$se = (6596.998) \quad (0.5381) \quad (1.3743) \quad (0.4549)$$

$$t = (3.9177) \quad (2.0718) \quad (-0.2702) \quad (-0.1319)$$

$$R^2 = 0.9755 \quad d = 0.1645 \quad F = 517.7656$$

- i. Evaluate the above regression.
- ii. Estimate the original β 's.

QUESTION THREE

- a) Explain the relationship between stationarity and a spurious regression, why does the OLS estimator give such bad results?
- b) When does non-stationary data not give rise to the problems of a spurious regression?
- c) Briefly describe the Engle-Granger (EG) or Augmented Engle-Granger (AEG) Test for cointegration.
- d) Suppose the researcher runs the following model:

$$\Delta PCE_t = \alpha_0 + \alpha_1 \Delta PDI_t + \alpha_2 \mu_{t-1} + \varepsilon_t$$

Where PDI is personal disposable income, PCE is personal consumption expenditure. Suppose further that he obtains the following results from the above model:

$$\Delta PCE_t = 11.6918 + 0.2906 \Delta PDI_t - 0.086 \mu_{t-1}$$

$$t = \quad (5.3249) \quad (4.1717) \quad (-1.6003)$$

$$R^2 = 0.1717 \quad d = 1.9233$$

- i. What name is given to the above model?
- ii. What is the rationale for such a model?
- iii. Interpret the regression results fully.

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 355: ADVANCED MACROECONOMIC THEORY
TIME: TWO (2) HOURS
INSTRUCTION: ANSWER ALL QUESTIONS

QUESTION ONE

According to the flexible accelerator model, the larger the difference between actual and desired capital stock, the faster the rate of investment. Use this model to explain what factors can explain the low level of desired stock of housing units in Zambia. How can residential investments in Zambia be triggered?

QUESTION TWO

- a) State and explain the basic stylized facts which the growth models need to explain.
- b) State the basic assumptions, predictions and shortcomings of the Solow growth model?
- c) Assume that the Zambian economy can be described by the Solow model. Within the context of the Solow model state and explain four policies that government should pursue in order to promote growth.

QUESTION THREE

- a) Briefly explain the stylized facts which the new consumption functions, after the Keynesian consumption function, are supposed to explain.
- b) Critically analyze how the Life Cycle Hypothesis and Permanent income Hypothesis explained these stylized facts?

QUESTION FOUR

In general the Life Cycle Hypothesis and Permanent income Hypothesis suggest a general consumption function of the form;

$$C = c(y - t(y), a)$$

Where 'a' is real wealth

If this is indeed the actual consumption function for the economy, explain using the IS-LM model framework the impact of the following,

- a) Open market purchase of government bonds
- b) Increase in the general price level
- c) An increase in government purchases of goods and services

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 412: INTERNATIONAL FINANCE THEORY AND PRACTICE
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B.

SECTION A

For this section, indicate whether the statements are true, false or uncertain and briefly justify your answer.

1. With floating exchange rates, a country experiencing faster economic growth than its trading partners finds its currency's exchange value appreciating.
2. Under floating exchange rates, relatively low domestic interest rates tend to promote depreciation of a currency's exchange value while relatively high domestic interest rates lead to currency appreciation.
3. According to the law of one price, identical goods should cost the same in all nations, assuming there are no shipping costs or trade barriers.
4. As the profitability of Japanese assets rises relative to the profitability of French assets, French residents will make additional investments in Japan; this results in an increased demand for the Yen and a depreciation of the Franc under a system of floating exchange rates.
5. Starting from the point of equilibrium between the money supply and money demand, if the Federal Reserve increases the money supply, the dollar's exchange value will depreciate according to the monetary approach to exchange-rate determination.

SECTION B

QUESTION SIX

Exposure to exchange fluctuations is of significant importance to international business firms. Discuss three types of exchange rate exposure that a business firm may face and further highlight how this exchange rate exposure can be managed.

QUESTION SEVEN

- a) Discuss the assertion that devaluation (or depreciation) always leads to an improvement in a nation's balance of payments.
- b) Discuss the assertion that a perpetual balance of payments surplus is good for a country.

QUESTION EIGHT

- a) With the aid of the Swan diagram, discuss Tinbergen's instruments-targets rule. What are the major shortcomings of the instruments-targets rule?
- b) Within the Mundell-Fleming framework, discuss (with the aid of diagrams) the statements below:
 - i) In a fixed exchange rate regime with perfect capital mobility, monetary policy is completely ineffective.
 - ii) Under floating exchange rates with perfect capital mobility, fiscal policy is completely ineffective.

END OF FINAL EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 455: DEVELOPMENT ECONOMICS
TIME: TWO (2) HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONE QUESTION IN SECTION B. FULL MARKS WILL ONLY BE AWARDED FOR CONCISE ANSWERS.

SECTION A

QUESTION ONE

Opening the just ended Fourth United Nations Conference on the Least Developed Countries (LDCs) in Turkey, the UN Secretary General urged LDCs' leaders not to allow the global austerity measures that are being adopted following the patchy recovery in the world economy from the recent global economic crisis to undermine progress recorded so far.

To mitigate the concerns raised by the UN Secretary General what growth model/theory would you recommend to the Zambian government to ensure continuity in the country's economic growth? Clearly outline the assumptions and recommendations based on the model/theory you have chosen and outline how it works. Also ensure to highlight the concerns your model/theory would be addressing.

QUESTION TWO

The following data has been extracted from a report on African economies: Zambia's Gross Domestic Product (GDP) is Zambian Kwacha (ZMK) 91,650 billion with a population of 13million while that of Malawi is Malawian Kwacha (MK) 68,200 billion with a population of 11 million people. The official exchange rates for the two countries' currencies are ZMK 4,700 and MK 4,000 to one United States dollar (USD). The cost of plaiting hair in Zambia is ZMK 15,000 and MK 11,250 in Malawi, representing non-traded goods and services in the two countries. In the USA, plaiting hair costs USD75.00. The respective Gini coefficients for Zambia and Malawi are 0.65 and 0.63. Copper exports account for about 68 percent of foreign exchange revenues in Zambia while in Malawi, agricultural products account for about 80 percent of the country's foreign exchange earnings.

- a) Using the "Purchasing Power Parity," which country ranks higher in terms of economic development, assuming half of

each country's GDP is made-up of non-traded goods and services.

- b) Explain why the "Purchasing Power Parity" is a better indicator for inter-country comparison of economic development than using the official exchange rate to US dollar per capita income.
- c) Using the per capita income adjusted for PPP, the Gini coefficients of the two countries and their sources of export revenues, describe the development status of the two countries?

SECTION B

QUESTION THREE

Write short notes on the following:

- a. Basis of economic growth under Marxian analysis of economic development.
- b. Policy instruments used to implement Import Substitution Industrialisation strategy in Latin America to counter the effects of the "Great Depression" of the 1930s.
- c. The gap analysis and the role of foreign resources in economic development.

QUESTION FOUR

Attempt all of the following:

- a. State and explain four arguments against economic planning by developing countries.
- b. State and explain the main stabilisation policies that constituted in part, the Structural Adjustment Programmes that the International Monetary Fund and World Bank were recommending to developing countries that sought assistance from the two institutions during the 1980-90s.
- c. State and explain the main impediments to agricultural growth in developing countries.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

ELL 115: ACADEMIC WRITING

TIME: THREE HOURS

INSTRUCTIONS: Answer **FOUR** (4) questions in all as follows:

- (i) the compulsory question in Section A and;
- (ii) any **THREE** (3) questions from Section B.

SECTION A: Compulsory Question

1. (a) **Briefly explain** what each of the following involves
 - (i) thesis or main statement
 - (ii) topic sentence
 - (iii) supporting sentences
- (b) The piece of text given below is disorganised as the sentences lack flow and logic. **Re-arrange** the sentences in a logical order and **divide** the text into two paragraphs.
- (c) **Identify:**
 - (i) the thesis statement of the first paragraph
 - (ii) the topic sentence of the second paragraph
 - (iii) **five** grammatical errors in the text and correct them
- (d) **Provide** a suitable title for the text

Text for Question 1

One perspective, proposed by Young and others, suggest that the native Chinese speakers may transfer their culturally valued discourse patterns from Chinese into English. The purpose of this study was to investigate comparatively the discourse patterns in written English between native English and Chinese-English speakers. Other perspective, proposed by Tyler and others, suggest that the 'unexpected' Chinese-English discourse patterns may be due to accumulated linguistic miscues, such as grammar, syntax and lexicon errors. To test this proposal, a Native Chinese sample with advanced English proficiency is compared with a comparable highly educated Native English sample, to see if discourse pattern differences emerged despite advanced linguistic proficiency. Two main perspectives related to the roots of different discourse patterns was examined. In this study, it is proposed that a discourse pattern may be guided by the cognitive strategies that developed from early socialization and such cognitive strategies may be independent of one language proficiency.

SECTION B: Answer any three (3) questions from this section (each question carries 15 marks)

2. **List** and, with clear examples, **illustrate** the **five** types of cohesive ties available in English.
3. **List** any **five** (5) grammatical functions of the Noun Phrase, illustrating each with a sentence and underlining the Noun Phrase.
4. With clear examples, **discuss** how academic writing differs from other types of writing.
5. With specific reference to the concept of thematic progression in discourse production, **analyse** the two pieces of text (A and B) given below, **identify** which of the two is more effectively presented and **justify** your answer.

Texts for Question 5

Text A:

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

Text B:

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

ELL 115: ACADEMIC WRITING

TIME: THREE (3) HOURS

INSTRUCTIONS: *Answer ALL the questions. The questions carry equal marks.*

Marks will be awarded for a well-presented and well-written answer paper.

Question 1

Writing and speech are separate but related skills. In a well-structured academic essay, discuss with clear examples the similarities and differences between the two skills.

Question 2

Giving relevant examples, show how the “grammar” component of the course ELL 115 has helped you to improve your writing ability. In your answer make reference to the relevant grammatical concepts or categories.

Question 3

Answer **either** (a) **or** (b)

- (a) Comment on the following quotation: “An academic essay is in no way different from other types of essay. After all, all essays have the same structure. In fact, there is nothing special about the so-called academic writing.”
- (b) An academic essay is a specialized activity and there is a lot that goes into its development. Discuss exhaustively.

Question 4

In the light of what you know about academic writing highlight the strengths and weaknesses of the following text.

Dealing with Disappointment

One way to look at life is as a series of disappointments. Life can certainly appear that way because disappointment crops up in the life of everyone more often it seems than satisfaction. How disappointments are handled it can have a great bearing on how life is viewed. People can react negatively by sulking or by blaming others or they can try to understand the reasons behind disappointment.

Sulking is one of the way to deal with disappointment, this attitude – “Why does everything always happen to me” – is easy to adapt, but it is not productive? Everyone has had the experience of meeting people who specialize in feeling pity for themselves. A sulky manner will often discourage others from offering help. Unfortunately feeling sorry for yourself will never reduce the pain of disappointment. I mean this is obvious, isn't it.

Blaming others is another negative and unproductive way to cope with disappointment. This all too common response of pointing fingers at someone else doesn't help the situation. It leads only to anger, resentment and further unhappiness.

A positive way to handle disappointment is to try to understand the reasons behind the disappointment. An analysis of the causes of disappointment can have an excellent chance of producing favorable results. Often understanding alone can help alleviate the pain of disappointment and can help prevent future disappointments. Also it is wise to remember that what would be ideal is not necessarily what is reasonable to expect in any given situation. The ability to look disappointment squarely in the face and then go on from there is the first step on the way back.

Continuous handling of disappointment in a negative manner can lead to a negative view of life itself. Chances of personal happiness in such a state of being are understandably slim. Learning not to expect perfection in an imperfect world and keeping in mind those times when expectations were actually surpassed are positive steps toward allowing the joy of life to prevail.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

ELL 115: ACADEMIC WRITING

TIME: THREE (3) HOURS

INSTRUCTIONS: *Answer ALL the questions. The questions carry equal marks.*

Marks will be awarded for a well-presented and well-written answer paper.

Question 1

Writing and speech are separate but related skills. In a well-structured academic essay, discuss with clear examples the similarities and differences between the two skills.

Question 2

Giving relevant examples, show how the “grammar” component of the course ELL 115 has helped you to improve your writing ability. In your answer make reference to the relevant grammatical concepts or categories.

Question 3

Answer either (a) or (b)

- (a) Comment on the following quotation: “An academic essay is in no way different from other types of essay. After all, all essays have the same structure. In fact, there is nothing special about the so-called academic writing.”
- (b) An academic essay is a specialized activity and there is a lot that goes into its development. Discuss exhaustively.

Question 4

In the light of what you know about academic writing highlight the strengths and weaknesses of the following text.

Dealing with Disappointment

One way to look at life is as a series of disappointments. Life can certainly appear that way because disappointment crops up in the life of everyone more often it seems than satisfaction. How disappointments are handled it can have a great bearing on how life is viewed. People can react negatively by sulking or by blaming others or they can try to understand the reasons behind disappointment.

Sulking is one of the way to deal with disappointment, this attitude – “Why does everything always happen to me” – is easy to adapt, but it is not productive? Everyone has had the experience of meeting people who specialize in feeling pity for themselves. A sulky manner will often discourage others from offering help Unfortunately feeling sorry for yourself will never reduce the pain of disappointment. I mean this is obvious, isn't it.

Blaming others is another negative and unproductive way to cope with disappointment. This all too common response of pointing fingers at someone else doesn't help the situation. It leads only to anger, resentment and further unhappiness.

A positive way to handle disappointment is to try to understand the reasons behind the disappointment. An analysis of the causes of disappointment can have an excellent chance of producing favorable results. Often understanding alone can help alleviate the pain of disappointment and can help prevent future disappointments. Also it is wise to remember that what would be ideal is not necessarily what is reasonable to expect in any given situation. The ability to look disappointment squarely in the face and then go on from there is the first step on the way back.

Continuous handling of disappointment in a negative manner can lead to a negative view of life itself. Chances of personal happiness in such a state of being are understandably slim. Learning not to expect perfection in an imperfect world and keeping in mind those times when expectations were actually surpassed are positive steps toward allowing the joy of life to prevail.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010-2011 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

ELL 922 WORLD ENGLISHES

TIME: THREE (3) HOURS

**INSTRUCTIONS: Answer QUESTION ONE and THREE other questions.
Relevant illustration and example will receive credit.
Candidates are allowed to bring into the examination
a copy of an English Dictionary. Your Instructions for Stylistic
Analysis (1 page) and Guidelines for Stylistic Analysis (5 pages)
are resupplied with this question paper.**

1. Following your Instructions for Stylistic Analysis, describe and analyse the following text, and say whether it is an example of a 'genre':

¹The increasing interest in high angle-of-attack aerodynamics has heightened the need for computational tools suitable to predict the flowfield and the aerodynamic coefficients in this regime. ²Of particular interest and complexity are the symmetric and asymmetric separated vortex flows which develop about slender bodies as the angle of attack is increased. ³The viscous influence on the separation lines and the unknown three-dimensional (3D) shape of the vortex wake are some of the main flow features that must be modeled in the construction of a computational method to properly treat this problem. ⁴Among the many potential flow methods developed in attempting to solve body vortex flows are early two dimensional (2D) multivortex methods,²⁻⁴ 2D time-stepping vortex models that include boundary-layer considerations,⁵⁻⁸ and a quasi 3D potential flow method⁹ that uses source and vortex elements. . . . ⁵The potential flow methods are of special interest because of their ability to treat 3D body shapes and their separated vortex flows using a simple and relatively inexpensive model.

TURN OVER

QUESTION ONE continued:

⁶However, the previously mentioned methods suffer from some limitations mainly concerning the treatment of the vortex wake formation and its interaction with the body.

⁷The first group of methods²⁻⁴ cannot treat 3D flows and is limited to very slender bodies. ⁸The second group of computational methods⁵⁻⁸ is time consuming and therefore expensive, and its separation prediction is not sufficiently accurate. ⁹Both the methods in this group and the method in⁹ suffer from the dependency on too many semi-empirical inputs and assumptions concerning the vortex wake and its separation. ¹⁰The steady, 3D nonlinear vortex-lattice method, upon which the present method is based, eliminates many of these limitations by introducing a more consistent model, but it can treat only symmetrical flow cases.

¹¹The present work extends the use of the last model to asymmetric, body-vortex cases, thus increasing the range of flow patterns that can be investigated. ¹²In addition, an effort is made to improve the numerical procedure to accelerate the convergence of the iterative solution and to get a better rollup of the vortex lines representing the wake.

2. What part has been played by 'prescriptivism' (the appeal to authority) in the development of Standard English since 1600?

3. How and why do Second Language Englishes diverge from First Language Englishes?

4. Compare Indian English and British Standard English.

5. What are the linguistic characteristics of English-based pidgins (such as Nigerian Pidgin English) and how do they differ from those of a creole (such as Tok Pisin)?

6. What factors should be taken into account in the description of the style of a text (written or spoken)?

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 - 2011 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

ELL 945 PRAGMATICS

TIME: THREE(3) HOURS

**INSTRUCTIONS: Answer FOUR (4) questions
Relevant EXAMPLES will receive credit**

1. Can semantics and pragmatics be distinguished?
 2. "Deixis shows that meaning cannot be studied without reference to context." Do you agree?
 3. By what system do speakers know when particular speech acts (such as accusations, denials, etc) are appropriate? That is, in what circumstances are illocutions used?
 4. Discuss the definition of conversational implicature as " a component of speaker meaning that constitutes an aspect of what is *meant* in a speaker's utterance without being part of what is *said*." (Horn)
 5. Examine the assertion that 'politeness' is a pragmatic phenomenon which must not be equated with any moral or psychological disposition towards being *nice* to one's interlocutor.
 6. To what extent is presupposition pragmatic?
-



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2010/2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION

FR 132: INTRODUCTION TO FRENCH LANGUAGE TWO

DURATION: THREE HOURS

INSTRUCTIONS: - : DICTIONARIES ARE NOT ALLOWED
- ANSWER ALL QUESTIONS OF ALL SECTIONS ON THE ANSWER SHEET PROVIDED.

-THIS PAPER COMPRISES THREE PAGES

SECTION A: COMPOSITION:

Attempt one of the following topics (either 1 or 2)

1. After introducing yourself to your new lecturer of French talk to him about what you like and don't like doing, eating,... and about your wishes in your life.
2. Describe the University of Zambia, locate your Department and talk about it.

SECTION B: COMPREHENSION

Lisez le texte « LES VRAIES JUMELLES », tiré du livre Nomades, contes d'Afrique, puis répondez aux questions suivantes par VRAI OU FAUX

LES VRAIES JUMELLES.

Il était une fois un roi populaire et puissant qui vivait avec sa jolie fille. Quand la fille avait grandi et atteint l'âge de se marier, le chef avait ordonné d'annoncer que quiconque voulait se marier à sa jolie fille devrait être brave, intelligent et travailleur. Au cas où on ne trouverait pas un mari convenable la jolie fille resterait célibataire.

Le chef avait durci encore les conditions pour la main de sa fille. Celui l'emporterait devrait également lui donner deux vraies jumelles de la première grossesse. Il avoua qu'il avait grandement besoin d'elles car les vraies jumelles étaient considérées comme une rare bénédiction.

Les conditions du chef avaient éliminé beaucoup de gens, certains n'étaient pas mariés avant, et ceux qui étaient mariés n'avaient pas ce genre d'enfants. Il paraissait que la jolie femme ne trouverait jamais un homme fort et beau de sa communauté... ou même pas d'ailleurs.

Ainsi trois jeunes gens arrivèrent dans le domaine du chef. Chacun était d'un village différent, mais leurs villages à tous étaient aussi lointains que leur voyage a pris pour chacun d'eux une semaine complète.

Lorsqu'ils arrivèrent à la place où ils devaient amener leur dot, la jolie fille avait souri, et chaque homme était ébloui, ils voulaient directement l'épouser.

Quand le chef avait amené ses conditions, des vraies jumelles, aucun n'était surpris, bien personne d'entre eux ne savait où trouver les petites filles requises.

Ils s'étaient séparés à la recherche de l'impossible. Ils se sont promis de se rencontrer au moment opportun, mais quiconque réussirait d'amener au chef ce qu'il demandait, épouserait la fille du chef.

Quand ces gens avaient quitté le village, la fille avait commencé à pleurer. Elle était fatiguée à mort par les conditions de son père sur son mariage. Convaincue qu'elle n'aurait jamais un mari, elle avait fait une grève de la faim pendant deux semaines. Ces trois hommes étaient partis et sûrement ne reviendraient plus. Plongée dans le désespoir, elle était devenue mince comme un roseau.

Trois mois plus tard les trois hommes s'étaient rencontrés dans une place lointaine : l'un avait trouvé un miroir, l'autre un bâton magique et le dernier un âne. Celui qui avait le miroir avait dit que la femme à laquelle ils voulaient tous se marier était morte, d'après le miroir, elle était malade pour longtemps. Quand les autres avaient regardé dans le miroir, certainement il y avait un groupe des villageois qui descendait le cercueil de la jolie femme dans la tombe.

Celui qui possédait l'âne avait suggéré à ses amis de monter sur son âne. Ils avaient tous accepté et ils se retrouvèrent étonnement au cimetière avant que le cercueil ne fût totalement descendu dans la tombe.

Le jeune homme qui avait le bâton magique ordonna aux gens qui pleuraient de se taire. « Ouvrez le cercueil », avait-il dit en pointant sa baguette magique à la tête de la jeune femme. Immédiatement, elle sortit, avec ce sourire ensoleillant aux trois hommes qui lui avait sauvé la vie.

Les gens étaient très étonnés, et l'histoire de ces trois jeunes gens se rependit partout dans le village. Tout le monde cherchait ces trois hommes et voulait voir leurs instruments magiques.

Quand le groupe était arrivé au palais, le problème qui se posa était celui de trouver qui de ces jeunes hommes épouserait la fille. L'homme au miroir dit que n'eut été lui, les autres n'auraient pas sûrement que la jeune femme était morte. Le propriétaire de l'âne réclamait aussi que n'eut été son âne, le trio ne serait pas arrivé à l'enterrement, pendant que celui de la baguette magique insistait que n'eut été lui, cette jolie femme ne serait pas ressuscitée de son cercueil.

Le chef était troublé. Qui était celui qui méritait sa fille. Chacun d'eux avait joué un rôle très important pour la ressusciter et sa vie semblait plus importante pour lui que les vraies jumelles qu'il voulait précédemment.

Il avait reconnu ses propres raisons pour lesquelles il avait posé les conditions difficiles au mariage de sa fille : il voulait tout simplement empêcher quiconque de marier sa fille de peur qu'elle n'aille souffrir de faim, car il n'avait confiance en aucun de ses sujets. Maintenant elle pouvait choisir d'elle-même.

Cette histoire trouve sa place dans les temps passés, actuels et à venir : elle enseigne tout simplement que même au moment où les pères avaient beaucoup de pouvoir dans les affaires du mariage, ils pouvaient être défiés s'ils voulaient utiliser leur influence avec exagération.

1. La chef avait condamné sa fille à rester célibataire à vie.
2. La fille avait choisi l'un des trois prétendants qui lui avaient sauvé la vie.
3. Les conditions du roi étaient très bonnes
4. Avoir des vraies jumelles n'était pas une rareté mais était très difficile
5. Trois personnes donnèrent la dot de la fille en même temps
6. Les trois jeunes gens se mirent d'accord pour sauver la fille du Roi
7. La fille du roi choisit celui qui avait le miroir.
8. La fille du roi ne pouvait plus supporter les conditions paternelles

9. Cette histoire nous enseigne qu'un père ne doit pas user avec excès de son pouvoir dans le mariage de sa fille.
10. Le jeune homme qui posséda le miroir suggéra à ses amis de le monter.
11. Le charme de la jeune fille gagnait les cœurs de tous.
12. L'amour propre de la jeune fille était blessé par les conditions de son père
13. Le roi choisit celui qui avait l'âne
14. Chacun des trois hommes déclarait que c'est lui qui avait sauvé la fille
15. Personne ne s'attribuait la gloire d'avoir sauvé la fille du roi.

SECTION C: GRAMMAIRE

1. Donnez le féminin des adjectifs suivants

- | | |
|---------------|----------------|
| 1. Rouge | 6 Précis |
| 2. Gentil | 7. Neuf |
| 3. Sage | 8 Grec |
| 4. Nouveau | 9. Intelligent |
| 5. Silencieux | 10 Individuel |

2. Mettez les mots soulignés au féminin

- 1 L'oncle de Paul est malade.
2. Le petit neveu de Jean est encore absent.
3. Mon grand père a 70 ans et mon fils en a 4.
4. Son beau père va venir demain.

3 Mettez les phrases suivantes à la forme négative (2 possibilités):

1. J'ai tout entendu
2. Il fait plus chaud qu'hier
3. Elle est heureuse partout
4. Elle a peur de tout
5. Cela va mieux qu' hier

BONNE CHANCE!

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
HUMANITIES AND SOCIAL SCIENCES
LITERATURE AND LANGUAGES DEPARTMENT
2010/2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION

FR 222: INTRODUCTION TO FRENCH LITERATURE

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES AND BOOKS ARE NOT ALLOWED
-ANSWER ALL QUESTIONS OF ALL SECTIONS ON THE ANSWER SHEET PROVIDED.
-THIS PAPER COMPRISES THREE PAGES

SECTION A : LES FABLES DE LA FONTAINE ET LA VERSIFICATION

- 1) Donnez une définition précise d'une fable.
- 2) Analysez la fable « les deux Amis ». Quelle est la leçon morale de cette fable.

SECTION B : LA COMEDIE : L'AVARE DE MOLIÈRE

- 1 Complétez le portrait d'Harpagon : quels traits de son caractère découvrons-nous ? Pourquoi veut-il épouser Mariane ? Le trouvez-vous attendrissant ? Développez votre point de vue.
- 2 Comment Valère et Elise ont-ils fait connaissance ?
- 3 Reconstituez les aventures de la famille d'Alburcy.
- 4 Quelle est la nature du chantage qu'exerce Cléante sur son père ?
- 5 Donnez le portrait de maître Jacques.

SECTION C : LA TRAGÉDIE : LE CID DE CORNEILLE

Paroles de DON DIEGUE dans l'Acte I, scène IV :

- O rage ! Ô désespoir ! Ô vieillesse ennemie !
N'ai-je donc tant vécu que pour cette infamie ?
Et ne suis-je blanchi dans les travaux guerriers
- 240 Que pour voir en un jour flétrir tant de lauriers ?
Mon bras, qu'avec respect toute l'Espagne admire,
Mon bras, qui tant de fois a sauvé cet empire,
Tant de fois affermi le trône de son roi,
Trahit donc ma querelle, et ne fais rien pour moi ?
- 245 O cruel souvenir de ma gloire passée !
Œuvre de tant de jours en un jour effacée !
Nouvelle dignité, fatale à mon bonheur !
Précipice élevé d'où tombe mon honneur !
Faut-il de votre éclat voir triompher le comte,
- 250 Et mourir sans vengeance, ou vivre dans la honte ?
Comte, sois de mon prince à présent gouverneur :
Ce haut rang n'admet point un homme sans honneur ;
Et ton jaloux orgueil, par cet affront insigne,
Malgré le choix du Roi, m'en a su rendre indigne.
- 255 Et toi, de mes exploits glorieux instrument,
Mais d'un corps tout de glace inutile ornement,
Fer, jadis tant à craindre et qui, dans cette offense,
M'a servi de parade, et non de défense,
Va, quitte désormais le dernier des humains,
- 260 Passe, pour me venger, en de meilleures mains.

- a. Quel genre de vers utilise Pierre Corneille en ce qui concerne le décompte de pieds dans ce texte ?
 - b. Comment appelle-t-on ce genre de vers ?
 - c. A votre avis, entre le triomphe du devoir sur l'amour et Le triomphe de l'amour sur l'honneur, sur quoi insiste Pierre Corneille dans cette tragédie ?
 - d. Justifiez votre réponse du point c.
-

END OF EXAMINATION

XI. — LES DEUX AMIS

Deux vrais Amis vivaient au Monomotapa¹ :
L'un ne possédait rien qui n'appartint à l'autre.
Les amis de ce pays-là
Valent bien, dit-on, ceux du nôtre.

5 Une nuit que chacun s'occupait² au sommeil,
Et mettait à profit l'absence du soleil,
Un de nos deux Amis sort du lit en alarme;
Il court chez son intime, éveille les valets :
Morphée³ avait touché le seuil de ce palais.
10 L'Ami couché s'étonne; il prend sa bourse, il s'arme,
Vient trouver l'autre et dit : « Il vous arrive peu
De courir quand on dort⁴; vous me paraissiez homme
A mieux user du temps destiné pour le somme :
N'auriez-vous point perdu tout votre argent au jeu ?
15 En voici. S'il vous est venu quelque querelle,
J'ai mon épée, allons. Vous ennuyez-vous point
De coucher toujours seul? Une esclave assez belle
Était à mes côtés : voulez-vous qu'on l'appelle ?
— Non, dit l'Ami, ce n'est ni l'un ni l'autre point⁵.
20 Je vous rends grâce de ce zèle.

Vous m'êtes, en dormant, un peu triste apparu;
J'ai craint qu'ils ne fût vrai; je suis vite accouru.
Ce maudit songe en est la cause. »

1. *Monomotapa* : pays de l'Afrique du Sud, devenu synonyme de pays imaginaire; 2. *S'occuper à* : s'abandonner à; 3. *Morphée* : fils du Sommeil, puis le sommeil lui-même; 4. *Rapprochez du vers 13* : temps destiné pour le somme; 5. *Point* : chose; 6. *Il* : pronom neutre, au sens de « cela ».

QUESTIONS

Fable XI : les Deux Amis.

SOURCE : *De Deux Amis* (Péripay, le *Livre des Lumières*).

- VERS 1-4. Pourquoi La Fontaine a-t-il choisi un pays imaginaire? Ne nous révèle-t-il pas ainsi une certaine nostalgie? — Le vers 2 n'appartient-il pas comme un écho de Montaigne (*Essais*, I, xxviii, « De l'amitié »)?
- VERS 5-23. Comment La Fontaine intrigue-t-il le lecteur (vers 5-9)? dont le premier essai de deviner les soucis de l'autre et lui offre son aide. — Dans la fable disparaissent en filigrane le cadre de vie et la situation sociale des deux amis. Quels sont-ils? — Pourquoi La Fontaine a-t-il choisi un songe comme prétexte à la venue de l'ami? — Comment se marque la délicatesse de l'ami (vers 20-23)?

Qui d'eux aimait le mieux? Que t'en semble, lecteur?
Cette difficulté vaut bien qu'on la propose.
Qu'un ami véritable est une douce chose!
Il cherche vos besoins au fond de votre cœur;

Il vous épargne la pudeur!
De les lui découvrir vous-même;
Un songe, un rien, tout lui fait peur
Quand il s'agit de ce qu'il aime.



THE UNIVERSITY OF ZAMBIA
HUMANITIES AND SOCIAL SCIENCES
LITERATURE AND LANGUAGES DEPARTMENT
2010/2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION

FR 312: FRENCH AND GENERAL LINGUISTICS

PAPER: ONE

DURATION: THREE HOURS

INSTRUCTIONS: - DICTIONARIES ARE NOT ALLOWED
- ANSWER ALL QUESTIONS OF ALL SECTIONS ON THE ANSWER SHEET PROVIDED.
- THIS PAPER COMPRISES THREE PAGES

SECTION A : LA PHONETIQUE

- 1) *Donnez les aspects phonétiques et leurs définitions. (10 points)*
 - A) *Qu'est-ce que la soufflerie sub-glottique et quelle est son rôle. (2.5 Points)*
 - B) *Qu'est-ce que le Larynx en phonétique physiologique ? (2.5 Points)*
 - C) *Dans les critères de classification des voyelles comment classe-t-on les voyelles sur le plan physiologique ? (2.5 points)*
 - D) *Donnez un exemple d'une voyelle orale, postérieure. (2.5 Points)*
- 2) :A) *Donnez l'image laryngoscopique des cordes vocales vues de dessus avec respiration normale (5 points)*
 - B) *Schématisez les trois positions des cordes vocales (5 points)*
 - C) *Donnez les graphies possibles du son [ā] en français avec exemple type pour chaque cas. (5 points)*

3) *Transcrire graphiquement. (15 points)*

- i) [ØRØki komyli s̄ syivil v wájaz]
- ii) [kaseRwā dl̄ āzy:R, maladrwazejtØ]
- iii) [elanyk bejnã dã lfre kresõ blØ]
- iv) [sulanyz' ymisi mā fyty:R fyme]
- v) [zəvwatã me:R, setyn vœ:v]

4) *Schématisez la classification des voyelles de manière détaillée (20 points)*

5) *Transcrire phonétiquement (15 points) :*

- i) Bison futé
- ii) Je me figure de ces zouaves qui jouent du xylophone en buvant du whisky
- iii) Nathalie boitons exprime sa joie
- iv) Bonté divine, Jésus, Marie, Joseph !
- v) Et je m'en vais au vent mauvais qui m'emporte
- vi) Et il y a de la neige qui tombe sur la fille en ville.
- vii) Chaque fois que nous nous trouvons ensemble.
- viii) Cela montre au moins que nous aimons le même sport.
- ix) Côtelette de porc
- x) Je suis chez moi et je vois les zouaves

6) *Définissez la nasalisation et la labialisation des voyelles suivantes : i ; y ; u (15 points)*

SECTION B : LA SYNTAXE

1) *Dans son système de description de la phrase, Tesnière distingue combien de type de nœuds ? Lesquels ? Définissez-les. (20 points)*

2) *Selon Tesnière, donnez l'objet de :*

- A la Syntaxe statique (12.5 points)
- B la syntaxe dynamique (12.5 points)

3) *Dans la conception de la phrase selon Nique, parlez-nous de la démarche hypothético-déductive pour arriver à la construction de la phrase (15 points)*

4) *Comment pouvez-vous définir la visualisation syntaxique ? (15 points)*

5) *Expliquez :*

A La visualisation syntaxique selon Martinet, avec exemple à l'appui (15 points)

B La visualisation syntaxique selon Chomsky, avec exemple à l'appui. (10 points)

BON COURAGE

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2010 /2011 SECOND SEMESTER EXAMINATIONS

FR 412 PAPER II: ADVANCED FRENCH LANGUAGE AND LINGUISTICS II

TIME : THREE HOURS

INSTRUCTIONS

- NO Dictionaries.
 - Read very carefully the questions and how you should answer them.
 - Answer all questions from the THREE SECTIONS on the answer sheet provided.
 - Leave five lines between each section.
-

SECTION A: LA GRAMMAIRE (40%)

1. Ecrivez une phrase qui montre les fonctions suivantes. Précisez sa nature. Soulignez vos réponses.

- 1) Le complément d'objet second
- 2) L'attribut
- 3) Le complément du nom
- 4) Le complément d'objet indirect
- 5) L'épithète
- 6) Le complément circonstanciel
- 7) L'apposition
- 8) Le complément d'agent
- 9) Le sujet
- 10) Le prédicat

2. Ecrivez dans l'ordre correcte.

1. se / leur / battirent / liberté / Ils / pour.

Ils.....

2. mourut / de / oublié / seul / tous/ Il.

Il.....

3. cette / naquirent / filles / union/ De / trois.

De.....

4. du/ Nous / préceptes / suivîmes / maître / les.

Nous.....

5. Elle / le / imminent / pas / vit / ne / danger.

Elle.....

3. Vous êtes professeur de français des étudiant(e)s de douzième année. Expliquez clairement et avec exemples, 5 règles concernant la transformation du discours directe au discours indirecte.

4. Répondez en utilisant un ou des pronom(s).

1. Voulez – vous prendre un train ?

Non,

2. Iront-ils à l'hôtel pour rencontrer leurs amis ?

Oui,

3. Combien de frères avez-vous ?

.....

4. Est-ce que la directrice a parlé aux étudiantes ?

Non,

5. Je peux vous envoyer ma lettre demain ?

Oui,.....

6. Est-ce que vous avez pris ses valises ?

Non, pas du tout,

7. A-t-il remercié sa copine ?

Oui,.....

8. Pensez-vous à ce problème, souvent ?

Non,

9. Sais-tu que c'est interdit de parler pendant les examens ?

Oui,.....

10. Vous partez en vacances avec votre époux ?

Non,.....

4. Ecrivez deux mots portant un préfixe différent et trois mots portant un suffixe différent.(5 mots au total).

5. Donnez la nominalisation des :

a) arriver

b) installer

c) possible

d) gérer

e) voir

f) prendre

g) écrire

h) conduire

g) boire

h) pendre

SECTION B: LA STYLISTIQUE (40%)

1. Ecrivez le nom de la figure de style d'après la définition donnée. Ecrivez la réponse seulement.

1. Ce procédé consiste à dire le contraire de ce que l'on pense de telle manière que le lecteur ou l'auditeur comprenne le sens caché.
2. C'est la négation de l'idée contraire à ce qui doit être exprimé. On dit moins pour faire comprendre plus.
3. Figure d'exagération, énoncé dans lequel l'expression dépasse la pensée.
4. Figure de style consistant en une succession d'expressions allant par progression croissante ou décroissante.
5. Un objet est considéré comme animé ou animal comme une personne.
6. Il y a redondance ou addition d'un terme dont le sens est déjà présent dans l'énoncé.
7. Description des qualités d'un être ou objet au lieu de le nommer.
8. Répétition d'une consonne ou d'un groupe de consonnes dans une phrase ou un vers.
9. Figure de style disposant en ordre inverse les mots de deux propositions qui s'opposent.
10. Remplacer une expression qui risquerait de choquer par une expression atténuée.

11. Donnez les expressions idiomatiques exprimant les idées suivantes :

1. Se donner avec conviction.
2. Parler de façon inaudible.
3. Silence absolu.
4. Se sauver.
5. Boire beaucoup.
6. Avoir de la peine/de la tristesse.
7. Etre orgueilleux.
8. Etre bavard.

9. Qui se ressemble.
10. Entre vous et moi.
11. La presse.
12. Compliquer la situation inutilement.
13. Le point faible où l'on peut vous blesser.
- 14 Passer une bonne nuit de sommeil.
15. Disparaître sans se faire remarquer, sans dire au revoir ni remercier son hôte.

111. De quelle figure de style s'agit-il dans les énoncés suivants? Ecrivez la réponse seulement.

1. Quand les fils de novembre nous reviennent en mai
Quand la plaine est fumante et tremble sous juillet
Quand le vent est au nord quand le vent est au blé
Quand le vent est au sud écoutez=le chanter (*J.Brel*)
2. C'est le marché du siècle !
3. Bon, ce n'est pas si mal !
4. L'espoir fleurissait.
5. Les mariniers me voient vieillir. Je vois vieillir les mariniers. (*J.Brel*)
6. Cette région est située au cœur du pays.
7. Un gros meuble à tiroirs encombrés de bilans, de vers, de billets, de procès, de romances.
8. Manger son assiette.
9. Las!
10. Je quitterai bientôt ces murs.
11. Un géant vraiment grand.
12. Elles piaillaient, beuglaient, hurlaient.
13. Tout m'afflige et me nuit et conspire à me nuire.
14. Il a manqué du courage.
15. Passion consommée, passion consumée.

IV.

a) **Donnez la périphrase des noms suivants. Copiez et écrivez votre réponse.**

1. L'Europe
2. L'Israël
3. Saint Pierre
4. Le pétrole
5. La terre
6. La presse
7. Le cinéma
8. Le Japon
9. Le soleil
10. Les États-Unis

b. **Donnez le nom de chaque périphrase :**

1. Le toit du monde
2. La grande bleue.
3. Le petit père du peuple
4. La botte
5. La Ville éternelle.
6. L'Armée Rouge
7. Les filles de la nuit.
8. L'assemblée des saints.
9. L'Hexagone
10. Les princes de l'Eglise.

SECTION C : LA PHONOLOGIE (20%)

1. Donnez trois règles à suivre en divisant un mot en syllabes. Illustrez.
2. Donnez deux exemples d'un mot et de suites de mots de cinq syllabes. (2 réponses).
3. Quelles sont les consonnes et groupe de consonnes concernées avec l'enchaînement ? Démontrez. (5 au total).
4. Montrez où la liaison est obligatoire ou interdite dans les énoncés suivants . Justifiez votre réponse.
 - a) Christine et Anne partent demain.
 - b) Tu vas où ?
 - c) Il vit en France.
 - d) C'est haut.
 - e) Il te raconte des histoires.
 - f) Où est-ce qu'il est, André ?
5. Ecrivez une syllabe sans coda.
6. Mettez l'accent psychologique pour dire, c'est de Paris et non pas de Grenoble, dans cette phrase : *Le monsieur est rentré hier de Paris.*
7. Ecrivez un énoncé injonctive.
8. Ecrivez deux sortes d'enchaînement. Illustrez .
9. Quelle est la différence entre la liaison et l'enchaînement ?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2010 /2011 SECOND SEMESTER EXAMINATIONS

FR 432 : ADVANCED TRANSLATION AND TECHNICAL TRANSLATION

TIME : THREE HOURS

INSTRUCTIONS

- Dictionaries are allowed.
 - Answer both questions in the answer booklet provided
-

Translate both texts into French

TEXT A: What is economics about?

Economics is about the everyday things of life; how we get our living and why sometimes we get more and sometimes less. Nowadays everybody realizes the important part played in their lives by economic factors, because nothing seems to stay put for more than a few weeks on end. Prices are continually changing, generally upwards, and no sooner do we congratulate ourselves on being a bit better off than we seem to lose all we have gained because of having to pay more for everything we want. Industries, such as coal mines and railways, which we have taken for granted as a natural part of the scene, decline in size, and other quite new ones, electronics and plastics and so on, take their place as big fields of employment; and these changes in size directly affect the lives of hundreds of thousands of families.

Those of us who are now middle-aged can recall the shock we had during the war when the scarcity of so many of the goods we needed for our day-to-day living brought vividly home to us how much we depend on the four corners of the world for all the things we normally use without generally giving a moment's thought to their origin.

There was a time when each family actually produced for itself most of the things it needed for its everyday life. In the modern world, the relationship between work and wants is much less direct than it used to be, for most of us spend our time making things for sale and not for our own use. This specialization, which is the characteristic of the modern economy, enables us to enjoy things of which our grandfathers never dreamed, motor-cars bicycles and planes, vacuum cleaners and refrigerators, rayon and plastic clothing, more varied foods, and all sorts of other goods, but it also makes the world very much more complex.

TEXT B: Law and the poor

In 1966, eleven ghetto retailers in Washington, D.C., secured 2,690 repossession judgments, one for every \$ 2,200 of their total sales. The judgments against such buyers are generally by default. The Federal Trade Commission found in the same city that ghetto furniture and appliance merchants charged over 60% more for their goods than those who sold to the general public. They used installment contracts three times as often.

Collection practices against poor debtors are often unscrupulous. Customers sign a "confession of judgment" along with the sales contract; as soon as they miss a payment, the seller can sue for the total unpaid balance without notice. He can obtain a lien on the debtor's property for that judgment. He can garnishee his wages.

Collection agencies specialize in "in terrorem" techniques against the nonpaying debtor by threatening phone calls, the harassment of employers, and verbal abuse. Employers frequently prefer to fire a casual employee rather than submit themselves to such tactics or undergo the administrative inconvenience of wage-holding.

Law and Order Revisited

(Nader's Raiders)

END OF EXAMINATION

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

SECOND SEMESTER FINAL EXAMINATION, 2010 ACADEMIC YEAR

COURSE: GS 102 (Introduction to Gender Studies II)

TIME: THREE (3) HOURS

INSTRUCTIONS:

THERE ARE FIVE (5) QUESTIONS IN THIS PAPER. ANSWER **THREE (3) QUESTIONS. QUESTION ONE (1)** IS COMPULSORY AND THEN CHOOSE **ANY OTHER TWO (2)** FROM QUESTION 2 TO QUESTION 5.

1. Write short explanatory notes on **ALL** of the following (8 marks each):
 - i. Women's March to Versailles during the French Revolution
 - ii. Ifi Amadume's views on Western colonialism
 - iii. Dowry in India
 - iv. The Inquisitions
 - v. Purdah

2. Women in Ancient Greece were typically confined to the domestic rather than the public sphere. Comment on this statement. (30 marks)

3. Analyse the statement that "*Women and men in medieval Europe were equal in spirit*". (30 marks)

4. Explain the Hindu practice of Sati and how it affects the status of women. (30 marks)

5. Explain the *Biblical, Patristic and Scholastic* views about women and how these views reflect the situation of women in Zambia today. (30 marks)

END OF EXAMINATION

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

**UNIVERSITY OF ZAMBIA SEMESTER EXAMINATIONS, APRIL 2011
H112: AFRICA PRIOR TO COLONISATION
FULL TIME/PARALLEL PROGRAMME/DISTANCE EDUCATION**

TIME: THREE (3) HOURS WEDNESDAY 4TH APRIL 2011 14:00-17:00HRS

INSTRUCTIONS:

Answer three (3) of the following questions:

1. Discuss how the Trans-saharan trade was revolutionized by the introduction of the camel after the 5th century AD.
2. What was the impact of agriculture and iron technology on the development of African kingdoms?
3. How far did the Indian Ocean slave trade alter the political and socio-economic landscape of East Africa?
4. Describe the Great Zimbabwe debate. Which side of the debate do you agree with and why?
5. Examine the **short term** and the **long term** effects of the European Voyages of Discovery on both Africa and Europe.
6. Describe the extent to which the development of the empire of Songhai was a consequence of the decline Mali.
7. Examine the impact of Islam on the West Africa kingdoms up to the 18th century.
8. What leading role can we say **either (a) Old Ghana Kingdom or (b) Mali Kingdom** played in pre-colonial West Africa's civilisation process?
9. Was it the *moral factor* or the *economic factor* that was a major catalyst in the abolition of slavery and slave trade in the 19th century?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – MAY 2011

H322

TWENTIETH CENTURY

INSTRUCTIONS

ANSWER THREE QUESTIONS

TIME:

THREE HOURS

1. To some the Paris Peace Settlement was an opportunity to liquidate Germany's potential to wage war. To others it was a missed opportunity for lasting peace in the world. To what extent did the Paris Peace Settlement fail to achieve eternal peace? What factors were responsible for its failure?
2. What was the Weimar Republic? Explain why it did not succeed.
3. Who was Benito Mussolini and how did he rise to power?

4.

EITHER

How did the Bolsheviks come to power and establish their new regime?

OR

What was the impact of the Bolshevik revolution on Europe as a whole?

5. Identify and show the significance of FIVE of the following:
 - (a) Treaty of Brest-Litovsk;
 - (b) War Communism;
 - (c) Alexander Kerensky;
 - (d) The policy of containment;
 - (e) The policy of appeasement;
 - (f) Austrian ultimatum to Serbia;
 - (g) The Cold War;
 - (h) The Cheka;
 - (i) Giacomo Matteotti;
 - (j) Joseph Goebbels.
6. Would you agree that the Second World War was essentially the result of Hitler's aggressive policies?

7. Choose any two leaders from Lenin and Stalin, Mussolini and Hitler, and then compare and contrast their personalities and strategies. How did they achieve, consolidate, and use (or abuse) their power?
8. What strategies did the colonized peoples of Africa and Asia use to resist and rebel against European imperialism in the post-1945 period?
9. What was “perestroika” and “glasnost” and why did Mikhail Gorbachev see the need for them in the Soviet Union in the 1980s?

END OF EXAMINATION

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

SECOND SEMESTER EXAMINATION

(13 May' 2011)

H 345: HISTORY OF MODERN INDIA: 1947 TO 1985

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Who were classified as princely states in India? Justify the methods used by the newly formed Indian Government for consolidating them within the Indian Territory.
2. Why did East Pakistan liberate itself from West Pakistan after staying almost for twenty three years together as one country?
3. Is it tenable to argue that the British colonial rule policy of economic drain made India destitute? Describe the ways through which India recovered from such colonial legacy.
4. Examine the reasons behind the Kashmir dispute between India and Pakistan. What might be a fair solution to it?
5. Justify the enforcement of emergency rule by Prime Minister Mrs. Indira Gandhi in democratic India. What contributed to dent her political career?
6. What motivated the Indian leaders to form Non-Align Movement? How successful has India been in maintaining it.
7. Assess India's growing relations with Sub-Saharan African countries and suggest important areas where enhancement is required?

END OF EXAMINATION

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

UNIVERSITY SECOND SEMESTER EXAMINATIONS, MAY 2011

**H422: ARCHAEOLOGICAL THEORY AND INTERPRETATION
TIME: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS FROM PART ONE AND
THREE FROM PART TWO**

PART ONE

1. Define the following terms:
 - a) Archaeology
 - b) Analogy
 - c) Cultural Ecology
 - d) Antiquarianism
 - e) Typology
 - f) Ethno archaeology.
2. Why is theory important in Archaeology?
3. What is meant by material culture?
4. Why is systems theory important to Archaeology?

5. Very briefly, state why the following are influential figures in the discipline of Archaeology:
 - a) Gordon V. Childe
 - b) Herbert Spencer
 - c) Charles Darwin
 - d) Franz Boaz
 - e) E.B.Tylor and L.H.Morgan
 - f) Leslie White
 - g) Julian H.Steward
 - h) Grahame Clark.

6. Name TWO basic processes and principles that are essential to archaeological theory and interpretation.

7. Name FOUR Principles of Archaeological Ethics that Professional Archaeologists in the SADC Region have adopted to guide them in their work.

8. Why is SPACE important to Archaeology?

9. How did New Archaeology enrich the study of the history of Africa and its peoples?
10. What problems are posed by archaeological data in our attempt to study past societies?

PART TWO

- 11. African nationalists used archaeological data and national consciousness to combat imperialist ideas of the colonial period. Discuss the central issues and steps that West African nationalists adopted in their quest for freedom.**
- 12. Some critics of post- Processual archaeology have argued that this archaeological approach is, more than anything else, a critique of Processual archaeology. Contrast these approaches and their contribution to our present understanding of the past.**
- 13. What is the nature and role of analogy in archaeological explanations? What are the implications of analogical reasoning in archaeology?**
- 14. Matthew Johnson has highlighted the thinking of early antiquarians about a distant prehistoric past which influenced social thinkers to develop ideas about cultural and social evolution, namely that:
“-----different peoples in different areas of the world went through similar sorts of social changes and processes”.**

Which scientists elaborated this basic idea in the 19th century and how?

- 15. Lewis Binford has argued that archaeologists must develop “Middle Range Theory”. What is Middle Range Theory and what contribution, if any, has it made to archaeology?**
- 16. What has been the major contribution of each of the following theoretical models to archaeological thought: functionalism and cultural ecology?**

----- END -----

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

SECOND SEMESTER UNIVERSITY EXAMINATIONS – 18th MAY 2011

H 435: SURVEY OF THE HISTORY OF THE UNITED STATES OF AMERICA

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: THREE HOURS

1. Why would it be correct to argue that the United States of America is a product of Europe's entry into the Modern Era?
2. Critically examine the objectives and achievements of the progressive movement in the period 1890 to 1930.
3. What was the New Deal? What differences did it engender and how successful was it in dealing with the effects of the Great Depression?
4. In what ways did the Cold War shape America's foreign policy between 1945 and 1989?
5. What has been the nature and effects of the relationship between Africa and the United States of America since 1989?
6. Were American colonies justified in seeking independence from England in the 18th century?
7. Account for the outbreak of the American Civil War.
8. What factors would help in explaining why the United States of America experienced rapid industrialisation in the second half of the 19th century?
9. Critically examine the consequences of the United States of America's attempts to unilaterally bring about peace and security in some parts of the world since 1989. To what extent can this be said to have been successful?

END OF EXAMINATION

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

UNIVERSITY SECOND SEMESTER EXAMINATIONS 2010/11

H912: HISTORY OF ZAMBIA SINCE 1890

TIME: THREE (3) HOURS

INSTRUCTION: ANSWER *THREE* (3) QUESTIONS

1. Under what circumstances did Zambia become part of *pax britannica*?
2. Give a critical examination to the two sides of the academic debate on the effects of labour migration in colonial Zambia.
3. Essentially, European settler farmers in colonial Zambia had very little knowledge of agriculture, but ultimately they managed to develop a viable farming industry. Why and how?
4. Account for the success of the Zambian mining industry despite its slow and uncertain beginnings.
5. To what extent was the presence of women on the Zambian Copperbelt a reflection of *the principle of profit maximization and cost minimization*?
6. Would you agree with the view that the Rhodesian Unilateral Declaration of Independence of 11 November 1965 was a blessing in disguise to Zambia?
7. Zambia's major challenge at independence was Alice Regina (*Lenshina*) Mulenga's Lumpa Church. Discuss.
8. Critically examine the origins and operations of the "*one-party participatory democracy*" in Zambia between 1972 and 1991.
9. What arguments have been advanced for and against the total denationalization of industries in Zambia since 1992?

END OF EXAMINATION

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

UNIVERSITY SECOND SEMESTER EXAMINATIONS, MAY 2011

H962: THE PREHISTORY OF AFRICA

TIME: THREE HOURS

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM PART ONE AND THREE
FROM PART TWO**

PART ONE

1. Define/ explain the following terms:
a) Archaeology b) Prehistory c) Oldowan Industry d) Pluvial phase
e) Hypothesis f) Hominid g) Hunter-gatherer h) Biostratigraphic dating
2. One of the following sites is NOT in the Nile Valley:
a) Fayum b) Kharga c) Kunkur d) Nabta e) Amkeni
3. In 1924 Raymond Dart called his hominid discovery
a) Telanthropus capensis
b) Pleisianthropus transvalensis
c) Taung Skull
d) Zinjanthropus
e) None of the above
4. Which one of the following sites is NOT in South Africa?
a) Border cave b) Nelson Bay cave c) Montagu cave d) Apollo 11 e) Florisbad
5. Name the countries where the following sites are found:
a) Melka Kunture b) Akyekyema Bour c) Mwanganda d) Gobedra e) Gwisho
f) Wadi Kubaniya g) Ologosilie h) Makwe i) Iwo Eleru j) Adrar Bous k) Haa
Ftea
6. The single-species hypothesis assumes
a) That australopithecines did not inter-breed with each other
b) That gracile australopithecines appeared after robustus
c) That variation among robust and gracile australopithecines represents sexual
dimorphism
d) a and b only
e) None of the above
7. Which one of the following characteristics does NOT symbolize man's culture?
a) ability to symbolize things and events
b) Language
c) Opposable thumb
d) Erect posture
e) environment

8. What were the possible causes of Bantu dispersion?
- Sahara desiccation and population pressure
 - Desire for fertile and well watered land
 - Acquisition of iron-working knowledge
 - a and b only
 - All the above
9. On your map of Africa give exact location of/ or shade the following:
- | | |
|---|----------------------------|
| a) Joseph Greenberg's area of Bantu origins | n) Great Zimbabwe |
| b) Bosumpra cave | h) Lalibela cave |
| c) Ingombe Ilede | i) Dhar Tichitt |
| d) Meroe | j) Daima |
| e) Adrar Bous | k) Olduvai Gorge |
| f) Kadero | l) Chakeluka Iron Age site |
| g) Esh Shaheinab | m) Begho |
10. Match the following EIGHT (8) sets of corresponding items, Match letter and number, e.g. A-1 (NB. DO IT ONLY THIS WAY):
- | | |
|------------------------------|--|
| a) A. Aterian Industry | 1. Raised ridge along the midline of the skull. |
| b) B. Mousterian Assemblages | 2. Rear bone of the skull. |
| c) C. Maghreb | 3. The joining of parietals along the skull. |
| d) D. Occipital torus | 4. Characterized by Levallois flakes. |
| e) E. Supraorbital torus | 5. Found concentrated in North Africa. |
| f) F. Zygomatic arch | 6. Ridge above the orbits on a skull. |
| g) G. Sagittal crest | 7. Bone along the side of a skull below the orbit. |
| h) H. Sagittal suture | 8. Geographically found in Northwest Africa from Morocco to Tunisia. |

PART TWO

11. Why has the African continent proved so useful in the area of multi-disciplinary research to the discipline of archaeology?
12. What was the impact of Iron on African communities during the Early Iron Age period?
13. According to Phillipson, the Sahara and Nile valley are important regions in the study of earliest evidence of permanent settlement. What evidence is there to support this assertion?
14. Archaeologists working in Southern and Eastern Africa have discovered various types of hominids that have contributed tremendously to our understanding of human evolution. Give an account of these discoveries covering the period between one and four million years ago.
15. How best can we explain the rapid expansion of the Bantu-speaking peoples in Sub-Saharan Africa?

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FINAL EXAMINATIONS FOR INSTITUTE OF DISTANCE EDUCATION
STUDENTS

2011 FIRST SEMESTER

LAL 221 INTRODUCTION TO LITERARY STUDIES

Time: 3 hours

Instructions

1. Answer only three questions from this paper.
 2. If a question is divided into parts or subsections, kindly answer all the parts or subsections.
 3. Clearly indicate the order in which you have answered the questions on the cover(s) of the answer booklet(s).
-

1. Discuss the role of literary theories in literary criticism.
2. Explore the relationship between writing and orature in African literary works.
3. Explain the relationship between genres and fictional patterns.
4. How is feminist criticism related to Psychological, sociological and Marxist criticism.
5. Demonstrate the relationship between characterisation and, subject and theme.

END OF EXAMINATION

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

SECOND SEMESTER EXAMINATION

FINAL EXAMINATION

WRITING FOR THE MEDIA II (MC 112)

DATE: 18TH MAY 2011

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN SECTION A AND CHOOSE THREE QUESTIONS FROM SECTION B

DURATION: THREE (3) HOURS

=====

SECTION A: ANSWER ALL QUESTIONS (40 marks)

1. Explain what is meant by a “creative leap” in advertising? (4 marks)
2. How is writing for print different from writing for broadcast? (4 marks)
3. What do you understand by the principle of *audiatur et altera pars*? (4 marks)
4. Write brief explanatory notes on how to write a press release? (4 marks)
5. Where does the news originate from? (4 marks)
6. State and explain four quotable quotes about news? (4 marks)
7. Explain the different types of writing in public relations? (4 marks)
8. Evaluate the general elements of good journalistic writing? (4 marks)
9. With examples what determines the newsworthiness of an event? (4 marks)
10. What is your personal understanding of news? (4 marks)

SECTION B: ANSWER THREE QUESTIONS ONLY (60 MARKS)

11. Discuss in general the elements that constitute writing for radio and television? (20 marks)
12. “Compelling discourse requires good structure”. Discuss? (20 marks)
13. With Zambian examples, describe the main players in the advertising industry. Explain their contributions? (20 marks)
14. Discuss in great detail factors that determine what is news? (20 marks)

END OF EXAMINATION

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

MC 135 (INTRODUCTION TO MEDIA LAW)

13/05/2011

2010/2011 SECOND SEMESTER ACADEMIC YEAR EXAM

INSTRUCTIONS

THERE ARE TWO SECTIONS IN THIS EXAM, ANSWER ALL QUESTIONS IN SECTION A AND ANY TWO QUESTIONS IN SECTION B.

DURATION: 3 HOURS

SECTION A (ANSWER ALL QUESTIONS)

1. Explain "Absolute" and "Qualified" privilege as it applies to journalists
2. Democracy cannot exist without freedom of expression, assembly and association, why?
3. What particular detail should a reporter pay attention to, when reporting on a juvenile case?
4. Under the defamation law, what should reporters look out for in their work to avoid being cited for defamation?
5. Explain the origins of the law and how the court system is administered in Zambia.
6. Under copyright law, explain the meanings of the following terms
 - (a) Copyright protection
 - (b) Artistic work
 - (c) Work of Joint Authorship
 - (d) Fair Dealing
 - (e) Economic rights

SECTION B (ANSWER ANY TWO (2) QUESTIONS)

1. What are major differences between defences in civil libel and criminal libel?
2. There are many laws affecting the media in Zambia. Cite any three of these laws and how they affect the media in form of an essay.
3. There are many definitions of Press Freedom. Give three definitions in form of an essay and include limitations on press freedom
4. Define state of emergency. What happens once a state of emergency has been declared and how does it affect media performance?

#End Examination#

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

MC 135 (Introduction To Media Law) 2010/2011 Second Semester *Deferred* Exam

Instructions:

There Are Two Sections In This Exam, Answer All Questions In Section A And Any Two Questions In Section B.

Duration: 3 Hours

SECTION A (Answer All Questions)

(10 marks each)

1. How different is “Absolute” from “Qualified” privilege as it applies to journalists
2. Show why democracy is easy to attain without the freedoms of expression, assembly and association?
3. Under the defamation law, what is defamation and what should reporters look out for in their work to avoid being cited for defamation?
4. How is a journalist expected to report on a juvenile case?
5. Explain the origins of the law and how the court system is administered in Zambia.
6. Under copyright law, explain the meanings of the following terms
 - (a) Copyright protection
 - (b) Artistic work
 - (c) Fair Dealing
 - (d) Economic rights

SECTION B (Answer Any Two (2) Questions)

(20 Marks Each)

1. There are many definitions of Press Freedom. Give any three definitions and include limitations on press freedom.
2. How does the media operate once a state of emergency has been declared and how does this affect the free flow and exchange of information?
3. What are the major **differences** between **defences** in civil libel and those used in criminal libel?
4. There are many laws affecting the media in Zambia. Cite any three of these laws and how they affect the media in form of an essay.

#End of Exam, Good Luck#

THE UNIVERSITY OF ZAMBIA
SCHOOL HUMANITIES AND SOCIAL SCIENCES
2011 SECOND SEMESTER FINAL EXAMINATION

MC222: MEDIA AND SOCIETY May 20th 2011

INSTRUCTIONS: There are two sections in this paper. Answer all questions in section A and only two in section B.

Section A. Answer all questions in this section. Total 60marks

1. Despite numerous political harassments and imprisonment of journalists in both the Second and Third Republics, Kasoma (1986) and Chirwa (1996), argue that there was press freedom in Zambia during their time. Discuss. (10marks)
2. Why should media practitioners 'read their media texts through the perception' of their audiences?(10marks)
3. De sola pool and his libertarian theory colleagues contend that the overthrow of a legitimate government necessarily spells the end of the freedom to publish. Discuss. (10marks)
4. Why do you think the American Commission on Press freedom discouraged the mixing of news with opinions? (10marks)
5. Evaluate 'pack journalism' and its consequences in relation to war correspondents. (10marks)
6. Despite their closeness to power, radio and television have hardly acquired as of right, the same freedom that the press enjoys, to express views and act with political independence. Why? (10marks)

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

7. If not properly used, the media can fuel human conflict. Discuss(20marks)
8. How can you use the media to effect social development?(20marks)
9. Compare and contrast the structuralist tradition with the culturalist tradition. (20marks)

END OF EXAMINATION



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

FINAL SECOND SEMESTER EXAM 2011

COURSE: RADIO AND TELEVISION PRODUCTION III : MC 362

INSTRUCTIONS:

- **This paper comprises of two sections: Sections A and B.**
- **Answer ALL questions from Section A.**
- **Answer only three (3) questions from Section B.**

DURATION: Three hour (3 hrs)

24/05/2011

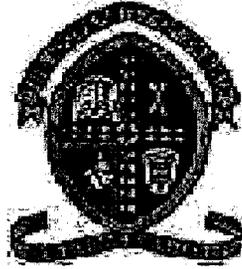
SECTION A (5 marks each): ANSWER ALL QUESTIONS

1. Give two positive and two negative effects of using sound effects in a drama production.
2. What is the essence of narrowcasting.
3. Give three uses of music in a drama production.
4. Compare and contrast Narrowcasting and Broadcasting.
5. Compare and contrast a play by play reporter and a sport analyst.
6. Explain the relevance of knowing your interviewee in a sports programme.
7. Which is more demanding between news casting and sports reporting and why?
8. Why is music almost the niche of every radio station?

SECTION B (20 Marks each): ANSWER ONLY THREE (3) QUESTIONS

9. With clear examples, discuss factors that may hinder ethical reporting in broadcasting in Zambia and what should be done to rectify them.
10. Zambia national football team will be playing with Togo national football team in Ivory Coast. You are the new commentator taking over from Dennis Liwewe. How do you wish to make yourself ready for the game so that everything goes on well.
11. The media are both a double edged sword which on one side defend the freedom of the people and on the other side destroy this same freedom. Kindly explain how they do this.
12. As new DJ of UNZA radio what should be your preoccupation in playing music?

GOOD LUCK AND WISHING YOU EVERY SUCCESS



UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

SECOND SEMESTER EXAM 2010

COURSE: RADIO AND TELEVISION PRODUCTION MC 362

DURATION: 3 HOURS

INSTRUCTIONS: THERE ARE TWO SECTIONS

- ANSWER ALL THE QUESTIONS IN SECTION A
- ANSWER ONLY 4 QUESTIONS IN SECTION B

Section A (4 marks each question)

1. List and draw the various microphone patterns and then explain how each one functions.
2. What is editing and then state the various editors in print media.
3. Explain the following:
 - (i) Gatekeeping
 - (ii) Agenda Setting
 - (iii) Content Analysis

4. Why is the sports programme one of the most demanding jobs on radio?
5. (i) Draw an outdoor microphone for interviews with a two loops cable.
(ii) Explain the necessity of the loop.
(iii) Show rules to be observed in the usage of portable recorders.

Section B (5 marks each question)

6. You are working for an Organisation and in order to be in touch with the grassroots, you decide to use the radio. Kindly show the good practice which as a radio user you are going to observe and the bad practice which you are going to avoid.
7. You are a media liaison person of your Organisation and you decide to be submitting a script every week to Radio Nyamasoya. List and explain some basic points which you should observe in writing your script as a radio writer.
8. List and explain the basics of good radio presentation and then show other practicalities which show dos and don'ts.
9. Discuss what a documentary programme is and show what it takes to make a documentary programme.
10. What is narrowcasting and how is modern electronic technology threatening people's privacy? Finally give an example of an event depicting narrowcasting.

GOOD LUCK AND ALL THE BEST

UNIVERSITY OF ZAMBIA FINAL EXAMS
DEPARTMENT OF MASS COMMUNICATION

MC 942 BROADCAST NARRATION II

TIME : 3 HOURS PM ; DATE : 11TH MAY 2011

section one: Answer **ALL** question (1&2)

1. The vice chancellor of UNZA is concerned about the levels of alcohol and drug abuse among students and gives you an assignment?
 - a) Describe the guidelines in writing a one minute script.
 - b) Pick a university of Zambia student and describe her or his profile.
 - c) Write a one minute script convincing him or her on alcohol or drug abuse not both.
 - d) Which medium will you use and why?
 - e) What format will be suitable for your client and why?

25marks

2. You have been given an assignment to write a commercial for the Department of Mass Communication **drive of new intake**.
 - a) Describe in details of the guidelines and procedures
 - b) Give three profiles one profile for a secondary audience the other two for primary audience.
 - c) Write 30 seconds commercial.
 - d) What medium will you use and why?

25 marks

Section 2 answer two (2) questions only:

3. Discuss the advantages and disadvantages of the following elements of drama:

- a) Theatre for the people.
- b) Theatre by the people
- c) Theatre with the people

15 arks

4. a) Discuss the ten elements that will make the audience be involved in your drama?
- b) What are the five common features in genres of the heroic mode ?

15 arks

5. a) Briefly outline the nine steps of writing a Station's Editorial
- b) How do you use your sleeping mind in creative writing?

15 arks

END

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

SECOND SEMESTER 2011, FINAL EXAMINATION

TIME: THREE HOURS

PA 202: COMPARATIVE ADMINISTRATION

INSTRUCTIONS: Answer any **TWO** of the following questions, taking account of good grammar and concrete illustrations.

1. What strengths do you see in traditional and not in state forms of administration?
2. What similarities are you able to identify between administration in Nigeria and in the United States of America?
3. What reasons are often advanced for appointing specialists for many administrative positions in the state bureaucracy?
4. If you had to advise the government to choose between the legal and behavioral approach to administrative practice, which one would you advocate and why?
5. Compare and contrast administration in Kitwe and Kalabo districts of Zambia.
6. Explain the quantitative approach to administrative practice and give illustrations of how the model is or can be applied on the ground.
7. Why, do think, 190 countries in the world have opted for the unitary system of administration?
8. Explain the integrated and un-integrated systems of administration and rationalize Zambia's choice for applying both.

******* END OF EXAMINATION *******

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
(REGULAR, DISTANCE AND PARALLEL CANDIDATES)

PA 202: COMPARATIVE ADMINISTRATION

Instructions to Candidates: 1. Attempt question **ONE (1)** which is compulsory, and any other **TWO (2)** questions in this paper.
2. Time Allowed is **Three (3) Hours**.

1. In the ongoing constitution making process in Zambia, questions have been raised as to whether or not Zambia should retain its status as a unitary state. In an exemplified discussion, identify the merits and demerits of a unitary state and any of its alternatives of your choice.
2. Using examples, contrast the Legal, and Behavioral approaches to administration. Which one of the two approaches is more realistic? Give reasons for your answer.
3. Assuming that you are a newly appointed District Commissioner for Lukulu district of Zambia, identify and explain the unique challenges you are likely to encounter in your administrative work compared to your colleague who has been appointed a District Commissioner for Lusaka.
4. "In order to be effective, a public administrative system should be integrated." Using appropriate examples, discuss this assertion.
5. For any two countries of your choice, compare and contrast their administrative systems. Giving reasons, explain which one of the two systems is more effective?

End of examination

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

2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 312: ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

INSTRUCTIONS: a) ANSWER QUESTION 1 AND TWO OTHER QUESTIONS.
b) TIME ALLOWED IS THREE (3) HOURS.

1.
 - a) Distinguish between values and attitudes.
 - b) How are attitudes formed?
 - c) Explain the two types of values as distinguished by Rokeach.
 - d) Identify and explain the two major work related attitudes.
 - e) Identify and explain the five value dimensions presented in Hofstede's Framework.
 - f) Explain the GLOBE (Global Leadership and Organisational Behaviour Effectiveness) Framework.

2.
 - a) What is social perception?
 - b) Explain how characteristics of the perceiver, the target and the situation affect social perception.
 - c) What are the barriers to social perception?

3.
 - a) What is personality and how is it measured?
 - b) Distinguish the nomothetic and idiographic approaches to personality and discuss three main theories under any of the two approaches.
 - c) Why do managers need to measure and understand their personality and that of others in an organisation?

4.
 - a) What is motivation?
 - b) Distinguish the content and process theories of motivation and discuss, with the help of a diagram/s, Vroom's Expectancy **OR** Adams' Equity Theory of Motivation.
 - c) Explain why it is important for managers to understand motivation.

END OF EXAMINATION

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

2010 ACADEMIC YEAR

SECOND SEMESTER FINAL EXAMINATIONS

PA 322: COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION

- INSTRUCTIONS:**
- a) Answer question one in Section A and two (2) other questions in Section B. Note that Section A is compulsory.
 - b) The time allowed is three (3) hours
-

SECTION A

1. Write brief notes on the following:
 - a) The role of special Districts in the American Local Government system
 - b) The strong versus weak Mayor plans of City Government in the USA
 - c) Integrated Prefectoral system in France
 - d) Briefly assess the Zambian 1980 Local Administration Act
 - e) The English Model's Council and its Councillors
 - f) The main aims of Uganda's Decentralisation Policy

SECTION B

2. Decentralisation and localism are at the heart of most governments. Over time, Zambia has shown a subtle sense of failure to the extent that all efforts on decentralisation have never yielded positive impact on local government administration. Critically discuss this assertion.
3. The French system of local government is synonymous with the local government system which existed in Zambia's Second Republic with the perception that good governance, in general, and the promotion of democracy, in particular, requires local government structures/councils that are accountable, transparent and representative. Analyse the above argument.
4. Outline, in detail, the local government structure in England and analyse the view that the only truly democratic institution is the Parish Council.
5. Critically assess the argument by various theorists that the local government reforms spearheaded by Museveni's government in Uganda can guarantee local government systems that are democratic and can deliver quality services worth to be replicated by other African countries.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER DEFERRED FINAL
EXAMINATIONS

PA 322: COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY. QUESTION ONE (1) IN SECTION 'A' IS COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION 'B'

SECTION A

1. Write brief notes on the following:
 - a) The demerits of the French prefectoral system.
 - b) The Zambian 1965 Local Government Act
 - c) Responsibilities of local councils as envisaged in the Ugandan local government Statute of 1993
 - d) Advantages and disadvantages of the Council-Manager form of municipal government in the USA
 - e) The USA City Government.
 - f) The English Model's principle of co-option

SECTION B

2. There are salient features of the French local government system in terms of its applicability, style and vision when compared to various local government structures in Africa. Clarify this assertion by elaborating its point of departure and compare it the with Zambian local government system.
3. It is vividly argued that the local government in England can be an alternative approach for a well acceptable local government system. Justify this argument by critically analysing the characteristics of the English local government structure.
4. In particular, it is envisaged with great applause, that the local government reforms in Uganda aim at fostering power decentralisation with a view to promote and sustain

popular participation from the centre to local government planning. Asses the above contention.

5. The creation of local planning and development districts is a step towards a visionary decentralisation system in Zambia. For years now, no greater success has been achieved for an acceptable decentralisation system to warrant a positive impact on local government administration. Justify this perception.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
PA 342: INDUSTRIAL RELATIONS

TIME: THREE (3) HOURS

Write well thought out notes on the following:

- a) Joint Industrial Council
- b) Union density
- c) After reaching a Collective Agreement
- d) The radical approach to industrial Relations
- e) National Interest in industrial relations
- f) State neutrality in industrial relations

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 412: ISSUES IN DEVELOPMENT ADMINISTRATION

INSTRUCTIONS

- 1. Time allowed is THREE hours.**
 - 2. Attempt any THREE questions.**
 - 3. All questions carry equal marks.**
-

1. Using headings and/or subheadings, and taking into account the functional, geographical, horizontal and vertical dimensions, identify and explain the three broad methods by which authority is transferrable. Give examples in each case.
2. Define the term "*Human Capital*". In which ways can Zambia use the three main aspects of human capital to advance its social and economic development? Give examples for your answer.
3. Using appropriate examples and diagrams, explain the development efficacy of the following types of budgets:
 - a) Surplus Budget
 - b) Deficit Budget
 - c) Balanced Budget
4. How does Lundahl Mats (ed.) (2004) define *globalization*? Using headings and/or subheadings identify and explain any five agents of globalization as brought out by Lundahl Mats (ed.) (2004).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

PA 952: PUBLIC ENTERPRISE MANAGEMENT

TIME: THREE (3) HRS

INSTRUCTIONS:

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

SECTION A

1. Write concise notes on each of the following concepts in contemporary public enterprise management
 - a) TQM
 - b) PMS
 - c) MDGs
 - d) PPPs
 - e) Divestiture

SECTION B

2. Using the Zambian case, write an essay in which you critically analyse the role of public enterprises in economic development.
3. Compare and contrast characteristics of a government company and a government corporation incorporating appropriate Zambian examples.
4. Discuss the expected future roles and possible reinventions of public enterprises in Zambia.
5. What are regulatory commissions? Illustrate the extent to which their established objectives have been achieved in Zambia

End of Examination, Wishing you the Best!!'

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PA 955: STRATEGIC MANAGEMENT

TIME: THREE (3) HOURS

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

SECTION A

1. Using Strategic Management Theory, critically analyze and write short notes (about half-a-page) on the significance or strategic implications of each of the following (20 marks):
 - (a) “The (Zambian) Kwacha yesterday lost ground against the US dollar to close at K4, 750 from the opening level of K4, 725 for the buying platform” (*The POST*, Thursday March 24, 2011).
 - (b) “Toyota Motor Corporation yesterday said it would suspend production in Europe for eight days due to parts shortages following last month’s massive earthquake and tsunami in Japan” (*The POST*, Thursday April 14, 2011).
 - (c) Brian Dames, the Chief Executive Officer (CEO) of Eskom, a South African electricity company, has admitted that insufficient maintenance of power plants has led to an increased risk of blackouts (or power outages) during the second quarter of the year. Speaking in Johannesburg, Dames said that supply of power will remain tight until 2015 when two new electricity power plants will be commissioned (*Business Day*, Friday, April 8, 2011).

(d) One of the key principles of excellence in running a business enterprise is “Staying close to the customer – learning his (or her) preferences and catering to them” (Thomas J. Peters and Robert H. Waterman, Jr. [1984]. *In Search of Excellence: Lessons from America’s Best-Run Companies*. New York, NY.: Warner Books).

2. What are the advantages and disadvantages of product-market strategies (**15 marks**).

SECTION B

3. “Although competitive pressures in various industries are never precisely the same, the competitive process works similarly enough to allow analysts to use a common framework in gauging the nature and intensity of competitive forces. As Professor Michael Porter of the Harvard Business School has convincingly demonstrated, the state of competition in an industry is a composite of *five competitive forces*.” Discuss (**15 marks**).

4. Write a concise essay in which you explain, with examples, how organization structure affects the manner in which work activities are (or can be) coordinated (**15 marks**).

END OF EXAMINATION

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

**2011 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

DISTANCE EDUCATION

PH 102: FUNDAMENTAL PROBLEMS OF PHILOSOPHY

TIME: THREE HOURS

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

**SECTION I: LOGIC
(Answer all questions)**

Section one: Definitions

1. Define an argument. Give one example (5 marks) 2. Define inductive logic. Give one example (5 marks).

Section two: Contraposition

Contrapose each of the following propositions. Show all the stages of the process.

1. All preachers are thieves (10 marks)
2. Only men deserve gifts (10 marks)
3. Some educated people are not non-smokers (10 marks)
4. If anyone eats poison they die (10 marks)

Section three: Validity

Determine whether each of these arguments are valid or invalid; if invalid state which rule/s is broken. For each argument state the major and minor premise.

1. Some dogs are not black.
All black things are beautiful.
Some beautiful things are not dogs.
2. All men are mortal
John is a preacher
Some preachers are men

- John is mortal
3. All aero planes fly
The Zambian flag is an aero plane.
The Zambian flag flies
 4. All women are beautiful.
No women are thieves
No thieves are beautiful.

Section four: Fallacies

Explain with one example each of the following fallacies:

1. Fallacy of division
2. Fallacy of argumentum ad ignorantum

SECTION I: METAPHYSICS

(Answer one question)

1. (a) Explain why there is the mind-body problem. What questions are raised about the problem?
(b) Give six solutions to the mind-body problem. You must give details of what each solution and a critique against it.
2. (a) Explain the views of any two existentialists.
(b) Explain with your own example each of the six themes of existentialism. You must list each of them, explain what it means and then give an example of your own making to elaborate what it means in real life.

SECTION II: EPISTEMOLOGY

(Answer one question)

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

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PH /EC 965: BUSINESS ETHICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS.

1. (a) Explain Jeremy Bentham's hedonic calculus. For each of the seven elements of the hedonic calculus, give a real life or imaginary example of how Bentham's ethics can affect business.

(b) Give five criticisms against Utilitarian ethics. For each criticism, give a real life or imaginary example of how utilitarian ethical thinking can adversely affect business.

2. In the text books of both George Chryssides (1996) and Tom Beauchamp (1979) there is a quotation from Albert Carr's book in his defence of bluffing.
 - (a) Outline five examples from Albert Carr himself about bluffing by various businessmen and women.

 - (b) Do you think Carr's poker game analogy is fair when applied to ordinary customers of consumer goods? Give and explain three reasons why you think involving the customers into the "business game" (as Carr advocates) can be fair or unfair to customers. (You are free to use examples of other games found in Zambia like football etc. if you cannot explain the American-based poker game.)

3. (a) Narrate three of the examples of Chinese piracy given in Fishmann's book, *China Inc.* How is the Chinese Government reacting to this?

(b) Outline any three aspects of Japanese Confucian business ethic. In addition, explain how the belief in Confucianism affects Japanese business practices.
4. (a) Explain the two principles in John Rawls' theory of justice.

(b) Explain how US President Barack Obama, because of following John Rawls' theory, acted to reverse the 2009 world economic recession.

(b) Explain three reasons which, because of following Robert Nozick's neo-liberal capitalist *moral arguments*, any capitalist investors can give in reaction against the imposition of high taxes to finance welfare programmes. (Give examples of Zambia's mining companies' resistance against windfall taxes).

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC SECOND SEMESTER
FINAL EXAMINATIONS

PL 252: COMPARATIVE POLITICS II

**INSTRCTIONS: ANSWER THREE QUESTIONS: AT LEAST ONE QUESTION
FROM EACH SECTION**

TIME ALLOWED: THREE HOURS

Section A

1. Drawing examples from the Chinese history from 1921 to the present analyse the relevance and centrality of the principle of unity of theory and practice in the success of any revolution.
2. Discuss the nature and mode of functioning of the interest groups in the post- Soviet Union Russia. In so doing explain the factors that may account for their successes and failures.
3. Identify and critically analyse the education and science and technological reforms that have been undertaken in the post Mao Period in China.

Section B

4. Compare and contrast the way in which the historical backgrounds of pre- 1900 Russia and pre- 1911China influenced the manner and level of peasant participation in the revolutions in China and Soviet Union that brought the Bolsheviks and the Chinese communist Party in the two respective countries into power.
5. Discuss the organisational principles of the Chinese Communist Party and the application of these principles. In the process of doing this, evaluate the differences and similarities with the organisational principle of the Communist Party of the Soviet Union and the way these principles were applied in the Soviet Union.
6. Discuss the nature of political reforms that have taken place in Russia since the introduction of glasnost and perestroika with those that have taken place in the Post-Mao period in China. In so doing assess the factors that may account for the differences in the extent of political changes that have taken place in the two countries.

End of examination

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

2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 332: FOREIGN POLICY ANALYSIS AND EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. In relation to the foreign policy of the United States of America (USA) under George W. Bush;

(a) Lay out the Neo Conservative strategy.

(b) State the criticisms that have been levelled against the Neo Conservative perspective.

2. Critically analyse the role of values in foreign policy formulation and implementation.

3. Discuss the various types of orientation and conditions which can help account for the selection of any particular foreign policy strategy by any state.

4. Assess the significance of the Bush Administration's doctrine in international security.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATIONS

PL 932 EXAM: POLITICS OF SOUTHERN AFRICA II (PL 932)

INSTRUCTIONS: ANSWER THREE QUESTIONS-AT LEAST ONE QUESTION FROM EACH SECTION

TIME ALLOWED: THREE (3) HOURS

Section A: Answer any one question from this section

- 1) The liberation movements were looked upon with suspicion by the main western powers. Their main supporters outside of the Afro-Asian group were the Soviet Union and other socialist countries. However, in the humanitarian field the Nordic countries supported the nationalist movements with considerable resources, both at the official level and at the non-official level. Trace the history of the government of Norway foreign policy assistance to SWAPO and in so doing critically analyze the character of the co-operation between the Norwegian government and SWAPO.
- 2) Compare and contrast the role played by the United Nations (UN) and the Organization of African Unity (OAU) in the liberation of Southern Africa. What are the reasons for their different roles and techniques by the two organizations in the liberation of Southern Africa?

Section B: Answer any two (2) questions from this section

- 1) Discuss the formation and evolution of the Frontline States (FLS) through SADCC and finally SADC. Critically analyze the extent to which these bodies achieved their objectives.
- 2) Trace and outline Tanzania's foreign policy towards Southern Africa. In so doing critically assess the influence of the socialist development strategy of Ujamaa to Tanzania's Southern Africa policy.
- 3) Compare the policies of Zimbabwe, Angola and Mozambique towards the regional politics on one hand and those of Botswana and Lesotho on the other hand. Critically account for the factors that may explain their similarities and differences.

End of Exam!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FINAL EXAMINATION

PS 222: SENSATION AND PERCEPTION

TIME: THREE HOURS

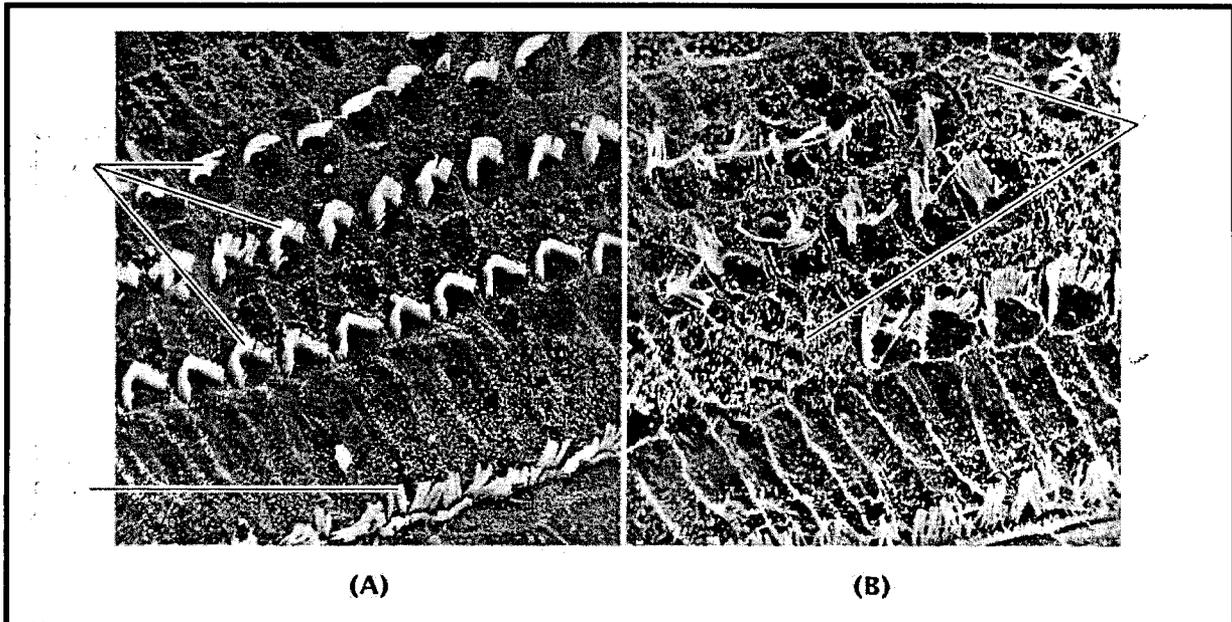
INSTRUCTIONS

THIS EXAMINATION CONSISTS OF THREE SECTIONS ANSWER ALL QUESTIONS FROM SECTION (A) B AND SECTION C

SECTION A MULTIPLE CHOICE

1. The psychology department of the University of Waikato in New Zealand , has one of the most widely known application of *sensation* and perception in
 - a) Realistic computer generated scenes and digital video to drivers sitting in actual BMW 314I
 - b) Realistic computer generated scenes and digital video to pilots in an aircraft cockpit
 - c) Computer soft ware interfaces
 - d) In mobile phone displays
2. The specialized nerves that bring information to the brain from the environment stimuli is known as
 - a) Sensory nerves
 - b) Afferent nerves
 - c) Receptor nerves
 - d) Efferent nerves
3. In the receptor cells there are _____ rods
 - a) 120 million
 - b) 8 million
 - c) 20 million
 - d) 180 million

4. This picture shows the inner ear



- i. Which PART of the picture shows damage of the receptor cells
 - a) The right side labelled A
 - b) The left side labelled B
 - ii. The cause of such a damage in the ear causes hearing loss called
 - a) Conduction deafness
 - b) Nerve deafness
 - c) Loud sound deafness
 - d) Non of the above
5. Sensation is to perception as neural message is to
- a) Encoding b) meaning c) reception d) transduction
6. The fact that you see the words written on a page and pay little attention to paper they are written on is an illustration of what aspect of our perceptual powers?
- a) figure-ground discrimination b) color constancy c) shape constancy d) depth perception
7. Perception differs from sensation in that
- a) Perception allows us to organize and interpret sensations
 - b) Perception is the raw data coming in from the senses
 - c) Sensation is an organizing and interpretive process, perception is not
 - d) Perception can be measured, sensation cannot.

8. Motion perception is complicated by the facts that not only do objects move, but observers move as well. Which of the following scenarios is NOT created by this situation?
- An object moves and the observer follows the object with his eyes
 - An observer moves through a stationary environment
 - An object moves and the observer moves
 - An observer remains stationary and the object moves
9. A motor signal is
- A signal sent to the eye muscles
 - A signal sent to the retina
 - A signal followed by the eye muscles
 - A copy of the corollary discharge signal
10. Looking through a CLOUDY sky, Christopher observes that the moon is racing through the sky at a high speed. This is an example of
- Bottom – up processing
 - Induced movement
 - Apparent movement
 - Ecological approach
11. Which of the following is NOT a challenge of perception
- Inverse projection
 - Objects can be hidden
 - Objects look different from different view-points
 - View-point invariance
12. Which one would be considered a prototype of a bird
- A bat
 - A penguin
 - A flying squirrel
 - A picture of a bird

SECTION B: ANSWER ALL QUESTIONS

1). The process where two stationery stimuli, presented one after the other in different locations, cause the perception of movement, in an observer is called

2). An understanding of the means responsible for motion perception are complicated by the fact that _____, but _____

3).According to the _____ mechanism of perception, stimuli is perceived using past information while, _____

_____, is a mechanism that does not emphasize a perfect match between the incoming stimuli and the stored concept in the brain for perception to occur.

4). The _____ in is an optical illusion devised in 1889.

5). The three challenges of object perception include

a. _____

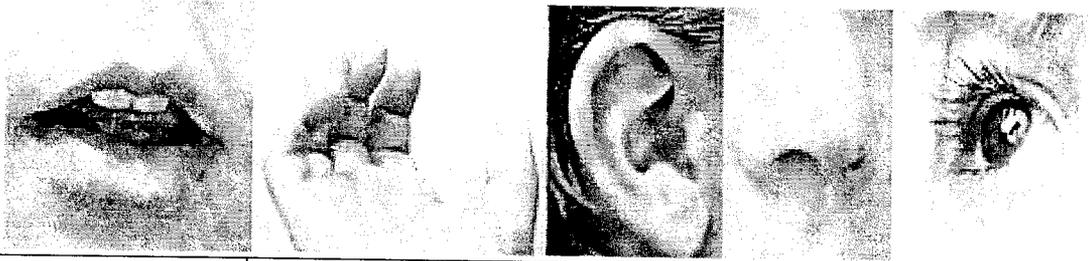
b. _____

c. _____

6). _____ is increased sensitivity of cones in darkness

7). The _____ in the receptor receives inputs from the bipolar cells

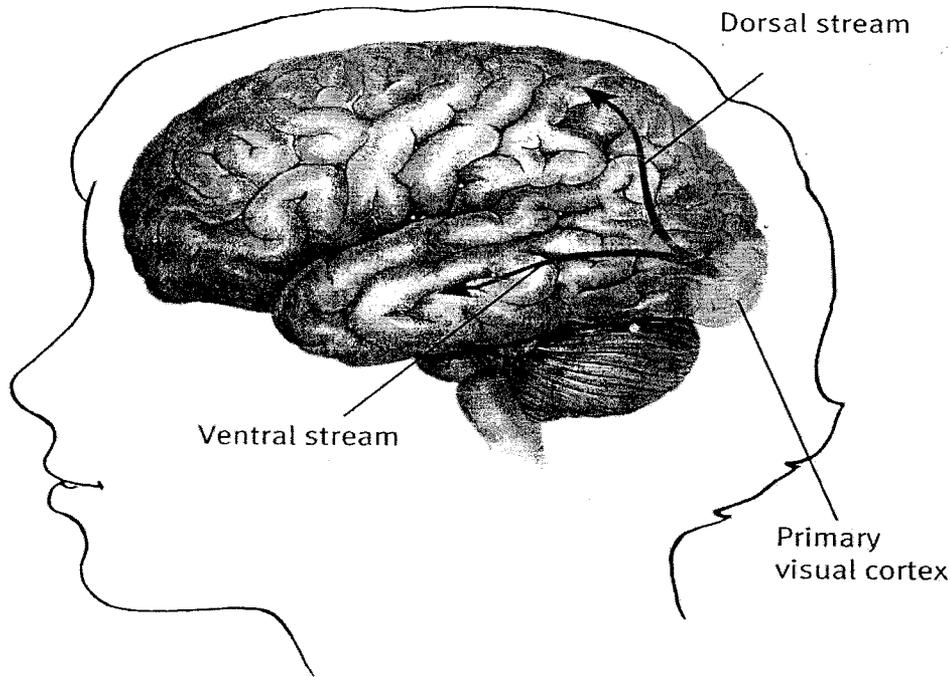
8). Underneath each sense organ state the type of energy reception



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9). Fill in the detection thresholds of each of the following sense modalities

SENSE MODALITY	DETECTION THRESHOLD
Light	A candle flame seen at _____
Sound	The tick of a watch under quiet conditions at _____
Taste	One teaspoon of sugar in _____
Smell	One drop of perfume diffused into the entire volume of a _____
Touch	The wing of a bee falling on your cheek from a distance of _____



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14. List the stages of feature analysis in order of occurrence

- a) _____
- b) _____
- c) _____
- d) _____

SECTION C: ANSWER ALL QUESTIONS

1). You are a fresh graduate in the field of Experimental Psychology with a specialisation in Perception. You have been recommended to the Zambian Army as a military Psychologist. You have been given a challenging first assignment. The Zambian Army has noticed that many of its peace-keeping troops in Libya have either been captured or killed and they suspect that their camouflage is not performing well in the predominant Libyan terrain.

CLEARLY explain, with examples where applicable, what approach you would use to solve this problem of motion perception and how you would do it.

2). Define the term perceptual constancy? List and explain the different types of perceptual constancies

3). Heineken industry in the Netherlands employees what it calls “master testers”. They are trained for 9 months. The training process applies the principles of sensation (of sight, smell and taste). By the time the beer is delivered to consumers, it is tested in the following sense modalities before packaging:

- Sight
 - The form on top of beer
 - The bubbles it makes when poured in a glass
 - Taste – degree of bitterness sweetness and sourness
 - Smell (from barleys to the finished beer itself)
- a. Explain how the detection threshold of these sense modalities can be used during the testing process in the following stages of beer tasting at Heineken industries, **sight/light, taste and smell**
- b. Explain how Weber’s constant values for the selected stimuli dimensions can be used a selection criteria for tester of the beer at **sight, taste and smell** testing stages at Heineken industries

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

DEPARTMENT OF PSYCHOLOGY

2011 SECOND SEMESTER EXAMINATION

PS 242: PSYCHOLOGY OF ADOLESCENCE

DATE: 12 MAY 2011

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO PARTS. ANSWER ALL THE QUESTIONS IN PART ONE AND FOLLOW INSTRUCTION CAREFULLY FOR PART TWO

PART ONE: THIS PART CONSISTS OF A SECTIONS ON MULTIPLE CHOICE QUESTIONS AND ANOTHER ON FILL IN THE BLANKS

SECTION A: MULTIPLE CHOICE QUESTIONS (10 MARKS)

Answer all questions

1. Which of the following is an example of deliberate self harm
 - A. Poverty
 - B. Sexually transmitted infections
 - C. Cutting
 - D. Family problems

2. During adolescence, depression is a common phenomenon. Which of the following is NOT a category of depression symptoms during adolescence.
 - A. Emotional
 - B. Diathesis
 - C. Cognitive
 - D. Behavioural

3. One way of dealing with the problem of teen sexuality includes classroom discussions on topics like volunteer work, careers, and current and future relationship decisions. This is an example of
 - A. One love kwasila
 - B. Teen outreach programme
 - C. Parent child sex discussion

- D. Career (café) talks
4. The development of obesity is a physical consequence of
- A. Runaways
 - B. Anorexia Nervosa
 - C. Drug abuse
 - D. Bulimia
5. _____ is one reason why it is so difficult to arrive at a clear social policy recommendation regarding employment for young people
- A. Research show mixed results on the effects of teen employment
 - B. Employment always has positive effects on adolescents
 - C. Employment has very detrimental effects of adolescents' development
 - D. Non of the above
6. The type of adolescence offence that involves antisocial behaviour is known as
- A. Life-course persistent offenders
 - B. Semi-quasi offenders
 - C. Adolescent limited offenders
 - D. Soft core offenders
7. Chisomo is a young lady who knows and performs the various duties expected of her as a female at home and in the community. Chisomo can be said to have attained _____
- A. Gender segregation
 - B. Group asymmetry
 - C. Gender identity
 - D. Gender differentiation
8. Results of research conducted on Indian adolescents showed that they _____
- A. Spend more time with peers than adolescents in the United States of America.
 - B. Spend less time with peers than adolescents in the United Sates of America
 - C. Spend the same amount of time with peers as adolescents in the United States of America.
 - D. Spend no time at all with their peers in comparison to adolescents in the United States of America.
9. The term used to denote closeness of friendship amongst a group of 5-10 friends is _____
- A. Clique
 - B. Crowd
 - C. Gang
 - D. Constellation
10. Behavioural differences in boys and girls are often attributed to
- A. Socialisation

- B. Integration
 - C. Segregation
 - D. Identification
11. Bertha believes that females and males should help each other with the different kinds of household chores and that there should not be chores designated for males only and others for females only. On the other hand, her friend Thomas believes that males and females should only perform chores that are specific to their genders. Thomas can be said to be experiencing _____.
- A. Gender identity
 - B. Gender typed patterns of behaviour
 - C. Gender segregation
 - D. Gender-role stereotype.
12. At what stage of development do children realize that gender is unchanging?
- A. By 4 months of age
 - B. Between the ages of 2 and 3
 - C. Between the ages of 5-7
 - D. During the period of adolescence
13. Which of the following is not a function of schools?
- A. Training institutions
 - B. Inculcate knowledge and values
 - C. Aid the development of optimal personal and interpersonal attributes
 - D. None of the above.
14. According to Erikson, adolescence should be a time of
- A. commitment
 - B. formal operational thinking
 - C. Psychosocial moratorium
 - D. foreclosure
15. A five year-old girl in Peru who was initially suspected by her mother of being possessed by a demon later became pregnant and gave birth to a baby boy. This girl experienced an unusually early puberty known as:
- A. precocious puberty
 - B. strange puberty
 - C. childhood puberty
 - D. demonic puberty
16. Developmentalists who take the _____ perspective contend that adolescence exists as a prominent stage of development only in societies where young people reach biological maturity before they have acquired the knowledge and skills needed to ensure cultural reproduction.

- A. constructivist
 - B. non-racial
 - C. environmental-learning
 - D. cultural-context
17. According to _____, the emotional storminess widely believed to accompany the adolescent stage is the culmination of the psychological struggle between the id, the ego and the superego.
- A. Jean-Jacques Rousseau
 - B. Charles Darwin
 - C. G. Stanley Hall
 - D. Sigmund Freud
18. In many non-Western communities adolescence is
- A. long
 - B. non-existent
 - C. fairly short
 - D. a period of heightened instability and emotional conflict
19. Which of the following is not one of the identity status categories in James Marcia's theory of adolescent identity development?
- A. foreclosure
 - B. moratorium
 - C. identity achieved
 - D. identity crisis
20. Features of the human body directly related to reproduction are known as _____ characteristics.
- A. primary sexual
 - B. secondary sexual
 - C. genital
 - D. genetic

SECTION TWO: FILL IN THE BLANKS (10 MARKS)

Answer all the questions

1. According to Steinberg 2008, problems during adolescence are not caused by _____
2. Amenorrhea is a physical consequence of the eating disorder known as _____

3. Rice (1999)'s findings that 39% of adolescents are influenced by teachers in choosing their vocational careers suggests promoting teacher-pupil relationships ESPECIALLY for students from _____ social economic status.
4. The coming of age during adolescence makes adolescents more independent, less close to parents. But in a country called _____ it brings adolescents and parents together
5. Jessor in Steinberg (2008) posits that _____ in adolescents' personality and social environment leads to risks-taking behaviour
6. Many adolescents with psychosocial problems have more than one type of problem at one, ~~time~~ this is known as _____
7. _____ factors of adolescents e.g. sense of identity and self esteem relate with different contexts to influence development and achievement in school.
8. _____ levels are much more a predictor of sexual activity for men than women.
9. The relationship between _____ and _____ decreases for girls and increases for boys from 6th grade onwards.
10. Macoby (1998) states that gender segregation is as a result of interplay between _____ and _____.
11. List any three gender-role socialization activities conducted by Zambian parents.

(a) _____

(b) _____

(c) _____

12. Autonomy may be defined as

13. List four main problems experienced by adolescents in Zambia:

14. According to Erikson, adolescents who do not go through a period of experimentation may develop an incomplete sense of self known as _____

15. _____ theories emphasize that development is primarily the unfolding of inherited biological potentials.

16. Circumcision of females is known as _____

17. Young adolescents regard themselves as always on stage. They are convinced that that they are the focus of everyone else's attention and concern. A young person who has a pimple on his face may thus think everyone is looking at that pimple. This is a form of egocentrism known as _____

18. Whether adolescence is considered a unique stage of development depends on the culture a particular child lives in. Adolescence is thus a _____ construction.

19. According to _____, adolescence recapitulates earlier stages in the life of the species. This view has been discredited.

20. A young Samoan woman said she had never heard of adolescence until she went to New Zealand and added, "All I know is that my aiga (family) and my community and my culture are important. They determine the way I behave, think and feel..." In Erikson's view this young woman is at risk for _____

PART TWO: THIS SECTION CONSISTS OF THREE SECTIONS. FOR EACH OF THESE THREE SECTIONS, CHOOSE ONE SHORT ESSAY AND ONE LONG ESSAY. EACH SECTION SHOULD BE WRITTEN IN A SEPARATE BOOKLET (ANSWER SHEET)

SECTION THREE (15 MARKS)

A. SHORT ESSAYS: ANSWER ONE OF THE FOLLOWING QUESTIONS

1. Explain why adolescents engage in deliberate self harm (DSH)?
2. Describe the universal trend of sexual attitudes and behaviours among adolescents

B. LONG ESSAY: WRITE AN ESSAY ON ONE OF THE FOLLOWING TOPICS

1. Explain the five factors that influence vocational choices among adolescents. How do ~~do~~ these relate to the current adolescence situation in Zambia?
2. Describe the problem behaviour syndrome and how this may ^{lead} ~~led~~ to substance use and abuse. Then describe the developmental trajectory of substance abuse.

SECTION FOUR (15 MARKS)

A. SHORT ESSAYS: ANSWER ONE OF THE FOLLOWING QUESTIONS

1. Briefly explain the differences in meaning between the following terms; sex and gender. Use an example to explain your answer.
2. Schools exist side by side with other important contexts of adolescent develop. Identify any two such contexts and briefly explain how their interaction with the school can affect adolescent development in a **positive** way.

B. LONG ESSAY: WRITE AN ESSAY ON ONE OF THE FOLLOWING TOPICS

1. Munroe and Munroe, 1975 stated that "In all human societies, there are model sex differences in physical characteristics, behaviour and at the adult level, a division of labour." With reference to the Zambian culture, explain in detail how the differences cited in the above quotation are manifested during the period of adolescence.
2. Living at home with parents is better than living on campus because living with parents enhances identity formation and self-acceptance. Discuss.

SECTION FIVE (15 MARKS)

A. SHORT ESSAYS: ANSWER ONE OF THE FOLLOWING QUESTIONS

1. Briefly outline the social and legal reforms that contributed to the social acceptance of adolescence as a stage of development in Western countries.
2. Briefly discuss boys reactions to spermatheche.

B. LONG ESSAY: ANSWER ONE OF THE FOLLOWING TOPICS

1. Discuss adolescent initiation ceremonies in traditional society. Ensure that your essay includes the following:
 - (a) Definition of adolescent initiation ceremonies
 - (b) Separation
 - (c) Instruction
 - (d) Entry into adult society
2. Marcia's theory of adolescent identity development does not apply to young people growing up in Zambia. Discuss.

ALL THE BEST AND ENJOY YOUR BREAK

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

PS 342 – PSYCHOLOGICAL TESTING EXAMINATION

DATE: 24th MAY 2011

Duration: Three Hours

INSTRUCTIONS: THIS PAPER CONSISTS OF TWO SECTIONS, SECTION A AND B. EACH SECTION SHOULD BE WRITTEN IN A SEPARATE BOOKLET (ANSWER SHEET)

SECTION A

PART A: COMPULSORY QUESTION

Describe the nature and administration of ten neuropsychological instruments which are used to evaluate the functioning of the brain and human behaviour.

PART B ANSWER ALL QUESTIONS IN THIS PART

How tests are used in an educational Setting

1. If a teacher uses a psychological test to determine whether students have the knowledge necessary to learn new material, she is using the test as a
 - a) Diagnostic assessment
 - b) Formative assessment
 - c) Placement assessment
 - d) Summative assessment

2. Teachers use assessments to answer the question, "On which learning tasks are the students progressing satisfactorily?"
 - a) Diagnostic
 - b) Formative
 - c) Placement
 - d) Summative

3. Teachers use assessment to answer the question, "which students have mastered the learning task to such a degree that they should proceed to the next course or unit of instruction?"
 - a) Diagnostic
 - b) Formative
 - c) Placement
 - d) Summative

4. Periodically throughout a school year, teachers may use psychological tests as assessments.
 - a) Diagnostic
 - b) Formative
 - c) Placement
 - d) Summative

5. If a teacher suspects a student may be having learning difficulties, the teacher may suggest that the student's learning abilities be evaluated using a Assessment.
 - a) Diagnostic
 - b) Formative
 - c) Placement
 - d) Summative

How tests are used in clinical and Counselling Settings

6. Counsellors are more apt to subscribe to the
 - a) Information-gathering model
 - b) Therapeutic model
 - c) Differential treatment model
 - d) Nondirective model

7. Finny Munshya is a licensed mental health counsellor who asks his clients a list of predetermined questions on their first visit. When necessary, he follows up with questions or adds questions to the list. Which one of the following is he using?
 - a) Nondirective clinical interview
 - b) Structured interview
 - c) Traditional interview
 - d) Semi structured interview

8. James Situmbeko conducts clinical interviews. When he is gathering a detailed social and medical history of the client, which phase of the interview is he conducting?
 - a) Introductory phase
 - b) Initial phase
 - c) Middle phase
 - d) Terminal phase

9. Practitioners who use contend that they provide richer and more personal data than
- a) Structured personality tests; projective techniques
 - b) Projective techniques; nondirective clinical interviews
 - c) Structured interviews; nondirective clinical interviews
 - d) Projective techniques; structured personality tests
10. Which one of the following tests is used to measure injury or trauma to the brain? Diagnostic
- a) Minnesota Multiphasic Personality Inventory -2 (MMPI-2)
 - b) Beck Depression Inventory
 - c) Wisconsin Card Sorting Test (WCST)
 - d) Bayley Scales of Infant development, third edition

How do Organisations Use Psychological Tests

11. Which one of the following is the most popular method for assessing job candidates?
- a) Assessment centre
 - b) Traditional employment interview
 - c) Structured employment interview
 - d) Performance appraisal
12. Which of the following is the LEAST accurate method of predicting job performance?
- a) Traditional employment
 - b) Structured interview
 - c) Assessment centre
 - d) Work sample
13. Interviews that focus on rather than provide better predictions of job performance
- a) Attitudes; behaviours
 - b) Opinion; behaviour
 - c) Attitudes; opinions
 - d) Behaviours; attitudes

SECTION B: ANSWER TWO QUESTIONS IN THIS SECTION

1. Many employees are not satisfied in their current jobs because the things they **value** in a job or work environment are either unavailable or not emphasized as important factors by their employers. **(10 MARKS)**
 - a) Discuss this statement in relation to the current job market in Zambia
 - b) The Work Value Inventory explores the source of satisfaction the individual seeks in his/her work: i) describe the work value inventory ii) what are the scales and their description iii) how is it scored?

2. "You have been asked by a utility company with a large number of employees to conduct a two day workshop on reducing stress and increasing productivity for the clerical staff. As part of the workshop they would like you to give participants a personality inventory. The HR manager believes a personality inventory will help staff understand themselves better and could identify ways staff can cope better with the stress of their jobs" **(10 MARKS)**
 - a) Identify the 7 (seven) techniques for measuring personality that you could use in this workshop
 - b) Describe the Myers-Briggs Type Indicator to include its four basic scales,
 - c) Describe the Rorschach test to include its scoring approach and its validity

3. The American school in Zambia is interested in nurturing young children's talents and interests from an early age under their new program "ZAMBIA GOT PROFESSIONAL TALENT". In order to achieve their goal they hire you as school counsellor to help them identify different professional talents and interests in these children. **(10 MARKS)**
 - a) Describe the interest inventory for late elementary/middle school students, how it is scored and interpreted
 - b) State the number and the names of the key clusters of this interest inventory
 - c) State the categories of tailored programmes under the " ZAMBIA GOT PROFESSIONAL TALENT" the school should include in its curriculum based on the output of your interest inventory

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FINAL EXAMINATION

PS 472: COUSSELLING THEORY AND PRACTICE

TIME: THREE HOURS

INSTRUCTIONS

THIS EXAMINATION CONSISTS OF TWO SECTIONS ANSWER TWO QUESTIONS FROM SECTION (A) AND TWO QUESTIONS FROM SECTION (B) ANSWER EACH SECTION IN A SEPARATE BOOKLET

SECTION A

Answer any TWO of the following

1. From the handout '*what every student counsellor must know and should know*'. **Define the term counselling space and describe four aspects that need to be kept in mind when thinking about a counselling space.**

2. Mary cried I won't ever forget the date; March 23, 2008. So many spooky things had occurred the week before, I should have known that my baby was going to die. The depression is unbelievable. I ask God to take me every day because I miss my baby so much. They say it gets better, but it still feels like it was yesterday. I have got family support and tried many things, but it is still so bad. I have lost my faith in God because I don't understand how someone can give you something, then take it away.

Define the term mourning and outline the goals of grief counselling? How would you apply Worden approach to counsel Mary? In your view is Mary's anger towards God a normal part grieving

OR

Define career counseling and describe the five basic categories of career counselling? As a graduating student briefly describe some of your fears about graduating and the job search process and explain how you would prepare yourself for the job search process using the four parts approach discussed in the lecture.

SECTION B

Answer any TWO of the following

1. "No matter what your orientation or school of psychology is, all counsellors need to know some basic skills" Use at least four basic skills in counselling to discuss this statement.
2. In order to counsel a family effectively, a counsellor has to assess the way the family functions. Discuss how you would assess a family and what you would be looking out for in your assessment.
3. Define empathy and discuss the different levels that a counsellor can use with a client.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
2010 SECOND SEMESTER EXAMINATIONS**

PS 995: APPLIED FORENSIC PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF THREE SECTIONS. ANSWER ALL THE QUESTIONS IN SECTION A, FOUR QUESTIONS IN SECTION B AND ~~ONE IN~~ TWO IN SECTION C. YOU ARE ADVISED TO WRITE LEGIBLY AS ANY ILLEGIBLE WRITING WILL BE PRESUMED WRONG.

**SECTION A: ATTEMPT ALL QUESTIONS IN THIS SECTION.
ANSWER WITH ONE WORD, SHORT PHRASE OR BRIEF EXPLANATION AS DICTATED BY THE QUESTION IN EACH CASE.**

1. Victor and Chilambe committed a criminal offence near the sports hall on the Charismas eve. Realizing that they were in serious trouble, they ran across the Goma fields, under the cover of darkness, to go and hide in Kalingalinga compound. Unza-blue officers, however, learnt of the incidence and immediately gave chase. Upon reaching the running track, the UNZA police met Shepherd and Nancy who were returning from an evening recording at Muvi Studios. Mistaking them for the offenders, the UNZA police apprehended Shephard and Nancy and took them to Central police for questioning, where they were tortured severely throughout the night. By 06 00 hours in the morning, Shepherd and Nancy exhausted and confused decided it would be wiser to admit having committed the crime in the hope that the gruesome interrogation would come to an end. They therefore made a comprehensive and convincing confession to the police.
 - a). State the classification of their confession.
 - b). What would be the classification of the duo's confession if it was premised on their desire "to make a name as sophisticated offenders" and not motivated by torture.

2. Ms Taza Mwewa, director of *Tusole Enterprises* was working late one evening when two young men of about secondary school age stormed into her office armed with a toy pistol and ordered her to lay down and give them two million kwacha. She complied and the two youngsters left the premises stealthily without harming her. After that she quietly locked the premises and drove home. The following day she reported for work as if nothing had happened and kept the matter to herself, didn't report to the police and neither did she tell any one else about it. From a psychological perspective, give two reasons for Ms Mwewa's behaviour on the aftermath of the criminal act.
3. What was the underlying idea behind the invention of the panopticon?
4. Name the theory, which holds that criminal behaviour is something all human beings are capable of.
5. Chito has been a victim of violent crime. She is disoriented and behaves like she is about to lose her mind. As a Forensic Psychologist, what psychological intervention would you recommend for to enable her normalize and assist the police with information leading to apprehension of the perpetrators
6.
 - a) Name the behaviour by which a defendant may intentionally fake or exaggerate psychological disorder to escape criminal liability.
 - b) What other term do courts use to describe this behaviour?
7. Dr. Lyamunga is a qualified clinical and forensic psychologist. Mrs Lina Njamba is one of his clients. Mrs Njamba has criminally assaulted a neighbour, and is trying to rely on the defence of her suspected mental disorder. Judge Phiri has Phoned Dr Lyamunga to carry out a forensic assessment of Mrs Njamba and present it to court. Dr Lyamunga's report suggests that Mrs Njamba was suffering from a mental disorder attack at the time she assaulted the neighbour and further intimates that the offender can not therefore be held responsible for her actions at the time of the incidence. The prosecution lawyers have however rejected Dr Lyamunga's report on procedural grounds saying it would be wrong to admit it as evidence in court.

SAY WHETHER YOU AGREE OR DISAGREE WITH THE POSITION TAKEN BY PROSECUTION LAWYERS AND STATE YOUR REASON

8. State the nature of forensic linguistic dispute illustrated by the case of Roger Shuy's defence of John Delorean.
9. State one difference and one similarity between the roles played by lawyers on the one hand and that of psychologists on the other.

10. The labeling theory is one of the positive criminological theories. In a sentence or two, state how this theory vies crime.
11. Caesar Lombroso viewed criminals as **atavistic**. What does he mean by this?
12. A major area where psychological research and theory has contributed to our understanding of the work of the police is in terms of interviewing techniques. In recent years, through laboratory research in memory and communication, and in a bid to improve the interview of eye witness memory, psychologist have developed an interview method which has proved to be superior in extracting good quality and accurate memories of eye witnesses.

What is this interview Method/Technique called?

SECTION B:

WRITE SHORT ESSAYS ON FOUR QUESTIONS OF YOUR CHOICE

- i. Identify the two main court systems and briefly describe each system.
- ii. Briefly explain what you understand by the term competence evaluation.
- iii. Outline the four clusters of moral principles that form the foundations of professional ethics.
- iv. State how forensic assessment differs from clinical assessment and outline four warning statements you would issue to your client at the commencement of a forensic assessment session.
- v. Outline the basic principles of criminal liability.
- vi. State any five instances in which confidentiality can be breached in psychological practice.
- vii. What do you understand by official figures with reference to crime statistics and state any four demerits associated with it.

SECTION C, LONG ESSAY:

ATTEMPT ONLY TWO QUESTION IN THIS SECTION.

- i. With reference to sociological theories, explain the nature of criminality and criminal behaviour.
- ii. Discuss the potential source of suggestibility in children
- iii. Arguably, one of the major social problems of concern in Zambia currently is the prevalence and incidence of child sexual abuse and molestation (Times of Zambia,February,2010). From a psychological perspective, explain the nature of this problem, bringing out, among other things, causal factors, classification of offenders, and theoretical perspectives of the problem.
- iv. Discuss factors that affect children's memory of an event.
- v. Discuss the relevance of forensic psychology practice to the Zambian context, and bring out various forensic settings in which it can find application.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

INSTITUTE OF DISTANCE EDUCATION

2010/2011 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES/SOCIOLOGY DIVISION

S 111: INTRODUCTION TO SOCIOLOGY I

TIME: THREE (3) HOURS

INSTRUCTIONS: This paper is divided into three sections. Answer **all** question from section A: Fifteen (15) questions from section B and two (2) questions from section C.

1. Acculturation is a process:
 - (a) Where members of one culture adopt features of another.
 - (b) Where a foreign culture disrupts a cohesive and well integrated tradition of an indigenous culture.
 - (c) Where non material culture and material culture are adapted to improve the well being of an indigenous society.
 - (d) Where members of a developing country carefully adapt the culture of a developed country to theirs.

2. The concept of Gessellschaft by F. Tonnies and that of organic solidarity by E. Durkheim present a similar understanding and definition of a type of social relationship in large urban and industrialized societies.
 - (a) True
 - (b) False

3. Mr. Sweetcourse Banda is a manager in a retail food shop. Lately he has been taking some spring rolls without paying for them and he has not been caught in the act. Mr. Banda's behaviour is typical of:
 - (a) Pure deviance
 - (b) Secret deviance
 - (c) Primary deviance
 - (d) White collar deviance
 - (e) Secondary deviance.

4. Correlation co-efficient is:
- (a) A measure of validity of phenomena under study
 - (b) A measure of the degree of association between two variables
 - (c) A measure of central tendency
 - (d) A measure of reliability of sociological theories
 - (e) A measure of the value of both scientific laws and theories.
5. The socialization theory of role taking is associated with:-
- (a) George Herbert Mead
 - (b) Charles Herlon Cooley
 - (c) John Locke
 - (d) Jean Piaget
 - (e) C. Wright Mills
6. Mr. Bachstabber Mulenga has developed an unusual and eccentric habit. He insists that his wife Ma-Monde should cook buhobe/nshima/nshima every morning which he eats with full relish alone. This kind of footloose behaviour is rather unusual and can be sociologically be said to be against:
- (a) Mores
 - (b) Custom
 - (c) Culture
 - (d) Folkways
 - (e) All the above.
7. Dr. Simbotwe Simbotwe is a medical Doctor at a Government hospital in Lusaka. He has been working for ten years but has nothing to show for it. His friends and peers are driving and live in plum areas of Lusaka. Since employment, Dr. Simbotwe has been residing in low cost areas and uses public transport. His residence is full of relatives, some of whom sleep in the kitchen. His children go to government schools and his madam is a full time housewife. Overtime, Dr. Simbotwe has taken to the bottle and becomes alcoholic. This behaviour is associated with the cultural strains theory and is typical of:
- (a) Ritualism
 - (b) Retreatism
 - (c) Rebellion
 - (d) Innovation
 - (e) Defeatism
8. One of the following early philosophers believed that society was a partnership not only between those who are living but between those who are dead and those who are yet to be born. Who was the philosopher:

- (a) Georg Hegel
 - (b) Henri de Saint Simon
 - (c) Edmund Burke
 - (d) Lewis de Bonald
 - (e) Max Weber
9. The mass media has both manifest and latent functions. One of the following constitutes a latent function of the mass media.
- (a) Education
 - (b) Information
 - (c) Socialization
 - (d) Entertainment
 - (e) Acculturation
10. The French Revolution occurred during the period of the Industrial Revolution.
- (a) True
 - (b) False
11. The role of the circulatory system in the body is to nourish the tissues with nutrients and oxygen as well as to carry off waste products. From a sociological view point this analogy is the basis on which one of the sociological perspectives is premised. The perspective akin to the above bodily activities is:
- (a) The order perspective
 - (b) The conflict perspective
 - (c) The Interactionist perspective
 - (d) The symbolic-interactionist perspective
 - (e) The institutional perspective.
12. Mr. Goodman Haamabele is from a royal family whose tribal custom has a strict regulation which dictates that he can only marry from royalty. However, he falls madly in love with a commoner whom he promises to marry regardless of the regulations. One day he is informed by his uncle that a bride from a royal family has been found for him and that marriage arrangements have been finalized in accordance with custom and procedures. Mr. Hamabele cannot stand this and the next morning he is found dead by suicide. Given the circumstances, Mr. Haamabele can be said to have committed:
- (a) Altruistic suicide
 - (b) Anomic suicide
 - (c) Egoistic suicide
 - (d) Fatalistic suicide
 - (e) Rebellious suicide

13. The German Sociological Society was founded in 1912 by:
- (a) August Comte
 - (b) Emile Durkheim
 - (c) Max Weber
 - (d) Georg Hagel
 - (e) W.E.B. Du Bois
14. One of the following early sociologists considered social change and unrest to be natural occurrences in a society's evolution towards stability and perfection.
- (a) Herbert Spencer
 - (b) Karl Marx
 - (c) Max Weber
 - (d) Emile Durkheim
 - (e) August Comte
15. A sociologist who sits outside a counseling centre and records patterns of students visiting the centre is using the method of:
- (a) Survey research
 - (b) Observation
 - (c) Multiple regression
 - (d) Participant observation
16. In the process of socialization Mead identified the interaction of certain elements that make up the self. In this regard the subjective element of the self is:
- (a) The I
 - (b) The Id
 - (c) The Me
 - (d) The Ego
 - (e) The Super ego.
17. The selling of marijuana to anybody in Zambia constitutes crime against the person:
- (a) True
 - (b) False.
18. Sociology is a science because:
- (a) It is quantitative and statistical in its presentation of research findings.
 - (b) It is value free in its methodological approach.
 - (c) It employs various kinds of research methods employed in the social sciences.
 - (d) It makes generalizations and good predictions about social problems.
 - (e) It uses reliable and unquestionable methods of study.

19. The term anomie translated from French means normlessness. In America the concept has been particularly associated with:
- (a) Emile Durkheim
 - (b) Albert Cohen and Marshall Clinard
 - (c) Charles H. Cooley
 - (d) Max Weber
 - (e) Robert Merton
20. In sociology the term deviance
- (a) Refers to behaviour that is bad enough for those engaged in it to be punished by society.
 - (b) Refers to all kinds of crime.
 - (c) Refers to all violations of social rules.
 - (d) Refers to only violations of very serious rules and regulations.
 - (e) Refers to foolish behavior.

SECTION B: WRITE BRIEF NOTES ON FIFTEEN (15) OF THE FOLLOWING (30 MARKS)

1. Empirical generalization
2. Dialectical process
3. Anthropology
4. Random sampling
5. Deductive explanation and inductive explanation
6. Emile Durkheim
7. Aims of science
8. Social structure
9. Myth
10. Positivism
11. Total institution
12. Looking glass self
13. Mechanical solidarity
14. Cultured specialties
15. Tabula Rasa
16. Levirate
17. Tribe
18. Role discontinuities
19. Social change
20. Secondary deviance.

**SECTION C: ANSWER ANY TWO QUESTIONS FROM THE FOLLOWING
(40 MARKS)**

1. Outline in broad context the differences between traditional and modern societies and explain why there is a sustained change to modernity.
2. Give a descriptive explanation of the four main types of suicide and indicate how they can be prevented or alleviated.
3. Describe the four main norms of science and indicate their usefulness to the development of science and society at large.
4. Describe deviance in all its manifestations and explain why it is inevitable in every society.

******* END OF EXAMINATION *******

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

INSTITUTE OF DISTANCE EDUCATION

2010/2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES/SOCIOLOGY DIVISION

S 112: INTRODUCTION TO SOCIOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS: This paper is divided into three sections. Answer **all** question from section A: Fifteen (15) questions from section B and two (2) questions from section C.

SECTION A: Multiple Choice. Answer all questions (30 marks)

1. Demography relates with development in that:
 - (a) Its variables influence and are also influenced by development elements.
 - (b) it determines the size, growth rate, composition and distribution of people.
 - (c) It provides a mathematical and well documented statistical understanding of people.
 - (d) You can forecast development issues using population factors.

2. Population registers:
 - (a) are devised to account for people from birth to death and all the occurrences of life.
 - (b) are found only in Scandinavian countries
 - (c) can replace census in developed countries.
 - (d) can be cost effective if well designed for less developed countries.

3. Marxism is a form of:
 - (a) Scientific socialism
 - (b) Utopian socialism
 - (c) Revolutionary change
 - (d) Socialist doctrine

4. According to Karl Marx, the ills of the Capitalist system could not end:
 - (a) until dictatorial state machinery was overthrown.

- (b) until the proletariat overthrew those in power.
 - (c) until there was class consciousness.
 - (d) until there was a one party state
 - (e) until the rich were taxed heavily for the benefit of the poor.
5. Microsegregation is the denial of access to public places like washroom, waiting room or railway carriage.
- (a) True
 - (b) False
6. Anarchism is a political trend which was first outlined by:
- (a) Adolf Hitler
 - (b) Adam Smith
 - (c) Mao Ze Dong
 - (d) Pierre Joseph Proudhon
 - (e) Robert Owen
7. The functionalist view of social stratification was developed by;
- (a) Marx Weber
 - (b) Emile Dirhheim
 - (c) Kingsley Davis and Wilbert Moore
 - (d) Melvin Tamia
 - (e) Karl Max
8. According to Karl Marx the means of production is the only factor in determining social class:
- (a) True.
 - (b) False.
9. When racism is legalized, it becomes a colourbar system of social stratification.
- (a) True
 - (b) False
10. Economic growth incorporates development
- (a) True
 - (b) False
11. The political terms left, right and centre originated in;
- (a) The Russian Revolution of March 1917
 - (b) The Russian Revolution of October 1917

- (c) The French Revolution of 1789
 - (d) The American Revolution of 1775 to 1789
 - (e) The German Revolution of November 1918
12. Backward linkages refer to the utilization of output of a particular enterprise as inputs for another enterprise.
- (a) True
 - (b) False
13. The following group of countries fall into the category of the “Tigers” whose economies have grown exceptionally fast in the last four decades.
- (a) South Korea, Japan, Taiwan and the Philippines.
 - (b) South Korea, North Korea, Vietnam and China.
 - (c) Singapore, Thailand, Malaysia and Hong Kong.
 - (d) South Korea, Taiwan, Singapore and Hong Kong.
 - (e) China, Japan, South Korea and Taiwan.
14. Minimum economic level refers to:
- (a) The amount of money necessary to meet the elementary necessities of life for an individual or a household of six.
 - (b) The amount of money that by law is paid and is designated as the minimum wage for a given industry.
 - (c) The amount of money necessary to lift people from absolute poverty.
 - (d) All the above.
 - (e) Non of the above.
15. Replacement level fertility refers to:
- (a) The number of children born relative to the death rate.
 - (b) The number of children that a woman or a monogamous couple may have in order to replace the existing population.
 - (c) The fertility rate high enough to perpetuate the size, composition and distribution of population.
 - (d) The number of infants born to replace age specific mortality for women of child bearing age.
 - (e) Non of the above
16. The tendency of people with similar characteristics to marry one another is best known as:
- (a) Endogamy.
 - (b) Heterogamy.

- (c) Homogamy .
 - (d) Erotic selection.
 - (e) Propinquity
17. An immigrant is a person who moves from out of a country for a period of at least six months for one reason or another but mostly for socio-economic reasons, such as poverty.
- (a) True
 - (b) False
18. The hidden curriculum is based on:
- (a) Functionalism.
 - (b) Symbolic interactionism.
 - (c) the conflict perspective.
 - (d) Propinquity.
19. Fertility means:
- (a) The unification of the sperm and the egg.
 - (b) Capacity to reproduce
 - (c) Ability to have plenty of babies
 - (d) Actual births
 - (e) Capacity to conceive health babies without medical aid.
20. Religion is the opium of the people according to:
- (a) Max Weber
 - (b) Emile Darkheim
 - (c) Karl Marx
 - (d) Talcot Parsons
 - (e) Herbert Spenier.

SECTION B: Write brief notes on any fifteen (15) of the following (30 marks)

1. Dependency theory.
2. Socialism.
3. Calvinism.
4. Human Development index.
5. Social stratification.
6. Davis-Moore thesis.

7. Black death and its effects during feudalism.
 8. Primary sector of the economy.
 9. Fascism.
 10. Social institution.
 11. Ideal type.
 12. Singulate mean age at marriage (SMAM)
 13. Fecundity.
 14. The left as a political ideology.
 15. Societal collectives.
 16. Racism.
 17. Class consciousness.
 18. Family and its functions.
 19. Religion.
 20. Human Race.
-

SECTION C: Answer any two questions from the following (40 marks)

1. Describe the different types and forms of social stratification and indicate why it is difficult to prevent or kill social stratification in any society.
 2. With examples, discuss how migration flows, mortality and fertility affect development.
 3. With the help of some theories explain the existence of wide spread poverty in third world countries and indicate how such poverty can be alleviated.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2011 FIRST SEMESTER EXAMINATION

S211: CLASSICAL SOCIOLOGICAL THEORY

TIME: THREE HOURS

INSTRUCTIONS: This Examination has two Sections. Answer all questions in section (A) Each question carries two marks. Answer Two (2) Questions only in Section (B). Each question carries 15 marks.

SECTION (A)

1. What should be done to an existing theory when newly gathered facts put it into question?
2. Explain one way in which sociological theory is important to policy formulation and implementation.
3. Give an example of how a child can start learning deviant behaviour at the imitation stage.
4. What is the main reason given by Karl Marx for the fall of feudalism?
5. State one of the characteristics of religion according to Durkheim.
6. To Durkheim, objects that are considered 'sacred' (in different religions) are not inherently sacred. Briefly explain.
7. What did Weber mean by status situation?
8. What are ideal types? Give one example of any of the ideal types Max Weber studied.
9. Apart from type of thinking, Comte also found that society changes in terms of social organization at every stage of evolution. What is the dominant social unit in the positive stage?
10. How does consensus contribute to social stability according to Comte?

SECTION (B)

1. In Durkheim's view, how does anomie come about in society? Describe the four types of suicide he identified with at least one practical example for each. From the cases that are often reported in the media, which type seems to be the commonest in Zambia?
2. Describe the main features of religion according to Emile Durkheim, and using clear examples explain the functions of religion in society. How did religion contribute to the birth of modern capitalism in Max Weber's view?
3. What similarities and differences are there between Max Weber's and Karl Marx perception of class?

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011 SECOND SEMESTER EXAMINATION

S212: CONTEMPORARY SOCIOLOGICAL THEORY

TIME: THREE HOURS

INSTRUCTIONS: This Examination has two Sections. Answer all questions in Section (A). Each question carries 2 marks. Answer Two (2) questions only in Section (B). Each question carries 15 marks.

SECTION (A)

1. According to Parsons, what brings order in society?
2. What was Merton's view on Parson's goal of coming up with a grand theory of social action?
3. Although most Heads of state visiting other countries may look very interested in some piece of entertainment staged in their honour, they may actually not be interested at all. What concept from the dramaturgical approach best describes such a scenario?
4. What is the major difference between Homans and Blau's exchange theory?
5. What role do values and norms play in exchange relations in Peter Blau's view?
6. How is behaviour reinforced in exchange relations?
7. In an effectively socialized individual, the 'I' is supposed to exercise control over the 'Me'. Do you agree? Explain briefly.
8. Using Mead's ideas, show how a child may start learning deviant behaviour during the imitation stage.
9. State one of the factors which determine the intensity of conflict according to Ralf Dahrendorf.

10. Among the three conditions for the formation of conflict according to Dahrendorf's, which one has been most instrumental in the formation of political parties in Zambia? Explain in a short paragraph.

SECTION (B)

1. Discuss Lewis Coser's views on the cause, violence and duration of conflict in relation to any conflict you are familiar with in Africa.
2. What are the factors driving the process of globalization in contemporary society according to Giddens? Between the approach taken by the transformationalists and skeptics concerning the controversy on globalization, which one best describes the extent of globalization in developing countries like Zambia? Explain clearly.
3. Discuss the effects of the process of institutionalization on the personality of inmates in Zambian prisons or mental hospitals using Goffman's work on asylums.
4. To Parsons, social action is understood in terms of systems i.e. from the most basic form of interaction involving individuals, to one involving complex social structures or organizations. With clear examples, show how Parsons explains this, then point out any two weaknesses in his theory of action.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2011 SECOND SEMESTER EXAMINATION

S312: URBAN PROBLEMS AND MANAGEMENT IN DEVELOPING COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS: Answer any four (4) questions.

1. In what specific ways does the urbanization process in developing countries differ from the urbanization process in developed countries?
2. With practical examples, discuss the impact of urbanization on the extended family system in Zambia.
3. Critically discuss the impact of divorce on:
 - (i) The divorcing couple
 - (ii) Children
 - (iii) Society

Suggest possible solutions to the problem of divorce in urban areas.
4. Compare and contrast customary marriages with statutory marriages in Zambia. In what specific ways does customary marriage disadvantage married women?
5. Discuss the challenges which urban families are facing today in the socialization and control of their children. Suggest ways of reinforcing or improving the socialization practices of children in urban areas.
6. Trace the challenges of urban housing in Zambia from the colonial era and describe the policy reforms in the housing sector undertaken by the Chiluba government in the mid 1990s. With respect to at least two factors for a sustainable housing policy, what are some of the issues that still need to be addressed in order to improve the delivery of urban housing in Zambia?

End of Examination

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
S 322: SOCIOLOGY OF CONTEMPORARY SOCIAL PROBLEMS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO
QUESTIONS FROM THE FOLLOWING

TIME: THREE (3) HOURS

1. Discuss the problem of sex related crimes in Zambia. In your discussion establish the social conditions in many societies that expose women and girls to domestic violence and abuse. Cite examples from the Zambian experience or any society or region of your choice.
 2. What is meant by social legislation? Explain the types of social legislation that are usually enacted in society as a way of tackling certain social problems.
 3. Critically analyse why drug abuse is such a serious social problem in many societies such that many of them have stiff punitive measures in place to address it. What are some of the behavioural and physiological symptoms of drug abuse and addiction? You may use some of these symptoms to tackle the first part of the question.
 4. Write brief notes on all of the following concepts:
 - (i) Drug decriminalisation
 - (ii) Prison *versus* Jail
 - (iii) Social problem perspective *versus* social responsibility perspective
 - (iv) Drug tolerance *versus* drug dependence
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION
S 902: INDUSTRIAL SOCIOLOGY II

TIME: THREE HOURS

INSTRUCTIONS:

1. There are two sections in this paper. You are required to answer questions from each section as instructed.
 2. Write your computer number as required.
 3. All your answers should be in the prescribed examination answer books.
-

SECTION A

Define and write brief notes as necessary on any **TEN** of the following (40 marks):

1. Reification.
 2. Contract.
 3. Collective Bargaining and Statutory Clauses in Zambia.
 4. Equity Capital.
 5. Debt Capacity in relation to Profitability.
 6. Inflagrante delicto in relation to the Principle of Audi Alteram Partem.
 7. Process of establishing Labour Laws in Zambia.
 8. Alternative Dispute Resolution (ADR).
 9. Profile and powers of Labour Commissioners in Zambia.
 10. ILO Conventions No. 29 (forced labour) and 138 (Minimum age)
 11. Right in relation to Prerogative.
 12. Difference between Wildcat Strike, Organisational Strike and General Strike.
 13. Differences between "coopted member", "In Attendance" and "By Invitation" at Committee Meetings.
-

SECTION B: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS (60 MARKS)

1. Discuss the sources and functions of Labour Law and indicate the difficulties of enforcing such law in Zambia.
 2. Industrial Relations is a Capitalist instrument designed to create a tractable labour force and benefit the employers only. Discuss.
 3. Critically discuss the extent to which the International Labour Organisation is especially fitted and essential to the social and economic aspects of industry.
 4. Describe the concept of management right and indicate the meaning, extent and limitations of such right in respect of: subcontracting; hiring of employees; layoff/redundancy and scheduling of work.
 5. Discuss the justification, value and limitations of industrial democracy in a liberalized economy.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2010/2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

S 915 DISASTER PREPAREDNESS

DURATION: THREE (03) HRS

INSTRUCTIONS:

- a. Question 1 in Section A is **compulsory**
 - b. Attempt any other three questions from Section B
 - c. Question 1 carries **20 marks**, whilst questions under Section B carry **10 marks each**.
-

SECTION A: compulsory.

1. The Zambian Disaster Management Act No.13 of 2010 which was accented to in April 2010 spells out a number of provisions regarding it's operation as an institution. Critically discuss it's genesis, vision, legal frame work as well as any challenges it has encountered so far.

SECTION B. Attempt any three (03) questions

2. a. Briefly state four major components/articles of the Kyoto protocol and also indicate as to why the majority of the industrialized countries have been reluctant to sign/reify the treaty.
 - b. The IFPRI is a **SADC** initiative, whose aim is to improve the general well being of the Southern African citizens. Briefly highlight it's three contribution as well as challenges.
 - c. How does the World Health Organization define human epidemis?
 - d. What constitutes Early Warning Systems (EWS) when analyzing famine?
 - e. Why are natural /human made hazards such a universal concern?
3. Quarantelli and Tonny Moore, are credited for analyzing human emotional reactions during disaster situations in a very vivid way. Critically discuss their main points of departure.

4. Critically discuss how the **Holistic Framework** has been used to enhance the Community Based Initiative (**CBI**) as espoused by the Center for Disaster Management and Humanitarian Assistance (**CDMHA**).
5. Gender as a concept has been found to create serious inroads in the analysis of disasters in as far as it affects communities. With clear examples from a number of research findings, highlight these issues including the challenges.'

END OF EXAMINATION.

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2010/2011 ACADEMIC YEAR
SECOND SEMESTER FINAL EXAMINATION

COURSE: S952: SOCIOLOGY OF ORGANIZATION IN PRACTICE

INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN SECTION A AND ONLY THREE QUESTIONS IN SECTION B

TIME: THREE HOURS

SECTION A

1. Write briefly about each of the terms below:
 - a) Share briefly the types of forces of change you know
 - b) What is organizational socialization
 - c) Describe briefly the three levels of culture you know
 - d) State briefly what Hierarchy of Authority means to an organization
 - e) Provide a short description of the principle of functionalisation

SECTION B

1. Discuss how different organization structures serve each organization by giving practical example.
2. Why is organization culture important and how do you contrast it with the culture existing in a country?
3. Compare and contrast the relationship between organizational culture and organizational socialization by giving examples to Zambian organizations.
4. Discuss the principles of organizations by giving examples in different organizations in Zambia.

5. If you learned that a company has a matrix structure, would you be more or less interested in working there? Explain your answers. How would you prepare yourself to work effectively in a matrix.
6. What are the major forces that affect organization-environment relationship? Describe those forces.
7. Why is an organization's environment so important to an organization? Identify and discuss each of the major dimensions of the general environment.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2010/2011 ACADEMIC YEAR
SECOND SEMESTER FINAL EXAMINATION

**COURSE: S962 - SOCIOLOGY OF RURAL
DEVELOPMENT**

**INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS IN
SECTION ONE AND ONLY THREE
QUESTIONS IN SECTION B**

TIME: THREE HOURS

SECTION A

1. Write briefly about each of the terms below:
 - a) Integrated Rural Development Program
 - b) Participatory Approach
 - c) Growth Oriented Approach
 - e) Transformation Development

SECTION B

1. You have just been hired by Government of Zambia and asked to critically analyse the plans and achievements of rural development program in the country and make recommendations on the same.
2. What difference did the change of Government in 1991 in Zambia bring to rural development in the country?
3. Discuss the causes of poverty in developing nations with special emphasis on Zambia.
4. Discuss why facilitating cycle is critical to rural development with reference Agriculture Support program in Zambia.
5. What role did co-operative play in rural development in the 1st and 2nd Republics that is from 1964 to 1990 and compare with the period of 1991 to 2001.

6. Give a full explanation of the causes of rural-urban migration in Zambia.
7. Discuss and critique the different approaches of rural development in developing nations.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION
SW 112: SOCIAL DEVELOPMENT AND SOCIAL WELFARE

FRIDAY, 20/05/2011

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO QUESTIONS

1. Jim Ife and Lucy Fiske have argued that the relationship between community development and human rights is so symbiotic that: "*Community development needs human rights based framework if it is to be successful, and human rights needs a community development framework if they are to be realized*". Discuss this assertion by giving practical examples of your choice.

2. According to Jim Ife, human rights are often categorised as first, second and third generations. By using Ife three categories of human rights, discuss whilst giving practical examples how human rights are cardinal to the social work profession in the quest to realize social development in Zambia.

3. Cholera is one of the topical social problems that constantly affect people in Zambia especially in the rainy seasons. You have been hired by the Lusaka City Council to be part of the team to help in drawing a plan to find a lasting solution to this problem. By using the six steps problem solving process, explain how you can use this model to overcome this problem.

4. Manning argues that social problems need to be distinguished from the mere existence of common problems with reference to three points. Critically discuss this assertion by giving practical examples of your choice.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/2011 ACADEMIC YEAR FINAL EXAMINATION
SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY

Time: **3 Hours**

- Instructions: 1. Answer only **three** of the five questions below
2. Write your computer number very clearly on all the answer sheets.
3. Question 1 is compulsory; the rest are optional
-

Question 1. (Compulsory)

Discuss the phrase “contemporary issues” with reference to the following:-

- i. Home Ownership
- ii. Universal Education
- iii. Public Health Care System
- iv. Food Production

Question 2.

What is meant by each of the following brief statements relating to girl-child education:-

- i.....education, particularly for girls, is by no means universal
- ii.....girls are far less likely than boys to attend primary school
- iii.....girls are kept at home to cook, clean, and mind sisters
- iv....girls work outside the home to bring in extra income
- v.....no investment in education has a higher return than investment in educating girls. It has a powerful effect on almost every aspect of development.
- vi....it lowers fertility rates, raises productivity; and helps the environment
- vii.....increasing female literacy help lower infant mortality

Question 3.

The United Nations Conference on Environment and Development (UNCED), otherwise known as the “Earth Summit” was held in 1992 in Brazil. Of the set of five agreements approved at that conference, the third one was “The Statement of Principles on Forests”.

Please explain the implications of this Agreement.

Question 4.

Public Health Services are provided to the public at four major areas, usually in a sequence (The PPPR).

Explain those services in their sequence of delivery. Examples are often helpful.

Question 5.

Gerontology and the process of Aging may be somehow similar, but they definitely emphasize on different aspects of old age.

Please comment on the differences and elaborate on the Hayflick effect (American microbiologist Leonard Hayflick on his theory of aging).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2010/2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
SW 332: CROSS-CULTURAL PERSPECTIVES IN SOCIAL WORK PRACTICE

TIME: THREE (3) HOURS.

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS.

1. "Not only is social work itself a cultural construct but whenever we are attempting to make social work responsive to local contexts, we are fashioning it in a cloth that is culturally embedded." **Discuss** this statement citing relevant examples.
2. Discuss the view that most serious problems confronting the Zambian people are rooted in the fundamental inequalities that exist in the present world "order."
3. Do you agree with the assertion that even in western contexts social work is faced with the challenges of developing culturally relevant practices among immigrant, migrant and refugee communities? Rationalise your answer citing relevant examples.
4. Relate the concept of **social change** to issues of relevance in social work.
5. Select any model in social work. Identify **two** areas in which it conflicts with Zambian culture.

END OF EXAMINATION
